

ANALYSIS OF INTERNATIONAL STUDENTS EXCHANGE PROGRAM TOWARDS INDIAN NATIONAL EDUCATION POLICY

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Abstract

The new generation of students is going to be significantly influenced by the global awareness and connection that may be achieved via the international student exchange programs. This is essential in a world that is always evolving. The National Education Policy (NEP) of India for the year 2020 has the goal of achieving the best possible worldwide standards in terms of the quality of Indian education. In accordance with the NEP-2020, the young generation of learners will be transformed into really global citizens who have a profound sense of pride in being Indian if coordinated national efforts and an interwoven link between the government procedures and the methods of universities are implemented. This research paper presents the analysis of NEP 2020 of India, which stipulates a number of measures. These measures include the facilitation of research and academic collaborations, as well as new initiatives taken for international student exchange programs with collaboration of international organizations, as well as the signing of relevant Memorandums of Understanding (MOUs).

Keywords: NEP 2020, Student Exchange Program, Internationalization, Indian Education System, Global Mobility, Cultural Exchange

1. INTRODUCTION

The National Education Policy (NEP), 2020 was declared by the Indian government in order to provide an overview of the new educational system that would be implemented in India. One of the principal focusses of the NEP 2020 is the internationalization of education. In order to realize the objective of NEP 2020, which is to accomplish international student exchange, entire system will need to become self-sufficient and comply with global standards and regulations [1]. It makes it easier to collaborate on research and teaching, to exchange staff and students with high-quality institutions located in other countries, and to form memorandums of understanding with nations that are mutually advantageous. Many of India's most prestigious educational institutions will be stimulated to establish their international branch. Correspondingly, some institutions that are considered to be among the world best institute will be given the opportunity to operate in India. In addition, particular efforts, such as the provision of financial aid and fellowships, would be made in order to encourage research cooperation and student exchanges between Indian universities and institutions located in other parts of the world. The regulations of each higher education institution will determine whether or not credits earned at colleges located outside of the country may be credited towards the completion of a degree program.

A wide range of courses and programs that revolve on Indian culture and sciences, such as AYUSH, regional language, Indology and so on, are going to be developed as part of the NEP 2020 in order to accomplish the objective of internationalization inside the country. This would be helpful in capitalizing on the tendency of rising attention in Indian ethnicities that is occurring in a number of different nations. The establishment of International Students Offices is essential by Higher Education Institutions (HEIs) to assist and coordinate activities connected to internationalizations [2].

A phenomena that has been around for quite some time is the movement of Indian students to track HEI in other nations, particularly in management fields and technology. It has been reported by the Ministry of External Affairs that there has been a 73% rise in the number of Indian students who are studying in other countries. The Indian government has been making efforts to develop a structure that might act as a gateway to enable the enrolment of worldwide intern in Indian universities. In the meanwhile, India is working to broaden the opportunities available to Indian students and academics so that they may further their overseas experience [3].

It is envisioned that India would become a global hub of research education with universities that are internationally competitive and attract students from all over the globe. As of the year 2030, the goal is to have ten HEIs in India ranked world among the top 200. By the year 2047, the quantity of HEIs in India is aimed at twenty, with ten of them being among the top 100. In a similar vein, there are around 50,000 students enrolled in India, with the goal of increasing that number to 2 lakhs by the year 2030 and 5 lakhs by the year 2047 [4].

The international exchange program has the potential to be beneficial to the creation of curricula as well as the sharing of best practices for sophisticated research. Students are exposed to a variety of best practices, as well as a variety of cultural experiences and perspectives. In addition to improved peer review, faculty members are provided with the ability to engage in extended thinking processes, deepen research, provide high-end research faculty, and use computers [5, 6].

