

## New Education Policy 2020: Its Prospects of Internationalization

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**ABSTRACT:** The New Education Policy (NEP) of 2020 has several provisions that are aimed at increasing the prospects of internationalization in Indian education. One of the key objectives of the NEP is to make Indian education more globally competitive by promoting internationalization and increasing the number of foreign students studying in India. This is expected to help India become a global knowledge superpower and improve the quality of education in the country.

In nutshell, the NEP 2020 has several features and prospects associated with it, which can make India a desirable study destination for international students which is expected to make Indian education more globally competitive, improve the quality of education, and help India become a global knowledge superpower. However, achieving these goals requires a sustained effort towards effective implementation and overcoming the associated challenges. If the NEP is successfully implemented, it has the potential to not only attract more international students to India but also improve the overall quality of education in the country. However, the successful implementation of the NEP requires effective planning, coordination, and execution at various levels, which can be a challenging task.

The analysis presented in this paper is based on secondary sources of data and highlights the key features and prospects of the NEP 2020, underscores the importance of education in shaping a nation's economic future and highlights the need for a forward-looking education policy that is tailored to specific national contexts.

**KEYWORDS:** NEP 2020, International education, Students moving abroad, Human capital theory.

### Backdrop

For a nation to achieve economic prosperity in an equitable and just manner, it is imperative that the social sector is developed adequately and fairly. The social sector plays a crucial role in shaping the economic factors that have a significant impact on a nation's economic development. Education is one of the crucial elements of the social sector that significantly affects economic development, as it is considered one of the most significant tools for social and economic change.

By presenting its new education strategy, the National Education Policy 2020 (NEP 2020), the Indian government made a significant step forward. On July 29, 2020, the Indian cabinet approved the NEP-2020 about 35 years after the last significant adjustment to the policy, which was made in 1986. In authenticity, the National Education Policy in 2020 was hailed as a significant development for India's HE sectors. It is the first official policy on education in India for the twenty-first century, calling for an "overhaul" and "revamp" of the nation's educational system. The NEP's groundbreaking action in favour of privatization, internationalization, and digitalization has sparked significant changes within the Indian higher education system.

The New Education Policy (NEP) of 2020, in addition to focusing on sustainable human development and universal education learning with equity, also includes provisions for research capabilities and output across multiple disciplines. Given that societal challenges can only be addressed through high-quality interdisciplinary research across fields, the NEP recognizes that the very best research in the world has occurred only in multidisciplinary university settings.

In India, the last pioneering development in the field of education was the Right to Education, which was inserted in the Constitution under Article 32 A. The Indian Constitution stipulates free and compulsory education for all children between the ages of 6-14 years. However, the promise of providing education to all remains an obscure goal to date. It is noteworthy that education has never been a criterion for voting rights, as any person, whether literate or illiterate, who completes 18 years of age, can vote. As the cornerstone of all educational decisions, the new National Education Policy, 2020, has come as a ray of hope, emphasizing sustainable human development and universal education learning with equity and learning outcomes with a research-oriented mindset. India, which has always placed education at the centre of its development agenda, aims to bridge the gender, social, and regional gaps with community participation, thus raising the spirits towards equal opportunities and ensuring equity in this policy. This policy is a beautiful blend of both ancient and modern knowledge systems, which not only inculcate knowledge but also help integrate Indian culture and ethos.

The salient features of this policy encompass a range of objectives, including the provision of greater flexibility to students in choosing their learning paths, the equitable promotion of extracurricular activities in diverse domains such as the arts, sciences, and physical education, the adoption of a multidisciplinary approach that emphasizes conceptual learning and critical thinking, the cultivation of life skills such as resilience, empathy, and teamwork, and the implementation of frequent formative evaluations to assess learning progress, which deviates from the current summative evaluation system.

## Objectives and Methodology

The paper has the following objectives:

1. To focus on the theoretical background of the education policy and the essential components of NEP
2. To examine the key factors influencing students at elite schools to travel overseas for their higher education and how to retain them in the NEP perspectives.
3. To unfold the prospects of internationalization of higher education in India.

Secondary sources of data collected from books, journals and reports have been used for this research paper.

## India's Gross Enrolment Ratio (GER) in higher education

Even though India has one of the largest networks of higher education systems, but ironically India's Gross Enrolment Ratio (GER) in higher education is 26.3%, which is significantly low compared to other BRICS countries like China (51%) or Brazil (50%), and much lower when compared with European and North American nations (80% or more). India must achieve pre-distinction in the arena of global higher education for sustainable economic growth, which should not be driven by natural resources, but by knowledge resources. According to reports, to accommodate a massive inflow of students, India will need another 1,500 new higher education institutions by 2030. The government wants to promote foreign direct investments (FDI) and open the External Commercial Borrowing (ECB) route to strengthen the capital pool for the education sector.

