

# THE NATIONAL EDUCATION POLICY AND IMPACT OF GLOBALIZATION OF INDIAN INSTITUTIONS

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## ABSTRACT

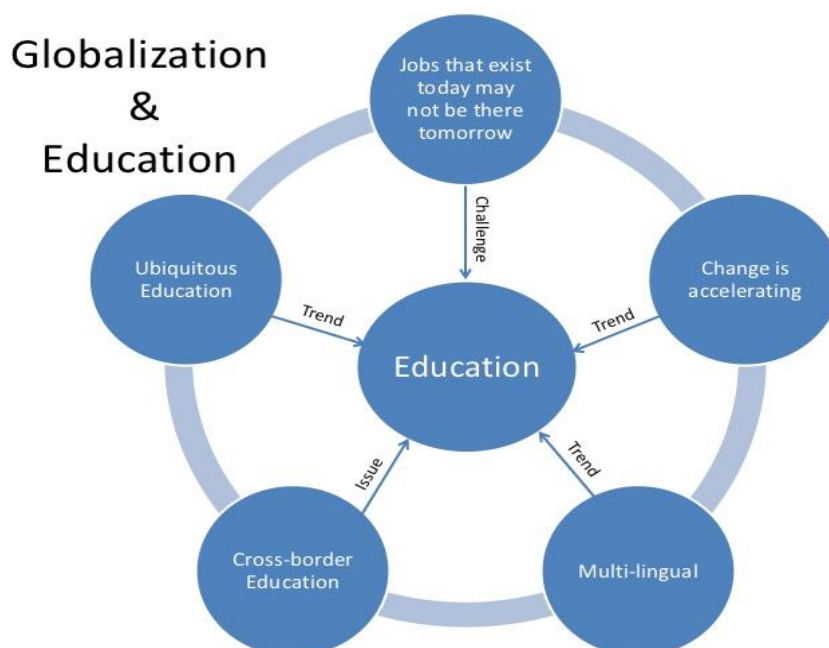
India has historically been recognized as a global hub for quality education, exemplified by ancient institutions like Nalanda and Takshashila, which operated in a gurukul style and attracted students from across the world. However, under the previous education system, the focus was largely on passing exams and obtaining degrees, resulting in limited higher education participation. Only 27 out of every 100 Indian youth pursued higher education, and among these, one often opted to study abroad, leading to over 1.13 million Indian students currently enrolled in international institutions. This trend is driven by dissatisfaction with the quality of education, infrastructure, and academic environment in India. To address these challenges, the Indian government introduced the National Education Policy (NEP) 2020 alongside efforts to promote privatization. This transformative policy seeks to revamp education infrastructure and foster an environment that emphasizes skill development, research, and holistic learning. By integrating co-curricular activities and multidisciplinary approaches, the NEP aims to enhance education quality, equipping youth with diverse skills for corporate, academic, and other professional domains. This paper explores the role of NEP 2020 in facilitating the privatization and digital transformation of India's traditional education system, with the overarching goal of establishing the country as a global education destination by 2030. NEP 2020 emphasizes a holistic, flexible, and interdisciplinary approach grounded in the pillars of Access, Equity, Quality, Affordability, and Accountability. The policy has shifted the focus from a rigid institutional framework to a rational and skill-based model. Additionally, the paper investigates the proposed reforms in higher education, such as the development of multidisciplinary institutions and a restructured regulatory framework, and evaluates their potential to drive research, innovation, and alignment with international standards.

**Keywords-** Digital Transformation, Global Study Destination, Co-Curricular Activities, Research and Innovation, Privatization.