Guidelines for Internationalization of higher education that prepared by the University Grants Commission (UGC) in effort to achieve this goal. A brilliant prospect for Indian HEIs to engage with alumni from other countries is provided by these Guidelines. These Guidelines include a wide variety of activities, including developing globally applicable curriculum, branding Indian HEI overseas, and academic and research partnership with foreign universities, credit recognition through twinning arrangements, efforts to promote global citizenship, and engagement with alumni from other countries.

2. LITERATURE REVIEW

Through the use of a variety of quantitative approaches, Craciun [7] addressed the influence that both national and international variables have on the evolution of education administration. The formation of educational policy is impacted by a wide range of diverse circumstances on a variety of different levels. We employ a quantitative approach to mark general assumptions about the effect of international organizations on the process of policymaking at the national level in the area of education. In the last part, the author did a comparison of the results and outlined the implications of those findings for research on policy convergence and social policies, as well as for the internationalization of education policy.

According to Thippanna et al. [8], Article 45 of the Indian constitution's Directive principle of kingdom coverage (DPSP) requires equal access to education. Due to the fact that the training is on the parallel list, the country is required to fulfill with the training that is provided by the middle, but it is not required. In accordance with Article 21A, the right to primary education has been elevated to the status of a basic right for children between the ages of six and fourteen. Several innovative educational initiatives, including as the Midday meal plan, Sarva Siksha Abhiyan, Navodaya Vidyalas, Kendriya Vidyalayas, and so on, have been made possible as a result of the nationwide training coverage. The purpose of this national training strategy is to bring about modifications to the conventional training sample that is used in higher education and colleges. The approval to the nationwide education strategy for the year 2020. Consequently, in order to gain from being internationally aggressive, the previous country-wide education coverage, which is 34 years old, should be replaced. Accessibility, equality, exceptionality, affordability, and accountability are the five major elements that are included in the policy, which is appropriately constructed with these five vital core categories. The United Nations Sustainable Development Goals for the year 2030 have established a standard for the distribution of educational opportunities throughout the nation. Through the implementation of the national education strategy, the Indian educational system is being transformed into a globally competitive education machine that is equipped with the needed degree of adaptability. Using India's newly enacted educational strategy as a basis, the purpose of this article is to discuss how India is expanding its job opportunities across the world.

According to the Deb [9] the decision made by the NEP to let foreign universities (FUs) to enter India is analyzed and critiqued in this research. In light of the fact that the NEP is a framework document, the fact that it is required to be concise implies that it could only take a telescopic perspective of the problem. This study will expand on the NEP framework in order to provide a more granular and microscopic picture of the many ramifications that the FU entrance decision will have, as well as the obstacles that will be associated with its implementation. The remainder of the article is organized as described below. A discussion of the setting and history, as well as the potential function that FUs may play in the Indian environment, is the first of the sections. After that, it focusses on the many types of FUs that will be welcomed and the obstacles that they are likely to confront. After that, a discussion of the global regulatory backdrop is presented, which is then followed by an analysis of the specific regulatory and other problems that are pertinent to the Indian environment, the possible difficulties with regard to FU entrance, and the Chinese experience with various FUs.

3. New Initiatives taken by NEP 2020

In order to accomplish these objectives of the NEP 2020, the Ministry of Education, UGC, AICTE and HEIs have all participated in a variety of activities [10]. The following are some of the efforts that fall under this category:

- 2021 was the year that saw the publication of guidelines for the internationalization of HEI. Therefore, over 700 HEIs have created offices of International Affairs on their respective campuses.
- In order to deliver Twinning, Joint Degree, and Dual Degree Programs, there is an academic collaboration between Indian and foreign HEI. There are around 49 HEIs in India that are qualified to provide programs.
- In 2022, admission guidelines for foreign students in undergraduate and postgraduate programs at HEI in India were announced. The purpose of these guidelines was to capitalize on possibilities to recruit international students, professors, and money, as well as to expand the reach of international educational institutions.
- The presence of Indian HEIs on the international scene has been growing, as shown by the fact that around 45 HEIs and universities were rated in QS 2024, with 11 of them being placed in the top 500. According to the QS Rankings 2023, one hundred and forty-four courses have been placed among the top 100 in the world in their respective topic areas.
- High-performing Indian HEIs have opened campuses in their home countries due to their worldwide reputation. IIT Madras is building a campus in Zanzibar, Africa. Another prestigious Indian university, IIT Delhi, will open a campus in Abu Dhabi.