The NEP aims to support various learning paths that combine official and informal educational settings. Books and instruction are the only components of formal classroom education. Under the guidance of qualified teachers, it promotes peer tutoring as a voluntary and enjoyable activity for fellow students. The new policy intends to extend this learning outside a classroom's four walls and encourage students to absorb from the outside world. Here is where the idea of "learning how to learn," another key component of NEP, enters the picture. There will be a shift away from the antiquated culture of bookish learning toward actual, holistic education that provides people with 21st century capabilities.

Young students will be exposed to numerous languages from the foundational stages onward because multilingualism has significant cognitive advantages and young children have a propensity to pick up languages fast. While Tamil, Telugu, Kannada, Malayalam, and Odia may be offered as online modules for those who are interested in studying them, Sanskrit will be offered at all levels of school and

higher education as a necessary, enriching option for students keeping in mind the importance of rich, classical languages and literature of India. The objective of the policy is to implement radical structural reforms at the higher educational level. At the undergraduate level, it encourages a flexible three- or four-year degree program structure that gives students several exit options.

For its diverse participants, including students, teachers, staff, service providers, and even the government itself, the NEP (2020) has advocated a wide range of improvements. It is appropriate to refer to it as a national education “restructuring” policy. Restructuring is the first step in transformation, making it crucial and vital.

The main goal of NEP (2020) for higher education is to stop the fragmentation of the field by turning existing HEIs into massive multidisciplinary universities, colleges, and HEI clusters with an average student population of 3,000 or more. A university is a multidisciplinary institution of higher learning that provides undergraduate and graduate programs with top- notch instruction, original research, and involvement in the local community. The universities will fall into two categories: research-intensive universities, which prioritize both teaching and research, and teaching-intensive institutions, which prioritize both teaching and research. To guarantee complete access, equity, and inclusion, at least one sizable HEI with a variety of specialties must be built in each district by the year 2030. This will aid in raising GER as well. India has 55165 higher education institutions (HEI), including 1,043 universities, 42,343 colleges, and 11,779 Stand Alone Institutes, according to the All-India Survey on Higher Education 2019–20. (Technical Institutions such as polytechnics or teacher training).

The establishment of a National Research Fund (NRF) will allow for the competitive funding of excellent research projects in all fields, as judged by peer review and proposal success.

The NRF will also serve as a point of contact for researchers, government agencies, and business to guarantee that the most pertinent and beneficial research is carried out. In academic institutions where research is still in its infancy, NRF will seed and facilitate research. NRF will support academic and postsecondary research. To assure quality, societal/industrial demands, and to prevent duplication of effort, NRF will carefully collaborate with other funding organizations and work with science, engineering, and other academies. The post-graduate stage lasts three to four years.

Redefining the master’s stage as (i). For students pursuing a four-year honors or bachelor’s degree, a one-year program (ii). three-year bachelor’s degree program in two years (iii). the integrated four-year degree program for individuals with a conventional high school diploma. The master’s degree will emphasize research to improve students’ professional domain competency, particularly in the final year of study to prepare students for the subsequent research degree. Three to four years will be needed for

the research stage. The research scholars at the research degree stage can pursue high-quality research leading to a Ph. D. in any core, multidisciplinary, or interdisciplinary areas for a minimum of three years for full time and four years for part time, respectively, even though research is an essential component of the final year undergraduate and postgraduate stages.

They should take a minimum of 8 credits of coursework in teaching, education, or pedagogy relating to their chosen Ph. D. subject during their Ph. D. program. No, the M. Phil. will only be available as a research degree. Three to four years will be required for undergraduate study. There are four alternative exits from the undergraduate higher education stage: a certificate course after one year, a diploma after two years, a bachelor's degree after three years, and an honors degree after four years with possibilities for a major, a minor, and research projects. By 2032, all affiliating colleges are expected to gradually transform into independent degree-granting institutions or totally merge with the university to which they are connected, according to NEP (2020).

For the proposed transdisciplinary and choice-based credit environment to function, it is essential to establish a reliable approach for course credits that is transparent, accurately documented, and available to all stakeholders. Also, to enable a seamless credit banking system, the process for equivalency lead by respective HEI Dean's Committees in various

HEIs across various programs will need to be built. It is suggested that the State government calculate the shortage of faculty in universities and colleges (aided and government), considering the student-to-teacher ratios set forth by the University Grant Commission, and then develop a medium-term plan by allocating resources to hire additional faculty members and increase the number of faculty members in colleges and universities.

The Department of Science and Technology (DST), Department of Atomic Energy (DAE), Department of Biotechnology (DBT), Indian Council of Agriculture Research (ICAR), Indian Council of Medical Research (ICMR), Indian Council of Historical Research (ICHR), and University Grants Commission (UGC), among other institutions that currently fund research at some level, will continue to independently fund research in accordance with this.

