

COMPARITIVE ANALYSIS OF NPE 1986 & NEW EDUCATION POLICY 2016 IN THE CONTEXT OF TEACHER EDUCATION

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ABSTRACT

The National Policy on Education (NPE) is a policy formulated by the Government of India to promote education amongst India's people. The policy covers elementary education to higher education in both rural and urban India. National Policy on Education 1986 and draft New Education policy 2016 were discuss and recommended about various aspects of education system. Teachers are the most important part of education system. Proper skilled teachers are needed for a better education system. So teacher education is a important part of education sector. In this paper will discuss about teacher education, which was recommended in NPE 1986 and draft national policy 2016. This paper also compared the recommendation of teacher education given by the two education policies .The NPE 1986 was gives more emphasis on create a new structure of teacher education. On another side the new NEP 2016 seeks to create conditions to improve the quality of teacher education.

KEYWORDS: Higher Education, Teacher education, National Education Policy 1968 & 1986, New Education Policy 2016, DIET, Teacher associations.

INTRODUCTION:

Education is a continuous process which aims to prepare a person to play his role as an enlightened member of the society. In other words, it means all round development of personality of a person. The system of education introduced by the British Government in India was not suitable to needs of free, independent and developing India. Since our independence, India is trying to restructure its education policy to suit the needs of technological and industrial developments. In 1968 our first National Education Policy was declared. NPE has provided a framework for the development of education over the next few years in the country. This policy was made by the recommendation of Kothari Commission. Then in 1986 our second National Policy on Education was declared, which was modified in 1992. Since then our education system was follow the recommendation of NPE 1986. But in recent era our society was changed drastically. In nowadays our life is so busy and technology oriented. Needs of society was changed. To fulfill the societal demand we need a new education policy, which is capable to fulfill our present and future demand of life. So for that need our government take a step to formulate a New Education Policy. For that Government of India published a draft New Education Policy on April 2016.

1) NPE 1968:

Our first National Policy on Education (1968) formulated on the basis of the recommendations of the Education Commission. It given stress on the need for a radical reconstruction of the education system and to improve its quality at all stages. It gives the importance on the development of science and technology, the cultivation of moral and social values, and a closer relation between education and the life of the people. The Resolution stressed upon the role of education to promoting national progress, common citizenship and culture, and strengthening the national integration.

National Policy on Education is structured our whole education system. From primary to higher education sector is follow the recommendation of NPE. Teacher education is an important sector of higher education. Because the teachers are the back bone of an education system. In the NPE 1968 teacher education did not get enough importance. Then the government realized the importance of teacher education. So in NPE 1986 was gave proper importance in teacher education. In this paper will discuss about the Teacher Education in NPE 1986 and New Education Policy 2016.

2) NPE 1986:

The National Policy on Education 1986 was introduced by the Prime Minister Rajiv Gandhi in

1986. The NPE 1986 was a land mark in educational development of the country. This policy was reviewed in 1992. National Policy on Education 1986 gave recommendations about teacher and teacher education. NPE states that the status of teacher reflects the socio-cultural ethos of a society and no people can rise above the level of its teachers. The government and the community should endeavour to create conditions which will help motivate and inspire teachers on constructive and creative lines. The following recommendations are made for the improvement of teacher's professional competency and their service conditions:

i) The methods of recruitment of teachers will be reorganized to ensure objectivity, merit and conformity with spatial and functional recruitment. Because high quality teachers are needed for the better future.

ii) The pay and service conditions of teachers have to be improved to commensurate with their social and professional responsibilities. If they did not get enough respect their self esteem will go low.

iii) Teachers associations must play a significant role in upholding professional integrity, enhancing the dignity of the teacher and curbing professional misconduct. National level associations of teachers could prepare a code of professional ethics for teachers and see its observance.

This document was also gave some recommendations about Teacher Education. The following are recommendations are:

i) Teacher education is a continuous process; it has two parts pre-service and in-service. Those pre-service and in-service components are inseparable. As a first step, the system of teacher education will be overhauled, because the current teacher education is not appropriate.

ii) The new programmes of teacher education will emphasize on continuing education and the need for teachers to meet the thrusts envisaged in this policy.

iii) NPE 1986 recommended to establishing the District Institutes of Education (DIET). The institutions will be established with the capacity to organise pre-service and in-service courses for elementary school teachers and for the personnel working in non-formal and adult education.

iv) The document was recommended to upgrading some selected Teacher Training Colleges to complement the work of State Councils of Educational Research and Training (SCERT). Then the first SCERT was established in Delhi on 1988.

v) NPE 1986 states that the National Council for Teacher Education will be provided the necessary resources and capability to accredit institution of

teacher education and provide guidance regarding curricula and methods.

vi) This document also gave recommendation about network arrangements. This network was established between teacher education institutions and university departments of education. Because there was a gap between teacher education institutions and university departments of education.

