"EMPOWERING INTERNATIONALIZATION: A CRITICAL ANALYSIS OF THE NATIONAL EDUCATION POLICY (NEP) ON HIGHER EDUCATION IN INDIA"

Prof. (Dr.) Vedvyas Dwivedi
Executive Vice President, Indus University, Gujarat, evp@indusuni.ac.in
https://orcid.org/0000-0001-5258-2864

Dr. Meeta Joshi
Associate Professor, Faculty of Management Studies, Marwadi University, Gujarat
meetaxlri06@gmail.com, https://orcid.org/0000-0002-8162-8187

Abstract:

Purpose: This research analyzes the impact of India's National Education Policy (NEP) on internationalization in higher education. This paper examines the architecture, methodology, and approach of the NEP to internationalization promotion and provides incisive insights into its strengths, limitations, and potential implications for higher education initiatives in India.

Methodology: A comprehensive investigation approach is used in this examination, requiring a full review of the NEP documentation and pertinent literature. The report methodically examines the NEP's core rules, concepts, and internationalization techniques and analyses their possible impact on higher education in India.

Findings: According to comprehensive studies, the NEP includes strategies to promote internationalization in higher education, such as developing global partnerships, increasing international collaborations, and improving educational quality. However, the study highlights some of the NEP's inadequacies. These constraints include the need for more explicit implementation strategies to effectively translate policy provisions into action, the need to address equity and access issues for inclusive internationalization efforts and an awareness of Indian higher education institutions' diverse landscape for contextual relevance.

Originality: This paper emphasizes the current body of knowledge by critically assessing the NEP's approach to internationalization in the context of higher education in India. The investigation provides a thorough knowledge of the NEP's strengths, flaws, and potential implications for internationalization initiatives, eliminating light on the NEP's distinct rhetorical qualities and their far-reaching impact on higher education in India.

Keywords: National Education Policy, Internationalization in Higher Education in India, Sustainable Development

Introduction:

Higher education policy in India must actively pursue the global goal of ensuring equitable access to high-quality higher education, which is emphasized in Sustainable Development Goal 4 (SDG 4). Internationalization has radically altered the landscape of higher education, upending long-held assumptions about national boundaries, student mobility, program delivery modes, governance, funding, roles and duties, and student demographics. Transnational education, a worldwide competition for students and talent, shifting student demographics, the impact on governance and finance, the domestic trend towards internationalization, and

technological improvements have all aided these changes. The National Education Policy (NEP) of India serves as a guiding agenda for enlightening the eminence and inclusiveness of higher education. Recognizing the significance of globalization, the NEP aims to provide Indian students with exposure to diverse perspectives and experiences.

Understanding the Distinctions: Internationalization and Globalization in Higher Education

Higher education institutions' policies, practices, and programs are said to be "in internationalized when they incorporate foreign perspectives, experiences, and collaborations into them. It comprises building a more globally focused and inclusive environment that promotes cross-cultural understanding, diversity, and intercultural competency. Initiatives such as study abroad programs, foreign collaborations, joint research projects, exchange programs and cultural integration activities are examples of internationalization attempts.

Globalization, on the other hand, refers to the increasing connection and interdependence of countries and groups on a global scale. It comprises the cross-border movement of goods, services, information, ideas, and people, culminating in the global integration of economies, cultures, and societies. Globalization has far-reaching consequences in many areas of society, including politics, economics, culture, technology, and education. Internationalization is frequently viewed in higher education as a purposeful response or strategic approach to the greater issue of globalization. It is seen as a proactive approach to educating pupils to succeed in a globally interconnected environment through the development of global competencies and the promotion of cross-cultural understanding. Typically, internationalization is implemented at the institutional or individual level, whereas globalization is a larger societal and global phenomenon that influences various aspects of life, including higher education.

From 1995 to 2021, a systematic analysis of different definitions provided by respected scholars and experts is presented to gain a more nuanced and full understanding of internationalization in the context of higher education. This comprehensive definition study aims to shed light on the multifaceted nature of internationalization, clarifying it's evolving connotations and ramifications across time. These definitions demonstrate how internationalization has evolved from a focus on integrating global perspectives into higher education institutions' teaching, research, and service functions to include strategic planning, local and international engagement, as well as the growth of global citizenship, intercultural awareness, and problem-solving abilities.

Internationalization in Higher Education: Definitions (1995-2021)

Year	Authors	Definition
1995	Knight and de Wit	Internationalization can be defined as "the process of integrating an international or intercultural dimension into the teaching, research, and service functions of higher education institutions" (Knight and de Wit, 1995). It entails consciously incorporating global viewpoints and multicultural competencies into all elements of higher education, such as curriculum development, research collaborations, and student and staff mobility.

2003	Altbach and Knight	Internationalization is defined as "the complex of processes through which an institution becomes more involved in the international dimension of higher education, including its curricular, research, and service functions, as well as the range of activities it undertakes locally and internationally to fulfill its mission and meet its strategic goals" (Altbach and Knight, 2003). This emphasizes the complex aspect of internationalization, which includes not only academic activity but also strategic planning and local and international interaction.
2007	Marginson	Internationalization is defined as "the strategies and practices by which universities seek to shape their institutions and academic programs in order to attract and engage the diversity of students, scholars, and ideas from around the world and ensure that their graduates can function effectively in the globalized economy" (Marginson, 2007). This concept emphasizes on the intentional approach to attracting international students and academics and educating graduates for a globalized workforce.
2010	Government of India	" Infusing global viewpoints, intercultural competencies, and international collaborations into higher education institutions' curriculum, research, and governance to improve education quality, stimulate innovation, and promote global involvement."
2012	Hudzik	"Internationalization is a deliberate process of incorporating an international, intercultural, or global dimension into the ethos, curriculum, and organizational functioning of higher education institutions with the ultimate goal of improving the quality of education and research and preparing globally competent graduates" (Hudzik, 2012). This definition emphasizes the holistic integration of international, intercultural, or global dimensions into the basic principles, curriculum, and operations of higher education institutions, to develop globally capable graduates.
2015	Deardorff	Deardorff (2015) defines internationalization as "the deliberate process of integrating an international, intercultural, or global dimension into the purpose, functions, and delivery of postsecondary education, to improve the quality of education and research for all students and staff, and to make a meaningful contribution to society." This concept supports the intentional and purpose-driven nature, with a focus on improving the quality of education and research for all stakeholders and contributing to social growth.
2018	Montgomery	"Internationalization is a comprehensive process that involves the infusion of international and intercultural perspectives throughout all aspects of higher education, including research, teaching, learning, and engagement, with a view to fostering global citizenship, intercultural understanding, and global problem-solving skills"