### **Outward Movement of Students from India**

Despite India's commitment to education, no Indian institution currently ranks among the top 100 universities globally, with only three making the top 200. The higher education industry in India struggles to offer enough teaching capacity, posing a significant challenge for the country's advancement. Nevertheless, India has made

strides, with three of its institutes ranked among the top 200 universities worldwide during the year 2022.

1. Indian Institute of Science (IISc), Bangalore – 155th Rank
2. Indian Institute of Technology (IIT), Bombay – 172nd Rank
3. Indian Institute of Technology (IIT), Delhi – 174th Rank

**TABLE 1: World University Rankings by Subject in India, 2022: Arts and Humanities**

<i>Rank</i>	<i>University</i>	<i>Overall Score</i>
188	Jawaharlal Nehru University	68.5
277	University of Delhi	67.7
333	Indian Institute of Technology Bombay (IITB)	62.7
401-450	Indian Institute of Technology Delhi (IITD)	--
401-450	Jadavpur University, Kolkata	--

Source: <https://www.timeshighereducation.com>

At the global level, the inadequate caliber of education provided in various educational institutions, ranging from elementary to higher education, can be regarded as a pervasive phenomenon that is undermining the overall standard of academic attainment, while on the other hand, the conspicuous trend of outward migration of students from India to foreign countries for acquiring a superior education that meets their desired expectations is a conspicuous manifestation of the acute dissatisfaction and disappointment with the subpar quality of education and limited opportunities within the Indian educational system ((Table 1 and Table 2). To address this, India must add more provisions, both within the universities and throughout the sector, to keep advancing.

**TABLE 2: World University Rankings by Subject 2022: Arts and Humanities**

<i>Rank</i>	<i>University</i>	<i>Location</i>
1	University of Oxford	England
2	University of Cambridge	England
3	Harvard University	United States
4	The University of California, Berkeley (UCB)	United States
5	Stanford University	United States
6	Yale University	United States
7	Columbia University	United States
8	New York University (NYU)	United States
9	The University of Edinburgh	Scotland
10	The University of California, Los Angeles	United States

Source: <https://www.timeshighereducation.com>

Despite having a population of 17% of the global population, which amounts to approximately 140 million, India has struggled with providing quality higher education. This is reflected in the fact that over 6.5 lakh Indian students chose to pursue higher education abroad in 2022, according to data shared by the Union education department in Parliament (Table 3, Table 4, and Table 5). Although the number of students who went to study abroad showed a significant rise from 4.54 lakh in 2017 to 5.86 lakh in 2019, the COVID-19 pandemic caused the number to decrease by half to 2.59 lakh in 2020. Nonetheless, over 4.4 lakh Indians sought higher education opportunities abroad in 2021. Furthermore, the data revealed that most Indian students opted to pursue degree courses in Canada, the USA, and the UK, indicating a preference for these countries' higher education systems (The Economic Times, Jan 08, 2023).

**TABLE 3: World University Rankings by Subject 2022: Engineering and Technology**

<i>Rank</i>	<i>University</i>	<i>Location</i>
1	Massachusetts Institute of Technology	United States
2	University of Cambridge	England
3	University of Oxford	England
4	Nanyang Technological University, Singapore (NTU)	Singapore
5	Stanford University	United States
6	ETH Zurich – Swiss Federal Institute of Technology	Switzerland
7	National University of Singapore (NUS)	Singapore
8	Imperial College London	England
9	The University of California, Berkeley (UCB)	United States
10	Delft University of Technology	Netherlands

Source: <https://www.timeshighereducation.com>

Millions of gifted and intelligent Indian students have been pushed to investigate better options abroad for years due to their desire for a high-quality education and better work opportunities. According to several studies, the numerous push factors in India have caused more than half of the top high school students to migrate to nations like the UK, USA, and Canada over the past 20 years. India recently recommended a few significant changes to the National Education Policy (NEP 2020) to combat this trend.

The trend of Indian students moving abroad is influenced by a multiplicity of regional and global factors. First off, some of the prestigious colleges in India have acceptance rates that are less than 1%, making them more competitive than the top-ranked premier universities outside. Second, colleges continue to provide students

**TABLE 4: World University Rankings by Subject 2022: Life Sciences and Medicine**

<i>Rank</i>	<i>University</i>	<i>Location</i>
1	Harvard University	United States
2	University of Oxford	England
3	Johns Hopkins University	United States
4	University of Cambridge	United States
5	Stanford University	United States
6	Massachusetts Institute of Technology (MIT)	United States
7	Karolinska Institute	Sweden
8	University College London	England
9	University of California, San Francisco	United States
10	Imperial College London	England

Source: <https://www.timeshighereducation.com>

obsolete, content-heavy courses since the country's higher education curriculum framework has not been updated in decades. The existing system still rewards mindless memorization, which leaves less room for pupils to engage in practical investigation and creative expression. However, Indian institutions only provide a small selection of flexible course options, and exams are strict and not very student friendly. For students in the twenty-first century, India is less appealing as a place to study because of all these problems.

