

GLOBALIZING THE INDIAN HIGHER EDUCATION: A CRITICAL APPRAISAL¹

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Abstract

Globalization has undoubtedly widened the horizons and significantly impacted multiple areas of Higher Education system across the globe. In India, the globalization of higher education has brought about remarkable changes, shaping and influencing the overall structure, delivery, and perception of education holistically. This Research paper while employing the doctrinal method of research, discusses the multifaceted attributes and dimensions of globalization with regards to the Indian Higher Education Industry. This paper critically examines the historical evolution, contemporary trends along with the opportunities and challenges that globalization poses to the Indian Higher Education Industry. The paper also highlights the importance of international collaborations and also of the policy framework around the issue. Conclusively, this paper advances recommendations for harnessing the modern day globalization to raise the academic standards and also the overall quality of Higher Education in India.

Keywords

India, Higher Education, Globalization, Policy Framework.

Resumo

A globalização expandiu significativamente os horizontes do ensino superior, produzindo impactos profundos e duradouros em múltiplas dimensões dos sistemas educativos. Também no contexto indiano a globalização do ensino superior tem gerado transformações substanciais, influenciando de forma abrangente a sua estrutura, a oferta formativa e a perceção social da educação. Este artigo de investigação, desenvolvido com recurso ao método doutrinário, analisa de forma crítica os atributos e as diversas dimensões que caracterizam o fenómeno da globalização no setor do ensino superior na Índia. A investigação contempla uma abordagem histórica, examinando a evolução do sistema, bem como uma

¹ This study is financed by the European Union-NextGenerationEU, through the National Recovery and Resilience Plan of the Republic of Bulgaria, project No BG-RRP-2.004-0008.



análise das tendências contemporâneas, das oportunidades emergentes e dos desafios estruturais que a globalização impõe ao ensino superior indiano. Além disso, o estudo sublinha a importância das colaborações internacionais e do enquadramento político e legislativo que regula estas dinâmicas, assumindo estes fatores como determinantes para o fortalecimento institucional e académico das universidades indianas. Ao concluir, o artigo apresenta um conjunto de recomendações orientadas para a maximização dos benefícios da globalização no ensino superior, com o objetivo de elevar os padrões académicos e a qualidade global da educação superior na Índia, promovendo, simultaneamente, a sua competitividade a nível internacional.

Palavras-chave

Índia, Ensino Superior, Globalização, Quadro Político.

How to cite this article

Popovski, Vesselin & Shandilya, Rajat (2025). Globalizing the Indian Higher Education: a Critical Appraisal. *Janus.net, e-journal of international relations*. Thematic Dossier - *Internationalization of Higher Education: Experiences and Challenges*. VOL. 16, Nº. 1, TD1. June 2025, pp. 133-148. DOI <https://doi.org/10.26619/1647-7251.DT0325.9>.

Article submitted on 10th April 2025 and accepted for publication on 6 May 2025.





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1. Introduction

Globalization, generally referred to by being marked by rising interconnectedness and interdependence between nations, has reshaped higher education. It has affected the face of higher education significantly in India, where there is immense educational history combined with an equally fast-developing economy. The inflow of foreign students, the presence of overseas universities, and the introduction of international standards in curriculum and pedagogy are some of the expressions of this trend. The internationalization of Indian higher education is affected by multiple factors ranging from high-skilled labour to advance infrastructure among others. But, notably, this process is full of challenges which may range from commercialization of education among with multiple other factors. This research article makes a specific attempt to present an holistic analysis of the globalization of higher education in India. Categorically, the paper begins by presenting a historical background. Then, it subsequently goes on to discuss the function of global partnerships and ICTs in shaping the future of Indian higher education. The paper concludes by advancing policy recommendations for harnessing the advantages of globalization.