4. Alignment of Student Exchange Programs with NEP 2020

The UGC Academic Collaboration between Indian and Foreign Higher Educational Institutions to Provide Twinning, Joint Degree, and Dual Degree Programmed Regulations, 2022, were released [11]. These regulations are intended to facilitate global cultural experiences. More than fifty colleges are now in the process of establishing memorandums of understanding. The students will get the chance to spend a few semesters studying at foreign universities, which may significantly improve their ability to work with together. In the near future, the UGC will announce the norms that will govern the building of campuses for international institutions in India. These are going to establish a regulatory framework that is "light but tight." Already, a number of prestigious world HEI have shown a significant amount of interest.

There is a formal student exchange program that is offered by the Indian School of Business (ISB). The scheme that allows students and instructors to trade places will result in the establishment of a worldwide supply chain. The Indian School of Business (ISB) offers four Post Graduate Programs (PGP) or above. Students are required to participate in foreign immersion in each of the four programs. There are a total of twelve terms in two different programs, with two of those terms being held in other countries. In addition, that ISB is home to roughly 150 faculty members who come from a variety of prestigious educational institutions all over the globe. ISB students get instruction from faculty members hailing from India as well as other countries.

Indian HEI establishing overseas campuses can provide quality education, earn foreign currency, create job opportunities, and provide funding for both Indian and foreign campuses. This collaboration can also create Indian MNUs that enhance their quality and research focus. Foreign institutions can reduce education costs for Indian students, save foreign exchange, and increase access to education abroad. This collaboration can also help lower innovation and research costs, provide a large talent pool in India, and create opportunities for Indian faculty members and researchers.

5. HEI Opportunities for Enhancing Student Exchange Programs

Increasing numbers of Indian HEI are increasingly committing to expanding their worldwide outreach in order to take advantage of the rising number of opportunities to recruit foreign students, faculty, and financing. With the assistance of various government policies and programs, considerable efforts are now being made to improve the superiority of India's education processes. The 'global rankings' of universities already include a few Indian educational institutions that are considered to be of higher education. Both the Times Higher Education World University Ranking 2021 and the QS 2022 World University Ranking have included 63 HEIs. The QS 2022 World University Ranking includes 35 universities that have been included in the ranking. Therefore, it is of utmost importance to concentrate on the untapped potential of a huge amount of HEI in India to achieve comparable success in these rankings. Additionally, it has been shown that Indian HEIs have a comparatively small score for internationalization when compared to all of the metrics [12].

One possible interpretation of the phenomenon known as international student exchange is that it is the impetus that drives several Indian institutions to strategically position themselves to meet the requirements of the global knowledge. With the active participation of HEIs and stakeholders, India's internationalization will enter a new phase. Educational institutions are also encouraged to utilize innovative methods to internationalize higher education. In the event that these Guidelines are successfully implemented, coupled with creative ways, the institutions in question will reap the advantages. Developing a curriculum that is both worldwide and multicultural § Offering our students the opportunity to get foreign experience by means of mobility Our students, instructors, and staff are all working towards expanding their international capabilities. Facilitating the development of institutional power via cooperative efforts the process of developing a global institutional brand [13].