**TABLE 5: World University Rankings by Subject 2022: Natural Sciences**

<i>Rank</i>	<i>University</i>	<i>Location</i>
1	Massachusetts Institute of Technology (MIT)	United States
2	Harvard University	United States
3	University of Cambridge	England
4	University of Oxford	England
5	Stanford University	United States
6	ETH Zurich – Swiss Federal Institute of Technology	Switzerland
7	California Institute of Technology (Caltech)	United States
8	The University of California, Berkeley (UCB)	United States
9	Imperial College London	England
10	The University of Tokyo	Japan

Source: <https://www.timeshighereducation.com>

### **Human Capital theory (HCT)**

An asset known as produced means of production or which facilitates production of further goods and services are known as capital. is referred to as capital. Human



capital can be understood by the assumption that it is human resources of a nation, and not its capital nor material resources, that finally determines its economic and social situation.

Human capital is incalculable because it is developed by providing people with access to skills and knowledge that increase their value in their line of work, unlike physical capital, which can be measured. All people are born with certain physical, social, and intellectual capacities, and as these are further developed via training and education, their human capital increases.

Several economists and proponents of human capital theory have argued in favor of investing in education because they think that doing so increases productivity and prosperity. A proponent of the theory who could persuade to explain the logic and the emerging empirical evidence linking education to those goals moved into a position of power and influence. The human capital idea implied that policies promoting education could advance goals - first faster economic growth, then poverty reduction - that were pushed to the top of the nation's policy agenda during the period of the theory's initial development.

The concept of "human capital" has emerged because of the importance of education for economic development. By emphasizing the value of human capital above and beyond that of physical capital, it has filled the gap in the neo-classical model of economic growth (Sen,

1996). Lack of education, especially in the early grades, limits a country's ability to properly integrate into the global economy. Thailand, Korea, and other South-East Asian nations saw strong growth because of significant investments in education. Thus, one of the key components in increasing a nation's human capital base is education. Education aids in the development of specific traits, skills, and knowledge, which in turn promotes the social and economic advancement of a country (Keeley, 2010).

Human resources with the necessary knowledge and skills to meet the demands of economic development are provided through education to the economy. Modern society's economic foundation now includes education, which serves as a key channel for social mobility, a focal point for social distribution, and a social policy that is just as urgent and crucial as addressing issues like unemployment, poverty, and illness.

An individual's earning potential rises with higher education, which leads to improved efficiency and higher national production. Education promotes a person's geographic and vocational mobility, which boosts productivity and fosters creativity. A national goal of the utmost importance is to provide free and universal education for all children, not only for reasons of social fairness and democracy but also to improve the competency of the ordinary worker and boost production at the national level.

To an education policy maker, it could imply Gross Enrolment Ratio (GER) and quality of education; to a businessman, Human Capital could mean the economic value of his employee's skill sets, while an education economist might want to focus on the economic value of human knowledge and its contribution to the global labour market.

Investments in human capital are more likely to be made by those who are not present-oriented, by those who are young, when the expenses of such investments are lower, and when the returns on such investments are higher. In addition to education, experience, compensating compensation differentials for work qualities or employee benefit levels, and luck all have an impact on earnings. Those who invest in education do so because they anticipate a return—either monetary or in the form of utility—and they won't do so if their expectations are too low. Actual profits, however, are influenced by supply and demand factors that are unpredictable.

Adam Smith was one of the first economists of the 18th century to acknowledge that each person's "invisible hands"—those motivated by self-interest—helped create wealth for the country (Smith, 1776). The human capital theory, first put forth by Adam Smith, contends that each worker possesses a set of abilities and skills that can be enhanced or increased through training and education. Nonetheless, Gary Becker and Theodore Schultz were two other economists who developed to refine the concept.

Becker, the recipient of the 1992 Nobel Prize in Economic Science, developed Human Capital theory, by suggesting that investment in education not only enhanced human productivity and current income but also raised future returns, thus increasing lifetime earnings (Becker, 1994).

Considering the current economic demands, creation and application of knowledge is seen as the best way of wealth creation (Arora, 2019). Furthermore, increased investment in education has other benefits, like the potential to reduce inequality and create lifelong opportunities for its citizens.

In contrast to the concept of labor force from a classical perspective, Schultz (1961) regarded human capital as "something comparable to property" and theorized that "the productive power of human beings is today much larger than all other forms of wealth taken together." In those early phases, Schultz was also quite important, organizing and igniting these efforts, especially through his adept research management. The collection of volumes/conferences he organized on human capital concerns, the JPE supplement on "Investment in Human Beings," are some of the best examples of this capacity (Schultz, 1962).

