

Old Vs New : Education Reform Bill 2020

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Introduction

This paper empirically investigates the differences between the old and the new education reform bill in India. It further aims to pinpoint specific aspects of the reform bill and how it is important in determining the country's economic growth. The NEP 2020 brings about a radical change in the system of education that was introduced in 1968, by the **Kothari Commission**. It also attempts to analytically test the mechanism through which educational institutions impact economic performance. The tools employed to undertake this research are, namely gross enrolment ratios, student-faculty ratios, literacy rates, and gender ratios. The policies formulated in 1986 did not account for the competition that came along with the beginning of globalization a few years later in 1991; however, the NEP 2020 is an attempt to create a balance between local and global human resources. One of the major differences between these two policies is that the new policy poses no rigid separations between the arts and sciences, students will be allowed to choose their desired subject combination. The NEP incorporates an extension of the **Right to Education Act** (2009) including children of ages **3 to 18**. On the other hand, under the previous bill, it was from ages **6 to 14**. Learning from an early age will lead to the betterment of the quality of human resources and provides a progressive outlook to students. The new reform is set to replace the 10+2 schooling system in India with a new 5+3+3+4 system. Furthermore, the public spending on

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education is to be increased from 4% to 6%; however, the goal of spending 6 % of the GDP on education was first articulated in the year 1948 itself. The comparisons mentioned in this paper highlight the possibilities of the change in human resources development in the country.

Literature Review

1. Research works undertaken in 1973 by Malini Gopalakrishnan, stated that the Indian university, as it existed then, was essentially a creation of the British and dated back to the nineteenth century. English was the language of instruction at the university level before independence. The first universities were established in 1857 in the Presidency towns of Calcutta, Bombay, and Madras. Modelled at the University of London these were affiliating universities. Since independence in 1947, several commissions have been established to study the state of the universities in India. The goal was to revamp the whole system and to make it relevant to the needs of an emerging nation like India. The Indian Parliament created the University Grants Commission (UGC) in 1956.

2. An official analysis done by the GOI stated that the National Policy of Education, 1986 stressed the provisions for fellowships of the poor, imparting adult education, reorientation of the entire framework to encourage gender equality, including hiring teachers from disadvantaged communities, the physically and mentally handicapped, and for areas that need special attention, as well as the creation of new schools and colleges.

3. An analysis conducted by Aithal, P. S., & Aithal, Shubhrajyotsna (2020) states that higher education is an important aspect in deciding the economy, social status, technology adoption, and healthy human behaviour in every country. The education department of the country government is responsible for improving GER so that every citizen of the country has access to higher education opportunities. National

Education Policy of India 2020 is marching towards achieving such objectives by making innovative policies to improve the quality, attractiveness, affordability, and increasing the supply by opening up and allowing the private sector access to higher education while maintaining strict quality controls in all higher education institutions.

Methodology

1. This study is based particularly on secondary data sources which have been collected from the research works undertaken by different researchers in this field as well as from the reports published by The World Economic Forum, Govt. of India, Ministry of Human Resource Development, Dept. of School Education and Literacy, New Delhi and UNESCO (in human resource development).
2. Specific analysis has been done on the following indicators-
 - a. Literacy rate
 - b. Gross enrolment ratio
 - c. Gender parity ratio
 - d. Dropout rates
 - e. Student-faculty ratio
 - f. Expected/mean years of schooling
3. Also, the statistics related to the accessibility to the internet in both urban and rural regions have been provided to highlight the digital divide throughout the country.

Analysis

The National Policy on Education (NEP) is a policy devised by the Indian government to encourage education among the Indian people. It includes elementary to college education in both rural and urban areas.

Post-Independence, India has had three education policies. The first policy was formulated in 1968, by the Kothari Commission, in which major emphasis was on compulsory education for children up to the age of 14. Next, the second NEP was introduced in 1986. The major emphasis of the second NEP was to remove the disparity between various social groups. However, the 1986 policy did not account for the competitive global landscape, which came with the beginning of the globalization of the Indian economy post-1991 reforms. The new education policy in 2020 arrived 34 years later and is all set to change the existing academic system of India to bring it at par with the international standard of academics. The NEP is expected to be operational by 2040, according to the Indian government. Till the targeted year, the key points of the plan are to be implemented one by one.

According to the Government, the NEP 2020 is formulated after having considered lakhs and lakhs of suggestions from different levels of administration in the country. It will bring about structural change in the education system which aims to make India the global knowledge superpower ensuring equality and inclusion. The NEP 2020 aims to increase state expenditure on education from 4.6% to 6% of the GDP as soon as possible, however, it should be noted the goal of 6% of GDP to be spent on education was first articulated in 1968, but unfortunately, it was never achieved.

According to NEP 2020, the 5+3+3+4 structure will replace the existing 10+2 structure at the school level. At the preschool level, The Anganwadis or playschools are going to become mainstream and will not be on the 'fringe' of the education system. The government, however, is facing a massive budget gap to undertake all these

initiatives.

