

The National Educational Policy 2020 - A Comparative Review

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Abstract

This paper reviews the Indian National Education Policy 2022 (NEP) in Higher Education and its international standard by considering the educational policy of other countries like Australia, China, Germany, and Singapore. With the aid of digital learning, course and curriculum autonomy, cutting-edge technology, business, and global education, NEP 2020's multidisciplinary approach to student-centric learning promotes holistic growth.

Keywords: NEP 2020, Holistic education, Experiential learning, Vocation Education, comparative review

Introduction

Education structures and systems across the globe are facing paradigm change—the recent trends emerging in the education scenario demand changes in educational policy and its governance framework. The new educational policy designed by the government of India is a significant step in this direction. National Education policy 2020 is the third major revamp of educational policy, formulated and published by the *Ministry of Human Resource Development of India*. Its focus is to transform the educational scenario by 2040. Globalisation has brought new skills that have dominated the traditionally valued skills, and knowledge has become less critical. (Barber et al. 2012; Florida 2012; Pink 2006; Wagner 2008; Wagner and Wintersmith 2016). Contemporary skills must be included in shaping educational policy, including creativity, curiosity, critical thinking, collaboration, communication, mental growth, global competence, and entrepreneurship skill sets. (Muro et al., 2019). Advancements in technology have paved the way for revolutionary changes in learning experiences in education facilitated by emerging technologies like AI, 3-D machining, Big data analysis, and machine learning when it comes to life science genomic studies, biotechnology, nanotechnology, and neuroscience for sustainable living. Technology is used to monitor the quality of education. (P. S. Aitha et al., 2020). With the help of technology, the National Education Technology forum (NETF) provides free knowledge sharing to enhance learning, assessment, planning and administration. (2020, Pawan Kalyani). National Education Policy 2020 aims to align the Indian education system with the emerging dynamics and dimensions.

Evolution of NEP

The NEPs encompass School Education, Higher Education, Adult Education, the use and Integration of Technology and the promotion of Indian Languages, Art and Culture (**Aditi Jha and Vijay Rani Rajpal**). **Dr Pradhnya Kamdi**, the review and feedback of Over 2.5 Lakh village-level stakeholders and two parliamentary committees, were used in framing this new Educational Policy (2020, Aditi Jha and Vijay Rani Rajpal). In the year 2015, a committee was formed under the guidance of Cabinet Secretary T. S. R. Subramanian to draft a new Education Policy; former ISRO Chief Krishnaswamy Kasturirangan led The Draft New Education Policy (DNEP) team and submitted the 484 pages of Draft during 2019. (2022 **Devendra Singh et al**).

Independent India's *First Education Policy* was framed in 1968, and the second in 1986. The first Policy on National Education Policy (1968) mainly focuses on 1. Free and Compulsory Education, 2. Status, Emoluments and Education of Teachers, 3. Development of Languages – 3 language formulas (Hindi, Sanskrit, Foreign language), 4. The Equalisation of Opportunity – *Strenuous Efforts made for Equalization (Regional Imbalance, Social cohesion, National Integration, Gender equality, for BC and Tribals, Physical and Mental Disabilities)*. 5. *Talent Identification* 6. Work – Experience and National Services 7. Science Education and Research 8. Education for Agriculture and Industry 9. Production of Books 10. Examinations 11. Secondary Education 12. University Education 13. Part-Time and Correspondence Courses, 14. Spread of Literacy and Adult Education. 15. Games and Sports 16. Education of Minorities 17. Educational Structure (10+2+3pattern) (NPE 1968) (Pawan Kalyani).

In 1986, the Second Educational policy was implemented and amended in 1992, focusing on 1. Essence and Role of Education 2. System of Education, 3. Education for Equality 4. Reorganisation of Education at Different Stages 5. Technical and Management Education 6. Teacher, 7. Management of Education – National Level, State Level, District and Local Level, Voluntary Agencies and Aided Institutions. This Policy was given during the governance of Prime Minister PV Narasimha Rao. The policy was made effective in 1992. (2020, *Dr. K. Meenakshi Sundaram I*)