### **HCT and Students' International Migration**

A measure of income obtained by maximizing the professional and economic potential of its population across economies is the human capital index (HCI). In the HCI 2020

rating, Singapore outperformed 157 other nations, and Hong Kong, Japan, South Korea, and Canada were in close second place (World Bank, 2020). There are worldwide complexity of push and pull variables that contribute to students' international migration. While push forces compel students to leave their home country to study and work abroad, pull factors are employed by the host country to entice students. The internationally recognized credentials of the nation, reasonably priced tuition, language learning options, return on investment, and opportunities for employment and immigration are a few well-established draw factors. Students from developing countries are frequently drawn to rich countries in this trend (Teichler, 2017). Lack of academic possibilities, employment prospects, and a high standard of living are the main push factors that force students to leave their home country.

The human capital investment strategy may offer insightful information on current student mobility. It is predicated that individuals make decisions about their migration in the context of acquiring the skills, knowledge, and experience that contribute to their overall personal growth. Experiences with international mobility are crucial for promoting independence, decision-making, and coping with the rigors of daily living in strange and foreign environments. In addition to intercultural competence and professional benefits of work chances, the study abroad program gives students a feeling of direction for their future career choices and a sense of responsibility. Higher education is viewed as a crucial catalyst for investing in one's professional and personal competencies, and it frequently serves as a major motivator for student mobility. However, this primarily refers to mobility that is vertical (between academic subjects of varying quality), with exchange mobility being less affected (see King & Ruiz-Gelices, 2003). Better education generally seems to be a motivating factor to move overseas, particularly when the quality of higher education (Gorgoshidze, 2010) or future work chances (Cairns, 2015) are seen as being low in the home country.

Educational mobility is valued by both students and businesses in terms of acquiring skills. Former mobile students were found to have an edge when switching from a higher education to a job. In terms of professional, communicative, and academic competences, employers also thought so. King and Ruiz-Gelices (2003) concluded that students who spend a year abroad had higher job, income, and career prospects in the future. It demonstrates how human capital is valued in relation to educational mobility. This also illustrates how valuable people believe an educational interaction to be. Hence, even though there isn't any "hard data" to back up the advantages of an educational exchange, both students and employers still value it significantly.

**TABLE 6: Top 10 Universities – World University Ranking 2022 [Overall]**

Rank	University	Overall Score
1	Massachusetts Institute of Technology (MIT)	100
2	University of Cambridge	98.8
3	Stanford University	98.5
4	University of Oxford	98.4
5	Harvard University	97.6
6	California Institute of Technology (Caltech)	97
6	Imperial College London	97
8	UCL, London	95
9	ETH Zurich	93.6
10	University of Chicago	93.2

Source: <https://www.timeshighereducation.com>

Though India's role in the international education landscape has historically been as a top sending country, its star is rising as a destination for international students. Toward that end, India's overlapping goals of expanding access to higher education among all students in the country, keeping talented Indian students at Indian institutions, and attracting students from abroad all begin with prioritizing its higher education system.

On the other hand, there are many of advantages for students who decide to study abroad. Students are enticed to the opportunity to take part in a global classroom because it guarantees them not just a more innovative and high-quality education, but also lucrative careers and better lifestyles in the future. Another strong motive for students to move overseas is the potential to immigrate to a developed country even though the cut off marks are extremely high and competitive (Table 6).

In addition to intriguing research prospects, most nations provide international students the option of staying behind on their visas to look for employment. The major draw is exposure to multiculturalism, among other factors listed below:

- (i) Attractive salary packages (44%), ii) High quality of education (33%), iii) Pursue niche courses (17%), iv) Gain international exposure (6%)

It has been revealed that in India from Andhra Pradesh (12%) and Punjab (12%) the highest percentage of students move to abroad followed by Maharashtra (11%), Gujarat (8%), Tamil Nadu (7%) and Karnataka (5%) for foreign education.

### **Opening of branches of foreign university in India**

The prospect of establishing foreign universities in India has generated considerable interest and debate, as it presents both opportunities and challenges, such as the potential

to enhance the quality of education and research, foster greater collaboration between institutions, and increase the diversity of academic offerings. The need to ensure that such institutions adhere to the norms and standards of the Indian educational system, promote equitable access to education, uphold academic freedom and integrity, and maintain a balance between the interests of foreign universities and those of the Indian society, which requires a comprehensive regulatory framework, effective governance, and transparent accountability mechanisms.

In line with other autonomous institutions of India, the new NEP states that “a legal framework permitting such admittance (of foreign universities) will be put in place” and “such universities will be accorded special dispensation regarding regulatory, governance, and content criteria.” Many people are optimistic that it will now be feasible to obtain a high-quality education thanks to this new policy reform, as international universities will open their branch campuses in India. On the other hand, some contend that this will exacerbate inequality by raising the cost of education and posing problems for local educational institutions since foreign suppliers will unfairly corner the market. Globalization, which consists of intricate processes and numerous national and international tendencies, has an impact on the proposed policy.

