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Enhancement and Changes in Education Policy

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ABSTRACT: This paper is based on the national education policy of 2020. The world is leading with a lot of changes in social, political, cultural and economic which led to new technology, trends and challenges in the field of education. With the rise of big data, machine learning and artificial intelligence the universe rises with new technologies. Looking at the growth of the entire systematic education policy is essential for offering school and college education in a country due to the reason that education leads to progress in the society. Recently our Indian government received a draft on education policy suggested by the former chairman of Indian Space Research Organization (ISRO) Dr. K. Kasturiranjana. The committee suggested an incremental and drastic change with this new policy and given a guideline to effectively implemented on the country by the year of 2030. The main objective of this new policy is to provide the quality of education for all citizen of India through Fourth Education Industry Revolution (EIR 4.0). This paper highlights on the various policies in the draft with special emphasis on pre-schooling, higher education, entry and exit system, competitive exams, vocational training etc. and compare them with the previous policies on education. The strength and weaknesses of new policy are identified with respect to various stakeholders and listed.

KEYWORD: NPE (National policy on education), NEP (National Education Policy), KG (Kindergarten), LKG (Lower Kindergarten), UKG (Upper Kindergarten), UG (Undergraduate), M.Phil. (Master of philosophy), PHD (Doctor of Philosophy), EIR 4.0 (Education Industry Revolution), ISRO (Indian Space Research Organization).

I. INTRODUCTION

The country was independent in 1947. Since the country's independence Indian government has proposed a variety of programs to reduce the illiteracy of education in both rural and urban areas[1]. The national education system has changed three times since the date of country independence. The first national policy on education (NPE) named "Radical reconstructing" was published in 1968 by the government, when Indra Gandhi was the prime minister of India. The second national policy on education named "Special emphasis on the removal of disparities and to equalize educational opportunity" was published in 1986 by the government when Rajiv Gandhi was the prime minister of India[2].

Now after thirty-four years (34 years) this national education policy has changed again by the prime minister Narendra Damodardas Modi on 29th July 2020[3]. This policy is a comprehensive framework for elementary education to higher education and vocational training in both rural and urban areas. This policy comprises vision, universal access and early childhood education, school, children, teacher's education and development, and it mainly focuses on gender, equality, and special needs. The main aim of this education policy is to transform India's education system by the year 2030[4].

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II. EDUCATION SYSTEM

Education is the fundamental process for achieving human potential, developing a fair and impartial society. Providing a good quality of education in the universe leads to the development of economic growth, equality, national development, cultural development, national integration, gaining scientific knowledge and leadership in the global stage. As we know that India is large in population, providing better quality of education to the largest population will shape the future of our country[5].

III. NATIONAL EDUCATION POLICY-2020

On July 29th 2020 the union cabinet approved a new National Education Policy after a 34-year gap. Previously it was known as NPE (national policy on education which was approved 34 years ago in 1986, it got further modified in 1992[5]). The main focus of 1986 policy was regarding “access and equity” of education. Access means the availability of education and Equity means fairness, because there are people who are more disadvantaged than others when it comes to having access to education. We have indeed come a long way since 1986. However, today it is about access to quality education. Previously it was just about having access to education but today it is about quality education. The only major improvements since the last policy of 1986 has been the right of children for free and compulsory education in act 2009 or Right to education act which was enacted by parliament of India on 4th of august 2009. The main purpose of national education policy (NEP) is to design a vision and framework for both school education and higher education in India.