It is strongly recommended that HEIs improve approaches and initiate activities for the purpose of collaborating with HEI located in other countries and enhancing the worldwide profile of the institutions. As a result, this will result in an increase in the nation's soft power. Higher education institutions are strongly urged to incorporate many stakeholders in the process of developing an internationalization plan. These stakeholders include regulatory agencies, international organizations, alumni groups, and industry stakeholders. The process of formulating a strategic strategy, which includes expressing the institution's approach and defining the institution's aim. Given the cultural framework that exists both domestically and internationally, HEIs are strongly pushed to align their approach with the priorities of the country. Maximizing the effectiveness of the implementation by establishing an Office for International Affairs and maintaining clear and open communication with the various stakeholders. Assessing the impact of the internationalization strategy of institutions, monitoring their execution, and taking corrective actions based on the evaluation are all important aspects of the process. In order to provide support for future policies, data indicators and surveys should be used.

A formal Office for International Affairs is required to implement successful strategies from prior efforts. An Office for International Affairs at each Indian university will serve as a single point of contact and help internationalize higher education. This office will manage all aspects of welcome and assisting international students. Single contact for international institution collaboration. Connect international students with funding agencies. Fix international student issues everywhere. International student registration one contact Encourage international students to network. Help overseas students adjust to Indian culture and enjoy their stay. International students need support to integrate academically and socially. Prospective international students should be informed about the admissions process via the dissemination of information. The process of conceptualizing and participating in promotional activities, as well as developing an efficient strategy for a brand building campaign in other countries In order to address the concerns of Indian students, the Twinning arrangement has been implemented. I am responsible for the implementation and monitoring of plans for internationalization at the institution level. In order to ensure the maintenance of records and the dissemination of information about internationalization. Ensure that a database of international students, including alumni, is maintained, and conduct a survey to determine their requirements and priorities. There is a need to make information about internationalization accessible on the website of the Higher Education Institution. Additionally, it is necessary to disclose this information to the government and regulatory organizations whenever requested for that student responsible for disseminating pertinent information, which includes the contact details of the Office of International Affairs, on the internet as well as to government and regulatory authorities [14].

Any institution of higher education may count on the Alumni to provide a solid support system. An active Alumni Association has the potential to make contributions in the areas of academics, student assistance, and the mobilization of resources, including both financial and non-financial resources. Through the process of connecting with alumni, educational institutions will be able to employ the services. Alumni of Indian HEI that are located outside of India, as well as alumni of Indian HEI that are located outside of India, have the potential to play a significant part in the process of establishing India as a worldwide study destination. HEI in India requirement to establish a philosophy that encourages alumni to get in touch with one another, come up with appropriate vehicles for brand promotion, and provide appropriate acknowledgement for the achievements that alumni have made. Indian HEIs are encouraged to interact with alumni via the "Alumni Connect" program. HEI may participate in a variety of initiatives in order to keep a continual connection with their alumni, including the following: Assemble a cell for alumni and keep a comprehensive database of alumni who are now residing outside of India, including both Indian and international alumni. Connecting alumni online and inviting them to webinars and conferences Alumni networking events, including video-conferencing ones Provision of brochures, booklets, and other promotional materials about the school, its programs, and its courses for international distribution. Participate in community service with alumni. For the purpose of recognizing and recognizing noteworthy alumni for their contributions to the brand building exercise and the general growth of the institution, it is possible to send system-generated emails or SMS messages on a variety of occasions. When it is necessary, provide the government with information on alumni [15].

HEIs must enhance their brands to attract international students and boost their international standing. We will utilize all available communication and outreach methods, including social media, to achieve this. Higher education colleges are urged to establish their brands to promote India and their universities as study destinations. Publish a country-specific report based on academic and commercial research on prospective students' goals. A country-specific strategy may be created and implemented with government and regulatory support to attract students interested in studying in India. Higher education institutions should construct offshore campuses to expand their reach and promote India as a study destination for international students. Premier universities may open campuses abroad. Indian categorization, accreditation, and education information distribution. Scholarships make India an attractive educational location for youngsters. It is possible for educational institutions of higher learning to incorporate their brand-building approach with information on the current scholarship. The organization of cultural events, seminars, workshops, and presentations at the institutions and countries that have been recognized, with the purpose of emphasizing the

educational possibilities that are accessible in India and specifically in their institution. Activities aimed at creating a brand via collaboration with alumni from other countries or alumni of Indian descent living outside of India

