

Leverage English for International Partnerships and Global Leadership

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Abstract

An unique collaboration was formed between an undergraduate global leadership course and an on-campus English Language Learning institute. This partnership was developed by taking a relational and experiential approach to the education of leaders. The instructors led a co-curricular workshop on global leadership with the goal of transforming the intercultural contacts of both American and international students (n=18) into meaningful experiences that emphasized self-awareness, understanding, and the ability to communicate effectively across ethnic and cultural boundaries. In order to more accurately evaluate the goals of the workshop, to collect insights from the participants, and to make recommendations for future workshops, surveys were distributed to the participants following the event. The participants left the workshop with an enhanced confidence to lead on a global scale, an awareness and appreciation of international relationships, the ability to communicate effectively within multinational teams, the ability to successfully adapt to global contexts, and the ability to successfully adapt to global contexts. More information regarding future global leadership workshop activities, partnerships, and curriculum can be gained from the recommendations that were derived from this pilot study. English is a crucial asset for India's global rise because it serves as a bridge for international partnerships, economic growth, and diplomacy. It also makes it easier for India to participate in trade, technology, and multilateral forums such as the G20, QUAD, and BRICS. Furthermore, it enables India to be a leader in the "Global South" by facilitating the sharing of knowledge, best practices, and technological advancements, enhancing competitiveness, and projecting a unified voice on global challenges. Ultimately, English empowers India's economic clout and strategic influence on the world stage.

1. Introduction

This reformative endeavor, known as the National Education Policy (NEP) 2020, is intended to realign the educational system in India with the standards that are prevalent internationally. The National Education Policy 2020 places a high priority on the development of global connections, which are necessary for academic collaboration, mobility of students and staff, and the incorporation of research. The objective of the policy is to improve the standing of Indian higher education institutions (HEIs) in the international community by encouraging the implementation of exchange programs, credit transfers, and joint degree programs. In order to achieve its goal of internationalization, the National Education Policy (NEP) intends to encourage foreign universities to establish campuses in India and to increase the global footprint of Indian schools. Despite the fact that it has the potential to be successful, it continues to face challenges such as bureaucratic barriers, budgetary limitations, and gaps in infrastructure (Sen [D., 2015]). Attaining victory over these challenges is absolutely necessary in order to successfully carry out the requirements of the policy.

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The India Centre for Migration is responsible for developing long-term policies dealing with emigration and doing research in order to facilitate the migration process. Its goal is to promote migration that is both safe and orderly while also respecting the rights of Indian workers who are working outside of India. Since the year 2014, the center has collaborated with international organizations and governments to carry out over twenty research studies and host a large number of seminars in order to promote migration that is both safe and within the established order. Through the Pravasi Bharatiya Bima Yojana, Indian workers who migrate overseas are provided with financial security. This program offers coverage for a variety of scenarios, with the goal of ensuring the welfare and protection of Indians who are working overseas and their families. This program has been providing coverage to more than 50,000 Indian workers who are going abroad on a yearly basis since 2014. Under the Pravasi Kaushal Vikas Yojana, the Pre-Departure Orientation Training (PDOT) program provides prospective migrants with the knowledge and skills necessary for effective integration in a foreign country. This program helps to reduce the vulnerabilities of Indian migrants and enhances their resilience. More than 1,29,000 people have received training under the Pravasi Kaushal Vikas Yojana and the PDOT since the program's commencement in 2018. This training has provided them with the critical skills necessary for successful integration in a foreign government. With the Vande Bharat Mission, which was initiated during the COVID-19 epidemic, India was able to facilitate the repatriation of troubled Indian nationals who were stuck abroad. This provided India with the opportunity to demonstrate its capacity for a prompt and effective reaction to crises, which earned India praise from the international community. The Pravasi Bharatiya Samman Award is a distinguished award that acknowledges the exceptional achievements that Indians living outside of India have made to India's progress and reputation in the international community. The award contributes to India's soft power and influence by acknowledging the role of the diaspora as ambassadors of Indian culture and values on the international stage. This is accomplished by honoring individuals who have demonstrated exceptional qualities. There have been almost two hundred people of Indian descent who have been honored with this award since it was first presented in the year 2003. The strategic actions done by the Indian government have made it feasible for India to achieve its current position of preeminence on the international scene. Beneficial outcomes have been achieved for the nation as a result of the interaction with the Indian diaspora on a worldwide level, as well as the primary focus on enhancing the bilateral and mini-lateral exchanges. Therefore, it is helping in improving with a key focus on along with its performance to such an extent has become possible due to the strong will and the right approach that has been adopted by the government. The shaping of India's foreign policy diplomacy has been greatly benefited by all of the efforts that have been taken, and as a result, it is helping in improving.

