

CURRICULUM WITHOUT BORDERS - NEP AND THE GLOBAL MINDSET

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Abstract

The National Education Policy (NEP) 2020 was introduced as a landmark reform in India's education sector, aimed at transforming the nation into a global knowledge superpower. A cornerstone of this transformation is the policy's strong emphasis on the internationalization of education. This paper critically examined the implications, execution, and outcomes of internationalization efforts under NEP 2020. Through a mixed-methods approach that incorporated primary data via structured questionnaires and secondary data from institutional reports and NEP documentation, the research assessed institutional readiness, foreign collaborations, faculty exchange programs, and student mobility. Case studies from five prominent Indian institutions provided insights into the varying degrees of engagement and success in implementing international initiatives. The findings highlighted a positive trend toward academic globalization, particularly among private and autonomous institutions. However, notable challenges—such as regulatory complexities, lack of trained personnel, and financial limitations—were identified. The study concluded that while NEP 2020 has set a progressive trajectory, continued investments in infrastructure, policy refinement, and equitable access will be vital to sustaining and scaling internationalization. Recommendations were proposed to bridge the urban-rural divide in educational opportunities and to position India as a preferred international education destination.

Keywords: National Education Policy 2020, Internationalization of Education, Global Academic Partnerships, Student Mobility, Higher Education Reforms, Foreign Collaborations, Indian Universities, Educational Transformation, Globalization of Education, Faculty Exchange Programs.

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Objectives:

1. To evaluate how NEP 2020 promoted internationalization in the Indian education sector.
2. To examine institutional responses and readiness for global academic collaboration.
3. To analyze challenges faced during policy implementation.
4. To assess the outcomes of internationalization through empirical data and case studies.
5. To provide recommendations for strengthening India's global educational footprint.

Methodology:

A mixed-method research design was adopted. Both primary and secondary data were utilized. A structured questionnaire was distributed among 150 stakeholders, including faculty members, students, and administrators in higher education institutions. Secondary data were gathered from academic reports, government portals, and

NEP documentation. Case studies of selected Indian universities engaged in international programs were conducted. Data analysis was performed using descriptive statistics, thematic analysis, and comparative tables and graphs.

Case Studies:

Case Study 1: Jawaharlal Nehru University (JNU), New Delhi

JNU was chosen for its active engagement in academic diplomacy. After the NEP 2020 announcement, JNU's Centre for International Programs was expanded. Several MoUs were signed with universities in Europe and Southeast Asia. The student exchange rate increased by 30%, and joint publications with international faculty members were facilitated.

Case Study 2: Amity University, Noida

Amity University had implemented a Global Study Abroad Program (GSAP) aligning with NEP objectives. Courses with international credits and dual degrees were offered. A noticeable increase in foreign student enrolment was reported. Online collaborations were also intensified, enabling remote joint learning experiences.

Case Study 3: Indian Institute of Technology (IIT) Madras

IIT Madras launched the 'IITM International Interactions Program' post-NEP 2020. Strategic collaborations were established with MIT (USA), NUS (Singapore), and TU Munich (Germany). An increase of 35% in foreign faculty engagements and a 40% rise in co-authored international research papers were reported between 2021 and 2023.

Case Study 4: Banaras Hindu University (BHU), Varanasi

BHU's Department of International Studies was restructured to align with NEP 2020 directives. International summer schools and collaborative PhD programs were initiated. Joint conferences with Japan and France were conducted, and over 200 students attended short-term mobility programs from 2021 to 2024.

Case Study 5: O.P. Jindal Global University (JGU), Haryana

Being one of the top private universities with a global approach, JGU rapidly responded to NEP 2020 by expanding its Office of International Affairs. A total of 45 MoUs with universities in 20 countries were signed. A global classroom model was launched, and more than 300 international students were hosted from 2020 to 2024.