6. Collaboration for Research

Academics and researchers working in HEIs all over the globe are confronted with a variety of global difficulties that are interconnected and include a broad range of issues, including food security, energy security, infectious illness, and many more. Collaboration among the most prestigious educational institutions is very necessary in order to determine the reasons, address the problems, and deal with the repercussions. In addition to this, the development of our educational institutions will be sped up, and the teaching worth will be improved. HEIs are strongly stimulated to participate in programs that include collaboration, provided that they conform to the applicable regulations and standards. Activities may include the following: Student exchange programs are designed to facilitate short-term trips to reputable colleges located overseas. Additionally, there are semester-abroad programs that fall under the Twinning Arrangement. In exchange programs, short-term projects, and other opportunities, faculty members are strongly encouraged to get experience at institutions located in other countries. Increasing the scope of strategic research partnerships with higher education institutions located inside other countries. Workshops, seminars, and conferences pertaining to academics and research are being organized in collaboration with worldwide educational institutions. Collaborating with former students and faculty members of a variety of institutions located in other countries with the purpose of conducting research. Formation of a knowledge partnership, that offer their awareness, expertise, and assets, as well as engage in communications in both directions simultaneously. One of the goals is to establish chairs in other countries that are named after distinguished Indian scientists, thinkers, and philosophers [16].

Regulations governing academic collaboration between Indian and foreign HEIs for the purpose of providing twinning, joint degree, and dual degree programs were published on 2022. There are around 49 HEIs in India that are qualified to provide programs. Indian universities' worldwide reputation has led to high-performing Indian HEIs opening campuses in foreign countries. IIT Madras is building a campus in Zanzibar, Africa. IIT Delhi, another top Indian university, will open a campus in UAE.

The NEP 2020 also envisions high-performing Indian institutions establishing branch campuses in other countries. The majority of private colleges in India already have campuses located in a variety of locations throughout the world. Indian educational institutions operate branch campuses in a number of countries, including Australia, Mauritius, Nepal, Singapore, Sri Lanka, the United Arab Emirates, and Uzbekistan, as stated in the most recent foreign campus listing compiled by the Cross-Border Education Research Team. The NEP 2020 has made it possible for some public and private institutions to establish a presence in other countries. The UGC issued regulations in January 2021 that made it possible for "Institutions of Eminence Deemed to be Universities" to construct institutes in other countries on the condition that they get permission from the government.

7. Twinning Arrangement

In the context of a Twinning agreement, Indian students are enrolled in a HEI in India, but they finish a portion of their program at a partnering university located in another country, in accordance with the laws that are applicable in that country. The degree that is awarded under the Twinning agreement, on the other hand, would be awarded completely by the Indian HEI [18].

The Twinning program promotes cultural interchange and social cooperation to help pupils flourish. By participating in the Twinning program, learners will have the opportunity to get exposure to the most effective teaching and learning strategies, approaches, and methodologies used by foreign institutions. The capacity growth of our institutions will be aided by this, and our students will benefit from having more access to job options. HEIs in India are strongly encouraged to provide degree programs that are coordinated via a twinning arrangement.