3) NEW EDUCATION POLICY 2016:

The HRD ministry was constituted a committee to preparing a new education policy for India. T.S.R. Subramanian was the chairman of the committee. The Ministry of Human Resource Development released the draft New Education Policy, in April 2016. The Ministry was receiving comments on the draft policy. The country's education policy was last revised in 1992. It outlined equitable access to quality education, with a common educational structure of 10+2+3 years. The draft Policy 2016 aims to create an education system which ensures quality education and learning opportunities for all. One of the focus area of intervention of the draft Policy is teacher development and management. Through the key interventions, the draft Policy provides a framework for the development of education in the country over the next few years. In New Education Policy teacher and teacher education was discussed in School Education chapter. New Education Policy 2016 was gave proper importance to teacher education. It discussed the present situation of the teachers and teacher education and also gave many important recommendations to uphold the present situation about teachers and teacher education.

➤ The New Education Policy describes the situation of present teacher education sector. Some of those are:

➤ The key to improvement in quality of education is to have better qualified, better trained, better motivated and more accountable teachers.

➤ Teaching is not preferred choice of career options for the students. Students who get better scores prefer engineering, medical, management and technology courses but not the teaching profession.

➤ The institutions of teacher trainings are sub standard and most of which were nothing better than degree shops.

➤ The quality of teacher training courses is not satisfactory. These courses are mainly theoretical with little attention to practical training.

➤ NCTE has recently prescribed minimum course of two years for B.Ed. which would result in schools

getting better quality teachers in future. By the considerations of present situation the New Education Policy was gave some recommendations about teacher education. Those are-

➤The introduction of a four-year post senior secondary, integrated BA/B.Sc., B.Ed. courses in all States will greatly improve the quality of teacher education. The States should gradually convert the existing two-year B.Ed. Program to a four-year integrated course, supported by an offer of preferential employment to such graduates.

➤In the long run a five-year integrated course after class X for elementary school teachers and another five-year course after XII for higher secondary teachers should be introduced. An advance one-year diploma course for secondary teachers should also be introduced to enable them to teach higher secondary classes.

➤For hilly, tribal and remote areas, alternative models of pre-service training need to be explored. DIETs, in these areas should run five-year course after standard 8th or three year-courses after the 10th exclusively for girls, with full financial support and job assurance.

➤There should be minimum eligibility condition with 50% marks at graduate level for entry to existing B Ed courses. Teacher Entrance Tests (TET) should be made compulsory for recruitment of all teachers

➤For existing teachers compulsory training every five years should be the norm.

➤Compulsory licensing or certification for teachers in government and private schools should be made mandatory, with provision for renewal every 10 years based on independent external testing.

➤At present the DIETs do not have an independent cadre. A separate cadre for teacher trainers is to be established in every state.

Teachers unions and associations should be encouraged to accept academic responsibility and contribute to the development of curriculum and textbooks.

1) COMPARISON BETWEEN NPE 1986 & NEW EDUCATION POLICY 2016:

Everything evolves with time and so has our education policy as well. The policies were framed in the back drop of the time period. The two education policies have substantially different in its vision and mission. NPE 1986 recommended very different things from new education policy. NPE recommended about Pre-service and in-service courses for teachers, establishment of DIET, methods of recruitment of teachers, upgrading selected teacher training colleges, network

arrangements between teacher education institutes and university departments of education. New Education Policy 2016 was recommended about details of teacher education. Minimum eligibility, teacher entrance test, duration of teacher education course and types are recommended separately. New education policy tries to reshape the teacher education sectors. It gave more importance to enhance the quality of teacher education. Because it has been observed that the current teacher education and training programmes are inadequate in imparting the requisite skills to teachers. The mismatch between institutional capacity to train teachers and required supply in schools results in a shortage of qualified teachers. The two policies have very different concerning areas, which was appropriate to the backdrop of times.

CONCLUSION:

Teachers are the closest influencers in a child's life after parents. They are uniquely positioned to unlock the creative potential of the child. True transformation in a young person's life happens with the presence of a caring, compassionate adult. So creating a proper education system skilled teachers are needed. In line with this belief, Pre-Service and In-Service Teacher Development Programmes should focus on helping the teacher understand the child, develop empathetic approaches to learning, build facilitation skills and provide tools for teachers to integrate Life Skills within the learning sessions. National Policy on Education gave many recommendations about teacher education. The NPE 1986 and NEP 2016's recommendation was very different. They were focus completely different areas of teacher education. If the recommendation was applied in proper manner then the scenario of teacher education was changed. But for these applications we need more money to invest in education sector.

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