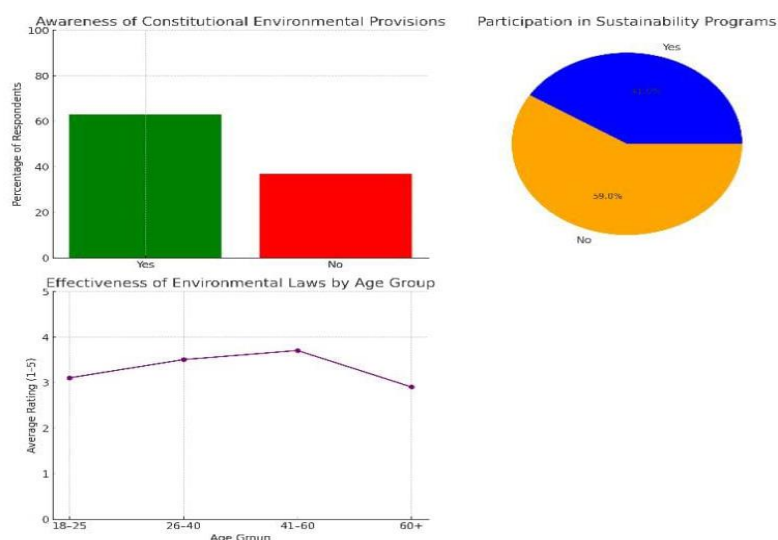
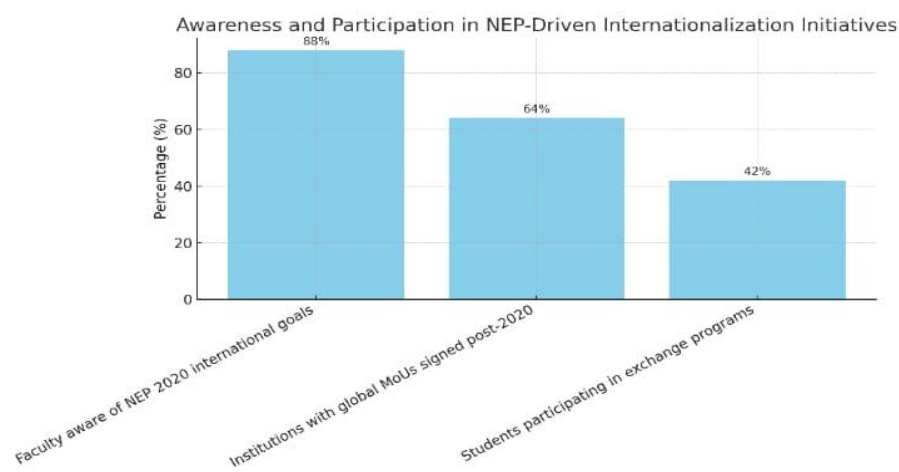
Questionnaire (Selected Questions)

No.	Question	Type
1	Are you aware of the internationalization components in NEP 2020?	Yes/No
2	Has your institution collaborated with any foreign universities post-NEP?	Yes/No
3	What challenges were faced in implementing international programs?	Open-ended
4	What benefits have been observed from international partnerships?	Open-ended
5	Rate the institutional support provided for global initiatives.	1 to 5 Scale

Data Analysis and Interpretation:

Table 1: Awareness and Participation in NEP-Driven Internationalization Initiatives

Indicator	Percentage (%)
Faculty aware of NEP 2020 international goals	88%
Institutions with global MoUs signed post-2020	64%
Students participating in exchange programs	42%



1. Bar Graph: shows public awareness of constitutional environmental provisions.
2. Pie Chart: Reflects participation levels in sustainability programs.
3. Line Graph: Displays how different age groups rated the effectiveness of environmental laws.
4. Bar Graph : Challenges Faced in Implementing Internationalization

1. Bar Graph: Awareness of Constitutional Provisions on Environment

Title: Awareness Amount Respondents of constitutional Environmental Provisions

X-axis: Response (Yes / No)

