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A study of national education policy 2020, awareness among secondary school teachers in district Kangra

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Abstract

Ministry of Human Resource Development of Government of India has projected and elaborate and all - encompassing national Educational policy 2020 (NEP 2020). Before independence in India was under the complete control of "Masters, the British Empire". The educational policies like, the one like the one drawn by Macaulay, as would be obvious were not for providing any quality education to Indians but to Chum out Babu's clerks and bureaucrats to serve the master, pure and simple. After independence, the society went through the series of changes, policies for chartered and certain reforms were bought in, but the impact was still not achieved. In 2015, the GOI adapted, 2030 agenda for sustainable development (SD) and since then the impact us has been initiated. The final culmination of the long drawn and all inclusive process in any NEP 2020. NEP2020 has been very elaborate planning document. The salient features OD issues, principles, aims, vision, challenges and solution have been dealt with this articles. The main focus have been on higher education and its implementation. Due importance also has been according to other issues such as vocational education and research and online and digital education to mention a few. Overall it is a commendable and a very positive step forward on the forward on the part of government. Only the time will judge how much net effective output is actually garnered.

Keywords: National education policy 2020 awareness

Introductions

The term education in the broad sense is not only a pedagogical one punctuating down to the basic meaning of the term, it means to elunge a man's body, mind and soul of ignorance. It enhances an individual's personality and provides him confidence to reach out the world. Education is important not merely as means to other end but it is an attribute that is valued in itself by the most individuals. Education is to complete the socialization process though family is great source of socialization yet in modern times it leaves much in done in the socialization process. A sociologist explains the failure of the family to develop attitudes of responsibility in children in the following words.

The situation has arisen partly because of our shift to urban life and to what the sociologist called secondary group organization of the society that is society marked by the disappearance of home and garden, the predominance of specialization of occupation, individualization of choice as to friends religious life and forms of Recreation and a general touch and go impersonal kind of social contact.

Education should transmission of cultural heritage, by culture heritage we mean that knowledge of the past its art literature, philosophy, religion and music. Through history textbook and indirectly through celebration of patriotic holiday the child is acquainted with his culture heritage. However it is only the higher level of education that any serious attempt is made to realize.

Education should aim at the Reformation of attitudes wrongly formed by the children already within this family group. The child often comes to absorb a host of attitudes, beliefs, loyalties and prejudices to reform these beliefs and prejudices is the function of education. Though the School cannot do much in this respect as the attendance of a child in the school is intermittent yet it should be continue its efforts for his attitude Re formation

Education has also a utilitarian end. It should prepare the adolescent of the earning a livelihood. education should enable him to do a productive task and earn enough for himself and his family it should make the young person a citizen who produces to the natural and acquired capacities the young should be enable to play a productive role in the society DD Tiwari (1964) Reviews of studies.

Traced problem in the development of Administration and Organisation of primary education in Uttar Pradesh and highlighted the causes that led to the present situation school revealed that school run by different management like government, Zilla Parishad, Corporation, Samiti and private bodies face number of problems. They are connected with the factor influencing enrolment such as poverty, lack of accommodation, in difference of parents, child labour, religious, custom, teachers people ratio and lack of effective supervision.

Mridula Pushkarna ^[1]

Studied “administration and financial problem of elementary education and their inputs on the educational progress in the state of Punjab.” The result shows that there was a lack of adequate and suitable accommodation in elementary schools conduct of teachers their negligence and and punctuality and irregularity at the various level of the administration were the most serious problem

Srimathi, V.P Rebecca (1976)

In the study of ethical group influences on socialization of primary school children revealed that children of all the caste group and religious group did not socially interact freely with themselves and only 15% parents express their willingness to all of the children to play with children of other caste and religion. Teachers attitude towards children of all the social group did not very much found to be significant.

Maria Balarin (2008) ^[2]

Had conducted a study on “the control on primary educational administration” was observed in the administration and Standards of education irregularities in payment, transfer and posting problems diversion of fund were reduced.

John Jerrim (2021) ^[3]

Enquired into the “relative academic achievement of the socially advantaged and disadvantaged Children” The study pointed out that the advantaged children were always superior to the disadvantaged children in respect to academic achievement. They also differ in the personality characteristics to the considerable extend.

Kareem Abdul P (1991)

Identify the general economic and educational backwardness a positive relationship was found to exist between education and social economic achievement of the area.

Ranu Jain (2005) ^[4]

In a study “minority rights in the education in Bombay” exclude that the minority educational institution may investigate communal feeling as they are vulnerable to communal pressure. It was found that such institution were contributing towards attaining of national goal of Universal literacy through mobilization of community resources.

Santwani (1996)

Conducted a study on the professional women and the problems they face some of the major finding of the study were women professionals in academics give priority to work rather than the personal lives women professional in

the medicine engineering and log give equal priority to work and home.

Kaveri (2000)

Conducted a study on financing of college education some of the major findings of study were 1). The private expenditure in the proportion to public expenditure is higher education, education is very low.

