



TEACHER EDUCATION IN INDIA: A COMPARATIVE ANALYSIS OF NPE 1986 AND NEP 2020

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ABSTRACT

In this article, the National Education Policy (NEP 2020) and the National Policy on Education 1986 are compared critically to analyze India's teacher education policies that influence teacher education policy in India. By comparing the two policies, this research highlights the continuities and discontinuities in teacher education policy, including the persistent emphasis on teacher quality, the shifting discourses on teacher education, and the evolving role of the state in regulating teacher education. The study's findings have implications for teacher education policy, practice, and research, emphasizing the importance of critical perspectives and democratic participation in shaping teacher education policy.

Keywords: Teacher Education, NPE 1986, National Education Policy 2020

INTRODUCTION

Teacher education in India has undergone significant transformations since its independence. The National Policy on Education (NPE) 1986 marked a significant milestone in this journey, outlining a comprehensive framework for teacher education that emphasized the importance of teacher quality, training, and professional standards and development. Thirty-four years later, the National Education Policy (NEP) 2020 was introduced as a drastic shift promising to revolutionize India's education system, including teacher education.



OBJECTIVES

The objective of the study is to compare the teacher education programme as envisaged in NPE-86 and NEP-2020.

Research question

1. How does NEP-2020 differ from NPE-1986 in respect of teacher education programme?

ANALYSIS AND INTERPRETATION

The first objective of the present study intends to address the question on How does NEP-2020 differ from NPE-1986 in respect of teacher education programme?

NEP 2020 prioritizes teacher education, emphasizing quality, continuous development, and teacher empowerment, etc. marking a significant departure from NPE-1986. Key differences are discussed on the following stand points:

Quality:

- ✓ Integrated programs: NEP 2020 advocates for integrated teacher education programs, combining subject knowledge, pedagogy, and practical training.
- ✓ Higher qualifications: NEP 2020 requires postgraduate degrees in education (M.Ed. or M.A. Education) for all teachers.
- ✓ Emphasis on subject expertise: NEP 2020 stresses the importance of subject knowledge for teachers.

Continuous Development:



- ✓ Continuous Professional Development (CPD): NEP 2020 emphasizes CPD for all teachers, focusing on subject updates, pedagogy, technology integration, and leadership development.
- ✓ Regular training and support: NEP 2020 recommends regular training and support for teachers to enhance their skills.
- ✓ Teacher Empowerment:
- ✓ Autonomy and accountability: NEP 2020 promotes teacher autonomy and accountability, allowing for more flexibility in curriculum design and teaching methods.
- ✓ Mentorship and support: NEP 2020 emphasizes the importance of teacher mentorship and support.
- ✓ Inclusive education: NEP 2020 prioritizes inclusive education, recognizing teachers' critical role in promoting equity and social justice.

In contrast, NPE-1986 focused on increasing teacher quantity, with less emphasis on quality, continuous development, and teacher empowerment. NEP 2020 recognizes teachers as the backbone of education and aims to equip them with the knowledge, skills, and support necessary to excel. Overall, NEP-2020 has a more comprehensive and inclusive approach to teacher education, focusing on quality, continuous development, and teacher empowerment, compared to NPE-1986.

Comparison between NEP 1986 and NEP 2020 on teacher education in terms of

Duration:

NEP 1986:

- ✓ Duration of teacher education programs: NEP 1986 recommended a minimum of 1 year of teacher education for primary teachers and 2-3 years for secondary school teachers.
- ✓ Focus on quantity over quality: The policy prioritized producing a large number of teachers quickly, rather than focusing on the quality of their education.

NEP 2020:

- ✓ Duration of teacher education programs: NEP 2020 recommends:
 - 4-year integrated B.Ed. programs for secondary school teachers
 - 2-year B.Ed. programs for primary school teachers
 - Postgraduate degrees in education (M.Ed. or M.A. Education) for all teachers
- ✓ Focus on quality and comprehensive education: NEP 2020 prioritizes the quality of teacher education, emphasizing the need for comprehensive programs that combine subject knowledge, pedagogy, and practical training.

Key differences in the light of NEP-2020

- Increased duration: NEP 2020 recommends longer teacher education programs, recognizing the need for more comprehensive training.
- Shift from quantity to quality: NEP 2020 prioritizes quality over quantity, focusing on producing well-trained teachers rather than just increasing numbers.
- Emphasis on continuous development: NEP 2020 stresses the importance of continuous professional development (CPD) for teachers, whereas NEP 1986 did not emphasize this aspect.