The NEP-2020 says this twinning will lead to Credit Recognition. Foreign HEIs award 'Credit' via Credit Recognition and Transfer. This credit should be recognized, measured, and included in the credit requirements for an Indian higher education program. In the context of twinning arrangements, the Indian higher education institution that is partnering with the foreign higher education institution may engage into agreements or memorandums of understanding for the purpose of credit recognition. In the event that the University is associated with an institution, the NOC must be acquired from the University that is affiliated with the institution. The relevant institution, the university that is affiliated with it, and the foreign HEI are required to sign into a tripartite agreement or memorandum of understanding. It is possible that the present curriculum will be enhanced by the extra curricula that are offered by the institutions that are working together. In order to supplement the course structure of the semester that corresponds to the joint course structure, on the basis of the need assessment, the joint course structure may be developed. Only the Indian HEI may provide the degree offered by these Twinning applications. The transcript will display international college credits. The Indian HEIs must ensure that international students' credits do not originate from comparable programs or courses. Any degree awarded under this Twinning program must comply with clause 22 (3) of the UGC Act, 1956 [19]. It must also meet the Twinning program's legislative criteria, norms, and regulations. In India, educational

programs that endanger the nation's interests are illegal. Indian higher education institutions should also provide exit routes for students who cannot finish the Twinning program for various reasons, including visa issues. These students should be permitted to finish the program at the Indian HEIs. It is required that the Indian HEIs provide a periodic report on a yearly basis, which includes information on the number of students who were accepted, the number of programs that were carried out, the number of students who were given such degrees, and any other information that the Commission may want.

The anticipated advantage of credit recognition in the context of the Twinning arrangement is when graduates have exposure to students and institutions located in other countries, they have a greater chance of finding employment. In order to motivate pupils, this is the most important factor. The mobility that our students experience allows them to engage in social interaction and cultural exchanges, which in turn helps them adjust to new environments and deal with the obstacles that come with variety. The exposure to foreign institutions allows for the acquisition of knowledge and the enhancement of quality inside the institution. It is recommended that quality assurance systems be implemented for the Twinning Program's specializations. In order to monitor the underlying concerns of the Twinning Program and be of assistance in taking steps for future progress, it is necessary to provide a program that falls within the Twinning arrangements.

8. Recommendations for Better Student Exchange Program Capabilities

In this section, we will discuss some of the ways in which India might improve its skills in terms of student exchange programs.

- Encouraging Indian institutions to work together with colleges and universities located in other countries in order to provide joint, twin, or dual degree programs, particularly in fields that have become more important.
- Providing Indian institutions with the incentive and assistance necessary to create offshore institutes in nations, with a primary emphasis on nations that have a substantial Indian movement inside their borders.
- Permitting foreign educational institutions to establish offshore campuses in India in order to allow Indian students to have exposure to overseas experiences. The implementation of targeted student and faculty exchange programs, the invitation of international scholars to serve as guest faculty.
- Increasing worldwide academic research collaboration by encouraging Indian institutions to collaborate with overseas institutes and publish research articles. Encourage Indian institutions to publish research papers and publications. Such agreements would boost Indian universities' global rankings by boosting publications, citations, and Indian writers' citation impact. This will boost Indian institutions' prestige.
- As an increasing number of students in India begin to embrace overseas education boards like the overseas Baccalaureate and Cambridge, Indian boards need to become more competitive and ethics inside their curriculum. These norms and standards include greater subject choices, advanced courses, and flexibility in the curriculum. There is also the possibility of investigating student exchanges at the school level.
- In order to allow intern to be ready according to requirements for Industry 4.0, it is necessary for Indian institutions to provide training that is focused on the industry. This may be accomplished by placing a greater emphasis on vocational course, international internships, trainings etc.

9. CONCLUSION

To attract talented teachers, innovate, and upgrade infrastructure, India's education system needs more funding. India has pledged to reorganize and revitalize its higher education system under the new NEP, 2020, to attain its objective of ranking among the world's top systems. The NEP aims for the best global higher education standards. Additionally, it highlights the need to achieve international student exchange program by recruiting more international students. This plan recognizes the need to present India as a worldwide study destination offering high education at cheap prices to restore its status as 'Vishwa Guru'. Over the course of the next twenty years, India will place a primary emphasis on enhancing its educational infrastructure and implementing more beneficial rules, with the ultimate goal of transforming India into one of the most sought-after places in the world for higher education.

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