Highlights of Indian New National Education Policy 2020

- a) National Education Policy 2020 focuses on change in the education pattern of India. This policy is a comprehensive framework for India's elementary to higher education and vocational training. The state is spending 4% of its GDP on education; NEP aims to increase it up to 6% of GDP. (**2020 Ajay Kurien**)
- b) Schooling pattern has been defined as 5+3+3+4 (=3+12), which means three years of Anganwadi and Preschool, 12 years of schooling. Exams will be conducted only for classes 3, 5 & 8—Vocational Education Start from class 6 with an internship.
- c) Native language should be the medium of instruction up to class 5.
- d) class 6th onwards Vocational Courses will be combined with Internships—higher Education curriculum to have Flexibility of Subjects. Academics Bank of Credits to facilitate the Transfer of Credit will be created.
- e). To achieve a 100% Gross Enrolment Ratio (GER) from preschool to Secondary School level education by 2030 (**Educationtimes.com**) and to increase the Gross enrollment ratio (GER) from 26.3 cents in 2018 to 50 cent by 2035) will be under the guidance of HECI (Higher Education Council Of India).
- f) To promote robust research culture and increased research capacity, higher education institutes will establish a National Research Foundation to use technology by imparting digitalising content, virtual labs, and a digital library.
- g) NEP suggests that Higher Education institutions like IITs should include Art and Humanities to promote holistic education (IIT to move towards holistic education by 2040).
- h) HRD ministry has been renamed the Ministry of Education. (2020, **Dr Vijay V. Warhate**)
- I) Education Minister Ramesh Pokhriyal Has Launched SARTHAQ, which stands for 'students' and Teachers' Holistic Advancement through Quality Education. This scheme includes 297 tasks and agencies responsible for each of the functions.
- J) **Shikshak Parv**, From September 8 to September 25, a teacher festival will be organised in consultation with states, union territories, and other independent organisations to debate various suggestions and implementation processes. Initiative NIPUN Bharat, to guarantee fundamental literacy and numeracy for all children by the year 2026–2027, was launched (**2021 Ms Arpita Maitra and Dr S.Anurekha**)
- K) UGC, AICTE, MCI, DCI, INC etc., will be combined to form the Higher Educational Commission of India (HECI) as a single regulatory body for HEI(Higher Education of India). NAAC and NAB will become National Accreditation Council (NAC). (2022- Mr Ramshankar Varma).

Research Gap

Indian New National Education Policy 2020 lays down an excellent foundation to build the nation to international standards in the field of Education. There is much change in Indian society now compared to the previous decades. Newer policyscapes are developing worldwide, leading to the convergence of policy discourse with a patent impact on higher education policy and procedures. Changing demands of the HEIs and the advancement in technology, which has led to hybrid modes of learning, are mirrored in the NEP 2020 and have been designed to give world-class education and enhance the skill set of learners and teachers. (2018 Min Hong). A thorough review of the literature shows that not much research has been under about comparing Indian higher education policy with the policies of other countries. The present study aims to fulfil the gap by analysing the New Indian National Education Policy 2020 with other countries' education policies.

The Need for the Study

In this 20th Century, Teaching methodology had become more learner-centric and aimed at personalising the strategies to increase the potential of students' creativity. (2020, Aditi Jha and Vijay Rani Rajpal). National Education Policy 2020 extensively focuses on different Verticals for the desired outcome in 2035. The present study attempts to review the Educational policy of other countries, NEP 2020 of India.

Research Methodology

This analysis could be a descriptive study. Different websites, periodicals, journals, and publications were used to get secondary information. To draw deductions and conclusions, this information was then examined and assessed.

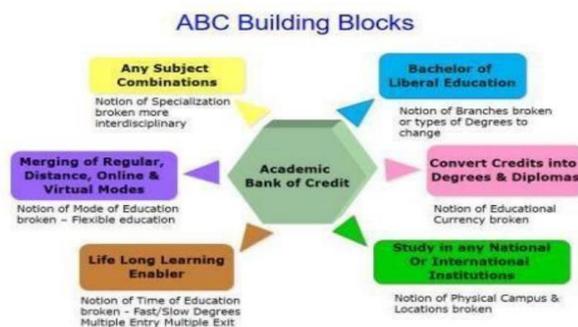
National Educational Policy 2020 Special Focus on Higher Education

National Education Policy 2020 concentrate on the education system, which connects directly to the transition of our nation's sustainability into an equitable and vivacious knowledge society by giving high-quality education to all. (2020, Ajay Kurien¹, Dr Sudeep B. Chandramana²) The global standard of Education in our Indian states and villages. This policy brings us to multi-disciplinary Institutes which help learners to revive their focus on the fields like Arts and Humanities. This form of educational system will help the students to learn holistically.