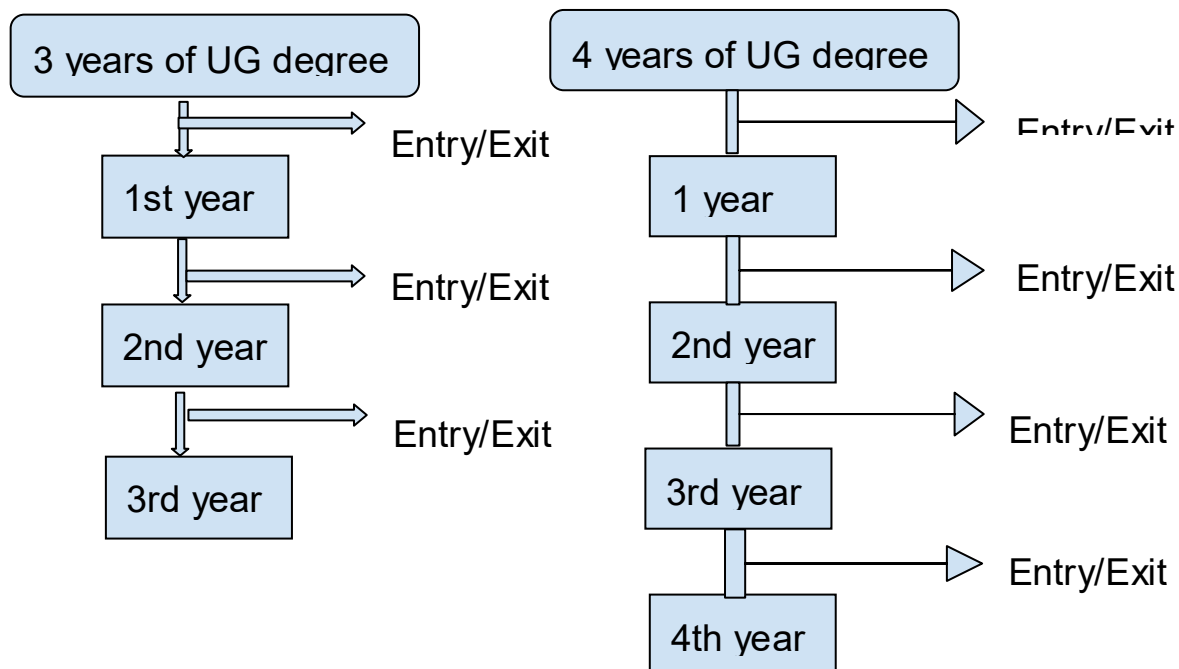


Figure 2: Undergraduate entry and exit structure. This structure shows that the student can enter and exit according to their choice and also awarded the degree for their respective completed course. They have the option to return and start from where one has left.

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Undergraduate Degrees:

The undergraduate (UG) degree structure will be available for 3 as well as 4 years' duration. But it now has multiple entry and exit options. Multiple entry and exit means, example: if a student chooses to leave the degree at any point during the course of the period they have the option to return and start where they left. They will not be required to start from the first year of undergraduate courses again. Along with multiple entry and exit options the student will also receive an appropriate degree. Suppose a student will be awarded a diploma degree for 1-year undergraduate education, advanced diploma for 2 years of undergraduate education and a bachelor's degree for three year course as well as 4-year course. In this undergraduate degree policy Figure 2 shows the structure of entry and exit mode in under graduation policy.

M.Phil. to be discontinued:

After higher education students used to do M.Phil. (Master in philosophy) but now according to the new policy the government M.Phil. Course has been removed. This is because in comparison to PHD (Doctor of philosophy), M.Phil. is less advanced qualification. M.Phil. takes 2 years to complete the course whereas PHD takes 3 years' time to complete. An M.Phil. dissertation is normally shorter than a PHD thesis, the student used to do M.Phil. after under graduation because they think that it adds an extra value to their but PHD can be done directly without doing M.Phil.[6].

No hard separation:

There will be no hard separation between arts and science, vocational and academic streams, curricular and extracurricular activities etc. to eliminate the difference created in the minds of the student. The idea behind this key proposal is: The arts paper contains subjects such as History, Geography, Psychology, Political, Science, English, Sociology, Anthropology, Economics etc. together these subjects come under Arts category [7]. There are sub categories under arts is liberal art, social sciences and creative arts whereas science papers contain subjects such as physics, chemistry, biology, botany, geology and many other subjects. But as per the new education policy there will be no hard separation between arts and science[8].

In this real time there is a clash between hard facts of science and soft facts of science. Social scientists believe in things that doctors and hard core scientists don't believe in and vice versa. There is very much a contradiction between both and some other parties take advantage of this in creating civil war. The government does not want to facilitate chaos so the academic carrier changed the barriers of hard science and soft science so that it reduces the lightness of developing toxic ideology.

IV. CONCLUSION

THE NATIONAL EDUCATION POLICY-2020 aims to shift towards more scientific approach to education. It will help to cater ability of the child in different stages of development. This include cognitive development, social and physical development. When implemented, the policy will bring India at par with leading countries of the world. According to the new education policy the 10+2 school system has been replaced by 5+3+3+4 structure in this structure the Anganwadi and pre-school emphasized a lot and kept 3 years of duration so that the children can develop oneself and understand the environment. Then the 2 years has kept for primary schooling i.e. class 1 and 2. Therefore the total 5 years will be devoted to the children with the age of 3-8 years with this they can explore themselves, play, understand things etc. Now coming to the next 3 years, in the student with the age of 8-11 years will take the pre-primary education in class 3-5. Again next 3-years for class 6-8, in the one can choose a course of one's own choice or interest. One can take special class on it or an internship.

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