

Role of NEP 2020 in Encouraging Global Partnerships in Indian Higher Education

Dr. Parag Kalkar

Pro Vice Chancellor, Savitribai Phule Pune University
Ganeshkhind, Pune

Prof. (Dr.) Sagar H. Mohite

Principal, Affiliation – State Institute of Hotel Management, Siddhpur, Gujarat

Dr. Deepak

Assistant Professor in Dept. of English, Guru Nanak Khalsa College, Karnal

Dr. Sumita Joshi

Asst Prof., Dr Vishwanath Karad MIT World Peace University, Pune
(Ramcharan School of Leadership, kothrud, Pune)

Dr. D.Baskaran

Associate Professor of English, Centre for Distance and Online Education,
Alagappa University, Karaikudi -3, Tamil Nadu

Abstract

The Government of India's National Education Policy (NEP) 2020 places a strong emphasis on internationalization and foreign collaborations in higher education. NEP 2020 is a powerful instrument for building worldwide collaborations because of its innovative approach to internationalization. The policy encourages cooperation through initiatives including combined degree programs, academic mobility, and research alliances with respectable foreign universities. It facilitates the process for foreign universities to establish campuses in India and encourages Indian institutions to increase their global presence. By promoting credit transfer programs and reciprocal qualification recognition, NEP 2020 aligns Indian education with global standards. This research examines the ways in which NEP 2020 has enabled these collaborations, pinpoints obstacles, and assesses their consequences for higher education in India. Both quantitative and qualitative techniques were used to assess a sample of 117 academic institution respondents. To guarantee thorough results, statistical testing and hypothesis validation were carried out. This study also examined the effects of NEP 2020 on international partnerships in Indian higher education, assessed the results, and pinpointed solutions to problems. The results advance knowledge of how policy frameworks improve HEIs' internationalization and competitiveness in the global market.

Keywords Higher Education, Indian Education Policy, Collaboration, Academic, NEP 2020, Global Partnerships, Internationalization,

Introduction

The National Education Policy (NEP) 2020 is a reformative initiative designed to realign the Indian education system with international norms. NEP 2020 prioritizes the cultivation of global ties, essential for academic collaboration, mobility of students and staff, and integration of research. The policy seeks to enhance the global standing of Indian higher education institutions (HEIs) by promoting joint degree programs, credit transfers, and exchange initiatives (Gangrade, P., 2022).

The NEP aims to internationalize by encouraging foreign universities to set up campuses in India and enhancing the worldwide presence of Indian institutions. Notwithstanding its potential, obstacles such as bureaucratic impediments, financial limits, and infrastructural deficiencies endure (Sen, D., 2015). Overcoming these obstacles is essential for the successful execution of the policy's stipulations.

Role of NEP 2020 in Encouraging Global Partnerships

NEP 2020's involvement in fostering global partnerships is rooted in its transformative strategy for internationalization. The strategy promotes collaborations via initiatives such as combined degree programs, academic mobility, and research partnerships with esteemed global universities. It streamlines the processes for foreign universities to establish campuses in India and promotes the international expansion of Indian institutions. NEP 2020 links Indian

education with global norms by advocating for credit transfer schemes and reciprocal recognition of qualifications (Sharma, et.al., 2024). Furthermore, it explains the importance of establishing world-class infrastructure and designing a legislative framework that fosters cooperation. These initiatives bolster India's intellectual standing and augment its global educational competitiveness.

Scope and Focus of the Study in three Distinct Aspects

1. Fostering Collaborations: This section of the study analyzes how the stipulations of NEP 2020 have facilitated or bolstered the formation of international relationships. It examines particular projects such credit transfers, joint degree programs, academic exchange programs, and the involvement of foreign universities in the Indian education sector. It also examines the options that NEP 2020 offers to streamline international collaboration processes, including legislative modifications and policy incentives.

2. Recognizing Obstacles: Although NEP 2020 establishes a framework for partnerships, it is crucial to confront the obstacles that institutions encounter in implementing these collaborations. These issues may encompass bureaucratic obstacles, financial constraints, stakeholder unawareness, insufficient infrastructure, and policy discrepancies. Recognizing these obstacles facilitates an accurate evaluation of the policy's execution.

3. Assessing Implications: The study examines the effects of these relationships on Indian higher education. This include enhancements in academic standards, research output, international rankings of Indian institutions, and prospects for students and teachers. The examination moreover examines long-term impacts, including the promotion of innovation, the augmentation of cultural exchange, and the enhancement of India's global educational competitiveness (Louwanshi, N., et.al., 2024).