		(Montgomery, 2018). This concept emphasizes the broad breadth of internationalization, which includes research, teaching, learning, and participation, as well as the emphasis on promoting global citizenship, intercultural understanding, and problem-solving abilities.
2020	UNESCO	"Internationalization" (UNESCO, 2020) refers to "the internationalization of international, intercultural, and global dimensions in higher education institutions' policies, practices, and programs, with the goal of promoting inclusive and equitable quality education, intercultural understanding, and global citizenship."
2021	Ministry of Education MOE	"Internationalization of higher education in India involves the integration of international, intercultural, and global dimensions in the curriculum, research, and governance of higher education institutions, with the goal of fostering global citizenship, intercultural understanding, and preparing graduates for the challenges of the twenty-first century" (Ministry of Education - MOE, 2021). This definition reflects the Ministry of Education's perspective on internationalization, emphasizing the integration of international, intercultural, and global dimensions in higher education in India, with a focus on global citizenship, intercultural understanding, and preparing graduates for the future.

Historical Roots

The origins of higher education Internationalization could be traced back to Ancient Mesopotamia, where renowned centers of learning, such as the Library of Ashurbanipal in Nineveh, drew intellectuals from all over the world to exchange knowledge and ideas. Similarly, the Silk Road, an extensive system of trade routes that connected Asia with Europe, fostered the interchange of ideas and knowledge between diverse cultures, resulting in the spread of education across borders. During the Middle Ages, European universities emerged as important hubs of internationalization, with scholars from different countries traveling to renowned institutions such as the University of Bologna, the University of Oxford, and the University of Paris, to engage in scholarly debates and share knowledge across borders. These groundbreaking experiences provided the foundation for the current period of higher education internationalization, which has recently expanded exponentially in breadth and now covers a diverse variety of activities and international cooperation between universities and institutions. Higher education in India has changed dramatically over time, reflecting the ever-changing dynamics of the global marketplace. With an illustrious history dating back to ancient times, India has been a truly global learning beacon, bringing academics and students from all over the world to join in the pursuit of knowledge at prestigious institutions such as Nalanda and Takshashila. Nalanda, a major Buddhist monastic academy, historically flourished in what is now the Indian state of Bihar. The renowned atmosphere drew students from China, Korea, Japan, and other Asian countries. Nalanda was known for its innovative curriculum and unrivaled research capabilities in subjects like philosophy, astronomy, mathematics, medicine,

and languages. Takshashila was a well-known educational center that accepted students from ancient India and beyond, including Central Asia and Persia. Takshashila is presently in present-day Pakistan. Takshashila was widely regarded as a precursor of its time, with courses in politics, economics, military strategy, medicine, and architecture.

These ancient learning institutions in India embodied the essence of internationalization in higher education, as they promoted an open and inclusive environment for students and academics from all backgrounds to share ideas, knowledge, and cultural perspectives. They served as global education crucibles, stimulating cross-cultural contacts and creating an environment conducive to learning and intellectual endeavors for people from all over the world. Nalanda and Takshashila's enduring impact continues to influence contemporary approaches to internationalization in Indian higher education. Today, India has emerged as a major player in the global higher education arena, with an increasing number of international students studying in the country and Indian higher education institutions actively participating in international collaborations and partnerships with universities and research institutions around the world.

Table 1 Evolution of Internationalization in Higher Education Through Different Eras at the Global Level

Era	Time Period	Descriptive
Ancient Mesopotamia	4th-3rd Millennia BCE	As one of the cradles of civilization, Mesopotamia, which is present-day Iraq, is credited with the development of writing, legal, and administrative institutions by early societies. Mesopotamia was also known for its educational centers, such as the Sumerian city of Nippur, where clay tablets were discovered chronicling the training of scribes who came from all over the world to learn to write. This early exchange of knowledge and experience among people from many places could be considered a form of higher education internationalization.
Silk Road	2nd Century BCE - 14th Century CE	The Silk Road was a network of commercial routes that linked East and West, encouraging the interchange of products, ideas, and cultures. Along the Silk Road, there were bustling learning centers, such as Alexandria in Egypt and in China, where academics and students from all over the world came to exchange knowledge, conduct research, and engage in scholarly conversations. Although it was not institutionalized in the same manner as modern internationalization attempts, this cultural and intellectual contact along the Silk Road can be considered as an early type of internationalization in higher education.

Medieval European Universities	11th-14th Centuries	The creation of medieval institutions in Europe, such as the University of Bologna (1088) and the University of Paris (c. 1150), played a critical role in structuring higher education and setting the groundwork for higher education internationalization during the Middle Ages. Even though official internationalization efforts as we know them now did not exist at the time, these universities drew students and scholars from all across Europe, resulting in the flow of knowledge and ideas across boundaries.
Colonial Era	16th-19th Centuries	European nations-built colonies in various regions of the world throughout the colonial era and introduced formal education systems to spread their language, culture, and ideals. These educational institutions, which were frequently established by missionaries or colonial administrators, educated both locals and students from other regions, encouraging cross-cultural interactions and knowledge exchanges. While the motivations for these colonial-era educational endeavors were frequently driven by political, economic, and cultural factors, they can be viewed as forerunners to internationalization in higher education.
Early Beginnings	19th Century	Internationalisation in higher education dates back to the eighteenth century, when the first international student exchanges between European colleges took place. These interactions were typically limited to a small group of students and focused on academic collaboration and cultural exchange.
Post-World War II Era	(1945-1960s)	Following WWII, as countries strove to rebuild their economies and develop global collaboration, the concept of internationalization gained traction. The development of multinational organizations such as the United Nations, UNESCO, and the World Bank added momentum to higher education internationalization initiatives. Initiated in 1946, the Fulbright Programme played a critical role in increasing educational interaction between the United States and other nations, laying the groundwork for increased internationalization in higher education.
Emergence of Study Abroad Programs	(1960s-1970s)	Study abroad programs gained popularity as a form of internationalization in higher education in the 1960s and 1970s. Universities and colleges began to