Following are some of the recent initiatives taken by the Government of India (GOI):

1. In May 2020, the Government launched PM eVIDYA, a program for multi-mode access to digital online education.
2. The government allocated INR 59,845 crore for the Department of School Education and Literacy in the Union Budget 2020-21.
3. India announced Revitalizing Infrastructure and Systems in Education (RISE) by 2022 with a proposed outlay of INR 3,000 crore.
4. Under Union Budget 2020-21, the government proposed apprenticeship embedded degree/ diploma courses by March 2021 in about 150 higher educational institutions.
5. Around two crore candidates completed training in 254,897 registered training centres under the Pradhan Mantri Gramin Digital Saksharta Abhiyan (PMGDISHA), as of February 2020.
6. India promoted a new scheme 'Study in India' to attract foreign students to higher educational institutions
7. With an outlay of INR 6,655 crore, the government approved Skills Acquisition and Knowledge Awareness for Livelihood Promotion (SANKALP) and Skill Strengthening for Industrial Value Enhancement (STRIVE) in a bid to boost the Skill India Mission.
8. The GOI initiated the Ek Bharat Shreshtha Bharat (EBSB) campaign to increase engagement between states, union territories, central ministries, educational institutions, and the public.

According to this policy, an academic bank of credit will be set up, the credits earned by the students can be stored here and when the final degree gets completed these can be counted, so these changes are very positive and follow a more western style of education. If implemented properly, this will lead to an increase in the quality and percentage of the human resource population in the country.

FINDINGS

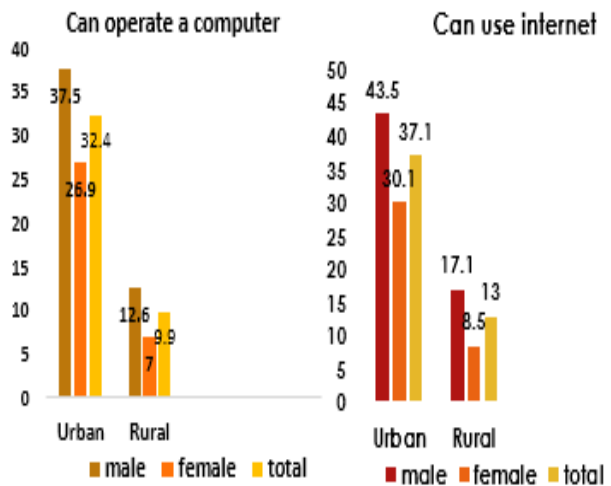
PRIMARY LEVEL (I-V), 2017-2018

State	Dropout rate	Boys	Girls
Assam	10.1	11.2	8.9
Arunachal Pradesh	8.1	10	6.1
Mizoram	8	8.6	7.4
UP	7.2	7.2	7.1
Tamil Nadu	5.9	5.9	6

SECONDARY LEVEL (IX-X), 2017-2018

State	Dropout rate	Boys	Girls
Assam	33.7	32.1	35.2
Bihar	32	30.3	33.7
Odisha	28.3	28.7	27.8
Tripura	27.2	27.1	27.3
Karnataka	24.3	26.4	21.9

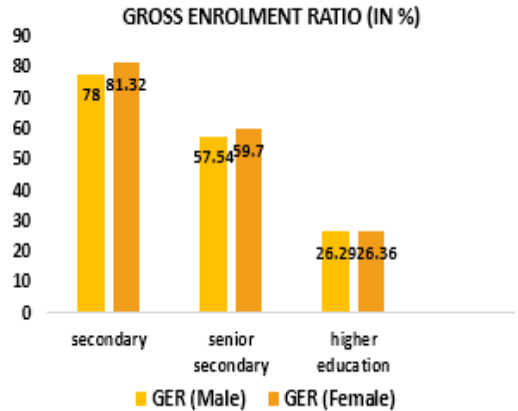
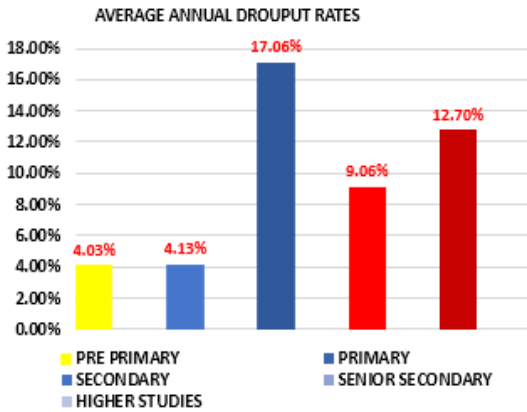
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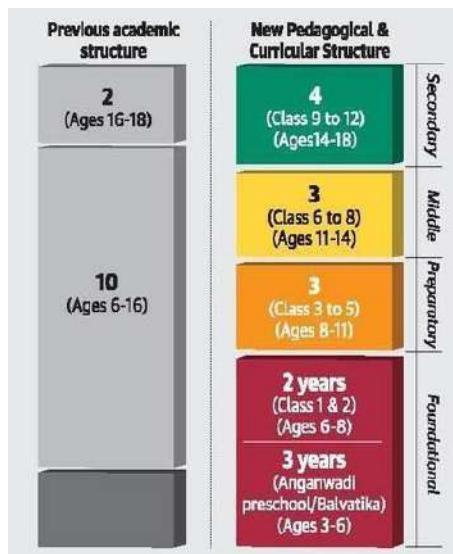
1. According to the new policy, the Govt. aims to increase the GER for primary education from 50% to 100% and for secondary education from 25% to 50%.