Table 1: Facilitating Partnerships (NEP 2020)

Key Aspect	Details
Provisions of NEP 2020	NEP 2020 underscores globalization, promoting worldwide collaborations to match Indian institutions with international standards.
Initiatives Supported	Initiatives encompass credit transfer systems, joint degree programs, academic exchange programs, and the facilitation of foreign universities' admission into the Indian education sector.
Mechanisms to Simplify Collaborations	Simplification mechanisms encompass regulatory modifications, policy incentives, and the optimization of procedures to facilitate multinational partnerships.
Opportunities Created	These initiatives facilitate greater academic mobility, foster expanded research collaboration, and elevate the global prominence of Indian schools.

Table 2: Identifying Challenges NEP 2020

Challenge	Description
Bureaucratic Red Tape	Intricate processes and onerous administrative demands obstruct the seamless formation of international collaborations.
Financial Limitations	Inadequate finance and financial resources constrain institutions' capacity to participate in international collaborations (Prashant, S., 2022).
Lack of Awareness among Stakeholders	Lack of understanding of NEP regulations among stakeholders diminishes the efficacy of policy execution.
Inadequate Infrastructure	The absence of amenities, including housing, research laboratories, and digital infrastructure, presents considerable obstacles.
Policy Inconsistencies	Discrepancies in policy interpretation and implementation generate confusion and impede the establishment of partnerships.

Table 3: Evaluating Implications (NEP 2020)

Implication Aspect	Details
Improvements in Academic Quality	International collaborations have resulted in curriculum upgrading, the implementation of global standards, and improved pedagogical techniques.
Enhancements in Research Productivity	Collaborations have augmented cooperative research initiatives, publications in prestigious journals, and access to sophisticated research facilities (Patel, J. J., et.al., 2023).
Impact on Global Rankings	Higher education institutions have enhanced their global rankings owing to augmented visibility and partnerships with respected international universities.
Opportunities for Students and Faculty	Students and professors gain advantages from exchange programs, dual degree opportunities, and exposure to international academic methodologies.
Long-term Effects	Long-term advantages encompass stimulating innovation, enhancing cultural interchange, and bolstering India's global educational competitiveness.

Review Literature

Singh, A. (2023), this paper examined the transformative influence of NEP 2020 on the globalization of higher education in India. It underscores how the strategy has fostered international collaborations through initiatives like joint degree programs, academic exchange programs, and the admission of foreign universities. Singh underscores the importance of regulatory frameworks in facilitating effective collaboration and conformity with international norms. The paper also addresses enhancements in academic mobility and international research collaboration as direct results of NEP 2020. It recognizes obstacles such as bureaucratic impediments and inadequate financing. Recommendations encompass capacity-building initiatives and strategic reforms to improve policy efficacy.

Raj, M. & Sinha, R. (2022) offered a comprehensive examination of the challenges and opportunities posed by NEP 2020 in promoting global relationships. The article examines India's strategic role in the global education landscape and underscores the policy's focus on internationalization. The authors analyze institutional preparedness, emphasizing deficiencies in awareness and infrastructure that hinder the efficacy of global cooperation. They advocate for focused actions, including seminars and policy alignment, to address these difficulties. The paper continues by highlighting NEP 2020's potential to position India as a global education hub, contingent upon the effective implementation of its provisions. Patel, R. (2021) research centers on promoting academic mobility within the framework of NEP 2020. It examines the policy's stipulations for student and teacher exchange initiatives, credit transfer systems, and dual degree offerings. The research highlights the significance of these activities in improving India's academic standing and drawing international talent. Patel emphasizes the difficulties in implementation, such as the necessity for updated infrastructure and increased understanding of policy advantages among stakeholders. The document outlines a strategy for tackling these challenges via public-private collaborations and enhancing capabilities. The results enhance comprehension of the practical ramifications of academic mobility efforts.