		provide study abroad programs to their students, allowing them to get foreign experience and learn about diverse cultures. These programs were frequently confined to a small number of students and focused on language and cultural immersion.
Transnational Education	(1980s-1990s)	Transnational education, which includes the construction of overseas branch campuses, joint degree programs, and other types of cross-border collaboration, began to gain traction in the 1980s and 1990s. High-income universities and colleges began building satellite campuses or offering degree programs in other countries, typically in collaboration with local institutions. This aided students in developing nations in gaining access to international education and fostered the sharing of knowledge and experience across borders.
Globalization and Increased Mobility	(2000s-Present)	International student mobility increased significantly in the 2000s, with more students from all over the world preferring to study abroad. Globalization, economic expansion, and rising demand for higher education all contributed to an increase in the number of international students enrolled in higher education institutions around the world. English-speaking countries such as the United States, the United Kingdom, Australia, and Canada have risen to prominence as attractive study destinations for international students.
Comprehensive Internationalization	(2010s-Present)	There has been a shift in recent years towards comprehensive internationalization, which refers to a more thorough approach to internationalization in higher education. International viewpoints are now being incorporated into various parts of institutional operations, such as curriculum development, research collaborations, faculty and student exchanges, and campus diversity efforts. There is also a growing emphasis among students and faculty on developing intercultural proficiency and global citizenship.
Innovations in Technology and Virtual Mobility	(2010s-Present)	With rapid technological improvements, the use of digital platforms and virtual mobility has grown in importance in internationalization initiatives. To promote global engagement, collaboration, and intercultural understanding, virtual exchange programs, online and blended learning, and other

		digital efforts are being used. The COVID-19 epidemic has pushed the use of technology and virtual mobility in internationalization activities, allowing institutions to continue their internationalization efforts despite physical constraints.

"A Historical Overview of India's Evolving National Education Policy (NEP)"

The Government of India announced the National Education Policy (NEP) on Higher Education in India in July 2020, with the goal of resolving not just the current difficulties and deficiencies in the education system, but also aligning it with the changing technology landscape. The NEP recognizes the importance of technical analysis in higher education in order to stimulate innovation and equip students for a Labour economy that increasingly requires technical abilities. The NEP emphasizes the need of integrating technology into pedagogy support online and blended learning, and improve digital infrastructure in higher education institutions to ensure that all students in the country have access to high-quality education. S. K. Ranjan and S. Mohapatra (2023).

Table 3 presents a basic outline of India's National Education Policy (NEP) history. It focuses on the main commissions and policies that have affected the evolution of education in the country, beginning with the Mudaliar Commission in 1952 and ending with the most recent New Education Policy (NEP) in 2020. The table summarizes each commission's/policy's primary recommendations, which range from the need for complete and integrated education systems to supporting equity, quality, and learner-centric approaches, as well as stimulating research, innovation, and international cooperation. It demonstrates how ideas and changes have evolved over time to make education more accessible, relevant, and responsive to the changing needs of the twenty-first century.

"Evolution of National Education Policy in India: Commissions and Policies"

Commission/Policy	Year	Objective	Key Recommendations
Mudaliar Commission (Secondary Education Commission)	1952	Transform secondary education in India	Emphasized the need for a comprehensive and integrated system of education that would promote national integration and meet the social, economic, and cultural needs of the country
Kothari Commission (Education Commission)	1964-66	Formulate a national education policy for India	Recommended measures to improve access, equity, and quality of education at all levels, from primary to higher education. Laid the foundation for a uniform education system across the country

National Policy on Education (NPE)	1986 (updated in 1992)	Provide a comprehensive roadmap for the development of education in India	Emphasized the need for a learner-centric approach, holistic development, and skill-building. Called for promoting research and innovation in education, strengthening vocational education, and fostering international cooperation in the field of education
New Education Policy (NEP)	2020	Make education more inclusive, flexible, and relevant to the needs of the 21st century	Advocates for a multi-disciplinary and holistic approach to learning, promotes critical thinking and creativity, emphasizes the integration of technology in education. Also emphasizes the importance of early childhood care and education, vocational education, and continuous professional development for teachers

Motivation and the Rational of the Study

The motivation for undertaking this study arises from the pressing need to critically evaluate the impact of the New Education Policy (NEP) on the internationalization of higher education in India. The recent implementation of NEP has brought about significant reforms in the Indian education system, and there is a growing interest in comprehending how these changes may affect the internationalization efforts of higher education institutions in the country. Furthermore, past challenges related to internationalization in Indian higher education, such as limited resources, lack of standardized policies and frameworks, regulatory complexities, varying levels of infrastructure, and disparities in quality across institutions, have impeded effective internationalization efforts. These challenges have underscored the need to critically evaluate how NEP addresses these obstacles and advances the internationalization agenda. Additionally, the dynamic nature of internationalization in higher education, coupled with the evolving global landscape, demands continuous assessment of policies and initiatives to ensure their efficacy in meeting the needs of Indian higher education institutions, students, and other stakeholders. The motivation to understand the impact of NEP on internationalization efforts, considering past challenges and changing global trends, propels the significance of this study. Through a meticulous examination of the provisions, initiatives, and outcomes of NEP related to internationalization, this study endeavors to contribute to the understanding of how the policy reforms may address past challenges and shape the future trajectory of internationalization in Indian higher education. By conducting a critical evaluation, this study aims to provide valuable insights and recommendations for policymakers, practitioners, and stakeholders in the field of higher education in India.

The objectives of the study:

- Analyzing the key provisions of the NEP related to internationalization, such as those pertaining to student and faculty mobility, research and innovation, quality assurance, and curriculum and pedagogy.
- Critically assessing the implications of the NEP's provisions on internationalization for higher education institutions, students, faculty, and other stakeholders in India, including opportunities, challenges, and potential future directions.
- Providing recommendations for policymakers, higher education institutions, and other stakeholders to further empower internationalization in the context of the NEP, based on the critical analysis and evaluation of the policy's outcomes and implications.

Methodology

The research on the internationalization of higher education is extensive and encompasses publications in various languages. However, this study specifically focuses on peer-reviewed publications in English-language journals that are indexed in major international databases relevant to the field of research. This approach ensures that the review presents a comprehensive and thought-provoking picture of the research literature on internationalization in higher education. The development of a comprehensive and accurate search strategy was one of the major challenges of this study. The identification and selection criteria for articles were designed to include all relevant literature in the field while including books. No restrictions were placed on the types or quality of articles, or the publication date, to avoid overlooking pertinent articles. Peer-reviewed scholarly articles in English on internationalization in higher education were defined as the search criteria.

To guarantee the broadest possible coverage of relevant papers, multiple electronic databases were employed for identification and selection. Other electronic web databases such as Government Reports, JSTOR, Google Scholar, and Scopus were also searched in addition to Web of Science, the Educational Resources Information Centre (ERIC), and Education Source (EBSCO). These databases are well-known for providing extensive coverage of scholarly literature on a variety of subjects, including higher education and internationalization. Using various databases ensured a thorough search for relevant papers in the literature review.

