

New Education Policy 2020 Major Challenges in Telangana State

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ABSTRACT

The coverage that has stood out for introducing sweeping modifications in school and higher education is a boon for Telangana wherein it will improve getting to know effects, in particular for socially and economically prone college students. It is important to understand the overall performance of Telangana in training. The overall performance grading index utilized by the ministry of education ranks Telangana at 17 out of the 37 states and Union territories in 2018-19. The huge based totally metrics protected learning effects and high-quality, get entry to, equity, infrastructure and centers, and governance approaches. Telangana become ranked 30th in infrastructure and centers and 20th in access. It is for that reason vital for Telangana, that is financially properly endowed, to put in force the NEP. The NEP is familiar with the critical importance of exact exceptional childhood care and education (ECCE). Specialists accept as true with that over 85% in line with cent of infant's cumulative mind development occurs prior to the age of six. Through bringing ECCE to the centre of training with an explicit recognition on building foundational and numerical capabilities for every baby via give up of Grade 3, a quantum improvement in getting to know effects is anticipated. Telangana has at the least 10 districts with scheduled areas and kids belonging to Lambada, Koya, Gond, Yerukala, Chenchu and different groups will stand to gain. One of the motives for negative infrastructure and facilities of faculties is loss of budget with states. It also objectives to beautify get admission to by means of organising higher education institutes (HEI) in aspirational districts and unique schooling zones containing large numbers of social and economically deprived corporations. By way of 2030, the NEP targets to have at least one large multidisciplinary HEI in/close to every district. Aspirational districts in Telangana inclusive of Jayashankar Bhoopalpally, Kumarambheem Asifabad and Khammam will benefit. Telangana has a Gross Enrollment Ratio (GER) of 36.2 in keeping with cent. The NEP troubles a formidable name for boosting GER in higher training including vocational training to 50 according to cent via 2035.

Keywords: NEP.GER.HEI.GDP; RTE; MERUs.

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INTRODUCTION

The NEP stipulates the Centre and states work together to increase public investment in the education sector to six per cent of GDP. The Telangana state government's budget allocations to education for the 2020-21 fiscal saw a reduction from previous allocations. This is of major concern given that data recorded by the 2011 census shows Telangana's literacy rate as 66.4 per cent, much

below the national average of 74.4 per cent. Lastly, the NEP has proposed sea changes in higher education that will better align with the needs of a changing employment market. Another striking example to improve equity is the attempt to include the mother tongue as the medium of both educational and vocational education. By including regional languages, in this case Telugu, as a medium of instruction, NEP 2020 strives to focus the child's energies on learning concepts rather than a new language. The NEP also acknowledges special mechanisms required to ensure that children belonging to tribal communities receive the benefits of these interventions. The decision to promote tribal languages will contribute to their educational empowerment.

Implementing NEP 2020 in Telangana State: Concerns and Challenges Implementing the NEP 2020 in Telangana involves ensuring the universal access to pre-primary to higher secondary education in the state. The new pedagogical and curricular structure of NEP 2020 has underscored the critical aspect of pre-primary education (for 3-6 years of age children) which has been undermined in the country for a long. Pre-primary and School Education Regarding this pre-primary education, universal provisioning of quality early childhood development, care and education is to be achieved by 2030. In this regard, more than 95 per cent of 3-6 years' age children (rural areas) in the Telangana state (as per the estimates of ASER 2018) are enrolled either in ICDS/Anganwadi centres (AWCs), in institutions for pre schooling or in any formal primary schools (govt. or private). But what percentage of them and to what extent they are imparted with pre-school curriculum (education) in these centres especially AWCs is a matter of concern. There are more than 35000 Anganwadi Centres across villages and habitations in the state and they are meant for providing all the ICDS or Anganwadi services. Although pre-school education (informal) is one among the six component package of ICDS/Anganwadi services, it appears that pre-school component is little neglected across ICDS centres not only in Telangana state but also all over the country. Around 70 per cent of children of 3-years age, 50 per cent of 4-years age and 20 per cent of 5-years age are enrolled in Anganwadi Centres.

If these centres are not able to provide comprehensive pre-school education for the holistic development of children, they would be deprived of it. Therefore, the mandate for the government of Telangana in implementing NEP

2020 is ensuring all the children in the age of 3 to 6 years not only access to pre-primary education but also to make them attend the same. It involves the implementation of National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPF-ECCE) Curriculum Framework across all the institutions (private and government including Anganwadi Centres) involving in imparting pre-primary education. Ensuring delivery of the services of pre-primary education for children in all these institutions with trained teachers and following norms would be a challenge. As a large chunk of children of pre-school age are enrolled in Anganwadi centres, training and capacity building of Anganwadi teachers along with equipping the centres with required materials is critical. Mobilisation of resources for these additional costs is another challenge for the state government. Further, the convergence across associated departments is also a major challenge as the planning and implementation of ECCE has to be carried out jointly by Ministries of Education, Health, Women & Child Development, and Tribal Affairs. School Education Telangana state is close to constitutional mandate of ensuring all the children of 6-14 years of age attend schools. Further, education is now a fundamental right of every child under Right to Education (RTE) Act 2009. Around 98 per cent of children in 6-14 years in the state are attending school.