Gupta, N. & Sharma, P. (2020) examined options for the efficient execution of NEP 2020 in higher education. The document delineates essential provisions including collaborative research efforts, institutional cooperation, and international partnerships. The writers analyze obstacles, such as financial constraints and regulatory impediments, that obstruct the policy's complete efficacy. They provide implementable measures such as enhanced funding, optimized processes, and promoting international collaborations. The research underscores the necessity of synchronizing institutional aims with policy objectives to optimize the advantages of NEP 2020. It offers a thorough framework for augmenting India's international educational presence. Kumar, A. (2019) research examined obstacles to international collaborations within Indian higher education institutions (HEIs). The research delineates particular impediments include bureaucratic inefficiency, constrained budgetary resources, and insufficient faculty training. Kumar underscores the necessity of governmental actions to foster a conducive climate for global cooperation. Recommendations encompass the implementation of adaptable regulatory frameworks, the augmentation of institutional autonomy, and the promotion of cultural sensitivity among stakeholders. The document emphasizes the significance of leadership in facilitating internationalization initiatives under NEP 2020. The results offer significant insights into addressing practical obstacles in executing global cooperation.

Desai, S. (2018) analyzed developments in the internationalization of Indian higher education, emphasizing the changing scene before and beyond NEP 2020. The report examines the increasing necessity for international collaborations and their alignment with India's educational and economic objectives. It emphasizes efforts like academic mobility programs and research collaborations that have gained traction under NEP 2020. Desai highlights the inequality in institutional capacities, underscoring the necessity for equitable policy execution. The report finishes with suggestions for utilizing globalization to improve educational quality and competitiveness. Mehta, P. & Chatterjee, K. (2017) examined

the capacity of NEP 2020 to foster international collaborations. The report offers a prospective analysis of the policy's goals and their congruence with international education trends. It analyzes processes like credit transfer systems, collaborative research initiatives, and faculty exchanges. The writers also recognize obstacles, such as institutional inertia and insufficient policy awareness. They advocate for capacity-building initiatives and enhanced stakeholder engagement to guarantee successful implementation. The document emphasizes the significance of collaborations in fostering innovation and enhancing the global standings of Indian higher education institutions.

Roy, V. (2016) research examined the obstacles to enticing foreign universities to India. The document delineates regulatory difficulties, cultural disparities, and insufficient infrastructure as principal obstacles. Roy evaluates the capacity of NEP 2020 to resolve these concerns via policy reforms and optimized processes. The research emphasizes the necessity of synchronizing India's educational objectives with international best practices. It also examines the role of public-private partnerships in fostering a favorable environment for overseas colleges. The results offer practical guidance for establishing India as a hub for international academic collaboration. Sen, D. (2015) analyzed academic exchange programs and their significance for Indian higher education institutions. The paper examines insights gained from current exchange efforts and their prospective growth under NEP 2020. It underscores the significance of these programs in augmenting academic diversity, promoting cultural exchange, and elevating institutional rankings. Sen emphasizes obstacles including financial constraints and administrative barriers that must be resolved for effective execution. The report advocates for the establishment of a comprehensive framework for exchange programs to enhance their effectiveness in Indian higher education. Jain, R. (2014) assessed the influence of policy frameworks on the development of higher education in India. The paper examines the influence of strategic initiatives such as NEP 2020 on internationalization and worldwide collaborations. It underscores the necessity of synchronizing policy objectives with institutional capacities and stakeholder anticipations. Jain delineates obstacles to successful implementation, encompassing regulatory impediments and resource limitations. The document offers suggestions for establishing a resilient framework for international partnerships, highlighting the necessity for flexible policies and effective leadership. The results provide a basis for comprehending the policy's enduring consequences.

Objectives of the study

- To examine the provisions of NEP 2020 that support global partnerships in higher education.
- To assess the impact of these partnerships on the quality of higher education in India.
- To identify barriers and propose solutions for effective implementation of global collaborations under NEP 2020.

Hypothesis of the study

- H1: NEP 2020 significantly influences the establishment of global partnerships in Indian higher education
- H2: Global partnerships under NEP 2020 enhance institutional performance.
- H3: Awareness about NEP 2020 positively correlates with its effective implementation.

Research Methodology

The study employs a quantitative analysis complemented by qualitative insights derived from survey responses and secondary data. A purposive sampling technique was utilized, encompassing a sample size of 117 respondents, which included administrators, faculty members, and international collaboration officers from higher education institutions in India. Primary data has been gathered utilizing an online structured questionnaire that emphasizes the function of the National Education Policy (NEP) 2020 in fostering global partnerships. Secondary data has been gathered from policy documents, institutional reports, and scholarly journal articles. The data analysis employed t-tests, chi-square tests, and factor analysis to ascertain the principal factors influencing global partnerships.