Reddy (2001)

Studied primary education Manipur. The study was carried out in two districts of Manipur as a part of evaluation of operation blackboard scheme. Most of the primary schools surveyed were located at a distance of above 3 km from the block headquarter. Motivation of teacher involvement of communities and monitoring of education by official was recommended.

Thangaraj (2002)

Studied the impact of noon meals scheme that is mid-day meal scheme on enrolment and retention. The scheme helped to improve the strength and enrollment of schools and remove the malnutrition of children. The scheme also provided employment to many people especially widows and destitute, as is created the jobs of Aayas, cooks, Bal Vikas and noon meal organizer etc.

Singh Joshi and Garia (2003)

Noted that primary education provides the base on which an individual proceeds to acquire higher education. The study highlighted the social acceptability of parishad Primary School. It was suggested that the quality of education of parishad schools must be improved by giving training to teachers providing learning and teaching material, filling the vacant post of teacher and paying teacher a good salary.

Sharma (2004)

Inspite of the criticism, this policy was still hailed as a first systematic effort to give shape to Indian education.

Kothari CR. (2004) ^[5]

Investigated challenge of universalization of elementary education in India. The overall development situation was assessed with respect to gender, age, ruler urban divide, expenditure group, village amenities and health status of children, India was classified in the medium Human Development category. Adult literacy rate is found to be extremely low in India 55.7% in 1998, youth literacy rate was 71% and enrollment ratio in primary education (1997) was found to be a 77.2%.

Saroja 2005

Analyzed the structure of primary school education and the factor influencing female school dropout in school. The author conducted a case study about the school related factor affecting the female school dropouts phenomenon rural area. It was suggested that there is a need to open separate girls school in villages.

Mehta Arun (2006)

Elementary education in India analytical report 2004-05 progress towards UEE. The study represented that analytical report for 2004-5 of Elementary Education in 581 district across 29 states and union territories of India.

Idumu (2007)

Studies on the attitudes of secondary school teachers towards the role of quality assurance and standard officer in Turkana district of Kenya. The main purpose of this study was to establish the attitude of secondary school teachers.

Yhang Yanhong (2008) [6]

Discussed a world education indicator in his article. The objective of WEI-SPS study was to obtain cross-national data on how school function including the level of school resources and potential indicator of practice related to quality and equality issues in education.

Sharma Suresh 2009

Focus his study on literacy and school attendance in India. According to them operation blackboard and Serva Shiksha Abhiyan are state sponsored movement that aimed at the universal enrollment providing the basics. The study finds that largest marginal effects are Association with household living standard access to electricity and expenditure on elementary schooling.

Treutner, Anne (2010)

Understood the educational needs of rural youth by assessing their life skills and knowledge resources life standard and their perspective. The studies suggested that educational training should be given to both men and women for strengthening their economic position and help them in having a better self-esteem.

Watsulu and Simatwa (2011)

Conducted a study on quality education in Secondary School. The purpose of this study was to investigate the opportunities and challenges for Directorate of quality assurance and Standards in its endeavor to ensure quality education in secondary school education.

Okumbe and Joshua (2012)

The purpose of this study was to determine the effectiveness of secondary school education.

Kazue (2013)

Conducted a study in Japan on gender, family and fertility. The objective of the study was 1) to find out the educational standard of women in Japan. (II) To find out the extent of participation of women in labour markets.

Adewale and Adeleke (2014)

Conducted a study on the school education inspection and supervision effect in Public Secondary Schools. The author investigated the supervising officers and teacher, availability and functionality of inspection, monitors, Secretaries and supervisors from the ministry of education, teaching services Commission.

Nayar, Usha (2015) [7]

Conducted a study in 44 low female literacy district of the eight states of India, namely Madhya Pradesh, Odisha, Haryana, Assam, Karnataka, Tamil Nadu, Maharashtra and Kerala to identify areas of intervention for universalizing primary education among girls with focus on women equality and empowerment.

Dr. Provashis Mondal (2016) [8]

Analyzed learning level of children enrollment and dropout trends in school, gender differences and school functioning. The present study was conducted to investigate the status of education in rural India

Mukherjee, Kumkum (2017)

Identify the effect of different teaching method on children level of motivation and independence in pre Primary Schools. The study involved 114 children from school following the close supervision methods and 113 children from environment encouraging an indirect method of teaching were observed.

MHRD Deead (2018)

Pointed out the following things. Adolescents need specific attention education and information. The education program provided an easy way for the girls to complete class 5 and continues with class 6 in government school.

Aggarwal Yash (2019)

In his examined the various dimension of access and retention in District Primary Education programs district and specifically focused on the structured trends in the enrollment of DPEP districts and examined the trends in district level performance indicator including retention data was collected from DPEP States using the district information system for education format.

Rai, R.K (2020)

Studied about the progress and problems of Secondary Education. The study revealed that though there was some progress and prevailing situation was not satisfactory.