2. Historical Evolution of Higher Education in India

The initial history of higher education in India can be traced back to ancient times. The Nalanda and Takshashila universities, which was established around the 5th century BCE, were counted among the earliest centers of higher education globally. These institutions attracted scholars from across Asia and offered a wide range of subjects, including philosophy, medicine, and astronomy (Altekar, 1944). Transitionally, during the medieval period, the setting up of madrasas and makhtabs by Mughal rulers resulted in the advancement of higher education in India. These institutions focused on religious studies but also included subjects such as mathematics, astronomy, and medicine (Habib, 2010).



The advent of the British period in India marked an important turning point in the history of Indian higher education. It is already established that the Britishers have been historically credited when it comes to the establishment of universities in Calcutta, Bombay, and Madras in 1857, modeled over the University of London. These institutions targeted to produce a class of educated Indians who could assist in the administration of the colony (Basu, 1974). The colonial period also witnessed the introduction of English as the medium of instruction, which had a significant impact on Indian education. While this facilitated access to Western knowledge, it also led to the marginalization of indigenous languages and knowledge systems (Naik, 1975). After gaining independence in 1947, India faced challenge of expanding reach to higher education while maintaining. The government established several universities and colleges, and the University Grants Commission (UGC) was set up in 1956 to oversee the development of higher education (University Grants Commission, 1956). The post-independence period also saw the emergence of specialized institutions such as the Indian Institutes of Technology (IITs) and the Indian Institutes of Management (IIMs), which played a crucial role in producing skilled professionals for the growing economy (Agarwal, 2006). The economic liberalization of 1991 flagged the inception of a new era in Indian higher education. The liberalization of economy led to the increased demand for skilled professionals, pressing the government to allow private players to enter the education industry. This period also saw the emergence of foreign collaborations and the establishment of offshore campuses by international universities (Tilak, 2008).

3. Current Trends in the Globalization of Higher Education in India

One of the most important moves in the globalization of higher education in India is the internationalization of the module. There is an increase in adoption of global standards in curriculum design, pedagogy, and assessment in Indian Universities. This includes the introduction of interdisciplinary courses, the use of case studies, and the emphasis on critical thinking and problem-solving skills (Altbach, 2004). The acceptance of international modules is also seen in the increased popularity of programs such as the International Baccalaureate (IB) and the Cambridge International Examinations (CIE) in Indian schools. These programs prepare students for higher education in global institutions and foster a global outlook (Cambridge International Examinations, 2020). Mobility of students is an important feature of the globalization of higher education. India is considered as the one of the largest senders of international students. It has thousands of Indian students who pursue higher education abroad every year. The United States, the United Kingdom, Canada, and Australia are among the most popular destinations (UNESCO Institute for Statistics, 2020). Simultaneously, India is also turning up as a place for international students. The initiatives of the Government, i.e., 'Study in India' attracts foreign students by offering scholarships, improving the quality of education, and simplifying procedures related to visa. The presence of international students enriches the academic environment and promotes cultural exchange (Ministry of Human Resource Development, 2018). Faculty exchange programs and international collaborations are important parts of the globalization of higher education. Indian universities are increasingly partnering with foreign institutions for joint research projects, faculty



development programs, and student exchange programs (Agarwal, 2009). They also facilitate the transfer of knowledge and technology, contributing to the overall development of the Indian higher education system (Sharma, 2012).

The shift by higher education into an increasingly virtual world, a very major step. The Covid-19 pandemic has universally accepted digital implementations of traditional learning methods, virtual classrooms and digital resources. Indian universities are utilizing ICT to improve the quality of education, extend access and globally outreach (Kumar, 2020). Massive Open Online Courses (MOOCs) and online degree programs of Indian institutions are gaining popularity both among domestic and international students. NEP 2020 of the government highlights the importance of digital literacy and the integration of technology in the education. However the entry of Foreign university in India is a new and also very big matter. NEP 2020 has given a Facility for dearness universities to start their own campuses in the country, also-options of offering degree or diploma can also be offered. This change is thought to increase the quality of undergraduate education through an universal employer of standards and values of excellent (Kapur, 2010). But, Entry of Foreign University to India also arises issue like the commercialisation of education, prospective loss of cultural Identity. There is a need to balance it with the preservation of indigenous knowledge systems (Tilak, 2011).