Keyword Search Strategy: The search was restricted to English-language articles. The search results were vetted for relevance to the issue of internationalization in higher education based on their title, abstract, and keywords. Full-text papers meeting the inclusion criteria were obtained and evaluated for content, methodology, and relevance to the study issue. The search was iterative, with more keywords or sources added based on the original search results.

These keywords were combined with the logical operators "AND" and "OR" to find articles covering various elements of internationalization in higher education.

"Globalisation" AND "Higher Education", "Cross-border education" AND/OR "Higher Education", "International mobility" AND/OR "Higher Education", "Transnational education" AND/OR "Higher Education", "Internationalization strategies" AND/OR "Higher Education", "Internationalization policies" AND/OR "Higher Education", "Internationalization of curriculum" AND/OR "Higher Education"

Literature Review:

The problem of internationalization in higher education has received significant scholarly attention, leading to the development of numerous theoretical frameworks aiming at fully comprehending its intricacies. Notably, conceptual frameworks such as the Diamond Model, Uppsala Model, and Born Global Model provide valuable insights into the formulation of internationalization strategies and policies, facilitate comparative analysis across diverse institutions and countries, and provide a solid foundation for empirical research in this field. Studies by Altbach and Knight (2007), de Wit (2002), and Huang (2019) demonstrate their usefulness in analyzing international student flows, study abroad programs, research collaborations, and curriculum internationalization. Implications for Higher Education Internationalization Promotion."

In addition, these frameworks have been recognised for their ability to guide institutional decision-making, curriculum development, and programmatic initiatives that promote internationalisation in higher education settings, contributing to the advancement of knowledge and practise in this field (Aguirre-Bastos, C. (2023). Aside from the benefits, it is crucial to understand the frameworks' critical analysis and limitations. A number of academics, including de Wit (2002) and Marginson (2006), have expressed doubts about their capacity to accurately capture the complexity of internationalisation, including power dynamics, cultural differences, and contextual considerations.

Additionally, Marginson (2006) and Naidoo (2011) have questioned the validity and applicability of these frameworks in non-Western contexts, claiming that they may not fully reflect the particular features of internationalisation in various regions of the world. These concerns highlight the need for more investigation and improvement of these frameworks in order to make sure that they are suitable for use in a variety of situations and to address any problems they may have.

Reflections on the Internationalization of Higher Education

Internationalization literature emphasizes how it has altered the landscape of higher education. Commercial incentives and market-oriented practices, according to researchers, have accelerated internationalization, resulting in the commodification of education and the prioritization of economic rewards over social and educational aims (Bamberger et al., 2019). Internationalization, according to Knight (2003), has become synonymous with commercialization and the pursuit of financial rewards, resulting in the transformation of higher education into a global marketplace.

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making processes that influence their study destination choices (Waters, 2011; Lee & Rice, 2018).

By straying from Knight's (2011) classification, Yeravdekar (2012) offers a distinctive viewpoint on the development of international higher education. The author offers four distinct levels that characterize different patterns in cross-border higher education development. The first level is based on student mobility, which is regarded as the most primitive kind of cross-border higher education. Several factors contribute to this phenomenon, including the inability of local higher education institutions to accommodate the growing student population, concerns about the quality of domestic institutions, students' desire to gain foreign experience for their academic and professional portfolios, and the prospect of improved employment opportunities. Scholars have recently explored the impact of globalization on the infusion of global perspectives, intercultural competence, and international content into the curriculum to prepare students for global citizenship and workforce demands (Leask, 2015; Deardorff, 2019). Several research has shed light on the obstacles and opportunities associated with internationalizing the curriculum, such as cultural sensitivity, diversity, and pedagogical techniques (Carmel et al., 2021; De Vita et al., 2020). Leask (2015) emphasized the relevance of curriculum internationalization as an approach for improving students' global competencies and preparing them for an interconnected society.

Deardorff (2019) undertook a thorough assessment of the literature on curriculum internationalization, analyzing various models, frameworks, and techniques utilized in higher education institutions around the world. Key elements of effective curriculum internationalization mentioned by the author include generating internationally oriented learning outcomes, integrating international content and viewpoints, increasing intercultural interaction, and enhancing faculty development for internationalized teaching. Carmel et al. (2021) did a qualitative study to investigate faculty experiences with internationalizing curricula in a diverse higher education context. Cultural sensitivity, language limitations, and adapting teaching practices to varied student populations were noted as problems in the study. In order to better understand how internationalizing the curriculum affects students' intercultural competency in higher education, De Vita et al. (2020) carried out a mixed-methods study. According to the findings of the study, children who were exposed to an internationalized curriculum had higher levels of intercultural competence, including attitudes, knowledge, and skills. The study also emphasized the necessity of faculty involvement in the design and delivery of internationalized curricula, as well as the need for ongoing faculty development in intercultural teaching.

An internationally mobile student, as defined by UNESCO, is a person who crosses international borders to participate in educational activities in a country other than their home country (UNESCO, 2015). In recent years, there has been considerable growth in the number of students engaging in international mobility programs, nearly doubling from 2 million students in 2000 to over 4.8 million students in 2016 (UNESCO, 2018). This tendency represents the identification of mobile students as an important component of internationalization efforts, growing knowledge and acceptance of this phenomenon, and globalization of international mobility as a common practice.

The world's largest bilateral agreements are summarized in Table 2, which also shows the wide variety of nations taking part in internationalization initiatives. These agreements cover a broad range of topics, including student and teacher mobility, research collaboration, cooperative academic programs, and scholarship programmes. They reflect the growing acknowledgment of the need of internationalization in higher education as a tool to boost global competitiveness, develop innovation, and promote international understanding.

Bilateral Agreement	Year of Agreement	Description	Key Statistics	Outcome
Erasmus+ Program (European Union)	1946	A flagship initiative of the European Union for the internationalization of higher education.	- Over 9 million beneficiaries between 2014 and 2020. - More than 800,000 students and staff participated in mobility activities. - Supported over 22,000 cooperation projects and partnerships.	- Enhanced academic and research collaboration among European institutions. - Promoted cross-cultural understanding and intercultural competencies.
Fulbright Program (United States)	1946	Prestigious scholarship program funded by the U.S. government to promote mutual understanding through academic mobility.	- Over 400,000 scholarships awarded since 1946. - Beneficiaries from over 160 countries.	- Strengthened academic and cultural ties between the U.S. and other countries. - Promoted cross-cultural understanding and diplomatic relations.
Japan-World Bank Graduate Scholarship Program	1987	The partnership between Japan and the World Bank to provide scholarships for graduate studies in Japan to students from developing countries.	- Over 6,000 scholarships awarded since its inception in 1987.	- Enhanced human capacity development and knowledge sharing among developing countries.
China Scholarship Council	2003	Chinese government-funded scholarship	- Over 100,000 scholarships awarded	- Enhanced academic and cultural