Overall, NEP 2020 recognizes the critical role of teachers in the education system and seeks to equip them with the knowledge, skills, and support necessary to excel, whereas NEP 1986 focused more on quickly producing a large number of teachers.

Comparison between NEP 1986 and NEP 2020 on teacher education programs in terms of Curriculum:

NEP 1986:

- ✓ Curriculum focus: NEP 1986 emphasized a more theoretical approach to teacher education, with a focus on:
 - Subject knowledge
 - Educational psychology
 - Curriculum planning and teaching methods
- ✓ Limited practical training: The policy did not emphasize practical training, leading to a disconnect between theory and practice.
- ✓ No emphasis on inclusive education: NEP 1986 did not specifically focus on inclusive education, diversity, or social justice.

NEP 2020:

- ✓ Curriculum focus: NEP 2020 recommends a more comprehensive and integrated approach to teacher education, including:
 - Subject knowledge
 - Pedagogy
 - Practical training
 - Inclusive education



- Diversity and social justice
- Technology integration
- ✓ Emphasis on practical training: NEP 2020 stresses the importance of practical training, including:
 - School-based training
 - Mentorship programs
 - Continuous professional development (CPD)
- ✓ Inclusive education: NEP 2020 prioritizes inclusive education, recognizing the need for teachers to be trained in:
 - Disability studies
 - Gender studies
 - Multilingual education
 - Social justice and equity

Key differences in the light of NEP-2020:

- More comprehensive curriculum: NEP 2020 recommends a more comprehensive curriculum that combines subject knowledge, pedagogy, and practical training.
- Emphasis on inclusive education: NEP 2020 prioritizes inclusive education, recognizing the need for teachers to be trained in diversity, equity, and social justice.
- Practical training: NEP 2020 stresses the importance of practical training, whereas NEP 1986 did not emphasize this aspect.
- Technology integration: NEP 2020 recommends integrating technology into teacher education, whereas NEP 1986 did not mention this.



Overall, NEP 2020 recognizes the need for a more comprehensive and inclusive approach to teacher education, whereas NEP 1986 focused more on theoretical aspects.

Comparison between NEP 1986 and NEP 2020 on teacher education programs in terms of Admission:

NEP 1986:

- ✓ Minimum qualifications: NEP 1986 required a minimum of 10+2 (higher secondary) qualifications for admission to teacher education programs.
- ✓ No entrance test: There was no entrance test for admission to teacher education programs.
- ✓ No emphasis on merit-based admission: NEP 1986 did not emphasize merit-based admission, leading to a lack of competitiveness and quality in teacher education.

NEP 2020:

- ✓ Higher minimum qualifications: NEP 2020 requires a minimum of a bachelor's degree (or equivalent) for admission to teacher education programs.
- ✓ Entrance test: NEP 2020 recommends an entrance test to be conducted by National Testing Agency (NTA) for admission to teacher education programs to ensure merit-based selection.
- ✓ Emphasis on merit-based admission: NEP 2020 emphasizes merit-based admission to ensure that only the best candidates are selected for teacher education programs.
- ✓ Diversification of admission criteria: NEP 2020 suggests considering additional criteria beyond academic qualifications, such as teaching aptitude, communication skills, and social responsibility.



Key differences in the light of NEP-2020:

- Higher minimum qualifications: NEP 2020 requires higher minimum qualifications for admission to teacher education programs.
- Entrance test: NEP 2020 recommends an entrance test to be conducted by NTA for merit-based selection, whereas NEP 1986 did not have this requirement.
- Emphasis on merit-based admission: NEP 2020 prioritizes merit-based admission to ensure quality in teacher education.
- Diversification of admission criteria: NEP 2020 considers a broader range of criteria beyond academic qualifications.

Overall, NEP 2020 aims to improve the quality of teacher education by setting higher admission standards, introducing entrance tests, and emphasizing merit-based selection.

Comparison between NEP 1986 and NEP 2020 on teacher education programs in terms of Administration:

NEP 1986:

- ✓ Centralized administration: NEP 1986 had a centralized administration approach, with the government playing a significant role in controlling teacher education.
- ✓ Lack of autonomy: Teacher education institutions had limited autonomy, with strict regulations and control over curriculum, admission, and academic decisions.
- ✓ Bureaucratic structure: The administration was often bureaucratic, with a focus on compliance rather than quality.

NEP 2020:

- ✓ Decentralized administration: NEP 2020 promotes decentralized administration,

giving more autonomy to teacher education institutions.