4. Challenges in the Globalization Of Higher Education In India

While globalization has introduced various benefits to Indian higher education, it has also increased the problems in quality and accessibility. The rapid expansion of private institutions has led to concerns about the commercialization of education and the dilution of academic standards (Agarwal, 2006). Access to quality higher education has remained a challenge, specifically for students from weaker communities. The high cost of education, lack of infrastructure, and inadequate faculty are some of the barriers that need to be addressed (Tilak, 2008). There are many issues for India related to brain drain, or the emigration of highly skilled professionals. Many Indian students who pursue higher education abroad choose to stay in their host countries, leading to a loss of talent and expertise (Kapur, 2010). While the government has commenced initiatives such as the "Global Initiative of Academic Networks (GIAN)" to engage foreign faculty and researchers, still a lot has to be done to maintain talent in the country (Ministry of Human Resource Development, 2015). The globalization of higher education has raised issues related to the loss of cultural identity. The adoption of Western curricula and teaching methods may lead to the neglect of indigenous knowledge systems and languages (Nussbaum, 2010). It is important to promote a stable view that integrates global best practices with the protection of cultural heritage.

It is significant that NEP 2020 expects multilingualism and of indigenous learning systems integration in the models properly (National Education Policy, 2020). The regime that oversees the Indian higher education are normally criticized for being overly rigid and archaic. The existence of the multitude of regulatory bodies like UGC, AICTE and NCTE has created the confusions and the hinderance for this sector (Agarwal, 2009). The NEP 2020 provides for establishment of HECI in place of regulatory mechanism, with regulatory authorities. However the implementation of this reform is still an issue



(National Education Policy, 2020). The digitalisation of the higher education sector has thrown light on what is now known as the digital divide in India. Urban centres have the strength of fast internet and digital resources but rural areas lack resources which are required. Digital India program by the government attempts to bridge this gap by enhancing internet connectivity and improving the digital literacy. Quite a bit more remains to be accomplished so many students access to the digital learning opportunities (Ministry of Electronics and Information Technology, 2015).

5. Opportunities in the Globalization of Higher Education in India

There is a chance to enhance the position of higher education in India, the globalization provides. The acceptance of global standards, incorporation of across national curricula and setup of foreign universities can bring out the standard of Indian institutions (Altbach, 2004). Unions with overseas universities could allow the movement of knowledge and technology, which can improve teaching and research. The inclusion of international students and staff can also enhance the learning and also raise cross-cultural content understanding (Sharma, 2012). Through globalisation, research and innovative work in Indian higher education has become better. International collaborations can give the Indian researchers access to funding, resources, and expertise which can facilitate them conducting advanced research both at national and at international levels respectively (Agarwal 2009). The NEP 2020 conceives importance of research and innovation and proposes creation of a National Research Foundation (NRF) to elevate research across various disciplines. Key to this goal can be played higher education through abstraction the National Education Policy, later it 2020.

Globalization can improve the employment opportunities of Indian graduates by providing them with the skills and knowledge that are significant in a globalized economy. Exposure to international curricula, internships, and exchange programs can prepare students for careers in multinational corporations and global organizations (Tilak, 2008). The NEP 2020 promotes the importance of skill development and offers the integration of vocational education into the higher education system. Employability of Indian graduates can be further improved (National Education Policy, 2020). The globalization of higher education can improve cultural exchange and diplomacy. The presence of international students and faculty in Indian institutions can foster cross-cultural understanding and build bridges between nations (Nussbaum, 2010). The government's programme, i.e., "Study in India" focuses on the position of India as a global hub for education and improve its soft power. By involving students from various backgrounds, India can advance its culture, values, and traditions at the global level (Ministry of Human Resource Development, 2018). Foreign investment, jobs, and revenue can be improved by globalization of higher education. The establishment of foreign universities and the influx of international students can boost the local economy and create opportunities for entrepreneurship and innovation (Kapur, 2010). The NEP 2020 intends India as a global knowledge superpower and promotes the significance of higher education in attaining this aim. By strengthening the benefits of globalization, India can hold its position in higher education and help in global knowledge production (National Education Policy, 2020).