The shortage of high-quality education available in the nation is one of the main reasons that foreign universities are opening in India. Some of the best talent in the world has come from India’s higher education sector, and IITs, IISc, and IIMs have developed a reputation through time. Nonetheless, there is a serious issue with the general negative view of higher education in India, which also includes the subpar infrastructure. Even the best Indian students give up on their dreams of being admitted to reputable Indian institutions due to high cut-offs and competitive entrance exams, a lack of new curricula, and insufficient infrastructure. This exodus of top talent to foreign universities raises severe concerns because, by sending our students abroad, we are importing the cost of education.

It is anticipated that permitting international colleges will make top-tier education available close to home at a far reduced cost without having to travel and will greatly lessen the possibility that human capital will migrate to other nations in search of employment opportunities. Several international studies have found that cross-border education boosts the economy and fosters greater levels of cultural sensitivity, competitiveness, and global awareness. Local institutions can create their curricula in accordance with global pedagogy and provide students with a varied range of disciplines and specializations thanks to international collaborations. There are claims that the operation of foreign colleges encourages the current educational system to examine its methods of operation and introduce the best practices by drawing cues from the international participants.

Entry of foreign businesses into the Indian education market raises certain serious problems and risks in contrast to the demand and feasibility. A portion of educational professionals have expressed concerns about allowing foreign colleges to operate in India; they believe that doing so would increase education costs and make it unaffordable for a sizable portion of the people. Another concern is stealing the top students from the nearby universities. There are also claims that the development of top-notch colleges domestically that are outfitted with laboratories and research facilities of the highest caliber is urgently needed and should not be undermined by unchecked immigration from elsewhere.

Another strong opinion shared by many scholars is that institutional trade is now a multi-billion-dollar industry and that educational services are used by developing nations as a vital source of income. With a clear focus on commercialization and commoditization of knowledge creation, several foreign institutions are establishing International Branch (IB) campuses in various worldwide locations. IB management is a difficult and demanding task. That differs from dealing with MNCs that open offices all over the world in search of simple profits. The process of establishing institutions of higher education moves slowly. According to reports, numerous Asian and African countries are unable to put the quality assessment process for educational programs provided by international providers into practice. A significant challenge of a multi-campus global university model is the difficulty in delivering on the brand promise of a consistently high-quality education and student experience driven by the home campus. The potential benefits of cross-border education programs must be weighed against the risks of educational imperialism.

India is welcoming international universities in the hopes that many will develop branch campuses there. Nonetheless, some professionals believe that very few reputable foreign institutions would be able or willing to open campuses in India given the lack of cash and endowments caused by the Covid issue. However, due to its socio-political environment, it would be difficult and contentious to guarantee complete autonomy or financial incentives for foreign universities. Only a few nations, including Dubai, Singapore, and Qatar, have successfully marketed themselves as global education hubs and are providing substantial financial incentives for offshore international campuses as host countries. Even a well-known global brand name is insufficient to create top-notch offshore international campuses in other places. However, concentrating just on the top-ranked institutions globally ignores the whole range of quality and diversity present in the global higher education system.

In nutshell, international firms may be permitted to invest in the market for a country like India where the budget per capita for higher education has been decreasing due to the expanding population in the tertiary age group to assure capacity

building and infrastructural development. Although the viability can be supported, an appropriate regulatory framework is crucial. It's also critical to understand that, while one potential remedy for the current issues the nation's higher education industry is confronting, foreign investment is not a magic fix. Together with rapid development, different countries are seeing a change in the dynamics of higher education imports and exports, and they are doing it in a way that matches their requirements and goals. Several models, frameworks, reports, and case studies are available for study, and there is still room for more research into how to employ foreign investment more effectively. Higher education is a particularly complex industry in India due to its vast size, numerous cultures, lengthy history, and various character of polity and policy process. Developing useful regulatory rules for international institutions to function in India is now the real challenge for Indian authorities. The rules should be centered on the requirements of the nation for quality assurance and accreditation, but they shouldn't be onerous for the foreign provider.

### **India's Approach to Internationalization**

The need for internationalization is growing even though the effects of globalization appear to be waning. Many nations see internationalization as a tactic to improve national educational systems' global competitiveness and academic reputation. Cross-border mobility of programs, students, institutions, and teachers is implied by internationalization. Economic considerations serve as the driving force behind cross-border mobility, which is mediated by market forces.

The New Education Policy 2020 (NEP 2020) reflects this perspective and prioritizes internationalization to promote Indian education abroad and facilitate the establishment of foreign higher education institutions in India.

Political independence and economic independence were prioritized in India's post-independence development agenda. The emergence of technology-focused higher education institutions was evidence of the latter, which signified technological independence. India depended on outside resources to construct the Indian Institutes of Technology (IITs) and educate its citizens overseas to prepare the first wave of higher education instructors. IIT

Bombay, for instance, got assistance from the former Soviet Union, whereas IIT Madras and IIT Delhi, with assistance from the former West Germany and the United Kingdom, respectively, were founded.