There has been a rise in the level of awareness regarding the globalization of society within the discipline of leadership studies. The rise in globalization, the expansion of information technology, the expansion of international trade and technology, the rise in market competition (Goldsmith, Greenberg, Robertons, and Hu-Chan, 2003), and the rise in diversity within domestic and business environments (Jokinen, 2005) have all contributed to the necessity of conducting a critical analysis of our previous understandings of leadership development and education. It is possible to get the conclusion that "while thinking globally may have been an option for the leader of the past, it will be a requirement for the leader of the future" when we take into consideration the many challenges that were encountered by political leaders in the past as opposed to the current situation.

Education in the field of global leadership. According to Mendenhall, Osland, Bird, Oddou, and Maznevski (2013), the fields of international business management, intercultural communication, global human resources international studies, and leadership studies are the origins of global leadership education. Many educators in the field of leadership are at a loss for how to best equip students, despite the fact that the majority of them can speak to the significance of training leaders who are capable of meeting the demands of our increasingly globalized world. Although our undergraduate students are presented with constant opportunities for intercultural experiences, they are only engaging in ethnocentric experiences and are typically ill-equipped to act in ways that are effective, impactful, and meaningful (Bennett & Salonen, 2007). This is despite the fact that today's campuses are described as "culturally complicated" (p. 46). There are many instances in which teachers discuss leadership across cultures within the content of the course itself; however, it is less common for them to introduce it through hands-on experience. Relational understanding is the cornerstone of global leadership. According to Baumgratz

(1995), global competency is more than just having a broad understanding of the culture; rather, it is more focused on having "relational knowledge and understanding." The individual's home environment, their objective information, and their own personal perception are all components of this type of knowledge about the individual. When it comes to the arena of global relationships, it is of the utmost importance in the development of leadership skills to build a self-awareness of who you are and how you react in these kinds of situations.

In their study from 1986, Sharma and Jung investigated the quantity of interactions that occurred between American and overseas students as they attended four different institutions. After conducting the research, the researchers came to the conclusion that these contacts between people of different cultures were strongly associated with the acceptance of cultural pluralism, support for internationalism, a cosmopolitan world outlook, and worldmindedness. Other programs that provided opportunities for international students to engage with international students at Purdue University (Stohl, 1986) and University of Kentucky (Wilson, 1993) suggested that similar programs yielded students that were more accepting of diversity, developed a sense of importance of and desire for travel abroad, felt a greater sense of responsibility for foreign visitors (Stohl, 1986), gained substantive knowledge of differing culture, and increased their understanding of the dimensions of a global perspective (Wilson, 1993).

There is still a genuine paucity of literature (if not nearly entirely nonexistent) to better understand the leadership development or education of English Language Learners (ELLs) in colleges in the United States, despite the growing number of students who come from different cultural backgrounds. At this time, the importance of varied perspectives and the advantages that may be gained from including students in leadership roles in intercultural encounters are only partially being utilized. Therefore, it is the responsibility of leadership educators and researchers to take advantage of these existing trends by engaging both English Language Learners (ELLs) and leadership students in order to address the numerous opportunities and challenges that are present when working among intercultural teams in a global environment.

The National Education Policy (NEP) 2020 presented by the Government of India lays a significant amount of focus on internationalization and cooperation with other countries in the field of higher education. In light of the fact that it takes a novel approach to internationalization, the New Economic Policy 2020 (NEP 2020) is a potent weapon for establishing global partnerships. The policy promotes collaboration by means of initiatives such as combined degree programs, academic mobility, and research alliances with reputable universities located in other countries. This not only makes it easier for colleges from other countries to build campuses in India, but it also encourages Indian institutions to expand their representation within the international community. The National Education Policy 2020 (NEP 2020) brings Indian education in line with international norms by promoting credit transfer programs and reciprocal qualification recognition. This paper investigates the manner in which the National Education Policy 2020 (NEP 2020) has made it possible for these collaborations to take place, identifies the challenges that have been encountered, and evaluates the effects that these collaborations have had on higher education in India. For the purpose of evaluating a sample of 117 respondents from academic institutions, both quantitative and qualitative methods were utilized. It was necessary to conduct statistical testing and hypothesis validation in order to ensure that the results were comprehensive. A number of other things were investigated in this study, including the implications of NEP 2020 on international relationships in Indian higher education, an evaluation of the outcomes, and the identification of potential remedies to issues. Knowledge of how policy frameworks increase the internationalization and competitiveness of higher education institutions in the global market is advanced as a result of these findings.

