



The Effect of Globalisation on Quality, Fairness, Innovation, and Connection of the Indian Knowledge System in Higher Education

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Abstract: A shift has taken root—higher education now moves beyond borders with steady momentum. Shaping how courses are taught, widening access, while encouraging fresh methods across continents. This evolution matters a great deal when considering the growth of research in India. It helps to consider refined curricula or institutions stretching further into communities. Rooted partly in long-held traditions, these changes weave heritage into modern learning practices. This article looks closely at international links—teacher exchanges, student trips, institutional partnerships, cross-border courses, alongside virtual collaborations. Such engagements lift standards, stirring more vigorous academic rivalry across Indian universities. It follows how equity and inclusion evolve amidst changes across the globe. Openings grow larger. Spaces come alive with varied perspectives. Regional views intersect with wider worldviews. A fresh look at academic practice highlights keeping alive - and building upon - the Indian Knowledge System (IKS). Rooted deeply, IKS brings forward a distinct stream of insight within worldwide learning circles. Institutions stand to gain lasting innovation along with broader perspectives. Where global methods cross paths with local wisdom, something unique takes shape. Frequently, research points to the 2020 National Education Policy as a key influence behind this shift. A choice favouring foreign securities strengthens the IKS framework. In essence, the effort reveals an alignment—ancient Indian narratives meeting worldwide standards—to shape campus life. This blend fits a borderless reality while respecting roots. Merging these streams improves both the depth and the innovative character of the discourse, thereby affording India a more prominent place in the arena of international intellectual exchange.

Keywords: Quality Enhancement, Equity and Inclusion, Indian Knowledge System, Global Collaboration, NEP 2020

The aims of the study

- a. To research how internationalisation can raise the calibre and standards of Indian universities.
- b. To investigate how internationalisation promotes fairness and inclusivity by creating possibilities for international education.
- c. To assess the value of international joint ventures and academic collaborations in promoting creativity and high-calibre research
- d. To explore the possibilities of promoting and incorporating the Indian Knowledge System (IKS) into the system of international education practices.

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- e. To determine the effectiveness of internationalisation strategies towards the implementation of the National Education Policy (NEP) 2020 in improving the higher education sector in India.
- f. To determine the challenges, opportunities and best practices that can be used to balance international involvement and conservation of indigenous academic identity.

Overview and Context

Internationalisation of higher education is a concept that is used to denote the act of integrating worldviews, international partnerships and intercultural education into the university teaching, research, and service framework (Knight, 2004). This strategy is set to improve the quality of academics and competitiveness in many ways, one of them being through the curriculum internationalisation, transnational joint research, international education, and mobility of students and faculty. The current world has seen internationalisation as a crucial policy towards raising the prestige of the academic institution, promoting innovation, and equipping the graduates with global skills. In India, it is not only considered a way of modernising the higher education systems, but also being able to retain intellectual and cultural diversity as well as receiving international recognition (Agarwal, 2009). Globalisation has completely transformed the Indian higher education system, making it more academically mobile, research-intensive, and adopting international standards in higher education. Restructuring of educational institutions has enabled Indian universities to match the international standards of creating education systems that have improved employability, innovation and research (Altbach & Knight, 2007).

A more hospitable and multicultural academic environment has resulted from the unrestricted movement of academics and students across nations, which has opened up new avenues for knowledge sharing and intercultural understanding. By promoting the flow of academic activities, collaborative research, and adherence to international quality standards, globalisation has had a significant impact on higher

education in India. Education reforms have forced Indian institutions to adopt foreign standards in their curricula in an effort to improve their employability, inventiveness, and research output (Altbach & Knight, 2007).

This has created a more colourful and vibrant academic society and provided more opportunities in cross-cultural learning and sharing of knowledge since researchers and students can cross borders. The Indian Knowledge System (IKS) is very important in this regard. It is a symbol of the ancient history of traditional wisdom in such disciplines as mathematics, linguistics, philosophy, medicine, and environmental management (Mahadevan et al., 2022). Incorporating IKS in the education of modern higher institutions, India can provide its native contribution to the world of knowledge as well as to the appreciation of the intellectual culture. The National Education Policy (NEP) 2020 offers a strategic clue to the ways of linking internationalisation with the advancement of IKS. It underlines the role of conservation and distribution of Indian cultural and knowledge resources as well as promoting interaction with the rest of the world via faculty exchange programs, research and academic partnerships (Government of India, 2020). It is a two-strategic move towards achieving a high education system based on the spirit of the Indian civilisation, competitiveness at the global level, and responsiveness to local demands.