India has inked cooperation agreements in the sphere of education with 54 nations and annually awards 3,940 scholarships to international students from over 140 different countries through the Indian Council for Cultural Relations (ICCR). Nonetheless, it took the nation decades to release a clearly stated internationalization policy. NEP 1968

and NEP 1986, two earlier national education programs, were largely mute on this subject.

The first national strategy that prioritize internationalization is NEP 2020. Its goal is for India to develop as a popular study destination and a center of higher learning to draw in foreign students. NEP 2020 suggests that top-tier foreign institutions construct branch campuses as part of a significant shift in policy focus (from among the top 100 in world university rankings). High-achieving Indian institutions are expected to open branch campuses abroad, according to NEP 2020. There are already branch campuses of many private Indian institutions in various nations. The most recent overseas campus listing from the Cross- Border Education Research Team shows that Indian universities have satellite campuses in nations like Australia, Mauritius, Nepal, Singapore, Sri Lanka, the United Arab Emirates, and Uzbekistan. Certain public and private organisations may now establish a presence abroad thanks to NEP 2020. The UGC's regulations from January 2021 give permission for the establishment of the category known as "Institutions of Eminence Deemed to be Universities."

The NEP 2020 stipulation that only branch campuses from elite institutions will be accepted in India may operate as a barrier to extending the scope of institutional mobility to India. Only a few prestigious schools are eager to develop campuses in India, according to informal conversations with administrators at various top-tier institutions, for a variety of reasons. First, they'll probably keep working to maintain, if not elevate, their position in the global rankings. There needs to be greater clarification on their authority to choose the amount of student fees. Secondly, their decision would be influenced by the profitability of investments. Finally, it's still unclear what the law says about bringing foreign providers' money home. India hosts currently around 47,000 international students, mostly from South Asia and Africa. Many of them are attracted to India because of access to better quality education than at home, at a low cost. But India does not provide many employment opportunities and when provided, the salary is not very attractive. In other words, the economic logic that guides Indian students going abroad may not be a reliable framework by which to understand the logic of foreign students coming to India.

Fourth, several of these schools are accepting Indian students on their main campuses for a fee that is probably greater than what they would charge for a branch campus in India.

The UNESCO Centre for Statistics reports that 375,055 Indian students were enrolled in international studies in 2018. Opportunities for work after graduation in host countries have a significant impact on students' decision to study abroad. As a result, the United States, the United Kingdom, Australia, and Canada are their preferred study abroad locations. They weigh the expensive cost of their education against the



likely high benefits. Their hopes for post-study employment and substantial returns on investments may not be satisfied by a degree from a foreign branch campus with headquarters in India.

Education may be a supporting industry in India's efforts to play a global role. India has been working hard in recent years to increase the number of international students coming to the country by offering scholarships through the "Study in India" program, which was established in 2018. By 2024, India expects to welcome over 500,000 foreign students, 10% of whom would get lucrative government scholarships. Scholarships are a sign of India's desire to participate in international affairs. The NEP 2020 plan includes the promotion of faculty exchanges and research partnerships between Indian and foreign institutions. To improve academic and research connections with nations, India introduced the SPARC Program for Promotion of Academic and Research Cooperation in 2018. Between 2015 and

2019, the Global Initiative for Academic Networks (GIAN), another initiative, was effective in luring more than 1,283 researchers from 56 different nations to Indian higher education institutions. These partnerships are seen as effective and long-lasting means to advance internationalization.

### **To Reverse the Problems of Outward Movements**

The NEP proposes several measures such as establishing world-class universities in India, promoting collaborations between Indian and foreign universities, and encouraging Indian students to study in India. The NEP also seeks to promote the mobility of faculty and researchers between India and foreign universities, thereby increasing the exchange of knowledge and expertise. Moreover, the NEP encourages the use of technology in education and proposes the creation of a National Educational Technology Forum to promote the development and use of technology in education. This is expected to make Indian education more accessible to students from different parts of the world and enable them to learn from the best teachers and resources.

Where suitable and in accordance with each HEI's regulations, credits earned at foreign universities may be used to count toward the award of a degree. This method of enrollment in foreign universities has the benefit of encouraging the capacity development of partner Indian Universities/Institutions. The foreign universities proposed to be set, being costly, meritorious students from under privileged sections will encounter a challenge of access. Therefore, government will have to develop scholar schemes for such students. NEP (2020) recommends a multidisciplinary and integrated teacher education program. The failure of the Indian educational system has been cited as one of the main core reasons of this urgent issue by policy leaders, think tanks, and economists. India has made numerous attempts in the past to modernize higher

education, but “policy formulation can be exceedingly difficult, multi-layered, and frequently require multiple revisions” (Bell and Stevenson, 2006).