As the finding from the analysis of *Dr K. Meenakshi Sundaraml et al.* by Implementing the new NEP 2020 multidisciplinary approach to student-centric learning with digital learning, autonomy to courses and curriculum and advanced technology, business and education globally enhance the student's skill set and leads to holistic development. Prominence is given to music, art, instruments, and vocational courses which were not in the NEP 1986.

Competency-based credit systems provide the advantage of evaluating students' skill sets in addition to their knowledge and experience, unlike choose-based credit systems. Competence breeds confidence, which breeds Building confidence to recognise new obstacles and turn them into opportunities to tackle societal problems is the goal of higher education, regardless of the subjects and fields of study.

NEP and Digitalization - Academic Bank of Credit (ABC)-The Idea of ABC (Academic Bank of Credit) is the digital storage of academic credits students score in their courses. (2020 Ajay Kurien¹, Dr Sudeep B. Chandramana²). Multiple entry multiple exits (MSME), pragmatic pedagogies and ABC are the tool which aims to give multidisciplinary characteristics, advanced knowledge outcomes, and conventional, skill-based and versatile curriculum structure. The Picture shown below represents how ABC functions. (2020 Dr



Neelam Gulati).

*picture sources from (RESEARCH APPROACHES IN MULTIDISCIPLINARY SUBJECTS, VOLUME-4 (page no. 52))

International Standard Education Policies from Developed and Developing Countries Australia

The Bradley Report says that Australian education policy needs reforms in competitiveness, skill, quality, knowledge, performance, and international standard universities. "The Bologna Process and Australia: Next Steps" (2006) framed a policy that helped shift the traditional humanist model to the highly technical model of the University. The neoliberal ideology of the "knowledge economy" was included to "transform the universities into global competitive entrepreneurial and economic enterprises, and the "economic ratio" list and neo-conservative ideology" was also included in the policy. **Zajda, J (2013).**

The Indian context of NEP 2020 has created changes in universities to adopt the teaching method, and research can be done in the Indian language of the mother tongue. The student-friendly University will help students choose top-notch higher education and must promote personal growth and enlightenment, responsible civic involvement, and beneficial societal contribution.

China

There are three levels and categories of policies: Macro level, meso level, and micro level under the Chinese education policy. These levels focus on pursuing soft power, to get cooperation globally to create World class Universities (WCUs), and people-focused policies to encourage people mobility, promote foreign student recruitment and attract students returning with international experience. (Min Hong, 2018). China's education informatisation policy framework has one goal, three tasks and eight actions. The main feature involves innovation-driven rather than technology-driven development, which consists of executing digital education resources in the place of digital presentation textbooks to improve teaching and learning. (2021 Shouxuan Yan et al.,).

NEP 2020, instead of compartmentalising education, posits a holistic approach to the different levels of education, starting from school to college, to enhance employability, competitive ability and entrepreneurial skills. As per the policy, all schools (private and public) should make provision for imparting the Indian classical language and its associated literature through experiential and innovative approaches. The policy also expresses a need to include technology in grades 6 to 12 and middle level through secondary education and University. (NEP 2020)

Germany

Germany's higher education policy considers assurance and improvement of the quality of research and teaching as the central task, highlighting the need to maintain the student-teacher ratio. The rectors' conference (1992) was instrumental in developing HE in Germany. The German Accreditation Council (the country's first unified institution for ensuring higher education quality) was established in late 2005. Steps into childcare and daycare facilities, the Childcare Funding Act (2008) and Excellent Strategy (2019) was adopted to measure research quality. The Accreditation Council is responsible for accreditation study programmes and quality assurance systems. Vocational Training Pact (2018), Excellence competition (InnoVET, 2019), National Skills Strategy (in adult learning), Nationale Weiterbildungsstrategie, 2019. (2020, *Education Policy Outlook, Germany*)

