



Research Article

A COMPARATIVE STUDY ON TEACHER EDUCATION IN “NATIONAL POLICY ON EDUCATION” (NPE-1986) AND “NATIONAL EDUCATION POLICY” (NEP-2019)

Pradipaditya Sing

M.Ed. trainee of Ramakrishna Mission Sikshanamandira, Belur Math, Howrah, (W. B.), India

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ABSTRACT

Recently Government of India has released an education policy in 2019 named “National Education Policy” to improve the present education system. The present study is undertaken to compare between the recommendations on teacher education in “National Policy on Education” (1986) and the recommendations on teacher education in the draft “National Education Policy” (2019). This is a qualitative study. The objectives of this study are to find out the recommendations related to teacher education both in NPE-1986 and in NEP-2019 and to find out the similarities and dissimilarities between them. The findings of this study are that both NPE-1986 and NEP-2019 has dealt with teacher education and there are similarities in the fields of the development of teacher education, the administrative structure and faculty of the teacher education institutes, four year integrated B.Ed. course, pre-service and in-service teacher education. There are dissimilarities in the field of elementary level teacher education, multidisciplinary teacher education, duties of NCTE, qualification of the faculties, cadre for teacher education.

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INTRODUCTION

Teachers are the backbone of the nation. They are mostly followed by the pupil as well as the people of the society. Teaching is that profession which is not only bound in the school but also outside of the school. The qualities of the teacher may be inborn or can be acquired with proper education and training by developing the knowledge, attitude, behaviour and skill. For this reason teacher education is paid keen eye by various commissions and committees in co-operation with the government by introducing different policies, recommendations, drafts. Earlier it was known as the teacher training but presently it is known as teacher education. There is a great difference between the term ‘training’ which is narrow concept and the term ‘education’ which is a broader concept. In the glossary of training terms published in 1971 in London by the department of employment, the term ‘training’ has been defined as “systematic development of attitude, knowledge, skill, behaviour patterns required by an individual in order to perform adequately a given job or task” (Sharma, 2016). On the other hand ‘education’ goes beyond the boundaries of a particular job. It gives importance on general and refined behaviour, development of personality, development of a person having wider aspect of his environment, development of knowledge understanding, values and behaviour in all work of life. It indicates the life long process of learning.

*Corresponding author: **Pradipaditya Sing**

M.Ed. trainee of Ramakrishna Mission Sikshanamandira, Belur Math, Howrah, (W. B.), India

Danish Missionaries were the first who established a former training centre at Serampore, near the then Calcutta. This study has mainly focused on the named “National Policy on Education” (NPE-1986) and “National Education Policy” (NEP-2019). Both the policies have taken great role for the rejuvenation of teacher education system.

Objectives of the Study

The objectives of this study are as follows

1. To find out the recommendations regarding teacher education in NPE-1986.
2. To find out the recommendations regarding teacher education in NEP-2019.
3. To make a comparison between NPE-1986 and NEP-2019 in respect of teacher education.

Methodology

The qualitative study has been adopted to accelerate the comparative analysis between NPE-1986 and NEP-2019.

Source of data

The primary data is collected from the drafts of NPE-1986 and NEP-2019 and the secondary data is collected from articles, books and website.

Findings

On the basis of the objectives the findings of the study is discussed bellow

01- To find out the recommendations regarding teacher education in NPE-1986

NEP-1986 has recommended for the professional training which to be delivered both the teachers of elementary schools and secondary schools. After observing the then situation of the teacher education NPE has taken the first step towards educational reorganisation for elementary teacher education, secondary teacher education and in-service teacher education.

Elementary teacher education

For the development of elementary teacher education NPE-1986 has recommended for the District Institute of Education and Training (DIET) for both pre-service and in-service teachers of elementary schools and its total responsibility would be given to the National Council for teacher education (NCTE). The head of the DIET will be the principle of Degree College or B.Ed. College. The radical changes has been suggested with the inclusion of various points such as action research and experimental work, academic support to school complexes and District Boards of Education, provision of services of a resource and learning centre for teachers and instructors.

Secondary teacher education

The secondary teacher education will be provided from the college of Teacher Education affiliated to Universities. The conduct of examination, award of degrees and ensuring qualities have to be maintained by the universities as in co-operation with NCTE. NPE has, also, recommended for the four year integrated courses after Higher Secondary stage, in addition to the B.Ed. /M.Ed. degree.

In-service education for teachers

NPE has introduced the importance of in-service education for teachers on the perspective of the changing national goals, revision of school curriculum, additional inputs in teaching learning system etc. SCERT would take all types of responsibilities for in-service education for teachers of primary level and secondary level. In primary level the DIETs would take the responsibilities with SCERT.