## 1. INTRODUCTION

Globalization is the interconnectedness and interdependence of economies, cultures, societies, and nations around the world. It involves the increased flow of goods, services, information, technology, and people across borders, leading to a more integrated global economy and cultural exchange. The New Education Policy (NEP) 2020 is a policy framework for the transformation of the education sector in India. It was approved by the Indian Government in July 2020 and aims to revamp the country's education system from primary to higher education levels. It seeks to address various aspects of education, including curriculum, teaching methods, assessment and research, to make it more holistic, flexible, and relevant to the needs of the 21st century. While there may not be a direct connection between globalization and the NEP 2020, both concepts have implications for each other: Globalization has led to increased connectivity and the sharing of ideas and knowledge across borders. The NEP 2020 acknowledges the importance of global exposure and aims to promote internationalization of higher education in India, allowing for collaborations with foreign institutions and encouraging students to gain global perspectives. Skill Development and Global Competitiveness: Globalization has created a competitive job market that requires individuals to possess skills that are relevant not only locally but also on a global scale. The NEP 2020 emphasizes skill development and aims to equip students with a broad set of skills that can make them competitive in both domestic and international contexts. Technology and Global Learning: Globalization has been facilitated by advancements in technology, allowing for seamless communication and access to information across the world. The NEP 2020 recognizes the importance of technology in education and promotes the integration of digital tools and online resources for effective learning, which can also help students connect with global knowledge and perspectives. Cultural Exchange and Diversity: Globalization has led to increased cultural exchange and diversity, with people from different backgrounds interacting more closely. Globalization is not a new word anymore. With the rise in information technology, falling trade barriers, liberalization, and continuous efforts of international organizations such as the United Nations, World Trade Organizations and the like; we have come a long way towards a highly interconnected, interdependent world economy. Some proponents of globalizations also posit that the world is becoming flatter. With similar multinational corporations (MNCs) entering & capturing markets in almost every country, the consumer choices for products & services are converging and are no longer culturally distinct. Critics, however, term this convergence as 'McDonaldization' of the world; which ultimately promotes capitalistic gains for corporations and influences consumerism & greed. Globalization is not a new word anymore. With the rise in information technology,

falling trade barriers, liberalization, and continuous efforts of international organizations such as the United Nations, World Trade Organizations and the like; we have come a long way towards a highly interconnected, interdependent world economy. Some proponents of globalizations also posit that the world is becoming flatter. With similar multinational corporations (MNCs) entering & capturing markets in almost every country, the consumer choices for products & services are converging and are no longer culturally distinct. Critics, however, term this convergence as ‘McDonaldization’ of the world; which ultimately promotes capitalistic gains for corporations and influences consumerism & greed. In the past few decades, it was observed that in the name of global standards and quality education, globalization has spread its wings to education. Education, which was once considered sacred, and long remained an indigenous way of developing human beings, was globalized. This trend was particularly seen in developing countries, which in their mad race to emulate developed countries, blindly replicated their education and business models. The focus of education then shifted from human quality development to preparing students for the job market in the name of Human Resource Development. This was a significant philosophical transition; humans were now treated as resources- land, labor, capital. Humans became resources and education became a commodity that can be sold and bought based on the job market demand-supply conditions; and thus began the journey of globalization of education. Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Providing universal access to quality education is the key to India’s continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. Universal high-quality education is the best way forward for developing and maximizing our country’s rich talents and resources for the good of the individual, the society, the country, and the world. India will have the highest population of young people in the world over the next decade, and our ability to provide high-quality educational opportunities to them will determine the future of our country. NEP 2023 is expected to focus on teacher training and professional development. This will involve providing teachers with the skills and knowledge they need to effectively teach and support their students. The policy is also likely to emphasize the importance of teacher-student interaction and the use of technology in the classroom. The NEP 2023 is also likely to focus on promoting equity and inclusiveness in the education system. This will involve addressing issues such as gender and socio-economic disparities, and ensuring that all students have equal opportunities to access quality education. The policy is also likely to prioritize the inclusion of the disadvantaged groups, such as children with disabilities and those from unobserved communities. Another key area of focus for the NEP 2023 is the integration of vocational and skill-based training into the education system. This will involve providing students with the opportunity to acquire practical skills that can be used in the workforce, and ensuring that the education system is aligned with the needs of the economy. The policy is also likely to promote the use of technology in education and support the development of new and innovative educational technologies. Overall, the NEP 2023 is expected to bring about significant changes to the education system in India. By focusing on access, quality, equity, and inclusiveness, the policy aims to ensure that all children in India have the opportunity to receive a high-quality education that prepares them for the challenges of the 21st century.