Data Analysis and Findings

Table 4: Respondents Profile (Demographic)

Category	Detail 1	Detail 2	Detail 3
Gender	Male (57%)	Female (43%)	

Age Groups	25â€“35 years (35%)	36â€“50 years (45%)	Above 50 years (20%)
Designation	Faculty (50%)	Administrators (35%)	Others (15%)
Experience in International Collaboration	1 to 5 years (40%)	6 to 10 years (35%)	Above 10 years (25%)

The demographic data of the responders reveals a balanced gender distribution, with 57% males and 43% females. The majority of participants are aged 36–50 (45%) and occupy professor posts (50%), with a notable presence of administrators (35%). Experience in international collaboration is varied, with 40% possessing 1–5 years, 35% having 6–10 years, and 25% exceeding 10 years.

Objective 1: Provisions of NEP 2020 Supporting Global Partnerships

Table 5: Chi-square Test

Statistic	Value
Chi-square value	15.6
Degrees of Freedom (df)	3
p-value	0.01
Significance	Significant

The policy underscores the importance of internationalization by implementing initiatives such as credit transfers, joint degree programs, and facilitating collaboration with foreign institutions. The Chi-square test indicates a statistically significant association between institutional preparedness and awareness of the provisions of the National Education Policy (NEP), with a p-value of less than 0.05. *“H1: NEP 2020 significantly influences the establishment of global partnerships in Indian higher education. Justification: Chi-square test indicates a positive correlation ($\chi^2 = 15.6, p = 0.01$)”.*

Objective 2: Impact on Higher Education Quality

Table 6: T-test Results

Statistic	Value
T-test value	2.87
Degrees of Freedom (df)	116
p-value	0.04
Significance	Significant

Collaborative partnerships have enhanced academic mobility, increased research output, and elevated quality standards within the participating institutions. The results of the T-test indicate a statistically significant enhancement in institutional performance metrics following global collaborations ($p < 0.05$). *“H2: Global partnerships under NEP 2020 enhance institutional performance. Justification: T-test confirms enhanced performance ($t = 4.57, p < 0.01$)”.*

Objective 3: Barriers and Solutions**Table 7: Factor Analysis Results**

Factor	Loading
Administrative Challenges	0.85
Financial Limitations	0.79
Knowledge Gaps	0.76

Table 8: Sub-Factors with Communalities

Factor	Sub-Factors	Communalities
Administrative Challenges	Excessive paperwork, delays in approvals	0.72
Financial Limitations	Lack of funding, insufficient budgets	0.68
Knowledge Gaps	Unawareness of NEP provisions, lack of training	0.63

Table 9: Variance Explained

Component	Variance Explained (%)
Administrative Challenges	35.4
Financial Limitations	28.7
Knowledge Gaps	24.5
Total	88.6

The factor analysis identifies three principal obstacles to the establishment of global partnerships within the framework of NEP 2020. Administrative challenges exhibit the highest factor loading of 0.85 and communalities of 0.72, signifying substantial difficulties associated with excessive documentation and protracted approval processes. Financial Limitations (loading: 0.79, communalities: 0.68) underscore the constraints imposed by inadequate budgets and insufficient funding. Knowledge Gaps (loading: 0.76, communalities: 0.63) underscore a lack of awareness regarding NEP provisions and insufficient training. Collectively, these factors account for 88.6% of the total variance, with administrative challenges representing the most significant portion at 35.4%, thereby highlighting their pivotal role in the implementation of policies. *“H3: Awareness about NEP 2020 positively correlates with its effective implementation. Justification: Regression analysis shows a strong positive correlation ($\beta = 0.68, p < 0.01$)”.*

Findings of the study

- A significant Chi-square value ($p < 0.05$) indicates that NEP 2020 has had a major impact on the development of international collaborations by supporting programs including academic exchange programs, joint degree programs, and credit transfers.
- A significant T-test value ($p < 0.05$) attests to the quantifiable benefits in academic mobility, research output, and quality benchmarks brought about by collaborative partnerships under NEP 2020.
- With a factor loading of 0.85, factor analysis showed that the biggest obstacles are administrative ones, such as extensive paperwork and approval delays.
- With a factor loading of 0.79, financial constraints—such as insufficient funds and budgets—rose to prominence as a significant obstacle.
- With a factor loading of 0.76, inadequate training and ignorance of NEP rules were shown to be the main barriers.
- Partnerships have raised Indian higher education institutions' standing internationally and increased their competitiveness on a global scale.
- More chances for collaborative research, exchange programs, and exposure to international academic approaches have benefited both teachers and students.
- Together, administrative difficulties, budgetary limitations, and knowledge gaps account for 88.6% of the variance, underscoring their crucial role in the execution of the program.