Cadre of teacher education

NPE has recommended for the separate cadre to appoint staffs in SCERTs, Secondary Teacher Education institutions and DIETs. According to the NPE, NCTE has been achieved autonomous and statutory body which, along with SCERT, NCERT and UGC, will do various functions like accreditation or disaccreditation of the institution of teacher education, laying down the standards and norms for institutions of teacher education, development of curriculum and methods of teacher education etc.

02- To find out the recommendations regarding teacher education in NEP-2019:

The recommendation on teacher education is given in chapter-15 of the NEP-2019 Draft. It has divided into five sub points. The main objectives of NEP is to “ensure that teachers are given the highest quality training in content, pedagogy, and practice, by moving the teacher education system into multidisciplinary colleges and universities, and establishing four year integrated bachelor degree as the minimum

qualification for all school teachers” (PP-283, Draft National Education Policy 2019).

Restoring integrity to teacher education

The mission will be taken to shut down the substandard and dysfunctional teacher education institutions by 2023 for promoting only educationally sound teacher preparation programme in India. The progress of this mission will be supervised by National Higher Education Regulatory Authority [NHERA] every 3 months and by Rashtriya Shiksha Aayog [RSA] every 6 months.

Moving teacher education into multidisciplinary colleges and universities

In this portion NEP has recommended four year integrated B.Ed. programme by 2030 within the multidisciplinary institution and environment. Again it has mentioned that a good teacher education institution must include expertise areas related to education- specialists in early childhood education, understanding and pedagogy of subjects, assessment, curriculum and material development, school leadership along with psychology, philosophy, sociology, knowledge of India, history of education. The admission process will be done through subject and aptitude test conducted by the National Testing Agency (NTA). All the independent teacher education institutions will be converted into multidisciplinary institutions by 2030, by offering four year integrated teacher preparation programme.

Department of education in universities

NEP has recommended the Department of Universities to strengthen and develop the spaces for research and innovation in education. The Department will make an arrangement for pre-service education and in service Continuous Professional Development (CPD) of teacher in school education as well as higher education. It also recommended for sufficient funding, capacity planning for teacher education by RUSA along with state and central government, faculty strength in teacher education, offering courses in online mode, research based teacher preparation, inter-departmental collaboration for special subjects, post graduate and Doctoral programmes in education.

Faculty for teacher education

The good teacher can produce the quality teachers from the teacher education institutions. In this respect NEP has advised to appoint faculty having specialization in areas of curriculum and pedagogy, fundamental areas of education technology and research in education that means they must have Masters’ and PhD degrees in various related disciplines. For the implementation of the faculty profile not everyone is needed PhD rather teaching experience and field research experience will be highly valued and again at least 50% of faculty come with such experience. “It is also desirable for faculty to have at least one degree in education (M.Ed., or Masters Degree or Doctorate in Education) but not be mandatory for the faculty.” (PP-291, Draft NEP)

03- To make a comparison between NPE-1986 and NEP-2019 in respect of teacher education.

Both NPE-1986 and NEP-2019 has great importance in the field of education. There have few similarities and

dissimilarities in relation with recommendations on teacher education.

Similarities

- Both the policies have recommended for the development of teacher education.
- Both the policies have recommended for the administrative structure and faculty of the teacher educational institution.
- Both the policies have proposed for the four year integrated B.Ed. course for teacher education.
- Pre-service and in-service teacher educations have been included in two policies.

Dissimilarities

- NEP-1986 has recommended for teacher education for elementary level but NEP-2019 has not made any separate recommendation.
- NPE-1986 has mentioned the duties of the NCTE but NEP-2019 has not mentioned.
- NEP-2019 has recommended on the qualification of the faculties in Teacher Education Institution but NPE-1986 has not mentioned anything.
- NEP-2019 has recommended the multidisciplinary teacher education which was missing in NPE-1986.
- NPE-1986 has very finely recommended on the in-service teachers of the schools in a separate part. On the other hand NEP-2019 very slightly has recommended in the part of the Department of Education in Universities.
- NPE-1986 has recommended for a cadre for teacher education but NEP-2019 has not made any recommendation about the cadre.

CONCLUSION

Though NPE-1986 and NEP-2019 has similarities and dissimilarities, these two policies have great importance for the upliftment of teacher education. Hence NPE-1986 has handed over the lamp of teacher education to the NEP-2019 just like a relay race. NEP-2019 has recommended for the quality teacher education but there is a big question how and how far it can be implemented in the field of education.

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