6. Role of International Collaborations in the Globalization of Higher Education

Students from Indian and foreign institutions acquire joint degree programs and these programs are becoming popular. They provide students with a global perspective and enhance their employability (Altbach, 2004). Indian universities are collaborating with foreign institutions to propose joint degree programs in different disciplines, including engineering, management, and humanities. These programs often include a period of study abroad, providing students with international exposure (Sharma, 2012). Research alliances between Indian and foreign universities are important for advancing knowledge and in dealing with global problems. These collaborations facilitate the exchange of ideas, resources, and expertise, leading to breakthroughs in science, technology, and social sciences (Agarwal, 2009).

"Global Initiative of Academic Networks (GIAN)", was initially various Government focused on collaborating with international faculty and researchers to the institutions of India for short-term teaching & research assignments. This initiative led to numerous successful collaborations, and there has been better research capabilities from Indian universities (Ministry of Human Resource Development, 2015). Faculty development program is necessary for upgradation of status of teaching and research India in the field of higher education. Collaborations conducted by international institutions offer opportunities to Indian faculty for professional development, exposure to best practices worldwide and enables access to contemporary research (Sharma, 2012). Several number of Indian universities are establishing collaborations with the international institutions for exchange of faculties, organizer of workshops & training. These programs an Indian faculty remains in touch with the latest knowledge in their field and enhance their teaching and research skills (Agarwal, 2009). Student exchange programs are crucial for the universalization of higher education. These programs allow students study abroad, learn the international influence, develop the cross-cultural capacity (Altbach, 2004). Indian universities are promoting exchange programs of students with foreign universities. These programs usually include internships, research projects, and cultural activities, and offer the students a comprehensive learning (Sharma, 2012). International accreditation is also one of the aspects of the globalization of education of higher education. Accreditation by prestigious International bodies, boosts cultural and reputation of Indian institutions as well as assures that they meet global standards (Agarwal, 2009). Several of India's universities and colleges are looking to gain accreditation from international organizations, for instance Association to Advance Collegiate Schools of Business (AACSB) and Accreditation Board for Engineering and Technology (ABET). This has facilitated Indian institutions to have a global recognition and the world at the door of our institutions (Altbach, 2004).

7. Impact of Digital Technologies on the Globalization of Higher Education

Online learning platforms have made available quality education in the area of higher education to the students all over world. Indian universities effectively utilize these



platforms to provide the extra curriculum programs online like certifications and MOOCs (Kumar, 2020). Platforms such as Coursera, edX, and SWAYAM are taking courses from India's, as well as international's, top institutions and making quality education accessible to broader public. The NEP 2020 emphasizes the importance of the online learning and establishes provisions for the setting up of National Educational Technology Forum (NETF) for ensuring the use of technology for education (National Education Policy, 2020). Virtual classrooms are a feature of higher education in these days of COVID-19. The classrooms allow for real time interaction between teacher and student, wherever he is in the world (Kumar, 2020). Indian universities are embracing virtual classroom technologies to enhance teaching and learning experience to the worldwide public. Elearning using virtual reality (VR) and augmented reality (AR) also is seeing growth in the market, delivers students with experiences of-immersive learning (National Education Policy, 2020). Digital instruments such as e-books, online publications, and assets, can have changed just how that students acquire and kav ?>"/> Indian universities are demonstrating interest in digital libraries and online facilities in order to promulgate teaching and research (Ministry of Electronics and Information Technology, 2015). The government's National Digital Library of India (NDLI) offers access to collection of huge range of digitized resources like articles, books, and research papers. Provided the accessibility to quality education material literacy to the faculty's and students is now far easier this permissible (National Digital Library of India, 2020). Data analytics and Artificial intelligence (AI) in higher education are getting the same amount of attention. These technologies are being used for personalization of learning, improved student results and increased Institutional efficiency (Kumar, 2020). Indigenous universities are resorting to data analytics and AI to discover scholar operating, forecast trends, take knowledgeable selections. AI powered chatbots, virtual assistants are becoming more common, offer active support and mentoring services to the students (National Education Policy, 2020). The increasing of digital transformation in higher education have been added a lot of cybersecurity and privacy concerns. Indian universities need to assure that digital assets of their university are secure and student's data is protected (Ministry of Electronics and Information Technology, 2015). The government's Digital India programme has initiatives to enhance the security and confidentiality of data. Indian universities ought to adapt to the best practices in cyber security and data protection regulations to protect their digital assets (National Education Policy, 2020).

