



# A Comparative Analysis Of NEP-1986 And NEP-2020 On The Perspectives Of Teacher Education In India

Nilakshi Adhikari

Former student of M.Ed Institute of Education for Women Hastings house Kolkata.

**Abstract:** The article presents a comparison between NEP-1986 and NEP-2020 from the perspective of teachers in India. As we all know, Education is the foundation of social development and teachers are the architects of society. Teacher training plays an important role in developing teachers' skills and work. In order to improve the education system of our country, our government has created many policies and plans. The National Education Act is a general guide for the different education systems in India. NEP-2020 is a new policy that will replace the previous policy (i.e. 1986). The main aim of this study is to compare NEP-1986 and NEP-2020 from the point of view of teachers in India. Information has been drawn from newspapers, NEP-1986 and NEP-2020 reports, government websites etc. This study is based on secondary data. The main findings show that the time of teacher education has changed according to the previous policy; the direction of teachers has changed towards multidisciplinary education. It is recommended that teacher training curriculum should be updated to include new technologies and methods of curriculum.

**Key words:** Education, Education policy, Education policy 1986, New Education Policy 2020, Teacher Education.

**Introduction:** The famous poet, great philosopher, as well as Educationist Rabindranath Tagore mentioned that “A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame. The teacher who has come to the end of his subject, who has no living traffic with his knowledge but merely repeats his lesson to his students, can only load their minds, he cannot quicken them”. As we all know, Education is the key indicator of social development and teachers are the maker of man. Teacher occupies a concentric position in any nation to prepare a student as a future citizen. In order to development of countries education system our government has taken several policies and programmes. The National Education Policy is a comprehensive framework for the different levels of Education in our nation. There are total three National Policy on Education and NEP 2020 is the latest one which replaces the former policy 1986. In 1985 Government of India conducted a research about the existing education system, produced a document “Challenge of Education: A Policy

Perspective” inaugurated by former Prime Minister Rajiv Gandhi in May 1986. After a 34 years gap New Education Policy 2020 was started by the Union Cabinet of India on 29<sup>th</sup> July 2020 by the chairmanship of former Indian Space Research Organization (ISRO) chief Krishnaswamy Kasturirangan. Teacher Education is a programme that is basically related to teacher competency and proficiency that would enable them to meet the requirements of the profession and face the challenges therein. The main vision of NEP-2020 for Teacher Education is an activity that requires multidisciplinary perspectives and knowledge, formation of dispositions and values, and development of practice under the best mentors.

**Objectives:** The study dealt with a comparative analysis of NEP-1986 and NEP-2020 on the perspectives of teacher education in India. The major objectives are:

- To study the recommendations of NEP-1986 and NEP-1986 and NEP-2020 regarding Teacher Education.
- To compare the NEP-1986 and NEP-2020 through the perspectives of teacher education.

#### **Research Questions:**

- What are the different recommendations proposed by NEP-1986 and NEP-2020 regarding teacher education?
- What are the comparisons between NEP-1986 and NEP-2020 through the perspectives of teacher education?

#### **Methodology:**

It is a qualitative research. Mainly the data has been collected from secondary sources like different journals, draft of NEP-1986, and NEP-2020, survey reports and various others publications.

#### **Objectives wise analysis:**

##### **Objective: 1**

- ❖ **Different recommendations of NEP-1986 and NEP-2020 regarding teacher education in India**

##### **Recommendations of NEP-1986 regarding teacher education in India:**

- The method of recruitment of teacher should be based according to their merits.
- The pay and service conditions of teachers should be commensurate.
- Improvement in the conditions of work and the quality of teacher education.
- This policy should emphasize on teachers’ accountability to the pupils, and their parents, the community and their own profession.
- The Government should motivate, encourage teachers to constructive and creative lines.

- National Council for Teacher Education (NCTE) should be provided the necessary resources and capability to accredit institutions of teacher education and to provide guidelines regarding curricula and method.
- District Institute of Education and Training (DIET) would be established with the capability to organize Pre-service and In-service courses for elementary school teachers and for the personnel working in non-formal and adult education.
- A guideline should be formulated to ensure objectivity in the posting and transfer teachers associations should play a significant role in upholding professional integrity, enhancing the dignity of the teacher and in curbing professional misconduct.

