

## New Education Policy in the Global Context: Internationalization of Higher Education

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### Abstract

The New Education Policy (2020) came in to existence after three decades. It has been introduced with the aim of all, regardless of social or economic position, will have equal access to the standard quality education by 2040, thanks to an unrivalled educational system. Now the NEP 2020 in hand India is looking forward towards the global education development agenda which is reflected in Sustainable Development Goals (SDG)4 of the 2030 which provide inclusive and equitable quality education and encourage possibilities for lifelong learning for all. The paper is exploratory in nature and explore those recommendation of NEP2020 which are in sink with global trends of higher education. The paper cautiously look at the multitude contours of NEP 2020 along with the UN target of sustainable development goals 2030. An intensive literature review has been conducted and the findings were included in the conclusion. The study is an initial review of the policy document with a perspective of finding a comparison with developed countries' education policy and would eventually be helpful for future researchers. Through this paper, the various transformation introduced in higher education with intend to align it with global standards has been elaborated.

**Keywords:** New Education Policy (NEP) 2020, SDG4 goals, Internationalization of Higher Education in India, Global trends in Higher Education

### Introduction:

*The novelty of this paper lies in the fact that*

*NEP 2020 asserts that in order to rebuild a system which is in line with the overarching goals of 21st-century education, including SDG4, and builds upon India's customs and values, policy framework outlines the overhaul of all aspects of the educational structure, including its regulation and governance.*

*Through the new NEP2020, India committed to modernizing and reviving the higher education system in order to reclaim its due place among the world's top higher education institutions. In order to achieve a paradigm shift, groundbreaking initiatives that aim to equip our students, teachers, and educational institutions with the requisite competences and capabilities and create an enabling and rejuvenated education eco-system for a brand - new India, are recommended by the NEP 2020. The NEP places a strong emphasis on achieving the greatest possible levels of higher education quality on a worldwide scale. It also emphasizes the significance of attracting more international students and attaining internationalization at their own place of living. The urgent necessity to promote India as more than just a global study destination giving high education at low costs hence helping to restore its role as*

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*Vishwa Guru is acknowledged by this strategy (NEP2020).*

*This unprecedented move to introduce the NEP2020 by the Government of India with an intention for complete overhauling of Indian education system keeping in view the tradition and value system of India is an attempt to make India a knowledge park and center for global economy as it was in the ancient time. The New Education policy stands on five pillars ie. Access, Equity, Quality, Affordability and Accountability in education. The 66-page document describes the government's perspective for different level of education with respect to Early Childhood Care and Education, School education, tertiary education, and technical and vocational education. Higher Education is critical in promoting individual and communal well-being and transforming India into a democratic, just, social responsible, civilized, and humane nation that upholds liberty, equality, fraternity, and justice for all as envisioned in the Indian Constitution (NEP2020).*

*The novelty of this paper lies in the fact that*

### **NEP 2020 and Internationalization of Higher Education in India:**

Globalization, the emergence of a globally Knowledge-Based Economy (KBE), market liberalization, and massification have dramatically altered the face of higher education since the 1980s, having brought internationalization to the frontline of many agendas (Sanders J.S 2018). Globalization can be defined as the reality influenced by factors outside the control of academic institutions, such as more and more interconnected global economy, advanced information and communications technology (ICT), the increasing number of internet users, and the English language. The various initiatives and policies that governments and universities develop in response to globalization are referred to as internationalization. These often involve cooperating with academic institutions, establishing a branch campus abroad, or sending students to study abroad (Altbach et.al 2019). India has always known for its educational culture and heritage and the endeavor of its internationalization of education which was started way back in ancient time at Takshshila, Nalanda, Vikramshila and Valabhi where students of various countries got enrolled for world class higher education (Siddiqi S.2014). For Indian higher education institutions, the internationalization score is among the lowest of all the measures. Therefore, it is possible to project internationalization of higher education in a way that impetus numerous Indian universities to take a strategic stance to meet the demands of the emerging global knowledge society.