2. English as a Catalyst for Partnerships & Diplomacy

- Multilateral Engagement: India is able to express its stances, reach agreements (e.g., in the Global Biofuels Alliance and the African Union), and push for causes like inclusive governance and climate change because English is the working language of important international organizations (UN, G20, WTO, SCO)..

- Strategic Groupings: It serves as the foundation for several important collaborations, ranging from the economic and security frameworks of QUAD to the focus on development within BRICS, making it possible to coordinate and achieve common goals.
- Soft Power & Voice: India's "Voice of the Global South" campaign, articulated in English, enables it to champion the interests of developing nations, fostering development-centric, human-focused policies.

3. English in Economic & Technological Advancement

- Trade & Investment: English, which is the dominant language for business, research, and technology, provides Indian enterprises with access to global markets, financing, and innovation, which in turn helps to encourage economic development.
- Knowledge Economy Proficiency in English facilitates access to global networks, scholarly materials, and industry best practices, all of which are essential for innovation and India's tech sector (5G, space, digital initiatives).
- Human Capital: When it comes to the global employment market, India's big and young population has a significant edge because they have high English abilities, which are required for a globally competitive workforce.

4. English in Shaping Global Leadership

- Global South Leadership: With the ability to communicate in English, India is able to interact with a wide variety of countries, comprehend the issues they face, and take the lead on initiatives such as the International Solar Alliance, thereby establishing itself as a responsible global leader.
- Economic & Military Influence: India makes use of its rapidly expanding economy, democratic principles, and expanding defense capabilities, and it does so by utilizing English to ensure that its narrative is communicated to audiences all over the world, so influencing policy and perception.
- Addressing Global Challenges: From climate change to digital governance, English facilitates the sharing of India's solutions and fosters collaborative frameworks for sustainable global growth.

5. Conclusion

The purpose of this pilot research is to propose a framework for engaging in an innovative and collaborative approach to the education of global leaders. For the purpose of successfully guiding today's leadership students to approach multicultural issues with critical depth of thought, self-awareness, empathy, and effective communication tools, it is necessary for them to have the opportunity to apply the content in a relational and tangible environment. Without having to travel to another country, these kinds of opportunities for relational and cross-cultural encounters have the potential to provide valuable global experiences. Leadership educators should be "encouraged to develop programs that offer cross-cultural experiences on campus, as well as overseas" (Wilson, 1993, p. 24). This is in line with the research that was discussed earlier, which involved both American and international students participating in academic programming. Furthermore, if there is a dearth of English Language Learners (ELL) students on the campuses of universities, it is imperative that further study be carried out in order to gain an understanding of how a comparable curriculum could potentially generate possibilities for experiential and relational global learning with members of the community who are different. For the purpose of truly facilitating effective intercultural interactions, educators of global leadership need to address the development of leadership through an innovative and multi-dimensional approach that includes examination, education, experience, and exposure. It was demonstrated that these university experiences extend beyond the confines of the classroom, so giving students with "an experience for life" (ELI2). You can begin to develop leaders with global mindsets by participating in programs that are comparable to these. This will allow you to begin to see our globalized and interdependent world in a way that is relational and personal. The study sheds light on the transformative potential of the National Education Policy 2020 (NEP 2020) in terms of fostering

global cooperation within the Indian higher education sector. New opportunities for collaboration with international universities have been made possible as a result of the complete aspects of the policy, which include credit transfers, combined degree programs, and academic exchange activities. The greater academic quality, increased research production, and elevated global rankings are some of the tangible benefits that institutions that have implemented these approaches have cited as benefiting their institutions. However, the entire accomplishment of the policy's objectives is hampered by a number of practical complications, including inefficiencies in administrative processes, constraints on financial resources, and knowledge gaps among the various players. It is of the utmost importance to overcome these obstacles by taking targeted actions such as improving the efficiency of operations, increasing the amount of funding available, and launching awareness campaigns. The National Education Policy 2020 (NEP 2020) has developed a robust framework for internationalization; however, the success of this framework is dependant upon successful execution and the readiness of individual institutions. The National Education Policy 2020 (NEP 2020) has the potential to bring the higher education system in India up to an internationally competitive standard by means of persistent efforts and strategic initiatives, thereby establishing it as a hub for academic excellence and innovation.

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