

ISSUES AND CHALLENGES FOR NEW EDUCATION POLICY 2020 IN HIMACHAL PRADESH

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Abstract

In the year 2020, The Indian government has announced a new education policy based on the recommendations of an expert committee headed by Dr. Kasturirangan, the former chairman of the Indian Space Research Organization (ISRO). This study is focused on the Indian education system from the Macaulay education system to the new education policy 2020. The objective of the study is to examine the issues and challenges for the new education policy 2020 in Himachal Pradesh. Data were collected through interview methods from the teacher of Himachal Pradesh. Content analysis technique has been used for the analysis of the new education policy 2020. It has been found that merits and demerits of new education policy 2020 and proposed some suggestions for its successful implementation in order to achieve its goals.

Key Words: National Education Policy 2020, Higher Education, NEP 2020, Indian Education System, MHRD

INTRODUCTION

Before the independence, the education system in India was under the control of the British Empire. The first British education policies were framed by Macaulay in 1835 the policy is like preparing Indians for clerks post only means no quality education provides for Indians. After independence, the government of India has changed or revised education policy from time to time according to the need of the country. The government of India has released a new education policy 2020, the drafting committee gave its final document to the union cabinet for its approval and it was accepted and approved on 29 Jul. 2020.

HISTORY OF INDIAN EDUCATION SYSTEM

The concept of a modern state, a modern economy, and a modern education system were all introduced by British colonial rule. The education system was first developed in the three presidencies (Bombay, Calcutta and Madras). By linking entrance and advancement in government service to academic education,

colonial rule contributed to the legacy of an education system geared to preserving the position and prerogatives of the more privileged. The Indian National Congress sought for national education in the early 1900s, focusing technical and vocational education. Congress began a boycott of government-aided and government-controlled schools in 1920, and many 'national' schools and universities were established as a result. These efforts were unsuccessful because the benefits of a British-style education were so considerable that the boycott was generally ignored.

Education for modernization, national unity and literacy drawing on Nehru's vision, and articulating most of his key themes, the Kothari Commission (1964–1966) was set up to formulate a coherent education policy for India. It was formed on 14 July 1964 under the chairmanship of Daulat Singh Kothari, then chairman of the UGC (University Grants Commission). According to the commission, education was intended to increase productivity, develop social and national unity, consolidate democracy, modernize the country and develop social, moral and spiritual values. To achieve this, the main pillar of Indian education policy was to be free and compulsory education for all children up to the age of 14. Other features included the development of languages (Hindi, Sanskrit, regional languages and the three-language formula) equality of educational opportunities (regional, tribal and gender imbalances to be addressed) and the development and prioritization of scientific education and research. The commission also emphasized the need to eradicate illiteracy and provide adult education. India's curriculum has historically prioritized the study of mathematics and science rather than social sciences or arts. This has been actively promoted since the Kothari Commission, which argued that India's development needs were better met by engineers and scientists than historians. The perception has remained that students only study social science or arts subjects as a last resort, though recently commerce and economics have risen in stature. In 1986, the government of India revised the education policy which is known as the new education policy 1986, which further made some amendments in 1992 and after a complication of 34 years government of India has resealed new education policy 2020 (Government of India, NEP 1968).

REVIEWS OF LITERATURE

The review of the various studies regarding new education policy has been presented as under:

Maruthavanan, M. (2020): In his research paper “A study on the awareness on New Education Policy (2019) among secondary school teacher in Madurai district” has been conducted on the awareness level of a secondary school teacher and it has been found that the awareness level of a secondary school teacher is below average. The study used variables are location, gender, type of family, type of institution and year of services.

Aithal P.S & Aithal S. (2020): In their study “Analysis of the Indian national education policy 2020 towards achieving its objectives” have discussed various policies announced in the higher education system and compare them with the currently adopted system. It has been analysed different innovations for the implication of NEP 2020 on the Indian higher education system. It is also discussed the merits of NEP 2020. The study suggested that some effective points regarding the implementation of NEP 2020.

Kumar D. (2020): in his study “A Critical Analysis and Glimpse on New Education Policy 2020” has discussed various issues and challenges for the implementation of NEP 2020. The objective of the study is to investigate the area where the policy has proposed action, but they look very shabby. The study suggested that to build a completed infrastructure for the proper implication of NEP 2020.

Panditrao M.M & Panditrao M.M (2020) in their research paper have detailed study of national education policy 2020: what is in it for a student, a parent, a teacher, or us, as a higher education institution/ university before and after the independence of India. This study is focused on the higher education system and its implementation. It has been found positive aspects of NEP 2020 in the higher education system.

Devi & Cheluvvaraju (2020): it is concluded that in the research paper “A study on awareness about the impact of national education policy-2020 among the stakeholder of Commerce and Management disciplinary” have discussed various issues related to youth who are belong Commerce and Management background. The objective of the study is to analyses NEP 2020 from the global job point of view. It is suggested that to prepare curriculum of Commerce and Management according to the global market job.