- ✓ Increased institutional autonomy: Institutions have more freedom to design curriculum, admit students, and make academic decisions.
- ✓ Quality-focused administration: The administration is more focused on quality, with emphasis on accreditation, accountability, and continuous improvement.
- ✓ Promoting innovation and research: NEP 2020 encourages innovation and research in teacher education, allowing institutions to experiment and improve.
- ✓ Strengthening teacher education councils: NEP 2020 recommends strengthening teacher education councils to ensure quality and coordination.

Key differences in the light of NEP-2020:

- Decentralization: NEP 2020 promotes decentralized administration, whereas NEP 1986 had a centralized approach.
- Autonomy: NEP 2020 gives more autonomy to institutions, whereas NEP 1986 had limited autonomy.
- Quality focus: NEP 2020 prioritizes quality, whereas NEP 1986 focused on compliance.
- Innovation and research: NEP 2020 encourages innovation and research, whereas NEP 1986 did not emphasize this.

Overall, NEP 2020 aims to improve teacher education administration by promoting decentralization, autonomy, quality, innovation, and research.

Comparison between NEP 1986 and NEP 2020 on teacher education programs in terms of Assessment and Evaluation:



NEP 1986:

- ✓ Limited assessment and evaluation: NEP 1986 had limited provisions for assessment and evaluation of teacher education programs.
- ✓ Focus on internal assessments: Assessments were primarily internal, with limited external evaluation.
- ✓ No national-level assessment: There was no national-level assessment or accreditation of teacher education programs.
- ✓ Emphasis on theoretical knowledge: Assessments focused on theoretical knowledge, with limited emphasis on practical skills.

NEP 2020:

- ✓ Comprehensive assessment and evaluation: NEP 2020 recommends comprehensive assessment and evaluation of teacher education programs.
- ✓ National-level assessment and accreditation: National-level assessment and accreditation of teacher education programs are recommended.
- ✓ Emphasis on both theoretical and practical knowledge: Assessments will focus on both theoretical and practical knowledge, with emphasis on pedagogy, classroom management, and teaching skills.
- ✓ Regular monitoring and feedback: Regular monitoring and feedback mechanisms will be established to improve teacher education programs.
- ✓ Use of technology for assessment: Technology will be used to enhance assessment and evaluation processes, including online assessments and data analytics.

Key differences in the light of NEP-2020:



- Comprehensive assessment and evaluation: NEP 2020 recommends comprehensive assessment and evaluation, whereas NEP 1986 had limited provisions.
- National-level assessment and accreditation: NEP 2020 recommends national-level assessment and accreditation, whereas NEP 1986 did not have this provision.
- Emphasis on practical knowledge: NEP 2020 emphasizes both theoretical and practical knowledge, whereas NEP 1986 focused primarily on theoretical knowledge.
- Regular monitoring and feedback: NEP 2020 recommends regular monitoring and feedback, whereas NEP 1986 did not prioritize this.
- Use of technology for assessment: NEP 2020 recommends using technology for assessment, whereas NEP 1986 did not mention this.

Comparison between NEP 1986 and NEP 2020 on teacher education programs in terms of School Internship:

NEP 1986:

- ✓ Limited school internship: NEP 1986 had limited provisions for school internship, with a focus on theoretical training.
- ✓ Short duration: Internship duration was short, typically ranging from a few weeks to a few months.
- ✓ No mentorship program: There was no structured mentorship program for intern teachers.
- ✓ Limited feedback mechanism: Feedback mechanisms were limited, with no regular assessment or feedback from mentors or peers.

NEP 2020:



- ✓ Mandatory school internship: NEP 2020 makes school internship mandatory for all teacher education programs.
- ✓ Extended duration: Internship duration is extended to a minimum of one year, allowing for more comprehensive training.
- ✓ Structured mentorship program: A structured mentorship program is recommended, with trained mentors and regular feedback mechanisms.
- ✓ Regular assessment and feedback: Regular assessment and feedback mechanisms are established to ensure intern teachers receive constructive feedback and support.
- ✓ Emphasis on hands-on training: NEP 2020 emphasizes hands-on training and practical experience, allowing intern teachers to develop essential teaching skills.

Key differences in the light of NEP-2020:

- Mandatory internship: NEP 2020 makes internship mandatory, whereas NEP 1986 had limited provisions.
- Extended duration: NEP 2020 extends internship duration, allowing for more comprehensive training.
- Structured mentorship program: NEP 2020 recommends a structured mentorship program, whereas NEP 1986 did not have this provision.
- Regular assessment and feedback: NEP 2020 establishes regular assessment and feedback mechanisms, whereas NEP 1986 had limited feedback mechanisms.
- Emphasis on hands-on training: NEP 2020 emphasizes hands-on training, whereas NEP 1986 focused primarily on theoretical training.