8. Policy Frameworks and Initiatives

The NEP 2020 is a very vital policy that seeks to transform the Indian education system. The policy says for the importance of globalization, for the strategy to enhance the status and level of accessibility of higher education (National Education Policy, 2020). The single regulatory body for higher education, the Higher Education Commission of India (HECI), improved international partnership, technological integration into education are the major initiatives envisaged in the NEP 2020. The policy, on the other hand, calls for the method of research and innovation and it facilitates building institution of a National Research Foundation (NFR) (National Education Policy, 2020). The "Study in India" initiative aims at brand positioning of India as Global Education Hub and include



international students. The program is providing scholarships, promotes education status and facilitating visa process to make India a destination for foreign students (Ministry of Human Resource Development, 2018). Government too has introduced the "Global Initiative of Academic Networks (GIAN)" to bring international faculty member and researchers on Indian institutions. Some of these programs involve promotion of global perception of Indian higher education and facilitate cultural exchange (Ministry of Human Resource Development, 2015). Digital India ensures transformation of India into digital empowered society and a knowledge. The program also has provisions for promotion of internet access, digital literacy, and bringing of technology in education (Ministry of Electronics and Information Technology, 2015). That the establishment of National Educational Technology Forum (NETP) under the NEP 2020 is matter of principal part of Digital India Programme. The forum will result in the use of technology in education and platform for all stakeholders to share best practices and integrate on digital initiatives (National Education Policy of India 2020). The Indian government has inked many agreements with foreign countries to make international collaborations in the higher education sector. These agreements aid in student and faculty exchange, collaborative research projects and establishment of offshore campuses (Ministry of External Affairs, 2019). Government's "Global Initiative of Academic Networks (GIAN)" and "Scheme for Promotion of Academic and Research Collaboration (SPARC)" are the initiatives of the government to ensure that they encourage international collaborations. These programs bundle money and resources for collaborative research projects, Faculty development programs, and Student exchange programs (Ministry of Human Resource Development, 2015). The NEP 2020 gives importance to skill development and the holistic education system in the higher education commencement. The policy outlines the incorporation of holistic education within the higher education system and setting up multidisciplinary education and research universities (MERUs) (National Education Policy 2020). The government's "Skill India" initiative provides skill training to millions of Indians and enhance their employability. The integrative approach towards vocational or skills and life education into higher education, will prepare students to meet the needs of the global economy (Ministry of Skill Development and Entrepreneurship, 2015).

9. The Impact of Globalization on Research and Innovation

Globalization has a huge role to influence on research and innovation of Indian higher education system. International collaborations become increasingly essential in focusing on the issue of knowledge and discovering worldwide challenges. Indian institutions are partnering with the foreign universities for collaboration in joint research projects, resources sharing and sources of funding. Such as the Indian Institute of Science (IISc) have partnered with universities in the United States and Europe in their cutting-edge research on fields like renewable energy, biotechnology and artificial intelligence (Sharma, 2012). These partnerships provide not just a researched based asset to Indian institutions but also help improve the global body of knowledge.