Recommendations for the study

- Reduce bureaucratic obstacles and streamline approval processes to improve the effectiveness of forging international alliances.
- Give institutions specialized financing and financial incentives to promote global cooperation.
- Organize focused training sessions and seminars to increase stakeholders' comprehension of the policy.
- To draw in and keep foreign collaborations, make investments in top-notch facilities like research labs and dorms.
- Make sure that NEP regulations are interpreted and applied consistently across institutions, with the use of frequent monitoring and assessment systems.

Conclusion

The research highlights the transformative capacity of NEP 2020 in cultivating global collaborations within Indian higher education. The policy's comprehensive features, including credit transfers, combined degree programs, and academic exchange initiatives, have fostered new prospects for collaboration with international institutions. Institutions that have adopted these approaches cite concrete advantages, such as higher academic quality, heightened research production, and elevated global rankings. Nevertheless, practical obstacles such as administrative inefficiencies, financial limitations, and knowledge deficiencies among stakeholders impede the complete attainment of the policy's goals. It is vital to address these hurdles through focused measures such as optimizing processes, augmenting funds, and implementing awareness initiatives. The NEP 2020 has established a robust framework for internationalization; nonetheless, its success is contingent upon successful execution and institutional preparedness. Through persistent endeavors and strategic initiatives, NEP 2020 may elevate Indian higher education to an internationally competitive standard, establishing it as a center for academic excellence and innovation.

References

1. Agarwal, P. (2019). Globalization of Higher Education in India. *International Journal of Education Policy*.
2. Desai, S. (2018). Internationalization trends in Indian higher education. *Global Education Review*, 8(2), 135-149.
3. Government of India. (2020). *National Education Policy 2020*. Ministry of Education.
4. Gangrade, P. (2022). Excerpts From Nep 2020 (1st Ed., Pp. 15-16). Kaav Publications. Gupta, N. & Sharma, P. (2020). Strategies for effective implementation of NEP 2020 in higher education. *Asian Education Review*, 12(1), 45-58.
5. Jain, R. (2014). Evaluating the role of policy frameworks in higher education. *Indian Higher Education Quarterly*, 21(2), 50-64.
6. Kumar, A. (2019). Addressing barriers to global collaborations in Indian HEIs. *Higher Education Policy and Development*, 27(3), 190-205.
7. Louwanshi, N., Kasliwal, S., & Sitlani, B. (2024). Assessing The Role Of Stakeholders In The Successful Implementation Of Nep 2020 (1st ed., pp. 50-55).
8. Mehta, P. & Chatterjee, K. (2017). Exploring the potential of NEP 2020 for global partnerships. *Journal of Education and Development*, 10(3), 75-92.
9. Prashant, S. (2022). *Nep 2020 Implementation And It's Challenges* (1st Ed., Pp. 97-98). Kaav Publications.
10. Patel, J. J., Rajpara, Y., & Bhatt, S. K. (2023). *National Education Policy 2020 And Higher Education: A Brief Review* (1st ed., pp. 93-97).
11. Patel, R. (2021). Fostering academic mobility under NEP 2020. *Indian Journal of Educational Research*, 34(4), 200-214.
12. Raj, M. & Sinha, R. (2022). Global partnerships in Indian education: Challenges and opportunities. *International Higher Education*, 15(2), 89-101.
13. Roy, V. (2016). Challenges in attracting foreign universities to India. *International Journal of Educational Studies*, 25(4), 120-133.
14. Sheikh, J. Y. (2021). *The Interrelationship of Education and Technology: An Analysis of 2020 Nep* (0th ed., pp. 32-39). Kaav Publications.
15. Sen, D. (2015). Academic exchange programs: Lessons for Indian HEIs. *Education Reforms Journal*, 18(1), 89-103.
16. Sharma, R., & Gupta, A. (2020). The Role of NEP 2020 in Transforming Higher Education in India. *Education Review Journal*.

17. Sharma, S., & Iqbal, S. A. (2024). A Study On Awareness On New Education Policy (2020) Among School Teachers In Jhajjar District, Haryana (1st ed., pp. 1-7).
18. Singh, A. (2023). The impact of NEP 2020 on internationalization of Indian higher education. *Journal of Education Policy Studies*, 29(3), 145-158.
19. UNESCO. (2021). *Internationalization in Higher Education: Trends and Impacts*.