Overall, NEP-2020 stressed on extended internship duration, allowing for more



comprehensive training rather than short Internship duration, typically ranging from a few weeks to a few months recommended by NEP-1986.

Comparison between NEP 1986 and NEP 2020 on teacher education programs in terms of Teacher Training:

NEP 1986:

- ✓ Limited teacher training: NEP 1986 had limited provisions for teacher training, with a focus on theoretical training.
- ✓ No continuous professional development: There was no emphasis on continuous professional development (CPD) for teachers.
- ✓ No induction program: No induction program was recommended for new teachers.
- ✓ Limited focus on pedagogy: The focus was primarily on subject knowledge, with limited emphasis on pedagogy and teaching skills.

NEP 2020:

- ✓ Comprehensive teacher training: NEP 2020 recommends comprehensive teacher training programs, including both pre-service and in-service training.
- ✓ Continuous professional development (CPD): CPD is emphasized, with a focus on ongoing training and development for teachers.
- ✓ Induction program: A structured induction program is recommended for new teachers, with mentoring and support.
- ✓ Emphasis on pedagogy and teaching skills: NEP 2020 emphasizes the importance of pedagogy and teaching skills, in addition to subject knowledge.
- ✓ Technology integration: Technology integration is recommended in teacher training

programs, to enhance teaching and learning.

- ✓ Inclusive education: Training programs will focus on inclusive education, to ensure teachers are equipped to support diverse learners.

Key differences in the light of NEP-2020:

- Comprehensive teacher training: NEP 2020 recommends comprehensive training, whereas NEP 1986 had limited provisions.
- CPD and induction program: NEP 2020 emphasizes CPD and induction programs, whereas NEP 1986 did not.
- Emphasis on pedagogy and teaching skills: NEP 2020 prioritizes pedagogy and teaching skills, whereas NEP 1986 focused primarily on subject knowledge.
- Technology integration and inclusive education: NEP 2020 recommends technology integration and inclusive education, whereas NEP 1986 did not mention these aspects.

Overall, NEP 2020 emphasizes CPD and induction programs, whereas NEP 1986 did not proposed induction program recommended for new teachers. There was no emphasis on continuous professional development (CPD) for teachers as per NEP-1986 where as NEP-2020 emphasized CPD in line with technology integration, with a focus on ongoing training and development for teachers.

Comparison between NEP 1986 and NEP 2020 on teacher education programs in terms of Community Engagement:

NEP 1986:

- ✓ Limited community engagement: NEP 1986 had limited provisions for community engagement in teacher education programs.



- ✓ No emphasis on community involvement: There was no emphasis on involving the community in teacher education programs.
- ✓ No partnership with local organizations: No partnerships were recommended with local organizations or stakeholders.
- ✓ Limited focus on social responsibility: Limited focus was placed on social responsibility and community service in teacher education programs.

NEP 2020:

- ✓ Emphasis on community engagement: NEP 2020 places a strong emphasis on community engagement in teacher education programs.
- ✓ Community involvement: Community involvement is encouraged through partnerships with local organizations, stakeholders, and community members.
- ✓ Partnerships with local organizations: Partnerships are recommended with local organizations, such as schools, NGOs, and government agencies.
- ✓ Focus on social responsibility: NEP 2020 places a strong focus on social responsibility and community service in teacher education programs.
- ✓ Community-based projects: Community-based projects are recommended as part of teacher education programs.
- ✓ Engagement with parents and local communities: Engagement with parents and local communities is encouraged to ensure that teacher education programs are relevant and effective.

Key differences in the light of NEP-2020:

- Emphasis on community engagement: NEP 2020 places a strong emphasis on

community engagement, whereas NEP 1986 had limited provisions.

- Community involvement and partnerships: NEP 2020 encourages community involvement and partnerships, whereas NEP 1986 did not.
- Focus on social responsibility and community service: NEP 2020 places a strong focus on social responsibility and community service, whereas NEP 1986 had limited focus.
- Community-based projects and engagement with parents and local communities: NEP 2020 recommends community-based projects and engagement with parents and local communities, whereas NEP 1986 did not.

Overall, Community involvement is encouraged through partnerships with local organizations, stakeholders, and community members, Community-based projects are recommended as part of teacher education programs rightly said by NEP-2020 where as limited focus was placed on social responsibility and community service in teacher education programs stressed by NEP-1986.