(Source <https://steemit.com/education/@imbsnt/globalization-and-its-impact-on-education>)

### Present Scenario of Higher Education in India

India is the second largest populous country in the World, with an around 1.3 billion population and a home to a variety of states and cultures. The gross enrollment ratio in India's higher education level has increased over the past years, According to the 2020-21 report of All India Survey on Higher Education (AISHE), the Gross Enrolment Ratio (GER) in higher education in India was 27.1 percent (an increase from 25.8 % in 2019-20) with 29.3% male students and 24.9 % female students, out of the total GER in higher education 51.6 % students were enrolled in undergraduate programs, 26.2 % in postgraduate and 22.2 % in Ph.D. programs. Tamil Nadu was recorded the highest GER i.e. 49.3 % and the lowest GER was recorded in Bihar i.e. 14.9%. However, the GER of higher education level in India is still lessor than many developed countries and even lower than the global average i.e. 38% for example GER of higher education i.e. 86% in United States, 59% in Japan and 30 % in Germany. One of the main reason behind the low GER in India's higher education level is the inadequate number of institutions and their limited capacity like limited funds and resources etc. additionally, a lack of awareness among students, more concentration on theoretical background etc. Therefore, to increase the skill and interest of students that will leads to improve the GER in higher education, the Indian government has taken several measures such as increasing the capacity of existing institutions, expanding the number of institutions, launched several programs like Rashtriya Uchchatar Shiksha Abhiyan (RUSA), and providing financial support to students from disadvantaged backgrounds to improve the quality of higher education in the Country.

### Objectives of the Study:

1. To Examine the New Education Policy (NEP) - 2020 and its impact on Indian intuitions
2. To investigate the challenges and opportunities that globalization presents to Indian educational institutions and give suggestions

## 2. RESEARCH METHODOLOGY

This research is characterized by its descriptive nature. The information was collected by Systematic research using Google Scholar, many national and international publications, and the official websites of numerous universities. To achieve the objective of the research, the author extensively reviewed scholarly articles on artificial intelligence and endeavored to incorporate such techniques and resources into library services.

### Advantages of Globalization in Education

Globalization has introduced several positive changes in the Indian education system. Some key advantages include:

#### Enhanced Access to Information

The advent of digital technologies & the internet has made information easily accessible to students and educators. Online resources, e-learning platforms, and educational websites have expanded the reach of education, especially in remote areas. Students can now access vast knowledge, enriching their learning experiences.

#### International Collaboration and Exchange Programs

Globalization has encouraged collaboration between educational institutions in India and other countries. Exchange programs, student mobility, and joint research initiatives have become more prevalent. These opportunities allow students and teachers to engage with diverse cultures, perspectives, and academic practices, fostering a global outlook.