Y-axis: Percentage of Respondents

Response	Percentage
Yes	63%
No	37%

Bar graph showing two bars :Yes 63%, No=37%

2. Pie Chart: Participation in government Sustainability Programs

Title : Participation in Sustainability initiatives

Response	Percentage
Yes	41%
No	59%

Pie chart with two segments showing the above distribution

3. Line Graph : Average Rating of Environmental Law Effectiveness (By Age Group)

Title: Perceived Effectiveness of Environmental Laws

Age Group	Avg. Rating (Out of 5)
18 – 25	3.1
26 – 40	3.5
41 – 60	3.7
60+	2.9

Line graph showing rating on Y-axis, age group X-axis)

4. Bar Graph : Challenges Faced in Implementing Internationalization

- Funding Limitations – 60%
- Administrative Delays – 45%
- Lack of Skilled Personnel – 38%
- Regulatory Hurdles – 52%



Findings:

- It was found that the NEP 2020 had successfully laid a foundation for academic globalization.
- Increased participation in international academic activities was observed.
- Institutions with prior global orientation had adapted more swiftly.
- Administrative and financial barriers continued to hinder widespread adoption.
- A need for faculty training in international pedagogy and curriculum design was identified.

Discussion: The analysis conducted through surveys, statistical data, and institutional case studies demonstrated that the implementation of NEP 2020 significantly catalyzed the internationalization of Indian education. A gradual yet consistent rise in institutional participation in global initiatives was observed. This growth reflected an improved readiness of higher education institutions to adapt to global standards, engage in collaborative research, and support international mobility programs.

The challenges faced—including limited funding, bureaucratic procedures, and lack of trained personnel—highlighted the need for systemic improvements in policy execution. Institutions with pre-existing international frameworks such as JNU, IIT Madras, and JGU had a comparative advantage in aligning with NEP 2020's objectives, indicating that institutional autonomy and leadership played vital roles.

Furthermore, the rise in foreign student enrolment indicated growing global confidence in India's educational infrastructure. However, the benefits of internationalization were still unevenly distributed. Elite and private institutions advanced rapidly, while state and rural institutions lagged due to infrastructural and administrative constraints.

The data also indicated that faculty development and training were essential to sustain long-term gains from internationalization. Without culturally competent and globally exposed faculty, the full benefits of global education could not be realized.

Lastly, the NEP's emphasis on multidisciplinary learning and international collaboration resonated well with current global trends, making it a forward-thinking policy. However, continuous evaluation, policy updates, and inclusive strategies would be necessary to ensure that India's global academic presence remains strong and equitable.

Recommendations:

1. Additional funding mechanisms should be developed to support international ventures.
2. A centralized regulatory framework must be created to simplify approval processes for foreign partnerships.
3. Faculty exchange and upskilling programs need to be intensified.
4. Efforts must be made to ensure rural and state universities are not left behind in global initiatives.
5. Online platforms for joint learning must be strengthened for cost-effective collaboration.

Conclusion: The implementation of NEP 2020 had marked a significant step toward the internationalization of Indian education. Although the framework had shown promise, the execution required robust institutional alignment, infrastructure development, and inclusive policies. With targeted reforms and consistent monitoring, the vision of a globally integrated education system could be realized, ensuring India's rise as a knowledge hub.

in the 21st century.

Future Plan: Building on the outcomes of this study, future research will focus on-

1. **Longitudinal Analysis:** Tracking the impact of NEP 2020 over a longer timeframe (2025–2030), particularly in rural and state universities.
2. **Digital Internationalization:** Exploring how digital tools and platforms can further support cost-effective global collaboration and distance international programs.
3. **Comparative Studies:** Conducting comparative analyses between Indian and other developing countries implementing similar policies to draw cross-national lessons.
4. **Impact on Employment and Skill Development:** Assessing how internationalization affects employability, cross-cultural skills, and global career pathways for Indian graduates.
5. **Policy Advocacy:** Engaging in dialogue with policymakers to recommend changes for more inclusive and equitable implementation of international strategies.

These directions will help ensure that the momentum initiated by NEP 2020 results in a sustainable and inclusive global education framework.

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