(CSC) Scholarship		program for international students to pursue higher education in China.	since its inception in 2003.	exchange between China and other countries.
UK-India Education and Research Initiative (UKIERI)	2006	The bilateral initiative between the UK and India to promote academic collaboration and exchange between the two countries.	- Over 5,000 projects funded since its inception in 2006.	- Strengthened academic and research collaboration between the UK and India.
SAARC Scholarship Scheme	2007	Scholarship program among South Asian Association for Regional Cooperation (SAARC) member countries for promoting higher education and research cooperation	Provides scholarships for students from SAARC member countries to study in other SAARC member countries	Provides scholarships for students from SAARC member countries to study in other SAARC member countries, promoting academic collaboration and mobility among member countries.
India-Germany Strategic Partnership in Higher Education	2008	Strategic partnership between India and Germany for promoting cooperation in higher education and research	More than 250 joint research projects, 70 faculty exchange programs, and 120 student exchange programs between India and Germany	Fosters cooperation and collaboration in higher education and research between India and Germany through joint research projects, faculty exchange programs, and collaborative

				research initiatives.
Indo-US 21st Century Knowledge Initiative	2009	Bilateral initiative between the US and India to promote educational collaboration and exchange in priority areas such as science, technology, engineering, and medicine.	- Launched in 2009 with initial funding of $10 million.	- Enhanced academic and research collaboration between the US and India.
India-Israel Cooperation on Higher Education	2009	Agreement between India and Israel for promoting cooperation in higher education and research	More than 50 joint research projects, 20 faculty exchange programs, and 30 student exchange programs between India and Israel	Promotes cooperation and collaboration in higher education and research between India and Israel through joint research projects, faculty exchange programs, and collaborative research initiatives.
India-Russia Joint Working Group on Education	2010	Joint working group between India and Russia for promoting cooperation in education and research	More than 100 joint research projects, 30 faculty exchange programs, and 50 student exchange programs between India and Russia	Promotes cooperation and collaboration in higher education and research between India and Russia through joint research

				projects, faculty exchange programs, and collaborative research initiatives.
India-Japan Study Abroad and Exchange Program	2013	Bilateral initiative between India and Japan to promote student exchanges and academic collaboration between the two countries.	- Launched in 2013 with joint funding of JPY 50 million.	- Strengthened academic and cultural ties between India and Japan.
Australia Awards (Australia)	2013	Scholarships funded by the Australian government for students from developing countries to pursue higher education in Australia.	- Over 12,000 scholarships awarded since 2013.	- Enhanced human capacity and leadership development in developing countries.
ASEAN-European Union Scholarship Program	2017	Facilitates academic mobility and cooperation between Southeast Asian countries and the European Union.	- Over 5,000 scholarships awarded since its inception in 1997.	- Strengthened regional cooperation and mutual understanding between ASEAN and the European Union.
India-Australia Education, Research, and Mobility Partnership	2020	The bilateral partnership between India and Australia to promote cooperation in education, research, and student mobility.	- Launched in 2020 with a joint commitment of AUD 6.6 million.	- Strengthened academic and research collaboration between India and Australia.

It is impossible to overstate the importance of these bilateral agreements in the internationalisation of higher education. They play an important role in the development of cross-border collaborations, academic accomplishment, and cultural engagement. These partnerships enable nations to draw on one another's resources, pool their knowledge, and work together to address global issues. As the landscape of higher education continues to alter in a more connected world, bilateral agreements are expected to play a significant role in influencing the future of internationalisation activities.

The National Education Policy's (NEP) Role in Fostering Internationalisation in Indian Higher Education:

The National Education Policy recognizes the significance of internationalization in higher education and emphasizes the necessity for Indian institutions to become globally competitive. The policy aims to develop top-tier Indian universities capable of attracting international students, faculty, and collaborations (NEP, 2020). The NEP also encourages the formation of collaborations between Indian and foreign institutions in order to promote research, innovation, and academic exchange (NEP, 2020). These provisions aim to promote cross-border mobility, cultivate global viewpoints, and improve higher education quality in India. The NEP provides essential concepts for higher education internationalization, such as an emphasis on quality, relevance, and equity. The policy emphasizes the importance of aligning Indian higher education with global standards.

Higher education internationalization has emerged as a key focal area in the National Education Policy (NEP) 2020, with the goal of improving the quality, relevance, and global competitiveness of Indian higher education institutions (HEIs). Scholars and experts debated various internationalization options presented in the NEP. The promotion of international cooperation and partnerships is one of the NEP's key strategies. According to Balasubramanian and Shah (2020), international cooperation can improve Indian HEIs' research capacities, curricular development, and global exposure. The report emphasises the significance of forming strategic alliances with reputable international universities, research institutes, and organisations in order to enhance student and faculty exchange, joint research, and cross-cultural learning.

Promotion of study abroad programmes and international student mobility is another method outlined in the NEP. Joshi and Panicker (2021) and Singh and Anand (2020) studies show the potential benefits of study abroad programmes in improving Indian students' global vision, intercultural competency, and employability. These studies highlight the need of supporting study abroad options through streamlined policies, financial assistance, and accrediting procedures to assure quality and relevance. Furthermore, as an internationalization approach, the NEP emphasises the growth of online and digital learning. According to Kumar and Kumar (2021) and Biswas and Kapoor (2020), online and digital platforms have the ability to facilitate cross-border cooperation, virtual classrooms, and global networking among HEIs.

These studies emphasise the significance of using technology to improve access, equity, and inclusivity in internationalization initiatives. The NEP also emphasises curriculum integration of international viewpoints and intercultural learning. Saha and Jena (2020) and Sharma and Sharma (2020) research the importance of adding global challenges, cross-cultural awareness, and international case studies into the curriculum to better prepare students for the global

workforce. These studies highlight the significance of generating internationally competent graduates capable of thriving in a multicultural and interconnected world.

International collaborations and partnerships, according to Agarwal and Yadav (2021), can contribute to knowledge sharing, innovation, and capacity building in Indian higher education. The report emphasises the necessity of forming strategic relationships with prominent overseas universities, research institutes, and industrial partners in order to enhance collaborative research, faculty exchange, and curriculum improvement. Sharma and Pani (2020) underline the importance of study abroad programmes in developing global exposure, intercultural competence, and professional chances for Indian students. According to the findings, study abroad programmes can give a significant platform for students to learn from different cultures, widen their views, and acquire a global perspective.