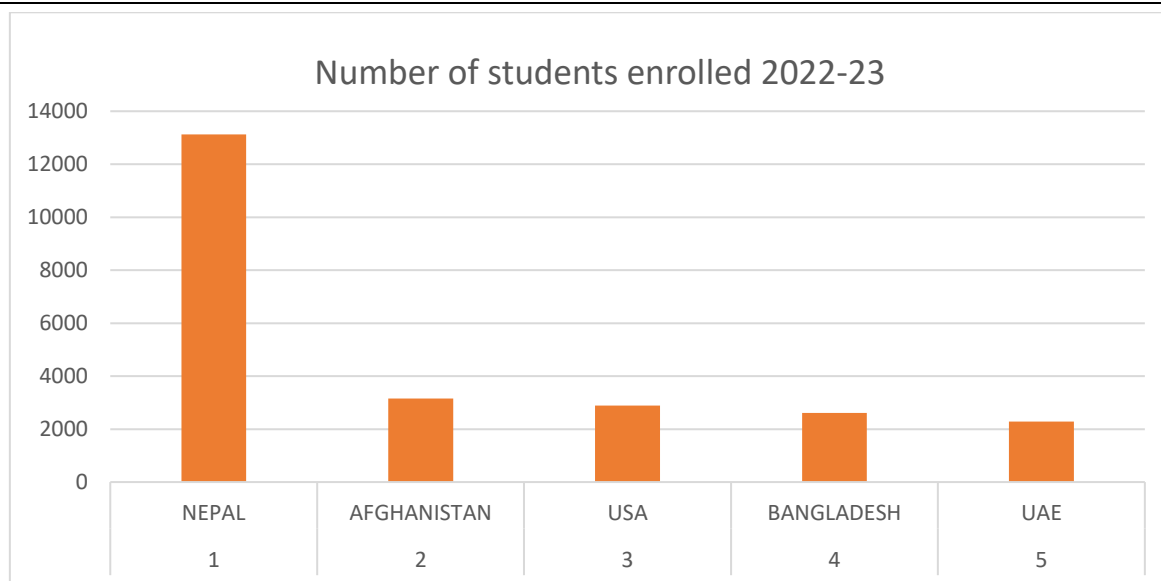
**Exposure to Global Perspectives** Globalization has broadened the horizons of Indian students by exposing them to global perspectives. Through international curricula, multicultural learning environments, and interactions with students from different countries, students develop a more comprehensive understanding of the world, its cultures, and its challenges.

**Emergence of the Private Education Sector** Globalization has led to the rapid growth of the private education sector in India. With increased foreign investment and collaborations, private schools and universities have flourished. This has provided choices for students and introduced innovative teaching methods. However, it has also raised concerns regarding affordability and quality control.

### Top 5 country-wise Enrollment of Foreign Students in India 2022-23

Sr No	Country	Number of students enrolled
1	NEPAL	13126
2	AFGHANISTAN	3151
3	USA	2893
4	BANGLADESH	2606
5	UAE	2287

Source: <https://www.hindustantimes.com/education/>



### Impact of Globalization on the Indian Education System

#### Modernization of Curriculum and Pedagogy

Globalization has prompted the Indian education system to evolve and modernize its curriculum and teaching methods. The focus has shifted from rote learning to skill development, critical thinking, and creativity. Emphasis on practical application, project-based learning, and interactive teaching methodologies has become more prevalent.

**International Recognition and Mobility** The impact of globalization on education in India is evident in the increased international recognition of Indian educational institutions. Global rankings and accreditations have become essential quality indicators, attracting international students and faculty. Additionally, Indian students now have more opportunities to pursue higher education abroad, expanding their global networks and career prospects.

**Employment Opportunities** Globalization has influenced the job market and created a demand for individuals with global competencies. Employers seek candidates with cross-cultural understanding, adaptability, and proficiency in international languages. As a result, Indian educational institutions have started incorporating these skills into their curriculum to prepare students for global employment opportunities.

#### Strategies to Maximize the Benefits of Globalization

While the impact of globalization on education in India has been largely positive, it is essential to maximize its benefits and address the associated challenges. Here are some strategies to consider:

**Promoting Cultural Exchange** Encouraging cultural exchange programs and activities within educational institutions can help students appreciate and preserve their cultural heritage while embracing global perspectives. This can be achieved through festivals, language exchange programs, and collaborative projects with international schools.

**Strengthening Infrastructure and Accessibility** Efforts are being made in India to bridge the digital divide and improve access to quality education in remote areas and marginalized communities. This includes investing in infrastructure, providing internet connectivity, and ensuring the availability of educational resources in local languages.