The "Global Initiative of Academic Networks (GIAN)" launched by the government is one more example of how globalization is making the research and innovation in India. This Programme is aimed at drawing in the foreign faculty and researchers at Indian Institutions for short term teaching and research assignments. GIAN has enabled various collaborations in the past, leading to publishing high-impact research papers and coming with growth of new answers to significant issues globally (Ministry of Human Resource Development, 2015). NRF (National Research Foundation) that will create a common platform for research across disciplines and fund latest research projects – this is also proposed in the NEP 2020. The NRF has taken an approach of enabling a culture of research and innovation within Indian higher education, particularly towards issues at the national and global level (National Education Policy, 2020).

However there where a lot of problems that had to be looked at. Having first those innovations and growth. A lot is the shortage of sufficient financing for the study and innovation. While collaborating with the international partners offers resources, Indian institutions have traditionally found difficulty to protect enough funding resources to their research. Moreover, the administrative obstacles that one has to trudge through for getting research grants and approvals is also one of the major hurdles (Agarwal, 2009). To address these challenges, the NEP 2020 ensured the need of the overhaul of the research funding system and the plugging in the gaps for research and innovation . This includes creation of single regulatory authority ; the Higher Education Commission of India (HECI), which will taxonomic arrangement the allocation of research grants and guarantee that it is being taken advantage of effectively (National Education Policy, 2020).

10. The Role of Digital Technologies in Globalizing Higher Education

Digital upheaval of higher education is the driving force for Indianisation of globalization. The COVID-19 pandemic has spurred the acceptance of online learning sites, online classrooms, digital tools, and online resources to make the education more available and convenient for people. Indian universities are using digital technologies to improve the quality of education, increase access, and get a global reach. For example, platforms such as SWAYAM, Coursera, and edX provide a large number of online courses and degree programs from major Indian and international institutions who are building the quality education accessible for the students all over the world (Kumar, 2020).

The NEP 2020 makes it inevitable to digital literacy and the co-relation of technology with education. The policy suggests establishment of a National Educational Technology Forum (NETF) in order to integrate the use of the school using technology and to provide a cover for participants to call for best practices and coordinate digital Initiatives (National Education Policy, 2020). Moreover, the government's Digital India programme helps in making India a digitally powerful society and knowledge economy through boosting internet connectivity, making digital literacy, and using technology in education (Ministry of Electronics and Information Technology, 2015).

But also with the changes towards a digital higher education questions arise which are related to the digital divide. Though urban areas have all the prerequisites necessary like



high speed Internet and all the digital resources, rural areas are usually an exception to it. The vast difference between access to digital tools can widen the gaps of inequalities in education (Kumar, 2022). To address this issue, the NEP 2020 ensures the necessity of the digital divide by increasing internet facilities in the rural areas, besides promoting digital learning among students and faculty. The education policy also is beneficial to education of digital assets and infrastructure of educational institutions, including the establishment of digital libraries and online facilities (National Education Policy, 2020).

11. The Role of International Students in Globalizing Higher Education

The presence of international students is a primary concern of the globalization of higher education. India is emerging as a destination for international students, because of the initiatives such as "Study in India" program, which ensures to help foreign students by proposing scholarships, enhancing the status of education, and analyzing visa procedures (Ministry of Human Resource Development, 2018). The presence of international students enriches the academic environment by promoting cultural exchange and fostering cross-cultural understanding. Additionally, international students contribute to the local economy by paying tuition fees and living expenses, which can benefit the host institutions and the surrounding communities (Altbach & Knight, 2007).

However, attracting international students to India is not without challenges. One of the problems is the perception of Indian higher education among international students. While India has various prestigious institutions, such as the IITs and IIMs, the overall quality of higher education in India is often perceived as inconsistent. Additionally, issues such as inadequate infrastructure, lack of accommodation, and safety concerns can deter international students from choosing India as a study destination (Sharma, 2012). To look into the problems, the NEP 2020 ensures the need for improving the quality of higher education in India and making a welcoming environment for international students. This includes setting up of international student offices, the provision of accommodation and assistance services, and ensuring India's cultural heritage and traditions (National Education Policy, 2020).