The strategies used in NEP, 2020 to promote the globalization of higher education include making it easier for institutions to admit students from around the world, establishing international research partnerships, making it possible for students to transfer credits between institutions in different countries, and taking other similar actions. The New Education Policy 2020 made it possible for international universities to open International Branch Campuses (IBCs) in India. Their expansion across the globe is apparent with the start of the twenty-first century. China, Malaysia, and the United Arab Emirates are the three biggest host markets for IBCs in Asia. The Higher Education Commission of India would be created by the merger of the University Grants Commission, National Council for Teachers Education and All India Council for Technical Education. The concept behind this is a "light

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but firm approach." Restructuring the educational system with a focus on multidisciplinary and flexible learning will lead to better learning results. Students are free to select their courses and academic tracks in higher education in compliance with NEP norms, and to assist the students' decision. The two main recommendations are Academic bank of Credit (ABC) and Multiple Entry Exit mechanism. In higher education, the strategy aims to raise the Gross Enrollment Ratio (GER) from 26.3% in 2018 to 50% in 2035. The National Education Policy 2020 made several significant changes, one of which was the elimination of the MPhil (Master of Philosophy) program throughout India which would eventually help students in pursuing Ph.d just after the completion of four year degree program. Four year Bachelor's degree (undergraduate) and a Master's degree with a focus on research have been prioritized (post-graduation). Liberal ("holistic and multidisciplinary") education, which educates pupils on the basic interconnectedness of all human knowledge and inquiry, is a cornerstone of NEP 2020. The GDP expenditure on education is expected to rise to 6% to that of current 4%. This might result in improved infrastructure and teacher preparations. The percentage of GDP in the countries like Norway (6.4%), New Zealand (6.3%), the United Kingdom (6.2%), and the United States (6.1%) are quite high. Now as per the New Education policy recommendation India is also no behind if it get properly implemented with full political will power. The globalization which is the main imputes of internationalization of education in India has brought forth these significant changes. In order to promote both the excellence and amount of research in India, Policy 2020 has called for the establishment of the National Research Foundation (NRF). This organization will also collaborate closely with other organizations that already fund research according to need or priority.

#### **New Education Policy in the light of SDG4 goals 2030**

The entire world is now changing into a global marketplace where individuals craved for just the same items and lifestyles irrespective of their place of living (Levitt,1983). This willingness of commonalities for preference result in the formation of some big organizations like UNESCO AND UNSEF. The UN SDG 4 goals are such an attempt to make this world a place based on equity and equality. India as an avid member of the UN, keep itself in sink with it's every policy and recommendations. NEP 2020 is the latest example of these efforts. The policy reforms has tried to inculcate the recommendations of SDG4. There are ten goals in Sustainable Development Goal 4 that cover many facets of schooling. There are three strategies of reaching these aims and seven targets that are expected results. For the purpose of this study, SDG4 goals indicators which are in compliance with higher education, are discussed.

SDG indicator 4.3: make sure that everyone get access to affordable quality tertiary as well as vocational and technical education which also includes university education. Under the NEP, technical skills like computing would start in the 6th grade but vocational education could start earlier. National Education Technology Forum (NETF) is also being established by the Ministry of Education (MoE) to address technological, pedagogical, and professional challenges.

SDG indicator 4.4: Make sure that there is a noticeable increase in the percentage of youth who have the technical and vocational skills for decent jobs, and entrepreneurial startups. NEP 2020 also focus

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on ensuring a solid skill set of the majority of population under 35 years. Students will have the chance to gain experience through internships.

SDG indicator 4.5: As per this indicator which address the gender gaps in education and ask for the highly inclusive education NEP 2020 also ensue to set a Gender Inclusion Fund (GIF) which would strengthen the nation's ability to provide quality education for transgender kids and all females equally.

SDG 4.7: Ensure promotion of sustainable development through knowledge and skill. NEP also ensure that the learner at all level of learning acquire basic knowledge and skills which would eventually help them in attaining a sustainable lifestyle. While advocating multidisciplinary education in India the intention is to provide knowledge and education of human rights, sustainable lifestyle, cohesion for cultural diversity, gender equality, global citizenship, etc to all learners irrespective of their specialized fields of education.