**Curriculum Localization** While adopting global best practices, it is crucial to tailor the curriculum to local contexts and needs. Incorporating regional history, languages, and cultural studies can help students develop a strong sense of identity while benefiting from a global education.

**Teacher Training and Professional Development** equipping teachers with the necessary skills and knowledge to deliver a globalized curriculum is vital. Teacher training programs should focus on innovative teaching methodologies, cross-cultural communication, and the use of technology in the classroom.

**Higher Education Commission of India:** The regulatory system of higher education guarantees the separate duties of accreditation, regulation, funding, and academic norm setting that is undertaken by different, independent, and empowered authorities. The higher education commission has ensured the four institutional entities which is carrying out these essential duties perform independently while collaborating to achieve common aims. It includes more financial powers to the central government, unilateral and absolute powers to HECI to authorize, monitor, shut down, and recommend the disinvestment from Higher Educational Institutions. Therefore, this policy may exposes the higher education in the country to political manipulation, fee hikes, loss of much-needed diversity and price fixing that will lead to the marginalization and disadvantage of millions of students, primarily from socially oppressed and economically



disadvantaged backgrounds. The NEP 2020 magnificently ignores the necessity of protecting the Constitution, equality, secularism, social justice, and plurality that are our social fabric necessities.

### Challenges with the NEP- 2020

**Cultural Assimilation** as Indian education embraces global influences, there is a risk of diluting the country's unique cultural heritage. Balancing the preservation of local traditions and knowledge with the integration of global perspectives is a challenge that needs to be addressed to maintain a sense of identity and cultural pride.

**Inequality and Accessibility** Although globalization has improved access to education, it has not reached all segments of Indian society equally. Rural areas and marginalized communities still face infrastructure, resources, and quality education challenges. Addressing this inequality is crucial to ensure that the benefits of globalization are accessible to all.

**Standardization vs. Localization** Globalization often emphasizes standardized education systems, which may not align with India's diverse cultural, linguistic, and regional contexts. Striking a balance between global standards and localized content is vital to preserving the uniqueness and relevance of education in India.

•**Language barrier:** There is much in the document ripe for debate – such as language. The NEP seeks to enable home language learning up to class five, in order to improve learning outcomes. Sure, early comprehension of concepts is better in the home language and is critical for future progress. If the foundations are not sound, learning suffers, even with the best of teaching and infrastructure. But it is also true that a core goal of education is social and economic mobility, and the language of mobility in India is English.

•**Multilingualism debate:** Home language succeeds in places where the ecosystem extends all the way through higher education and into employment. Without such an ecosystem in place, this may not be good enough. The NEP speaks of multilingualism and that must be emphasized. Most classes in India are de facto bilingual. Some states are blissfully considering this policy as a futile attempt to impose Hindi.

•**Lack of funds:** According to Economic Survey 2019-2020, the public spending (by the Centre and the State) on education was 3.1% of the GDP. A shift in the cost structure of education is inevitable. While funding at 6% of GDP remains doubtful, it is possible that parts of the transformation are achievable at a lower cost for greater scale.

•**Pedagogical limitations:** The document talks about flexibility, choice, experimentation. In higher education, the document recognizes that there is a diversity of pedagogical needs. If it is a mandated option within single institutions, this will be a disaster, since structuring a curriculum for a classroom that has both one-year diploma students and four-year degree students' takes away from the identity of the institution.

•**Institutional limitations:** A healthy education system will comprise of a diversity of institutions, not a forced multi-disciplinarily one. Students should have a choice for different kinds of institutions. The policy risks creating a new kind of institutional isomorphism mandated from the Centre.

•**Issues with examinations:** Exams are neurotic experiences because of competition; the consequences of a slight slip in performance are huge in terms of opportunities. So the answer to the exam conundrum lies in the structure of opportunity. India is far from that condition. This will require a less unequal society both in terms of access to quality institutions, and income differentials consequent upon access to those institutions.

