

Old Vs New: Education Reform Bill, 2020

- Eram Feroz¹ & Shaoni Sardar²

Abstract: The National Education Policy 2020 aims to address the many growing developmental imperatives of India. The implementation of the earlier policies on education concentrated mainly on issues of access as well as equity. The unfinished agenda of the NEP 1986/92 is appropriately dealt with in the new policy. A significant development since the last policy 1986/92 has been the Right of Children to Compulsory Free Education Act 2009, which laid down the legal foundations for attaining universal elementary education. The NEP 2020 envisions an education system rooted in Indian ethos that contributes directly to transforming India sustainably into an equitable and vibrant knowledge society by providing high-quality education to all; thereby, making India a global knowledge superpower. The policy aims to universalize elementary to secondary education with a 100% Gross Enrolment Ratio by 2030. Promoting multi-disciplinary education is likely to invite foreign education players to India to operate independently, higher education with flexibility in the choices of subjects, multiple entries, and exit points for incomplete courses. Their credits will be transferred through an academic bank of credits, which is the main difference between both policies. Major reforms of NEP include schooling up to Class 5 in mother language or regional language, lessening the stakes of board examinations, letting external campuses set up in India, a single controller for higher education institutes excluding law and medical colleges, and common entrance tests for universities. Our presentation would aim to point out the differences between the old and the new educational policies and ably analyze their effects.

1 & 2: Students of Economics (Honours), Semester-VI, The Heritage College)

Introduction

The **National Policy on Education (NPE)** is a policy created by the Government of India to encourage and regulate education in India. The policy includes easy learning to higher education in both rural and urban India. The first NPE was enacted by the Government of India by Prime Minister Indira Gandhi in 1968, the second by Prime Minister Rajiv Gandhi in 1986, and the third by Prime Minister Narendra Modi in 2020.

The National Policy on Education 1986 led by Rajiv Gandhi mainly focuses on removing disparities and equalizing educational opportunity, especially for Indian women, Schedule caste, and Scheduled Tribes communities. To achieve such a social integration, the policy called for expanding scholarships, adult education, recruiting more teachers from the SCs, incentives for poor families to send their children to school regularly, development of institutions that need new institutions, and providing housing and services. The policy expanded the open university system with Indira Gandhi National Open University, which had been created in 1987. The policy also called for the establishment of the "rural university" standard, based on the idea of Mahatma Gandhi, to encourage economic and social development at the grassroots level in rural India. The 1986 education policy expected to spend 6% of GDP on education. On the other hand, The National Education Policy 2020 attempts to make important reforms in education. The policy objectives are at the universal adoption of education, beginning from pre-school to secondary level with a 100% gross enrolment ratio (GER) in school education by 2030. The NEP 2020 will encourage skill-based learning and enhance the practical skills of the students.

Literature Review

In an article by Dr Vaneeta Aggarwal published by The Hindustan Times, she has stated how the NEP 2020 has a few salient features, aiming towards a self-reliant nation, being one of them, also states

how Article 7.12 talks of constituting Samamjik Chetna Kendra which will create a socially cohesive environment at school.

The article by The Wire Analysis (3 July 2020) stresses the idea that a "multiple entry and exit" policy might bring down the count of dropouts. It also emphasizes the thought- " while speaking about 6% funding, the union government doesn't mention whether it will release the funds from its pocket or generate it from private enterprises".

An article published by India Today (14th August 2020) states a few responses to why the new policy may rejoice and why it should not be rejoiced because of the difficulties it might face during its implementation about the recruitment of teachers with the proper degrees and increasing education's contribution to GDP.

Finally, NEP 2020 aims towards a prosperous future for our country with its own set of challenges.

Empirical Study:

Objectives

To study the differences brought about in secondary education and higher education:

The NEP 2020 has replaced the 10+2 structure of the school curricular with a 5+3+3+4 structure. This will include 12 years of schooling and 3 years of Anganwadi and pre-schooling. The new provision includes teaching up to class 5 in mother tongue or regional language, lowering the stakes of board exams. There will be no rigid separations between arts and science, between curricular and extracurricular activities, between vocational and academic streams. The National Testing Agency (NTA) will carry out the entry examinations for admissions to colleges across the country. The NTA already conducts the all-India engineering entrance exam and

others. Under the NEP 2020, the entrance exam to be carried out by the NTA for entry into universities and colleges will be optional.

To study the differences brought about in teacher education and technology in education.:

To become a teacher, a 4-year Bachelor of Education will be the minimum requirement needed by 2030. Mandatory certified education in teaching pedagogy during PhD enrolment for aspiring professors. Teachers will also be given local, regional, state, national, and international seminars as well as online teacher growth segments. The program of digital India and the present crisis of pandemics has been the motivation behind the need and the establishment of digital libraries, digital content, digital teaching, and classrooms.