Kaurav R.P S., Suresh K.G, and Narula S.,(2020): in their study “New education policy qualitative (contents) analysis and Twitter mining (sentiment analysis)” have analysed positive and negative aspects of NEP 2020. This study used the content analysis technique to analyses new education policy. The data was collected through Twitter. It has been found that maximum respondents consider the policy as a positive and welcoming step.

Kurien A. & Chandramana S.B (2020): in their study “impact of new education policy 2020 on higher education” have analysed the impact of NEP on the higher education system. This study also highlights the salient features of new education policy and analyses how they affect the existing education system.

RESEARCH METHODOLOGY

OBJECTIVES OF STUDY

- To study the issues and challenges for new education policy 2020 in Himachal Pradesh.

SCOPE OF THE STUDY

- The present study focused on issues and challenges for New Education Policy 2020 in Himachal Pradesh. It will help administrators and policymakers for the implementation of NEP 2020.

DELIMITATION OF STUDY

The study is restricted to the teacher of twelve districts in Himachal Pradesh.

POPULATION

The study includes the teachers of various educational institutions located in Himachal Pradesh.

SAMPLE SIZE

The study is focused on one hundred forty-six respondents of Himachal Pradesh.

METHOD OF DATA COLLECTION

This study is based on both primary and secondary sources of data. Primary data was collected through interviews with the respondents. Secondary data was collected from the Ministry of Human Resource Development (MHRD), Government of India.

SAMPLING TECHNIQUE

A convenient and purposive sampling technique was used to select the respondents for the study.

CONTENT ANALYSIS

Content analysis technique has been used to analyse the new education policy 2020.

NATIONAL EDUCATION POLICY 2020

The Union Cabinet of India approved the National Education Policy 2020 on July 29, 2020, which defines the vision for India's education system. The new policy replaces the previous National Policy on Education, 1986. The objective of NEP 2020 is to make “India a global knowledge superpower” (MHRD, Govt. of India, Final Draft of NEP 2020). The Cabinet has also approved the renaming of the Ministry of Human Resource Development to the Ministry of Education. The NEP cleared by the Cabinet is only the third major revamp of the framework of education in India since independence. The two earlier education policies were brought in 1968 and 1986. The main features of NEP 2020 have been discussed under the section:-

FUTURES OF NEW EDUCATION POLICY 2020

A) NEW EDUCATION POLICY FOR SCHOOL LEVEL

- Universalization of education from pre-school to secondary level with 100% Gross Enrolment Ratio (GER) in school education by 2030.
- To bring 2 crore out of school children back into the mainstream through an open schooling system.
- The current 10+2 system is to be replaced by a new 5+3+3+4 curricular structure corresponding to ages 3-8, 8-11, 11-14, and 14-18 years respectively.
- It will bring the uncovered age group of 3-6 years under the school curriculum, which has been recognized globally as the crucial stage for the development of the mental faculties of a child.
- It will also have 12 years of schooling with three years of Anganwadi/ pre-schooling.

- Class 10 and 12 board examinations to be made easier, to test core competencies rather than memorised facts, with all students allowed to take the exam twice.
- School governance is set to change, with a new accreditation framework and an independent authority to regulate both public and private schools.
- Emphasis on Foundational Literacy and Numeracy, no rigid separation between academic streams, extracurricular, vocational streams in schools.
- Vocational Education to start from Class 6 with Internships.
- Teaching up to at least Grade 5 to be in mother tongue/regional language. No language will be imposed on any student.
- Assessment reforms with 360-degree Holistic Progress Card, tracking Student Progress for achieving Learning Outcomes.
- A new and comprehensive National Curriculum Framework for Teacher Education (NCFTE) 2021 will be formulated by the National Council for Teacher Education (NCTE) in consultation with the National Council of Educational Research and Training (NCERT).
- By 2030, the minimum degree qualification for teaching will be a 4-year integrated B.Ed. degree. (MHRD, Govt. Of India, Final Draft of NEP 2020)

B) NEW EDUCATION POLICY FOR HIGHER EDUCATION

- Gross Enrolment Ratio in higher education to be raised to 50% by 2035. In addition, 3.5 crore seats are to be added in higher education.
- The current Gross Enrolment Ratio (GER) in higher education is 26.3%.
- Holistic Undergraduate education with a flexible curriculum can be of 3 or 4 years with multiple exit options and appropriate certification within this period.
- M. Phil courses will be discontinued and all the courses at undergraduate, postgraduate and PhD levels will now be interdisciplinary.
- Academic Bank of Credits to be established to facilitate Transfer of Credits.