The policy has also been criticized due to the legal complexities surrounding the applicability of two operative policies namely The Right to Education Act, 2009 and the New Education Policy, 2020. Certain provisions such as the age of starting schooling will need to be deliberated upon, in order to resolve any conundrum between the statute and the recently introduced policy in the longer run.

•While the Universities Grants Commission and the All India Council for Technical Education have played a major role, questions pertaining to the role of the UGC and AICTE remain unanswered under the new policy.

•Doubling the Gross Enrolment Ratio in higher education by 2035 which is one of the stated goals of the policy will mean that we must open one new university every week, for the next 15 years.

•In higher education, the National Education Policy 2020's focus on inter-disciplinary learning is a very welcome step. Universities, especially in India, have for decades been very silo-ed and departmentalized.

### Suggestions for New Education 2020 Policy of India

The initial 5 years are included in early childhood care education. It will be implemented through Anganwadi. First, Anganwadi should be converted into Kids Zone so that the child can get an education in sports. Also, one of the two Anganwadi workers should be replaced by an ASHA worker and physiotherapy so that both education and health will work together. It is said that 85% of brain development takes place in this period.

Therefore, to prepare a strong and capable generation in this, skilled training will have to be made available to the children in this period.

Will receive education from class 3 to class 5 in the primary stage. Children between 8 and 11 years of age come. In this class, the child has to reduce the burden of books. In this phase, children should get an education through moral stories so that the round development of the child is possible.

Bagless education should be imparted at this stage. In the secondary stage, the child develops knowledge about his environment. The government not only distributes bicycles, mid-day meals to children, as well as the facility of de-warding like Navodaya.

Because of the economic problem in rural areas of India, they are unable to get an education by engaging in agricultural work and leave their education in between.

Also, 50% evaluation textbook and 50% evaluation should be based on local arts promotion, culture and small cottage industries only then the concept of employment education will come true. In the presence of parents in addition to the provision of custom education in the higher secondary stage abstain from sexual education also.

Internships in various areas of the country to the child through vocational training and entrepreneurship should be given so that children are aware of the geographical environment.

### 3. CONCLUSION

As on 11 July 2022, India is the second most populous (138 crores) country in the world having the world largest youth population (13 to 35 years is around 40 %) and (18-23 years is 27%) of total population of total population. Digital or smart classrooms are considered as the vital element in improving the traditional methods of teaching and learning that has motivated to the virtual students to improve their skills and interest as per the requirement of modern time. The digital transformation of education has found to be a vital source of global education irrespective of time and place boundations. Academicians or institutes are motivated to apply the most friendly user software's and technologies with skillful teachers and engineers to achieve their goals. In fact smart classes and NEP 2020 has transformed the education process and cause universal and interdisciplinary interactivity between teachers, navigating the Digital Landscape: A Guide to Management 105 learners, academicians as well as among learners themselves all around the world. The collaboration of public and private organization has also lead to improve the quality of education as the command or direction is coming from government higher authority to the private institutions in order to reduce the load of Indian government economically. So different educational organizations enter a competitive situation for promoting their teaching materials and methods that results an improvement of learning and educational process as a whole. Digitalization and NEP 2020 has no doubt changed our old education system as it has combined with the aspects of both; classroom learning and online learning methods and the collaboration of public and private organization. The New Education Policy (NEP) of India marks a significant shift in the higher education landscape, aiming to make it more inclusive, flexible, and globally competitive. The NEP's emphasis on multidisciplinary education, holistic development, and skill-based learning is expected to better equip students for the evolving job market. Additionally, its focus on increasing access and inclusivity—through initiatives like digital learning, financial support, and policy changes—has the potential to democratize education, especially for underrepresented and marginalized communities. While the policy holds promise, its successful implementation will be crucial in realizing these transformative goals, requiring sustained efforts from both government and educational institution. The importance of higher education in India is multifaceted, impacting economic growth, social progress, and personal development. While there are challenges, the potential rewards make it imperative for both the government and private sector to invest in and priorities higher education.

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