Yet there is a gap, two per cent of children in this age-group are still remained out of school. The state government has a greater responsibility to ensure that right of every child in the state is realized by not only ensuring universal access itself but also attaining universal enrolment and attendance. Among the secondary school-age children (15- 17 years of age) the attendance rates in the state are more than 90 per cent. It is higher than national average and perhaps many other states. The mandate for the government of Telangana in implementing NEP 2020 is not only ensuring access to schooling along with attendance of all the children but also ensuring the delivery of quality education with improved learning-outcome to match with the expected outcome. First of all, in spite of high attendance rates the over-age and under-age children in different levels of education and in different grades / classes of school education (primary to higher secondary) is more prevalent in the state. As a result, the performance of Telangana state in the all India context in respect of net enrolment ratio (NER) by levels of school education (primary, middle, secondary and higher secondary) is little lagging behind when compared to its

performance in respect of attendance rate among the children in the age group of 6-17 years which is appropriate for whole of school education. In this regard, streamlining enrolment and attendance of children in the state into the age-appropriate levels of education and age appropriate classes should be the major concern.

Most importantly integrating the whole of the school education system in the state is the need of the hour. Telangana and Andhra Pradesh are among the very few states in India maintaining separate administrative structures for both school educations up to low secondary and higher secondary (junior colleges) under collegiate education. Although the Telangana state has adopted the national strategy for school education i.e. SamagraShiksha, it is yet to integrate junior colleges with school education. As NEP 2020 is concerned with the Foundational Literacy and Numeracy (FLN), it is definitely an urgent and necessary prerequisite to learning in the state as well as at the national level. Quality of education is cause of concern in the country and in Telangana state (see Reddy, 2019). ASER and NAS reports have shown the learning deficit or learning poverty (in World Bank terminology) in the school education. Primary education is an indispensable foundation for next levels of education and lifelong learning. In this stage, child acquires basic skills in numeracy and the necessary ability to read and write. As the surveys indicate many children are not able to demonstrate expected levels of learning outcomes / grade level competencies. In this regard, while implementing the NEP 2020, the Govt. of India is going to launch National Initiative for Proficiency in Reading with Understanding and Numeracy (NIP RUN) in a mission mode. It is important to identify and understand the extent of learning gaps and associated factors and to devise various strategies keeping in view the circumstances and diversities across districts in the state. Filling vacancies with qualified teachers is a part of the solution but beyond that the teachers' accountability and their training in accordance with requirement is critical in filling the gaps while attaining the expected learning outcomes.

Two examples one can cite is the performance in this respect is the schools under TSWREIS in Telangana state and also the public schools in Delhi. Scaling up the model performance and achievement of TSWREIS in Telangana, covering all the public institutions, is a challenging task for the government but not impossible. Initiatives with no major budget implications like active involvement of various stakeholders especially the

school management committees (SMCs), parents and community which is critical in monitoring and tracking the students' progress in achieving expected learning-outcomes, and the required training and awareness drives are noteworthy in this context. To keep a regular check on education system, Govt. of India proposed in NEP 2020 to setup national assessment centre: Performance, Assessment, Review and Analysis of Knowledge for Holistic Development (PARAKH). Also the World Bank is initiating a project for the purpose: Strengthening Teaching-Learning and Results for States (STARS). To tackle the learning losses due to school closures (like in the present Covid-19) or any emergency situation, the STARS project include a component: Contingency Emergency Response Component (CERC). The government of Telangana can take lead in this respect with developing its own strategies for improving the quality of education. Higher Education: General, Vocational, Technical and Professional as the NEP 2020 aims, implementing the policy in the state involves achieving the target 50% GER by 2035 with institutional restructuring and consolidation (a minimum of 3000 enrolments in each HEI), and transforming the state higher education system into a new and forward looking one with quality universities and colleges during the period of next 15 years.

The GER for higher education in Telangana state at present is 36% which is ten percentage points higher than national average. It appears to be that the Telangana state has an advantage of easily achieving the NEP 2020 target of 50% GER earlier than other states. However, increasing privatization of higher education, as it is seen, in the state has imperative for increasing private expenditure which has implications for affordability that may slow down the growth in enrolment and GER. In a study such a deceleration in growth of enrolment at the national. Consolidating the higher education institutions is a very big challenge not only in Telangana state but also across the country. There are almost 2000 HEIs along with more than 500 standalone institutions (such as polytechnics, teacher training institutes, diploma course level pharmacy and nursing colleges etc.) in Telangana state. Keeping existing HEIs as they are and expanding their size to larger institutions, as envisaged in the policy, is not possible in near future. Many HEIs are sub-optimal in size and most of them do not have any prospects to grow large in size and the resources required.