12. The Role of Faculty in Globalizing Higher Education

Staff has a big role in the globalisation of higher education. International integration will enable Indian faculty the chance to have their career flourished, exposure to international best practices and expansion to cutting edge of research. Many Indian universities have established linkages with foreign institutions for faculty exchange programme, workshops and training. One reason for this is that the programs assist Indian faculty in adhering to the most recent technology of their areas so as to boost their participation in training and research (Agarwal, 2009).

In fact, the Indian colleges can also get its status enhanced by international faculty posted to the colleges of India. For instance, the "Global Initiative of Academic Networks (GIAN)" involved instituting foreign faculty and researchers in Indian institutes for short duration of teaching and research, culminating in slew of new models and research



projects (Ministry of Human Resource Development, 2015). Because, retaining and engaging the foreign faculty can be difficult for reasons such as low level of compensation, research, logistic facilities and bureaucratic hurdles. To study them, these challenges the NEP 2020 lays down the requirement for creating an environment for international faculty amongst others, the arrangement of competitive salary, research grant and assistance services (National Education Policy, 2020).

13. The Role of Policy Frameworks in Globalizing Higher Education

Policy framework, take an important place in allowing the globalization of higher education in India. The NEP 2020 is an important policy, that to transform the Indian education system promoting internationalize, conducting research and innovation and applications of technology in the education. The policy achieves this by ensuring that the provision for developing a regulatory framework that enables the globalisation of higher education including establishment of a regulatory body, Higher Education Commission of India (HECI), which having in its purview accords for the growth of higher education and ensures that higher education gets built to global standards (National Education Policy, 2020).

In addition, the NEP 2020 provides a range of possibilities for unlocking international connections, including creation of National Research Foundation (NRF) and Global Initiative of Academic Networks (GIAN). These enable foreign faculty and researchers to Indian institutions, promote joint research projects, and outcomes in the internationalization of the curriculum (National Education Policy, 2020). However, their successful implementation relies heavily on individual contributions of the government, educational systems, industry, and civil society. This involves a necessary element of proper funding, the construction of infrastructure, and favourable environment for research and innovation (Agarwal, 2009).

14. The Role of Industry in Globalizing Higher Education

Industry is also used in the globalisation of higher education by giving students with an opportunity either through internships, industry projects or placements for the future. Not so long ago, many Indian universities has partnership with multinational corporation and global organization to deliver the industry courses and training programs. For instance, the Indian Institutes of Management (IIMs) has partnered with, among others, global corporations like McKinsey, Google & Microsoft to offer special management & technology (Tilak, 2008) courses. These partnerships significantly enhance the employability of Indian graduates but also provide them with possibilities to international great practices and industry situations.

Also, industry partnerships can lead to new module development and research activities. Eventually, Indian Institute of Technology IIT Bombay has linked up with the Indian software giant Tata Consultancy Services TCS to surrogate a course in the counterfeiting intelligent as well as automaton acquaintance, which is aligned with industry necessities (Sharma, Tutor, 2012). But industry ties also created questions about the



commercialization of education and the possible impact of private money on academic freedom. To deal with these challenges, NEP 2020 stresses the need of struct in strike of industry need as well as by academic uprightness (National Education Policy, 2020).