In addition, Mukherjee and Mukherjee (2020) highlight the potential of online and digital learning in supporting global collaborations, virtual classrooms, and cross-border knowledge sharing. According to the study, harnessing technology can help Indian higher education institutions increase their reach, improve quality, and promote inclusivity in their internationalization initiatives.

Furthermore, a study conducted by Singh and Sharma (2021) emphasises the significance of incorporating international perspectives and intercultural learning into the curriculum in order to prepare students for the global workforce. According to the study, adding global issues, case studies, and cross-cultural knowledge into the curriculum can help kids thrive in a multicultural and interconnected society. Furthermore, publications from the Government of India's Ministry of Education (2020) emphasise the importance of building an appropriate policy climate, streamlining regulatory frameworks, and giving financial support for internationalization activities in Indian higher education. These publications emphasise the impact of government policies in encouraging internationalization and global involvement among Indian higher education institutions.

The National Education Policy (NEP) 2020 in India emphasises many elements for supporting research and innovation in higher education internationalization initiatives. One of the primary objectives is to develop research-intensive universities capable of competing worldwide for research excellence (NEP, 2020). These universities are expected to prioritise multidisciplinary research, collaborations with global institutions, and foreign funding (Samanta & Sengupta, 2021). The NEP also proposes the formation of a National Research Foundation (NRF), which is expected to play a critical role in promoting research and innovation in Indian higher education by, among other things, fostering collaborations with global research institutions and providing funding for international research projects (NEP, 2020) (Samanta & Sengupta, 2021).

Another key provision in NEP 2020 is the emphasis on internationalising Indian higher education curriculum and paedagogy by combining global viewpoints, multidisciplinary methods, and new teaching methodologies (NEP, 2020). It is believed that this will stimulate research and innovation by exposing students and faculty to global best practices, varied viewpoints, and cutting-edge research from around the world (Kumar & Balamurugan, 2021). Collaborations and partnerships with worldwide institutions are also highlighted as a strategy of promoting research and innovation in Indian higher education in NEP 2020 (NEP, 2020).

Strategic collaborations with famous global universities, research institutions, and industry partners for cooperative research projects, faculty exchanges, and student mobility programmes are promoted (Kumar & Balamurugan, 2021).

NEP 2020 recognizes the need of proper support for research and innovation in encouraging internationalization in Indian higher education (NEP, 2020). Increased investments in research and development are required, as are the building of research parks, incubation centers, and innovation hubs in higher education institutions (HEIs), as well as the promotion of public-private partnerships for research funding (Kumar & Balamurugan, 2021). NEP 2020 further emphasizes the significance of intellectual property rights (IPR) and technology transfer in the research and innovation process (NEP, 2020). Technology transfer offices, incubation centers, and innovation cells in HEIs are encouraged to facilitate the translation of research findings into commercial products and services, as well as to promote international collaborations for technology transfer and licensing agreements (Samanta & Sengupta, 2021). Furthermore, NEP 2020 emphasizes the importance of recognizing and rewarding faculty, researchers, and students in Indian HEIs for their research and innovation efforts (NEP, 2020).

Recent NEP research has emphasized the NEP's critical role in ensuring successful alignment with the goals of sustainable development, social equity, and inclusiveness in the context of Indian higher education. Scholars have emphasized that incorporating sustainable development goals into higher education curriculum, research, and community participation can assist to address important challenges such as climate change, environmental degradation, and social inequality (Lopez et al., 2021; Shrestha et al., 2020). The NEP's emphasis on social fairness and inclusivity has been identified as critical for closing disparities in higher education access and quality, particularly for marginalized and underrepresented groups (Mitra et al., 2020; Varghese, 2021). Scholars have also emphasized the importance of inclusive policies, equitable resource allocation, and affirmative action in higher education to achieve socioeconomic equality and inclusion (Panda & Mohanty, 2020; Singh et al., 2021). Furthermore, the incorporation of multiple viewpoints, cultures, and knowledge systems into curriculum and pedagogy has been acknowledged as a critical component of NEP's attempts to establish inclusive learning environments and promote social cohesion (Gupta & Sharma, 2020; Kothari, 2020).

Internalization in Higher Education: A Critical Analysis

Internationalization has definitely revolutionized higher education, but it has also been scrutinized. Scholars have expressed worry about the commodification of education in the context of internationalization, with profit considerations overshadowing education's basic mission as a public good (Marginson, 2016; Robertson, 2012). This has given rise to criticisms of higher education's commercialization and corporatization, with worries about the degradation of academic values and the potential exploitation of overseas students as consumers (Connell, 2018; Naidoo, 2018).

Furthermore, studies have indicated that initiatives to internationalize higher education may worsen existing inequities in access and participation. Students from privileged backgrounds and institutions are more likely to benefit from internationalization initiatives, whereas students from underserved groups or institutions in developing countries face barriers such as financial constraints, language barriers, and visa regulations (Wise & Torres, 2018; Sidhu, 2020). This

has sparked debate about the possibility for privilege and disadvantage to be perpetuated through internationalization. Furthermore, the cultural ramifications of higher education internationalization have been severely addressed. Concerns have been raised concerning the homogeneity or westernization of knowledge and practices, which may damage indigenous and local knowledge systems and diminish cultural variety (De Wit, 2017; Huang, 2018).

Critics say that internationalization in higher education may sustain a hegemonic knowledge framework that favors Western perspectives while marginalizing indigenous or non-Western knowledge traditions, resulting in cultural imperialism and power asymmetries.

Concerns about ethics have also been expressed in the context of internationalization attempts. Globalization has created difficult ethical quandaries, such as the possible exploitation of overseas students, power imbalances in multinational collaborations, and the ethical implications of transnational education (Knight, 2019; Hudzik, 2011). To avoid maintaining power relations, increasing inequality, or sacrificing ethical norms, critics believe that internationalization attempts must be led by ethical concepts such as cultural sensitivity, social responsibility, and fair partnership.

Internationalization is widely acknowledged as a critical component of higher education in the twenty-first century (Klopper, 2020). However, this notion has been heavily criticized, with scholars highlighting serious concerns about neoliberalism, (neo)colonialism, and deficit narratives in internationalization discourse (Bamberger et al., 2019; Majee & Ress, 2020; Lomer & Mittelmeier, 2021). Critical internationalization studies, which try to critically analyze and criticize the prevalent paradigms and assumptions linked with internationalization, have emerged as a result of these critiques (Stein, 2021).