The National Policy on Education (NPE) - 1986 made the following recommendations on teacher education:

1. Pre-service training: NPE-1986 emphasized the need for pre-service training for all teachers, with a duration of at least one year.
2. Qualifications: The policy recommended that all teachers have a bachelor's degree in the relevant subject and a degree in education (B.Ed.).
3. Curriculum: The curriculum for teacher education was to include both theoretical and practical components, with a focus on:
 - a. Subject knowledge
 - b. Educational psychology
 - c. Curriculum planning and teaching methods

d. Practice teaching

4. Teacher training institutions: NPE-1986 recommended the establishment of separate teacher training institutions, such as District Institutes of Education and Training (DIETs) and Colleges of Teacher Education (CTEs).
5. In-service training: The policy emphasized the need for regular in-service training and refresher courses for all teachers.
6. Teacher orientation: NPE-1986 recommended that all new teachers undergo an orientation program to familiarize them with the school system and their roles and responsibilities.
7. Teacher workload: The policy recommended a reasonable workload for teachers, allowing them to focus on teaching and related activities.
8. Teacher motivation: NPE-1986 emphasized the need to motivate teachers through incentives, such as career advancement opportunities and awards for outstanding performance.
9. Monitoring and evaluation: The policy recommended regular monitoring and evaluation of teacher education programs to ensure quality and effectiveness.
10. Community involvement: NPE-1986 encouraged community involvement in teacher education, including participation in school management and teacher selection.

These recommendations aimed to improve the quality of teacher education and, consequently, the overall quality of education in India. However, the implementation of these recommendations has been uneven, and many challenges persist in the teacher education sector.

The National Education Policy (NEP) - 2020 makes the following recommendations on teacher education:

1. Integrated Teacher Education Programs: NEP-2020 recommends integrated teacher education programs that combine subject knowledge, pedagogy, and practical training.
2. 4-Year Integrated B.Ed. Program: The policy suggests a 4-year integrated B.Ed.



program that includes subject specialization and pedagogy.

3. Postgraduate Degree in Education: NEP-2020 recommends that all teachers obtain a postgraduate degree in education (M.Ed. or M.A. Education).
4. Continuous Professional Development (CPD): The policy emphasizes CPD for all teachers, with a focus on:
 - a. Subject updates
 - b. Pedagogical training
 - c. Technology integration
 - d. Leadership development
5. Teacher Recruitment and Training: NEP-2020 recommends:
 - a. Transparent and merit-based teacher recruitment
 - b. Induction training for new teachers
 - c. Mentorship programs
6. Teacher Autonomy and Accountability: The policy promotes teacher autonomy and accountability, with:
 - a. Greater flexibility in curriculum design and teaching methods
 - b. Regular assessments and feedback mechanisms
7. Technology Integration: NEP-2020 recommends the use of technology to enhance teacher education, including online courses and digital resources.
8. Inclusive Education: The policy emphasizes the need for teacher education programs to focus on inclusive education, including:
 - a. Disability studies
 - b. Gender studies
 - c. Multilingual education
9. School Complexes: NEP-2020 recommends the creation of school complexes, where teachers can share resources and expertise.
10. National Mission for Teacher Education: The policy proposes a National Mission for Teacher Education to oversee and coordinate teacher education programs across India.

These recommendations aim to transform teacher education in India, focusing on quality,

inclusivity, and continuous development.

DISCUSSION

The Teacher Education programme in India has undergone significant changes between the National Policy on Education (NPE) - 1986 and the National Education Policy (NEP) - 2020.

NPE-86:

- Focus on quantitative expansion
- Emphasis on producing a large number of teachers to meet the demand
- Teacher training was seen as a one-time event
- Limited scope for continuous professional development
- Curriculum focused on theoretical aspects
- Less emphasis on teacher autonomy and accountability
- No clear linkage between pre-service and in-service training

NEP-2020:

- Shift from quantitative expansion to qualitative improvement
- Emphasis on producing high-quality teachers
- Teacher education is seen as a continuous process
- Greater emphasis on continuous professional development (CPD)
- Curriculum focuses on both theoretical and practical aspects
- Greater autonomy and accountability for teachers
- Integration of pre-service and in-service training
- Focus on developing teachers' competencies and skills
- Emphasis on teacher mentoring and support
- Use of technology to enhance teacher education

CONCLUSION

The NEP-2020 has a more comprehensive and inclusive approach to teacher education, focusing on quality, continuous development, and teacher empowerment, compared to the



NPE-86, which was more focused on quantity and basic training. By comparing the two policies, this research highlights the continuities and discontinuities in teacher education policy, including the persistent emphasis on teacher quality, the shifting discourses on teacher education, and the evolving role of the state in regulating teacher education. The study's findings have implications for teacher education policy, practice, and research, emphasizing the importance of critical perspectives and democratic participation in shaping teacher education policy.

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