In a nutshell, NEP 2020’s systemic planning and implementation will aid in achieving the NEP’s goals of making India a desirable study destination for international students. If the NEP is successfully implemented, it can promote active linkage between Indian and foreign higher education institutions through twinning partnerships, foster international competencies in faculty and students, develop a global mindset in our learners, and shape them into citizens with a deep sense of pride in being Indian (Marg & Nagar, 2021).

India can take several steps to halt the flow of students to foreign universities and encourage more students to pursue higher education within the country:

In order to effectively counteract the prevailing trend of student emigration from India and mitigate its detrimental impact on the country’s human capital, a multifaceted policy framework must be implemented that addresses the root causes of the issue, including but not limited to the improvement of the quality of education, the creation of a conducive academic environment, the enhancement of research and innovation capabilities, the promotion of public-private partnerships, and the expansion of job opportunities in fields that are in high demand, **all of which require a substantial commitment of resources, collaboration between stakeholders, and sustained effort over the long term.**

The Central Government should contribute money over a minimum of ten years to cover the costs. All open positions in universities and colleges should be filled as quickly as possible as a temporary solution. Collaboration in teaching, faculty exchanges for teaching, and student exchanges between Indian universities and foreign universities are all requirements for the universities of India. Between Indian institutions and international institutions, this will entail teaching partnership, faculty exchanges for instruction, and student exchanges.

The dearth of adequate skill development can undoubtedly contribute to the unemployability of BTech graduates in India, primarily due to the emphasis on theoretical knowledge instead of practical, hands-on experience and professional skills. Consequently, the graduates may lack the technical or professional expertise required to meet the diverse and dynamic demands of the job market. However, it is essential to recognize that several other factors, such as the job market’s status, the demand for specific skills and industries, and the overall competitiveness of the job market, can also impact the employability of BTech graduates.

To combat the issue of inadequate skill development, it is imperative for educational institutions to prioritize practical, hands-on learning experiences, collaborate with industry partners, and revise their curricula to align with the job market’s current needs.

Furthermore, students can take the initiative to enhance their skills by participating in internships, enrolling in online courses, and engaging in other relevant training opportunities.

**Improving the quality of education:** Improving the quality of education offered by Indian universities and colleges can make them more attractive to students. This can be achieved by investing in infrastructure, facilities, and technology, as well as by hiring highly qualified and experienced teachers.

**Promoting research and innovation:** Encouraging and supporting research and innovation within the Indian higher education system can help attract students who are interested in pursuing cutting-edge studies. This can be achieved by providing funding and resources for research, as well as creating a supportive environment for innovation.

**Offering scholarships and financial aid:** Providing financial support to students who are unable to afford higher education can help make education more accessible. This can include scholarships, loans, and other forms of financial aid.

**Streamlining the visa process:** Making the visa process for international students more efficient and user-friendly can help encourage more students to study in India. This can include simplifying the application process, reducing wait times, and providing clear and consistent information about visa requirements.

**Promoting India as a destination for higher education:** Highlighting the benefits of studying in India, such as its rich culture, history, and diverse educational opportunities, can help attract more international students. This can be achieved through marketing campaigns, educational fairs, and other outreach efforts.

By taking these steps and others, India can become a more attractive destination for higher education and help reduce the flow of students to foreign universities. This will help ensure that more students are able to receive a quality education and benefit from the opportunities that higher education provides.

## **Conclusion**

The successful realization of India's untapped potential hinges on the ability to meet the challenging objectives set forth in the National Education Policy (NEP) and related plans, which, if accomplished, will not only enhance the quality of education, and attract global talent but also require a concerted effort by the government, universities, and schools to overcome the obstacles that impede the policy's implementation.

The New Education Policy (NEP) of 2020 has been designed with a systemic planning and implementation approach to achieve its goals of making India a desirable study destination for international students. The NEP has proposed several measures that can promote active linkage between Indian and foreign higher education institutions through twinning partnerships, which can lead to a more comprehensive exchange of

knowledge and resources. Such partnerships can also foster international competencies in faculty and students, thereby equipping them to excel in a globalized world. The NEP also aims to develop a global mindset in Indian learners, which can help them understand and appreciate the diversity of cultures and perspectives in the world. This can further help shape Indian learners into citizens with a deep sense of pride in being Indian, while also being open to learning from other cultures.

The effectiveness of legislative measures and incentives to attract both domestic and foreign students will play a vital role in transforming India into a hub of education, even though the country's substantial diaspora in the Gulf states may provide some demand for international education, as market-mediated, cross-border mobility may not be optimal for India's interests. Despite the noble goals of the NEP 2020, the real challenge lies in its implementation, and the extent to which it is successfully executed will determine the pace and efficiency of India's progress towards a more robust educational system.

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