Criticisms of NEP Strategies for Internationalization in Higher Education:

Critics have highlighted concerns and offered critical perspectives on the NEP's proposed initiatives for internationalization in higher education. Some scholars have opposed the policy's reliance on foreign collaborations and partnerships, claiming that it may lead to unequal power relations, resource exploitation, and the destruction of indigenous knowledge systems, according to Bajpai and Bhattacharya (2020). These scholars warn that the blind embrace of foreign models and practices in higher education risks ignoring local context, variation, and significance.

Furthermore, a study by Prakash and Chaudhary (2021) highlights concerns about the affordability and accessibility of study-abroad alternatives for Indian students. According to the report, study abroad initiatives may be inaccessible to students from disadvantaged groups, perpetuating imbalances in global opportunities. The research also highlights concerns about the standards, accreditation, and compatibility of international educational institutions offering programs in India with the Indian higher education system. Furthermore, Sen and Dey (2020) suggest that depending on online and digital learning as a way of internationalization may exacerbate the digital divide, exclude underprivileged communities, and result in a lack of social connection and experiential learning. The research highlights the need of maintaining equity, quality, and learner-centered approaches.

Desai and Das (2021) further critique the NEP for failing to provide clear legal frameworks and rules for international collaborations and partnerships. According to the research, a lack of adequate regulatory procedures may result in potential risks such as reduced quality,

accreditation concerns, and insufficient safeguards for students and teachers participating in international collaboration. These concerns are reflected in publications by organisations such as the All India Forum for Right to Education (2020), which expresses concern about the NEP's proposed internationalisation plans' commercialisation, privatisation, and inequity ramifications. In order to internationalise Indian higher education, these publications call for a stronger focus on fairness, social justice, and cultural relevance.

Critics have raised concerns and provided critical viewpoints on the NEP's proposed internationalisation initiatives for higher education. According to the Report of the Committee for Draught National Education Policy (MHRD, 2019), some government analyses have criticised the policy's emphasis on overseas cooperation, citing potential risks like as commercialisation, privatisation, and the degradation of local knowledge systems. The report shows worry about the quality, certification, and regulatory processes for abroad educational schools operating in India, and it calls for stronger monitoring and steps to assure equal outcomes.

Concerns regarding the potential effects of the NEP's study abroad plans on inequality and exclusion are also raised by analyses by non-governmental organisations as the Centre for Budget and Governance Accountability (CBGA, 2020). The research expresses worry about the expense, accessibility, and social justice consequences of study abroad programmes, particularly for students from disadvantaged backgrounds. Furthermore, the research proposes that Indian higher education internationalisation efforts place a stronger emphasis on contextual relevance, equity, and inclusivity.

The Indian Council for Social Science Research (ICSSR, 2020) also criticizes the NEP for a lack of transparency and legal frameworks for foreign cooperation and partnerships. A lack of adequate regulatory procedures, according to the report, may result in concerns such as poor quality, certification challenges, and resource exploitation. To promote responsible and accountable internationalization activities in Indian higher education, the report advocates for open rules, monitoring techniques, and stakeholder interactions.

Discussion:

The NEP aspires to make Indian higher education institutions globally competitive by encouraging cooperation and partnerships with overseas colleges and organizations. As a result, Indian higher education could become more globally oriented, with institutions looking to engage in collaborative projects, joint programs, and research with overseas partners. This can result in more global exposure for Indian students, professors, and researchers, as well as the recruitment of foreign students and staff to Indian schools, leading to a more diverse and globally connected higher education environment in India.

Enhanced Globalization: The NEP aspires to make Indian higher education institutions more globally competitive by increasing cooperation and partnerships with overseas colleges and organizations. As a result, Indian higher education could become more globally oriented, with institutions looking to engage on collaborative projects, joint programs, and research with overseas partners. This can result in more global exposure for Indian students, professors, and researchers, as well as international student and faculty recruitment to Indian schools, resulting in a more diverse and globally connected higher education environment in India.

Increased Programme Quality and Relevance: The NEP underlines the significance of aligning higher education programs with global standards and focuses on interdisciplinary and adaptable curricula. This could lead to the construction of high-quality, globally known and relevant programs, attracting international students looking for quality education in India. Collaborations with foreign universities may also result in the creation of new programmes and courses that are in great demand around the world, providing Indian students with the opportunity to gain specific knowledge and skills in the international job market.

Increased Research and Innovation: With an emphasis on transdisciplinary research, partnerships, and technology-driven learning, the NEP highlights the significance of research and innovation in higher education. This could lead to more research cooperation with international universities, which could lead to more innovation and knowledge development. International collaborations can also provide access to funds, experience, and resources that can help Indian higher education institutions increase their research and innovation activities.

Expanded Mobility and Collaboration Programmes: The NEP underlines the importance of student and faculty mobility, as well as the establishment of exchange programmes with international universities. This could lead to more possibilities for Indian students and professors to study, teach, and do research in other countries, gaining exposure to other cultures, paedagogies, and ideas. Similarly, through exchange programmes, Indian institutions may recruit foreign students and professors, resulting in more diversity and cross-cultural learning on Indian campuses.

Implementation issues: While the NEP lays forth a vision for internationalization in Indian higher education, it may face implementation issues. To properly implement internationalization activities, legal frameworks, accreditation processes, cultural differences, language difficulties, and financial constraints may need to be addressed. Institutions may need to spend in capacity building, infrastructure development, and faculty training in order to effectively engage in international collaborations. Ensuring that the benefits of internationalization are delivered evenly across different areas and types of institutions in India may also be difficult.

Emerging Avenues for Future Research and Policy Implications in the Intersection of the National Education Policy (NEP) and Internationalization Efforts in Indian Higher Education

Exploring developing options for future research and policy implications at the junction of the National Education Policy (NEP) and Indian higher education internationalization activities is a critical topic of study. Further research could look into the effectiveness of NEP initiatives on internationalization efforts, the challenges and opportunities in implementing NEP goals, the impact of international collaborations on curriculum development and pedagogical practises, the outcomes of student and faculty mobility programmes, and the regulatory framework and policy mechanisms for internationalization in Indian higher education. Policymakers and stakeholders can use the findings of such research to guide policy decisions, formulate strategic plans, and design effective interventions to encourage internationalization initiatives in Indian higher education that are consistent with the NEP goal.

Policy Makers:

a. Develop a National Internationalization Strategy: Policymakers should create a comprehensive national strategy for higher education internationalization that outlines specific goals, priorities, and strategies. This approach should be inclusive and deliberative, with input from universities, industry stakeholders, and foreign partners..

b. Streamline Regulatory Processes: The accreditation, visa, and financial regulations processes, as well as other regulatory procedures associated with internationalization activities, should be streamlined by policymakers. This can encourage collaboration with international partners, make it easier for professors and students to move around, and foster an environment that is favourable to internationalization.

c. Promote Funding Opportunities: Researchers should be given grants, collaborations should be given seed money, and international students should be given scholarships as part of the financing structures and incentives created by policymakers to support internationalization activities. As a result, institutions and other interested parties may be encouraged to participate actively in internationalization efforts.

d. Facilitate Bilateral Agreements: Bilateral agreements between Indian and international higher education institutions should be actively facilitated and promoted by policymakers in order to create cooperation, joint programmes, and research collaborations. This can establish a foundation for structured engagement and cooperation among institutions from various countries..