A central body adopted the Indian Education policy called the UGC in 1956 to create a unified and coherent approach to education. Later various accreditation boards AICTE, MCI, DCI, INC etc., were established and brought under the single umbrella of the Higher Educational Commission of India (HECI) as a single regulatory body for HEI(Higher Education of India). NAAC and NAB are destined to become National Accreditation Council (NAC). (2022- Mr Ramshankar Varma). Access to quality early childhood care and education (ECCE) is envisaged by the NEP 2020 as over 85% of a child's total brain development takes place before the age of six, demonstrating the crucial role that early care and brain stimulation have in a child's healthy brain development and growth (ECCE). The NEP aims to go beyond providing physical facilities like daycare centres and child funding by investing in the holistic development of the child from a very early age.,

Singapore

The Singaporean education policy has adopted the School Excellence model adopting the ideas of Prime Minister Lee Kuan Yew's landmark Thinking schools. The learning Nation framework is adopted to attain holistic education, which includes values, skills and attitudes that students should achieve at different stages of the education cycle. (1997 Saravanan, Gopinathan). The identification of various "best practices" subsequently becomes conceivable, even though the "socio-logic" used to guide these "externalisation" processes is always constrained to specific "reference societies." (Schriewer and Valle 2004). Singapore is a high-performing country in OECD 2016, 2019a, national contexts from which it is expected that other nation-states can learn to improve their educational provision. (2020, Ian Hardy).

NEP 2020 also commits to providing holistic education. Yet, on the other hand, the education policy focuses on increasing schools' Gross Enrollment Ratio (GER). In contrast, Singapore uses various evaluation processes to check the school's standards to create a high-performing

nation. The Indian education system can also adopt the best practices to develop a high-performing country.

Finding and Discussion

The “academic study of education” has evolved very differently depending on the political, linguistic, national, and geographical setting. Educational theories compare how the field is "built" to demonstrate the development of academic research varies. With the development of hermeneutics and interpretivism in the late nineteenth century, the theory also evolved into a tool for understanding or explaining why people say and do the things they do. (Biesta, 2010b; Carr & Kemmis, 1986). These concepts can be related to the NEP in terms of enhancing the idea that teaching and learning have taken to a higher level of experiential learning through vocational courses designed in NEP 2020.

In the present paper the global dimension of higher education was studied taking the policies of four major countries. The study identifies that the education policy system varies according to history, tradition and culture; the different HE systems nation-states have chosen different paths to respond to the shared global trends in the HE sectors and the pressures that flow from globalisation. The idea encompasses countries’ cultures and ideologies influenced by the nation's lengthy history, socio-political growth, traditional values, and interactions with other nations. Two fundamental components in this definition of "countries characteristics" are the Confucian school of thought and socialist ideology. O’Connor’s (1957) distinction between theory as "a set or system of rules or a collection of precepts which guide or control actions of various kinds" and theory as "a single hypothesis or a logically interconnected set of hypotheses that have been confirmed by observation" (Hirst, 1966, p. 38). Hirst (1966) unlike O'Connor, opts for the former rather than the latter as the most appropriate notion of theory of education. "Educational theory is in the first place to be understood as the essential background to rational educational practice, not as a limited would-be scientific pursuit" (ibid). Based on the understanding of these theories and ideas, NEP 2020 has adopted an intense procedure to upgrade the standard of an educational institution to a global level.

Conclusion

The study provides that the India NEP 2020 and the other national education policy emphasis International standards in academics and in providing employability. The younger generation is increasingly aware of growing global learning and employment opportunities. A reasonable grounding in English and vernacular languages and a reputation for effort and reliability make them good employees. The government’s policy commitment to attracting global talent to share skills among students and researchers. Education is governance, and reasonable control in the education system will protect the public educational benefits. Indian National education policy is designed to benefit current and upcoming generations. The new education policy has an admirable aim. Still, its effectiveness in achieving a cogent structural transformation will depend on how well it can be integrated with other government policy initiatives like Digital India, Skill India, and the New Industrial Policy, to name a few. Therefore, policy linkages can ensure that educational policy takes into account and learns from Skill India's experience more actively collaborating with the corporate sector to create a successful global international standard vocational education curriculum.

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