Several features have been introduced in NEP 2020, however, the enactment will have its challenge in terms of funding, best in class resources, and enormous scalable performance.

The major changes brought in the credit scoring system are the multiple entries and exit points for incomplete courses:

By the introduction of this new clause, students can take a break from the undergraduate course and return within a certain period without losing the credits received during the earlier session. A certificate after completing 1 year in a discipline or field including vocational and professional areas, or a diploma after 2 years of study, or a bachelor's degree after a 3-year program. "The 4-year multidisciplinary bachelor's program, however, shall be the preferred option", the NEP 2020 adds. Flexibility should not result in the strengthening of structural imbalances that exist in higher education. An inclusively flexible regime needs to encourage student ambitions to achieve a certain degree and enter a whole new world of possibilities, while institutions need to own their responsibility towards students' results.

Public spending on the education states, centre to be raised to 6% of GDP and analyzing the changes it would bring:

The important sources of education finance are the public sector and private sector. India will double public investment in education to 20% of its public expenditure or 6% of Gross Domestic Product over the next decade, amplify the right to education by extending it to all age groups, and enhance the gross enrolment ratio on higher education. The country will also let foreign universities set up campuses here.

To study the drawbacks of the NEP 1986 and to what extent NEP 2020 may overcome them:

The NEP 1986 focused on the removal of disparities and bringing equality, aimed for the development of human resources, international cooperation, and peaceful co-existence, development of socialism, secularism, and democracy. The NEP 1986 led to poor teacher training, lack of access. The new policy focuses more on national development by creating citizens with knowledge, skills, and individual development. The curriculum in the new policy is more inclined to allow critical thinking, discussion, and analytical learning, which aims to enrich India's talent and human resource pool.

Data source and Methodology

We have taken information from several articles, majorly from the Article, by Dr Vaneeta Aggarwal published by The Hindustan Times and an article published by Creatrix Campus, "The A-Z of the new National Education policy 2020" and other government pages. We have tried to point out the differences between the previous policy and the rectifications they have aimed to make in the latest education policy and while doing so we have analyzed how these might benefit us and how its applicability is plausible through point analysis and pictorial illustrations.

Analysis

As per the objectives of the paper which we have already mentioned, we see that there are some major differences depicted:

The policies of 1986 and 2020 have different concepts of Indian society. In the 1980s, world economies were largely local, and some were in the transient phase. Comparatively, the world economies today are operating as complex global entities. Given the same, the 1986 NPE focused on standardization and equal opportunities to all whereas NEP 2020 focuses on augmenting individual capacity and achieving excellence in the field of your choice by providing customizable options for education while hoping to reduce regulation via the provision of more internal autonomy to institutions. Furthermore, NEP 2020 is focusing on the economic value arising as a result of education and vocational training. The NEP 2020 has an important focus on competence-centred learning and employment opportunities arising out of it.

After studying the differences between the two here we have seen that there are some benefits and drawbacks in The New Education Policy 2020 which are as follows:

The first and the most important benefit is that the students will acquire more practical knowledge rather than rote learning and there will be increased flexibility in the choice of subject to study. The NEP 2020 will help students to develop a scientific attitude, vocational skills, critical thinking, and coding from a very young age which will promote value-based education.

The major drawback of The NEP 2020 is that the government has announced to spend 6% of GDP on education but according to last year's report, the government has spent less than 3% of GDP. The question arises, how and what steps the government will take to raise the GDP. And secondly, many students in rural areas are not provided with basic education. How will they be able to access or

study digitally?

Conclusion

The NEP 1986 created a pool of education and trained human resources to the value of the chain whereas the NEP 2020 envisions an India-centric education that provides high quality to all.

In summary, the NEP 2020 is in many ways just what India needs, as it grows into the world's largest workforce in the next few years.

To achieve the dreams it includes, we will have to overcome considerable execution challenges in a sustained manner for years and decades to come.

Also, according to the report, the implementation of this policy will start from June 2021, in the upcoming academic session which is funded by the central government.

REFERENCES

1. Hindustan times, Dr Vaneeta Aggarwal
2. The Quint, Shreyashi Roy
3. Wikipedia
4. India spend.
5. Public expenditures on education in India by Anuradha De and Tanuka Endow
6. Indian Era
7. The Times of India
8. The A-Z of the new National Education policy 2020 on Creatrix Campus
9. NEP2020: National Education Policy on the fast track, nationwide implementation kick starts in June by M Saraswathy.