- Multidisciplinary Education and Research Universities (MERUs), at par with IITs, IIMs, to be set up as models of best multidisciplinary education of global standards in the country.
- The National Research Foundation will be created as an apex body for fostering a strong research culture and building research capacity across higher education.
- Higher Education Commission of India (HECI) will be set up as a single umbrella body for the entire higher education, excluding medical and legal education. Public and private higher education institutions will be governed by the same set of norms for regulation, accreditation and academic standards. Also, HECI will be having four independent verticals namely,
 - National Higher Education Regulatory Council (NHERC) for regulation,
 - General Education Council (GEC) for standard-setting, Higher Education Grants Council (HEGC) for funding,
 - National Accreditation Council (NAC) for accreditation.
- Affiliation of colleges is to be phased out in 15 years and a stage-wise mechanism is to be established for granting graded autonomy to colleges.
- Over some time, every college is expected to develop into either an autonomous degree-granting College or a constituent college of a university. (MHRD, Govt. Of India, Final Draft of NEP 2020)

C) OTHER FEATURES OF NEW EDUCATION POLICY

- An autonomous body, the National Educational Technology Forum (NETF), will be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration.
- National Assessment Centre- 'PARAKH' has been created to assess the students.
- It also paves the way for foreign universities to set up campuses in India.
- It emphasizes the setting up of Gender Inclusion Fund, Special Education Zones for disadvantaged regions and groups.

- National Institute for Pali, Persian and Prakrit, Indian Institute of Translation and Interpretation to be set up.
- It also aims to increase the public investment in the Education sector to reach 6% of GDP at the earliest. Currently, India spends around 4.6 % of its total GDP on education.
- The vision of the National Education Policy is: National Education Policy 2020 envisions an India-centric education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society by providing high-quality education to all (MHRD, Govt. Of India, Final Draft of NEP 2020).

MERITS AND DEMERITS OF NATIONAL EDUCATION POLICY 2020

1. By introducing mother tongue as medium of instruction till class 8th:-

1.1 **Merit** - As national education policy discusses that students can learn better in their mother tongue.

1.2 **Demerit**- There can be a huge linguistic gap between students studying in their mother tongue and students studying in any other medium (English or Hindi)

Suggestion: It is suggested in this regard though teaching in mother tongue is not a compulsion.

2. By introducing vocational studies since class 6th:-

2.1 **Merit** - Students will learn new skills according to their interests and this will also help in making them capable of doing some work in their craft and earning money.

2.2 **Demerits** - A huge threat to Right to Education - By introducing skill-based learning from the age of 10-11 some students of not so well economic background will be lured towards working and earning money and this will increase the cases of child labour. However, this objective of the policy is very forward-looking and beneficial for the students; chances of this getting exploited are very high)

Suggestion: It is suggested that vocational studies should start from grade 9 when the student is of age 14 and above.

3. Introduction of Academic Bank of Credits:-

3.1 Merit - This is a very good objective of this Policy because of which the precious years of students who for some reason could not complete their course will not be wasted.

3.2 Demerits - By getting diplomas and certificates by completing 1 or 2-year courses and getting jobs according to their qualifications, students will lose interest in continuing their higher education.

Suggestion: It is suggested that provide job opportunity in priority sector for higher education qualification only which motivated to the student for higher qualification.

DRAWBACKS OF NEW EDUCATION POLICY 2020

In this study also draw some points which help to effective implementation of the policy on the ground level.

Backup Plan- With uncertainty in the world and national economy what is the ' Backup Plan of the Government' for implementing this education policy. The Ministry of education should be preparing the backup plan for handling the pandemic situation during the implementation of NEP 2020.

GDP issue - Since the first education policy, the percentage of GDP investment in the education sector is 6% that however, has not been implemented in action till now. What is the plan of the Government to use this much investment in education with ever-increasing GDP and compromise on the investment in other sectors. The Ministry of education is also preparing for the minimum budget for NEP because fluctuations in GDP maybe reduce the budget of the education sector.

Infrastructure - There is a huge challenge in front of the Government to build a huge infrastructure that we need for full implementation of this policy, without infrastructure it will not possible to complete the implementation of this policy.

Teacher training- New education policy will be required large numbers of faculty members in different faculty with specific skills and qualifications. It is also a big challenge in the front of the Ministry of Education to provide training to all teachers according to the new policy on the initial stage.

POLICY IMPLICATION OF STUDY

The findings of the study are positive aspects of NEP 2020 in school education as the well higher education system. It is a great step taken by the Government of India but the new education policy has some drawbacks. In this regard, it is suggested that NEP 2020 require a huge infrastructure for proper implantation. The Ministry of Education should be preparing the backup plan for handling the pandemic situation during the implementation of NEP 2020. It is also make planning for investment in the education sector while fluctuating of GDP and prepare a minimum budget because fluctuations of GDP maybe reduce the budget of the education sector. It is also suggested that provide training to all teachers according to the new policy on initial stage which helps to proper implementation of policy and achieve their goals in the specific time.

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