Keeping that goal in mind we compare it to another goal of this very policy of introducing **coding** from 6th grade onwards, however for students to learn how to code, technological infrastructure along with a skilled staff is of utmost importance, even so looking at the graphs in the study we can deduce that accessibility to the internet or even computers in rural areas is massively behind compared to urban areas.

Therefore, to keep in check this divide, a huge amount of funds would have to be invested by the schools into this venture which may hike the fees to balance the spending, and in turn may contradict the goal of achieving said Gross Enrolment Ratio, as students might drop out due to financial constraints. We find that the case of digital learning may prove to be a hindrance to the goal of achieving a higher GER.



2. The dropout rate is 17.06% being the highest at the secondary level followed by 12.70% in higher studies, to counter this high dropout the NEP introduced a policy wherein students at the undergraduate level can leave a course midway and continue as and when it is affordable for them because lack of affordability is one of the major reasons for the high dropout rate.



3. According to NEP 2020 the 5+3+3+4 structure will replace the existing 10+2 structure. Anganwadi and playschools will no longer be on the periphery of the educational system but will become mainstream. To focus on the academic structure, this policy puts a greater emphasis on the Anganwadi to promote early learning however Anganwadi remain highly underfunded, the training of the Anganwadi workers will take around 16 to 20 lakhs, the cabinet has already approved projects under this and a part of the funding will be coming from the World Bank. 90% of the brain development happens before kindergarten, which is why the Anganwadi system is being given so much importance which will help to develop a child's brain at a very young age. However, the government cannot fund these expenses.

CONCLUSION

1. Increasing the education budget to 6% of GDP has been a dream since 1968 and the NEP2020 gives promising hope in finally achieving this goal. However, the question lies in whether it will balance out the lopsided allocation of resources in higher education. This is because the bulk of spend in higher education goes to only a few institutions such as IITs and central universities and a few research centres.
2. The New Education Policy will give importance to students' practical knowledge instead of just pushing them towards rote learning. It will assist students in developing a scientific mindset from an early age. The NEP aims to make it easier to establish modern, higher-quality higher educational institutions that meet international standards. Many students who are unable to go abroad for a variety of reasons will be able to experience it and gain global exposure thanks to NEP, which will make it easier for international colleges to establish campuses here. This will promote value-based education.

3. Furthermore, raising school fees will indirectly add to the existing challenge of high drop-out rates, especially in rural areas where the GER is already very low. As a result, more funding and infrastructure shall be required in each aspect of equitable learning. Additionally, the government has a great responsibility in providing effective counselling to parents and students in rural areas which will be needed to make them realize the importance of education in the 21st century.
4. In its implementation, the state and the central government must work together. Discordant voices have already been heard from many states. Therein lies the big challenge.
5. Hence, the NEP2020 is a big step towards achieving that goal and bringing India on the global frontier. This policy, if implemented correctly, can be one of the most effective policies in the field of education.

Limitations of The Research Paper

The empirical results reported herein should be considered in the light of some limitations:

1. The findings and analysis are based on observational studies, they are therefore subject to biases that may or may not affect our model estimates or findings.
2. One of the major limitations, worth mentioning is the lack of previous literature and research on this topic as this change is still being formulated, and there is a need for further development in this area of study.
3. Also, limited access to primary data is another shortcoming of this study and hence it is mainly based on secondary data on account of the lack of field experience of the researchers. The collected data ranges from 2017-18 owing to the lack of availability of recent data on reliable sources.

Nonetheless, these results must be interpreted with caution and these limitations must be borne in mind.

References

This study has been conducted using various journals and research papers written by prestigious institutions and researchers, some of which we have listed below-

1. Higher education in post-independent India (1947-1970): a critical evaluation in terms of selected criteria of effectiveness by MaliniGopalakrishnan A thesis submitted to the Graduate Faculty in partial fulfilment of the requirements for the degree of DOCTOR OF EDUCATION Montana State University © Copyright by MaliniGopalakrishnan (1973)
2. National Education Policy 2020, Ministry of Human Resource Development, Govt. of India
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4. Study with the Education System of USA", International Journal of Humanities and Social Science Invention (IJHSSI)
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6. Aithal, P. S., &Aithal, Shubhrajyotsna (2020). Analysis of the Indian National Education Policy 2020 towards Achieving its Objectives. International Journal of Management, Technology, and Social Sciences (IJMTS).