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NEP 2020 and the Rise of Holistic Education: A Comparative Study with Global Education Models

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Abstract

Education is the primary source of morals and values in pupils, and a strong educational system is crucial to a country's progress. Between the Vedic and contemporary eras, the Indian educational system has advanced significantly. Its dynamic nature is the most valued aspect of any system. India adopted the New Education Policy, 2020 in response to this viewpoint. This research centres on a comparative analysis of the global education model and NEP 2020. An analysis of NEP 2020 in relation to international education models from Finland, the United States, and Germany demonstrates India's attempts to conform to global best practices. It comes to the conclusion that the Finland educational system is flexible as comparable to NEP 2020 in that both emphasise student-centered learning and holistic methods. The US educational system is also reflected in NEP 2020, which supports India's progress towards international educational competitiveness. Despite its historical emphasis on STEM courses and rote learning, India's educational system is beset by issues including inadequate facilities, poor teacher pay, and a lack of practical training. On the other hand, Germany's approach of vocational and practical training provides insightful information.

Keywords: New Education Policy, 2020 (NEP 2020), Global education models, Vocational training, Holistic education, Multidisciplinary education, etc.

1 Introduction

One of the most powerful tools for enacting social change and bringing about the accomplishment of desired objectives is policy. Since the early days of India's post-independence push for planned growth,

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higher education has been under the policy spotlight. An innovative and forward-thinking plan for revitalising the Indian higher education system is presented in the National Education Policy–2020 [1]. The 2020 National Education Policy, which is based on the fundamental principles of Access, Equity, Quality, Affordability, and Accountability, calls for "groundbreaking reforms that aim at paradigm shift by providing our learners, educators, and schools with the right abilities and skills and creating a supportive and refreshed education eco-system for a vibrant new India." According to the policy paper, the NEP-2020 was created to solve the issues that the Indian higher education sector is now facing [2]. Consequently, the nation's higher education system has grown slowly, insufficiently, and unevenly. Even with the significant rise in higher education enrolment in recent decades, the present gross enrolment ratio is still much below the ideal level and lags well behind industrialised nations. Disparities of several types, including geographical, social, gender, and economic, have resulted from the uncontrolled expansion of higher education [3], [4].

To promote internationalisation and India as a study destination NEP 2020 calls for a number of actions, which include, among other things, encouraging top-performing Indian universities to open campuses abroad, facilitating research and teaching collaborations, faculty and student exchanges, and the signing of pertinent, mutually beneficial MOUs with foreign nations; establishing an International Student Office at each HEI to welcome and assist international students; counting credits earned at foreign universities, where appropriate, in accordance with each HEI's requirements; and offering courses and programs in subjects like Indology, Indian Languages, AYUSH systems of medicine, yoga, or the arts, among others [4], [5].

A. Multidisciplinary and Holistic Education

For a very long time, people have believed that education is essential to success in life. However, it is essential that our teaching strategies change along with us as we continue to develop and broaden our knowledge of learning. In recent years, the interdisciplinary and holistic model has been a popular method. In addition to dismantling conventional disciplinary barriers, this approach encourages students to study in a flexible setting [6]. It enables individuals to study a range of topics and domains, from the humanities, languages, and social sciences to the sciences and mathematics, while cultivating integrated abilities such as intellectual, aesthetic, social, physical, emotional, and moral. The days of students wondering whether they could study psychology and mathematics at the same time are long gone [7]. With a comprehensive and interdisciplinary curriculum, their interests and future professional aspirations are the only factors considered in this selection. This method, which looks at a subject from many angles, not only promotes a comprehensive view of the world but also stimulates critical and creative thinking. As education develops further, a multidisciplinary and comprehensive approach must be used to provide our children a well-rounded and flexible education [8].

B. Focus on Holistic education in NEP-2020

The new approach to education is a comprehensive idea that supports a child's cognitive abilities and overall development. By using the most latest information, processes, and technology, it is a means of

modernising the traditional educational method and helping students keep up to date with international trends while also enhancing their education and productivity [9]. The new policy encourages quality, conceptual understanding, and hands-on experiences, as opposed to old rote learning approaches. All of the human abilities—intellectual, artistic, social, physical, emotional, and moral—would be developed in an integrated way via an interdisciplinary and comprehensive education. A quality education will help create well-rounded people with essential 21st-century skills in the social sciences, language families, professional, technical, and vocational domains; an ethic of social engagement; soft skills like debate, discussion, and communication; and rigorous specialisation in one or more chosen fields [10]. Over time, all undergraduate programs—including those in professional, professional, and vocational fields—will adopt this kind of all-encompassing education as their approach. As so eloquently shown in India's past, a thorough and multidisciplinary education is in fact necessary for Indian education to lead the nation into the twenty-first century and the fourth industrialisation [11]. A more comprehensive and multidisciplinary curriculum that incorporates more arts and humanities will be adopted by engineering institutions, such as IITs. Everyone will try to include more vocational themes and soft skills, while students in the arts and humanities will try to study more science [12].