### **Universal and Global trends in Higher Education:**

Widening educational options for citizens is a result of educational globalization. A crucial role for higher education has emerged in the globalized economy's information society. Rapid technological and communication advancements portend changes to the higher education system around the world. For UK and Germany students, academic quality is the common dominant factor for both countries' international student's decision of country selection (. J.Abbas et.al). This is very crucial for any country to keep its higher education system at par with global quality of education so that it can attract foreign students and also keep in check brain drain. Unlike India China started its educational reforms from primary education and proliferated the literacy rate by making the education compulsory for all. Standardized tests, which were once the foundation of college entrance exams and had a significant impact on education, were changed to be combined with thorough evaluations, various admissions criteria, and standardized tests. University graduates were encouraged to pursue careers as teachers, especially in rural areas. Large-scale adoption of digital learning initiatives has increased access to high-quality education and chances for teachers' professional development in remote locations (Naveen et.al 2022)

After US, UK, Australia, and Canada is currently home to the most international students,. The country of origin matters when contrasting educational services in the UK and the US from the viewpoint of the pupils. The higher education systems in the US, UK, and other countries differ significantly (Mai 2005). But when it comes to provide flexibility, quality of education and providing equity and equality to the students of higher education both the countries stands parallel. According to earlier research, higher education in East Asia specially in Singapore and Japan situations involves state-directed initiatives targeting quantifying foreign student targets and creating "world-class universities," as categorized by international rating agencies. While the justifications of cosmopolitan internationalism and cross-cultural understanding are not wholly missing, economic competitiveness and workforce development seem to be far stronger justifications. In both the countries internationalization of higher education is clearly a response to globalization (J.S Sanders 2018)

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**Summing Up:**

India has had three distinct national education policies since gaining its independence. According to the requirements of the Indian population and the country's demands at the time, each of the three education policies had a separate set of goals and strategies. ( S.Gupta 2021) Higher education's emphasis has shifted away from equality and equity in access to higher education since 1986 in favour of a more holistic and multidisciplinary approach to global education combined with an increase in the gross enrollment ratio (GER) (Vinoth Kumar K. 2018). In terms of producing graduates with employable skills and producing research output in the form of patents and academic publications, NEP 1986 was a failure. In order to address the flaws of prior NEPs, NEP 2020 recommends liberal education to promote integrative and cross-disciplinary education and research at the university level. (P. S. Aithal, et al, 2020). No doubt, the vision and aim of the NEP is futuristic, but its effectiveness in achieving a cogent structural transformation will depend on its ability to successfully integrate with other government policy initiatives like Digital India initiatives, Skill India, and another major policy to accommodate skilled people is New Industrial Policy, are some of them (Ajay Kurien et.al). India ranks 62nd in the world for public spending per pupil while having numerous subpar institutions. Due to the insufficient funding for education, India is lacking in terms of educational adjustment, which causes disparities in worldwide inventions and employment distribution (kumar et al. 2020). If the policy executed properly and efficiently at all levels, the suggested reforms and modifications in the NEP 2020 would likely to overhaul and modernize India's 34 year old educational structure and system and position it as a global leader (Gupta et.al 2021). The NEP-2020 is anticipated to close the gap in India's educational standards. It will foster innovation and aid in the internationalization of the nation's educational system (Kumar A. 2021). All the above literature review clearly point out the potential of NEP2020 and find it capable of rejuvenating the education system of India while retaining its tradition and values. Overall, NEP 2020 is a very comprehensive plan that has a solid understanding of the socioeconomic environment of the present and the potential to address difficulties in the future. The plan is willful attempt to bring fundamental changes in the Educational System. It emphasizes on the incorporation of professional, vocation, technical education in HEI for job creation and development of basic skills. To argue that NEP 2020 has provided a clear roadmap for revitalizing and revamping Indian education and, if successfully executed, will transform India into a global hub for education by 2030, wouldn't be entirely incorrect.

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