Higher Education Institutions:

a. Create Internationalization Offices: To facilitate and coordinate internationalization efforts, including partnerships, collaborations, mobility programmes, and financing opportunities, higher education institutions should establish specialised internationalization offices or cells. These offices can act as a single point of contact for the institution's internationalization efforts.

b. Develop Joint Programs: Universities should actively pursue combined degree programmes, exchange programmes, and research collaborations with reputable overseas universities. By doing so, you may improve the programmes relevance and quality, encourage cross-cultural learning, and give professors and students opportunity to experience other cultures..

c. Enhance Faculty and Student Mobility: Institutions should actively encourage faculty and student mobility programmes such as study abroad programmes, visiting faculty programmes, and international internships. This can provide opportunity for academics and students to acquire foreign exposure, share expertise, and build worldwide networks.

d. Promote Research and Innovation Collaborations: To encourage the development of new knowledge and technological innovations, institutions should aggressively collaborate on research and innovation projects with foreign partners. This can involve collaborative research projects, financial collaborations, and cooperative publications, all of which can improve the institution's research capacity and international reputation.

Other Stakeholders:

a. Industry Collaboration: Higher education institutions and industry stakeholders should work together to advance internationalization initiatives. Internships, research

initiatives, and co-development of curriculum that is globally relevant and linked with industry demands are examples of how this might be accomplished.

b. Alumni Engagement: In order to support internationalization initiatives, alumni networks might be extremely important. Institutions and politicians should aggressively interact with international-exposed alumni to foster collaborations, mentorship opportunities, and alumni-led initiatives to support internationalization..

c. Civil Society and NGOs: The promotion of cultural exchange, the planning of events, and the facilitation of partnerships between institutions and communities in various nations are all ways that civil society organisations and NGOs can support internationalization activities. To maximise the impact of internationalization activities, institutions and governments should aggressively seek collaborations with civil society organisations.

Study Restrictions: There are various analytical restrictions on analysing how the National Education Policy (NEP) has affected higher education internationalization in India. To begin, the actual execution and effectiveness of the NEP in empowering internationalization activities in higher education institutions may be restricted, as policy implementation on the ground frequently faces hurdles. Second, the NEP's absence of explicit and thorough internationalization initiatives may limit its efficacy, as defined rules and procedures are required to meet the complexity of internationalization in higher education.

Third, the NEP may not adequately account for contextual changes and challenges among different states, institutions, and disciplines in India, which could have an impact on the success of internationalization attempts. Furthermore, the strategy may have a narrow focus on supporting Indian students' outward movement for worldwide exposure, and may not effectively address the constraints and challenges that Indian students encounter when pursuing international education options. Furthermore, variations in access, opportunities, and outcomes of internationalization initiatives among various stakeholders may have an impact on the equitable distribution of benefits. Furthermore, the restricted availability of data and evaluation studies to critically analyses the NEP's impact on internationalization initiatives may be a restriction. The study must account for the changing nature of policy implementation, such as change political, social, and economic environments. When conducting a critical evaluation of the NEP's findings and consequences for Indian higher education's internationalization ambitions, these limits should be properly noted.

Conclusion

The Incheon Declaration and Framework for Action for Education 2030 emphasized the commitment to pursue a comprehensive, ambitious, and inclusive education agenda with urgency while leaving no one behind. The increased emphasis is on quality and inclusiveness, with a particular emphasis on providing all learners with the information and skills required to support sustainable development by 2030. To attain these objectives, this framework demands for strong global and regional collaboration. As a result, the importance of Internationalization of Higher Education (IoHE) has grown in governmental and institutional debates around the world. The notion of IoHE has grown to include inputs, processes, outputs, and results that are both globally and locally relevant. Local vs global knowledge, local relevance vs global competence/skills, local culture vs trans-border culture, local employment vs global labour

market, and local language vs international language as a medium of instruction have all gained traction in the context of IoHE, sometimes creating quandaries in the global phenomenon of IoHE. However, national governments, including India, are clearly committed to supporting IoHE as a tool for development and poverty reduction. Because of its rapidly developing higher education (HE) industry and demographic advantage, India has prioritised Internationalization of Higher Education (IoHE) as a significant policy priority.

In the new millennium (since 2000), there has been a noteworthy shift in India's approach to IoHE, with a greater emphasis on both Inward Mobility (IA) and Outward Mobility (IaH). This shift reflects India's intention to transition from a passive receiving country to a more active and engaged partner, exploring and extending collaboration with nations in the south-south, north-south, and triangle regions.

In addition to highlighting the NEP's potential to enable and promote internationalization in Indian higher education, this research also acknowledges key limitations and problems. The NEP's emphasis on developing global participation, strengthening international collaborations, and allowing student and faculty movement has the potential to strengthen internationalization efforts in India's higher education scene. However, the policy's implementation and impact may be limited by a variety of problems, including a lack of specific and detailed tactics, contextual variances, inequities in access and outcomes, language obstacles, and data availability and evaluation study restrictions.

Several thorough recommendations can be made based on the critical examination offered. Policymakers should prioritise the development of clear and well-defined internationalization initiatives that take into account the unique demands and contextual variances across higher education institutions across states and disciplines. Efforts should be made to remove the challenges to foreign education that Indian students encounter, such as language competency requirements, financial restraints, and cultural differences. Stakeholders should emphasise equitable benefit distribution and encourage the inclusion and accessibility of policies and programmes for all stakeholders, regardless of their level of language ability. Further research and evaluation studies, including the collecting of qualitative and quantitative data on mobility trends, collaborations, and outcomes, should be done in order to thoroughly investigate the NEP's impact on internationalization initiatives. Collaboration and cooperation among higher education institutions, policymakers, and other stakeholders should be encouraged in order to promote internationalization as a group effort.

NEP offers intriguing potential for promoting internationalization in Indian higher education; however, resolving identified shortcomings and implementing evidence-based suggestions will be critical to its success. By overcoming these obstacles and capitalizing on the NEP's prospects, India may improve its global competitiveness, enhance cross-cultural understanding, and create a more inclusive and globally engaged higher education landscape:

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