15. Recommendations

Taking about the goodness of the globalization should be the exploration of the regulatory inside the borders of higher education in India. The fact that, as envisaged by the NEP 2020, there will be a single regulatory body, the Higher Education Commission of India (HECI) is a move in the right direction (National Education Policy, 2020). The regulatory body should mainly focus on quality, accountability and facilitating international collaborations. It should also leverage concerns like the commercialisation of education and the pro-brications to be made for cultural identity (National Education Policy, 2020). Quality and accessibility of Indian higher education should be improved. It includes the task of better infrastructure, better faculty strength and all students to bring quality education (Agarwal, 2009). The government should provide financial support to the entities catering marginalized communities and education with inclusivity. The MERUs (Multidisciplinary Education & Research Universities) as envisioned by the NEP (2020) is a step in the right direction to elevate the stature of the higher education (National Education Policy, 2020). Research & innovation should place position in India as global knowledge super power. The creation of the National Research Foundation (NRF) under the NEP 2020 is a new concept (National Education Policy, 2020). Government should have to give grants and help for research Projects especially to those of National importance. International country partnerships must be fostered to allow the exchange of information and technology (Agarwal, 2009). Digital technologies should be used to up-grade quality and accessibility of higher education. The government should be investing in digital facilities, promoting digital ability and encouraging growth digital education facilities (Kumar, 2020). The formation of National Educational Technology Forum (NETF) under NEP 2020 is in line with application of technology in education. The forum should focus on evolution of good so-called best practices, educate the process, assist integration in among players (National Education Policy, 2020). Exchange and diplomacy through education should be further strengthened. The "Study in India" programme, should attract a larger international students and position India as global education hub (Ministry of Human Resource Development, 2018). Indian universities must see the cross-cultural analysis and keep the Indian knowledge systems in picture of the module. The government also needs to improve learning of Indian languages and culture among foreign students (National Education Policy, 2020). To address problem of brain drain government should create an environment for Researchs and innovations. This involves supporting by means of fundraising, infrastructure and career prospects for researchers and professionals, Kapur (2010).

The government should also ensure entrepreneurship and innovation to retain talent within the country. Initiative programmes including the "Startup India" and "Make in India" campaigns are important aspects in the right direction (Ministry of Skill Development and Entrepreneurship, 2015). Efforts should be made to improve the employability of Indian graduates by providing them with the skills and knowledge that



are important in a globalized economy. The collaboration of holistic view of education into the higher education system, as offered by the NEP 2020, is a positive step (National Education Policy, 2020). Indian universities should aim towards skill development, internships, and industry partnerships to make students for the career advancements. The government should also enhance lifelong learning and give enhancements for upgrading the skills (Ministry of Skill Development and Entrepreneurship, 2015).

16. Conclusion

Globalization of higher education in India is a strict and complex phenomenon that holds the charm and the challenge. As it possesses the potential to change the position and availability of education and to elevate the research and the new things and to place India at the globe and knowledge super power it has also brought the issues of status of access and the identity cultural. To respond to the advantages of globalization, we should analyze the regulatory environment, to step up the status and accessibility of education, to enhance research and innovation and to facilitate digital technologies, help cultural exchange and diplomacy. By tackling these obstacles and capitalising on the opportunities, India can be best placed as a model for higher education and acquire knowledge production on a global basis. The NEP 2020 helps to formulate a holistic framework to transform the Indian education sector and get the benefits of globalization. But the policy requires an all-round thrust of the Government, educational institutions, industry and civil society organs. So, it can be concluded that the globalization of higher education in India is a very tough and multidimensional process which requires a balanced point. The formulation of higher education system by combining global best practices and safeguarding of cultural heritage, India can achieve globally competitive education with rich educational traditions. Higher education in India gives both prospects and challenges. While it can improve the status and accessibility of education, it can enhance research and innovation, and position India as a global knowledge superpower, it also helps understand issues about quality, accessibility, and cultural identity. To address the benefits of globalization, it is important to look into the the regulatory framework, improve the quality and accessibility of education, ensure research and innovation, harness digital technologies, and help cultural exchange and diplomacy. By looking into these problems and seizing the opportunities, India can keep itself as a leader in higher education and provide towards global knowledge production. The NEP 2020 gives a holistic framework for changing the Indian education system and addressing the benefits of globalization. However, the successful functioning of the policy needs the integrative efforts of the government, educational institutions, industry, and civil society. Conclusively, higher education in India is a complex and multifaceted process that needs a balanced approach through globalization. By collaborating global best practices and preservation of cultural heritage, India can make higher education system both globally competitive and rooted in its rich educational institutions.



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