### **Recommendations of NEP-2020 regarding teacher education in India:**

- The activity of teacher education requires multidisciplinary perspectives and knowledge, formation of dispositions and values, and development of practice under the best mentors.
- By 2030, only educationally sound, multidisciplinary, and integrated teacher education programmes shall be in force.
- 4 years, 2 years and 1 year B.Ed programmes should be provided by all HEIs based on the number of years the candidate has taken up under-graduate.
- In order to maintain uniform standards for teacher education entrance exam for a particular selected subject and aptitude for selection to B.Ed programmes to be conducted by NTA.
- Teacher education claim multidisciplinary inputs, and education in high-quality content as well as pedagogy, all teacher education programmes must be conducted within composite multidisciplinary institutions.
- Continuous Professional Development (CPD) for in-service college and university teachers will continue through the existing institutional arrangements and ongoing initiatives.
- Different technology platforms such as SWAYAM/DIKSHA taken initiatives for online short term training of teachers.

### **Objective: 2**

### **Compare the NEP-1986 and NEP-2020 through the perspectives of teacher education**

Sl.no.	Basis of comparison	NEP-1986 and Teacher Education	NEP-2020 and Teacher Education
1.	Teacher training	NEP-1986 recommended that training of teachers for all levels of education i.e., elementary to higher education.	4 years, 2 years, 1 year programmes should be provided by all HEIs based on the no. of years the candidate has taken up under-graduation.
2.	Rule settings	National Council for Teacher Education (NCTE) was set up for the frame rules for B.Ed and other training.	For conducting pre-service teacher education entrance exam for a particular selected subject and aptitude for selection to B.Ed programmes to be conducted by NTA.
3.	Pre-primary training programme	Nursery Teacher Training (N.T.T), Diploma in Early Childhood Care and Education (D.E.C.E)	There will no such courses.

		diploma courses for pre-primary teachers.	
4.	Primary training programme	Diploma in Education (D.Ed), Diploma in Elementary Education (D.El.Ed.), Junior Basic Training (JBT), Elementary Teacher Training (ETT) courses for pre-primary teachers.	There will no provision for such courses.
5.	B.Ed eligibility	Only graduates are eligible for doing B.Ed.	There will be flexibility after 10+2, students can enter in ITEP at different stages accordingly.
6.	Continuous Professional Development	In order to achieve the desirable goal of in-service training all teachers within 5 years. Special orientation programme for teacher were launched.	Teacher will be given the opportunities for self-improvement and to learn latest innovations and advances in their professions. Each teacher will be expected to participate in at least 50 hours of CPD opportunities.
7.	Curriculum for Teacher Education	There should be need to emphasis on integration of education, culture, work experience, physical education and sports, study of Indian culture and the problems of unity and integration of India.	The curriculum of Teacher education requires multidisciplinary inputs and high quality content as well as pedagogy.
8.	Flexibility	There were choices to go to teaching profession after graduation or post graduation.	There will more flexibility to enter in teacher education programmes.
9.	Online training for teachers	There was no provision for online training programmes for teachers' professional development.	Different technology platforms such as SWAYAM/DIKSHA conduct a various online programmes of teachers' professional development.
10.	Professional Standard for Teachers	There was no such body for professional standard for teacher.	National Professional Standard for Teachers (NPST) will be developed by NCTE determine all aspects of teacher career management, tenure, promotions, salary increases etc.

**Conclusion:** It may be concluded from the apparent discussion that teacher education is a continuous process for the holistic development of all teachers'. There is major paradigm shift occur in teacher education proposed by NEP-2020. In teacher education programme there is need to emphasis on multidisciplinary, critical thinking based, more holistic as well as innovative approach will also included in the teacher education curriculum. NEP-2020 is an important step of Government of India to enhance the quality of teacher education programme in India because; teacher makes the future citizen of any society.

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