2 Literature Review

(Azim & Ajahar, 2022) [13] This research examines Indian and Japanese higher education. Our most significant and promising instrument for building a sustainable and educated community that gives equal opportunity and human rights to everyone regardless of caste, region, religion, creed, ethnicity, etc. is education. The greatest level of education allows people to use their abilities and knowledge to specialise. That knowledge and expertise improves our human resources to manage, control, and maintain the country and the world. Indian and Japanese culture, tradition, arts, science, technology, and education are rich. Although the countries vary in many ways, their higher education enrolment rates are low compared to other advanced nations or their school education. This research will investigate why higher education is unpopular and India and Japan's educational standards.

(Amandeep, 2023) [4] In order to regain its rightful position as one of the world's top higher education systems, India pledged to modernise and revitalise the system under "the new National Education Policy (NEP), 2020". The NEP places a lot of emphasis on raising the bar for higher education quality worldwide. Furthermore, it emphasises the need of bringing in more foreign students in order to fulfil the objective of "internationalisation at home." In order to assist India regain its position as a Vishwa Guru, this strategy recognises the urgent need to market it as a "global study destination providing premium education at affordable costs." This paper aims to provide readers an overview of the National Education Policy-2020, including its background, objectives, implementation problems and obstacles, and hopes for the future.

(Yoneda, 2020) [14] This literature study discusses Japan's inclusive education system. In Japan, special schools for disabled pupils were first created. Special-needs classes in ordinary schools and eventually access for disabled students to regular schools changed the paradigm. Teaching children with learning

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impairments in normal schools and adjusting the curriculum to their needs are also priorities of this reform. Still, parents and kids have some setting freedom. Japanese inclusive education aims to help people with intellectual, developmental, and other impairments live independently and participate in society. The inclusive education system has changed from finding the appropriate place to teach and assist disabled students to providing curriculum that matches their requirements.

(Uderani et al., 2023) [15] Determine how the policies, curriculum, teaching strategies, and results of the different educational systems vary and how they are comparable. examines the economic, social, and historical factors that have influenced the evolution of education in the two nations. A mix of policy analysis and literature study was done to collect data. The results show that, while having robust educational institutions, Germany and India diverge greatly in how they handle curriculum development, teacher preparation, and the use of technology in the classroom. In order to enhance their educational systems, each nation might learn from the other in the areas highlighted in the paper's conclusion, which also offers implications for policy and practice.

(Lavanya, 2024) [16] In an effort to better address the demands of a contemporary, knowledge-driven economy, "the New Education Policy (NEP) 2020" represents a dramatic change in the way higher education is governed in India. Several higher education governance models are compared in this research article with an emphasis on their suitability, efficacy, and conformity to NEP 2020. Through an analysis of both conventional and modern governance models, this study investigates how various models might support the NEP's goals, which include more autonomy, better accountability, and higher educational quality.

(Sharma et al., 2024) [17] promote the New Education Policy: 2020's multidisciplinary nature. The researcher will discuss the necessity of a holistic approach to education in a child's "all round development" and whether today's interdisciplinary approach is relevant to global education. This study will help readers understand the government's NEP 2020 launch, education policy development, and education history. The researcher employed philosophical research methods to explain his philosophy of education and life. This study is the first to recognise the importance of a holistic approach to education in the present curriculum and system. This will show readers the significance of interdisciplinary education for survival, the ultimate purpose of all education.

(Kumar et al., 2022) [18] encourages early childhood care education until NEP 2020. It also examines how the new 5+3+3+4 education framework promotes holistic development. Flexible, multicultural, multidimensional early childhood care education includes activity and exploration based learning that strengthens children's morality and emotions. NEW 2020 aimed to relaunch the ECCE program since 85% of youngsters show ongoing cognitive quick growth before six years. ECCE includes food, nutrition, physical well-being, sociability, cognition, ethics, body, and aesthetics. Research was qualitative in this study. All around India, villages have Anganwadi childcare centres. Knowledgeably, politely, and freely, ECCE students learn.

(Jain & Gupta, 2024) [19] Examining a range of elements, including objectives, frameworks, methods,

and implementation tactics, is necessary when analysing and contrasting educational systems in various nations. One such policy that saw substantial modifications was India's National Education Policy (NEP) 2020. Let's quickly review the main elements of NEP 2020 before contrasting it with the educational strategies of a few other nations in order to do a comparative analysis.

3 Conclusion

Every nation's distinct economic, cultural, and social background has an impact on its educational system. Addressing these contextual elements and modifying strategies appropriately are essential to the execution of policies. Every nation's continuous assessments and modifications to address the changing demands of its educational system must be taken into account. India and Japan, two culturally rich nations, have sustainable school education systems with well-structured administrations. Higher education plays a crucial role in shaping societies, and both nations have seen significant progress in education since independence. A comparison of NEP 2020 with global education models, including Finland, the USA, and Germany, highlights India's efforts to align with the world's best practices. The Finland education system, known for its flexibility, shares similarities with NEP 2020, emphasizing holistic learning and student-centric approaches. Likewise, NEP 2020 reflects elements of the US education system, reinforcing India's trajectory towards global educational competitiveness. While India's education system has traditionally emphasized rote learning and STEM subjects, it faces challenges such as infrastructure gaps, low teacher salaries, and limited vocational training. In contrast, Germany's practical and vocational training model offers valuable insights. NEP 2020 aims to bridge these gaps by integrating technology, expanding vocational education, and fostering a holistic learning approach. By adopting global best practices, enhancing vocational education, and modernizing curricula, NEP 2020 positions India on a path toward transforming education for a sustainable and competitive future.

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