Objective of the studies

1. To study national education policy 2020 awareness among the secondary school teachers.
2. To study national education policy 2020 awareness between private and Public Senior Secondary School teachers.
3. To study national education policy 2020 awareness between male and female secondary school teachers.
4. To study National Educational policy 2020 awareness between less experience and more experience school teacher.
5. To study national education policy 2020 awareness between the Science and Arts stream secondary school teachers

Hypothesis of the study

1. There will be no means significance difference on national Educational policy 2020 awareness between private and public school teachers.
2. There will be no means significant difference on national Educational policy 2020 awareness between males and females secondary School teachers.
3. There will be significance difference on national Educational policy 2020 awareness between less and more experienced secondary school teachers.
4. There will be no means significance difference regarding National Educational policy 2020 awareness between Science and Arts stream secondary School teachers.

Delimitation of the problem

The present study was restricted to Senior Secondary School affiliated to HP. The present study was restricted to Kangra district only. The present study was limited to Senior Secondary Schools only.

Methodology

The methodology consists of a conceptual discussion on high lighting the gist of the national education policy Framework, high lighting various section of policy of NEP 2020 and comparing it with currently adopted Educational policy identifying the innovation made using the focus grasp discussion method.

Findings of the study

1. The government school and private school teachers have an average level of national Educational policy 2020 awareness.
2. Male and female teacher have same level of awareness of national education policy 2020.
3. Less and more experienced teachers have and same level of awareness of national educational policy 2020.
4. Art and science teachers have same level of awareness of national educational policy 2020.

Hypothesis - 1

“H1 there will be no means significant different on national education policy 2020 between private and government school teachers”.

Table 1: Table showing significance difference on National Education policy between Govt and Private schools

Type of school	Number	Mean	S.D	Df	T-ratio	Level of significance
Govt school	36	13.36	4.06	70	0.07	
Pvt. school	36	15.28	4.60			

Table 1. Table showing significance difference on national education policy between Govt. and pvt. Schools. Table 4.1 Shows that the calculated mean value between govt. and pvt. Schools. Govt schools mean value are 13.36 and pvt. Schools mean value are 15.28. The govt. Schools sd’s are 4.06 and pvt. Schools sd’s are 4.60. The calculated t value 0.01 which is less than the table value 1.96 at 0.05 level of significance. On the basis of these results are the hypothesis i. e. “There will be no mean significance difference on national education policy 2020” awareness between govt. and pvt. School teachers is accepted.

Hypothesis – 2

“H2 there will be no means significant different on national education policy 2020 between male and female teachers”.

Table 2: Table showing significance difference on National Education policy between Male and female teachers.

Type of gender	Number	Mean	S.D	Df	T-ratio
Male	40	14.00	3.79		0.13
Female	40	13.58	3.99	78	

Table 2 Shows that the calculated mean value between male and female teachers. Male teacher mean value are 14.00 and female teacher mean value are 13.58. The male sd’s are 3.79 and female sd’s are 3.99. The calculated t value 0.01 which

is less than the table value 1.96 at 0.05 level of significance. On the basis of these results are the hypothesis i. e. “There will be no mean significance difference on national education policy 2020 awareness between male and female School teachers is accepted”.

Hypothesis - 3

“H3 there will be no means significant different on national education policy 2020 between less and more experience secondary school teachers”.

Table 3: Table showing significance difference on National Education policy between less and more experience secondary school teachers

Academic experience	Number	Mean	S.D	T-ratio	Level of Significance
Less exp.	40	15.43	4.10	0.06	
More exp.	40	13.90	3.73		

Table 3 Shows that the calculated mean value between less and more teachers. Less experience teacher mean value are 15.43 and more experience teacher mean value are 13.90. The Less experience sd’s are 4.10 and more experience sd’s are 3.99. The calculated t value 0.01 which is less than the table value 1.96 at 0.05 level of significance. On the basis of these results are the hypothesis i. e. “There will be no mean significance difference on national education policy 2020 awareness between less and more teachers School teachers is accepted”.

Hypothesis – 4

“H4 there will be no means significant different on national education policy 2020 between arts and science, secondary school teachers”.

Table 4: Table showing significance difference on National Education policy between arts and science stream, secondary school teachers

Academic stream	Number	Mean	S.D	T-ratio
Arts	36	15.43	4.25	0.48
Science	36	13.90	3.65	

Table 4 Shows that the calculated mean value between Arts and Science teachers. Arts teacher mean value are 15.43 and science teacher mean value are 13.90. The Arts sd’s are 4.25 and science sd’s are 3.65. The calculated t value 0.01 which is less than the table value 1.96 at 0.05 level of significance. On the basis of these results are the hypothesis i. e. “There will be no mean significance difference on national education policy 2020 awareness between arts and science School teachers is accepted”.

Conclusion

Education is an important aspect in deciding the economy social status, Technology adaptation and healthy human behavior in every country. Improving ger include every citizen of the country in education offering is the responsibility of the education department of the country national education of the India 2020 is marching toward achieving such objective by making the innovative policies to improve. The attractiveness, affordability and increasing the supply by opening the education for private sector and the same time with the strict control to maintain the quality in every educational institution.

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