Further, almost 80% of HEIs in the state are under

private management, in most of the cases each entity (institution) has different individuals, trusts or organisations that are managing them. Bringing them together is also a difficult task. Although the acquisition and merger of the individual HEIs (in terms of their management) is facilitated and made possible, most of them (HEIs) are functioning in different locations. A large proportion of HEIs in the state are concentrated in and around capital city of Hyderabad or other major cities and district headquarters, but they are not located in geographical proximity. Geographical compactness of each of large HEIs is the underlying principle of consolidation proposed in the NEP 2020. Hence, making each of consolidated institutions (by management) as a single large HEI in one place (geographical location), is not possible through this acquisition and/or merger. One strategy could be facilitating expansion of selected potential institutions by consolidation while withdrawing/closing down altogether the other institutions. Resources and catchment of closed institutions have to be diverted to those continue to exist.

Here the geographical distribution of HEIs in the state would be another major concern in the process. As NEP 2020 envisages consolidation is also involving with restructuring of the HEIs running a single programme, course or discipline institutions into multi-disciplinary ones along with restructuring of all these multi-disciplinary HEIs into universities of teaching and/or research and autonomous colleges. Except universities and some general education institutions (degree colleges) most of technical and professional HEIs in the state are specialized ones running single programmes. There are around 200 engineering colleges, 300 colleges for management courses, 200 B.Ed. colleges and 100 pharmacy colleges in the state. It may be said that nearly half of the HEIs in the state are of this nature (not of multi-disciplinary ones). Around 1050 are the degree colleges in the state, most of which run under-graduation programme with multiple courses in different disciplines (Science, Arts, Humanities and Computes). Most of colleges (HEIs) in the state are of affiliated nature. First of all, the government of Telangana has to mull its efforts streamlining the B.Ed. programme into four years programme and making it as a part of university system, as envisaged in the NEP 2020. It means that all the individual B.Ed. colleges in the state may have to be closed down and ensuring a smooth transition from the present two-year course into a four-year one during the next couple of years. A thread connecting to the above is the setting up model Multidisciplinary Education and

Research Universities (MERUs) at least one for each district (as envisaged in the NEP 2020) and resource mobilization for the same is a great challenge in the state.

There are 33 districts in the state and hence that many model MERUs are to be setup in principle. But how it is dealt with, whether the existing institutions/universities in a district would be converted into model MERU for the district or altogether a new one would be set-up is an issue to be thought over. Again in the process of conversion issues like the required resource mobilization, management of public sector or private, or in public-private partnership (PPP) mode would crop up. Leaving it to any private initiatives have repercussions for growing private expenditure on education and affecting affordability especially in backward districts and for students belonging to economically backward classes in accessing educational opportunity in such premier institutions. Establishing so many model MERUs under public system would be burdensome for the state budget. Already existing higher education institutions under the public sector have been affected by financial crunch in state's higher education budget. Financing Education as the report of Analysis of Budgeted Expenditure on Education that compiled by Ministry of Education (MoE), Government of India, shows the expenditure on education in Telangana state comprises nearly 19.5 per cent of total budgeted expenditure of the state (Revenue Account) and 2.8 per cent of its Gross State Domestic Product (GSDP), for the year 2017-18. One must herein note that the report that is compiled by MoE (Govt. of India) covers more comprehensively all the expenditure on education across departments and ministries beyond the education department (see Motkuri and Revathi, Sep 2020). To compare with the other south Indian states, Kerala (4.2% of GSDP, 23.6% of State Budget) and Tamil Nadu (3% of GSDP, 25% of state Budget) along with Maharashtra (30% and 3% respectively) appears to have a better resource allocation for education than that of Telangana.

When budgets all the states are combined/aggregated (excluding Union Budget), the expenditure on education turns out to be 22.8% of total budget and 3.4% of GDP. Whereas at the national level, Centre (Union Govt.) and all the state governments together have spent 16% of the total budgeted expenditure of the country and 4.2% of GDP on education (see Motkuri and Revathi, Sep 2020). The government of Telangana needs to increase its resources allocation for educational

development in the state. The Kothari Commission recommendation of 6% of GDP to be spent on education is applicable at the national as well as state level. The achievement of Government of Telangana is short of even the half-way mark in reaching goal of 6%. In this regard, as a short-term strategy it may have to increase the expenditure on education to at least 4% of GDP.

CONCLUSION

The new education policy has a laudable vision, but its influence will depend on whether it is able to effectively merge with the government's other policy initiatives Digital India, Skill India and the New Industrial Policy to name a few in order to effect a coherent reconstruction. For instance, policy linkages can ensure that education policy speaks to and learns from Skill India's experience in engaging more dynamically with the private sector to shape vocational education curricula in order to make it a success. This paper while analyzing the status of educational development in the Telangana state, critically examined the recent National Education Policy (2020) in general and its implementation process and challenges in the state of Telangana. The analysis brings out certain contradictions in the policy, issues and challenges in realizing aim of the policy. Overall, NEP 2020 although gauged to a greater extent the problems, issues, and challenges with respect educational development in the country, its approach and policy in addressing them would turns out to be challenging especially financial allocation.

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