Impact on the Quality of Higher Education

Internationalisation has a great influence on the quality of higher education. It has established itself as a major participant in improving the quality of education in general by improving teaching standards, increasing research output, and promoting institutional excellence. Universities are able to access the most recent research technologies, innovative instruction approaches, and best practices on an international level through international collaborations and academic exchange programs. These alliances are not only likely to increase the competencies of teachers but also enhance the learning effect of students because they allow sharing of resources, joint publication and exposure to

different learning environments (Knight, 2013). The efforts of India to improve its quality using the internationalisation strategy are testable in its efforts in terms such as study abroad programs, international faculty recruitment, and international university alliances. An example of this is the Indian Institutes of Technology (IITs) and the Indian Institutes of Management (IIMs) that have partnered with foreign institutions to exchange their faculty, conduct research and offer joint degrees, which have helped them to diversify their curriculum and improve their international reputation (Agarwal, 2009). In the same manner, most of the Indian universities have also adjusted their systems of academics to meet the requirements of international accreditation. It is through an international curriculum and benchmarking that the students will be able to learn skills that are not only useful in a global context but also applicable to them locally. Such exposure cultivates critical thinking, imagination and problem-solving skills- qualities that are crucial to finding employment at the international scale. International partnerships also support outcome-based education, which links instruction and assessment to measurable learning objectives (Hartmann, 2014). By promoting the culture of continuous improvement in higher education institutions, these solutions enhance academic achievement, transparency, and creativity. Since internationalisation blends local values and strengths with global academic standards, it generally plays a significant role in the creation of a strong culture of excellence in Indian higher education.

Implications for Inclusion and Equity

Internationalisation of higher education is a life-changer in terms of ensuring equity and inclusion. It is important to even the playing field by opening doors to students and teachers in different geographical locations, genders, and socioeconomic backgrounds. This also creates a feeling of global citizenship and helps to provide high-quality education, which becomes more affordable due to cross-border mobility and academic alliances (Altbach & Knight, 2007). Making global learning spaces more accessible will reduce educational and cultural

disparities and enable disadvantaged populations to access global knowledge systems. In order to give all parties an equal opportunity in the global academic scene, several programmes have been initiated. The Fulbright fellowship and other scholarship programs, such as Study in India and the Erasmus+, offer qualifying students from third-world countries an opportunity to study abroad and financial assistance (UNESCO, 2021). The emergence of digital learning platforms and massive open online courses (MOOCs) has also contributed to a decline in geographical and financial obstacles to international education and, therefore, made it more accessible (Marginson, 2016). Moreover, joint degree programs and networks of research and collaboration enable students in rural and disadvantaged regions to receive high-quality educational opportunities without requiring an ultimate relocation, which guarantees increased coverage of the global academic world.

The real equity on internationalisation has been a challenge. Marginalised students remain economically unable to join school since university tuition is expensive and there is a lack of subsidies and the digital divide (Hartmann, 2014). The problem of cultural adaptation and regionality may also impose a barrier, especially to women who reside in restrictive social backgrounds and are first-generation students. To address these problems, there should be specific legislative changes that will focus on affordability, diversity, and social justice of international education opportunities. Although internationalisation can increase access to higher education, there should be a balanced strategy that incorporates the financial aspect, digital empowerment, and culturally sensitive systems to provide equal opportunities to everyone.

The Role of Internationalisation in Innovation Promotion

Internationalisation stirs up fresh work in universities. It brings scholars from different fields together. It mixes lessons across subjects. It even prods teachers and learners to think like starters in a world beyond borders. That push plays a real part in sparking new paths for the

university world. You have to step into foreign lecture halls to grasp all sorts of angles, the latest tools, and clever ways of posing questions. That kind of border-crossing stirs original ideas, sharpens fixes for troubles, and builds skills for answers that fit the spot (Knight, 2013). Overseas teamwork has lifted India's research game a notch. Look at schemes like the UK-India Education and Research Initiative—UKIERI—the Indo-US Science and Technology Forum, known as IUSSTF, or the tie-in with Europe's Horizon effort. Those ventures breed breakthroughs. They thrive on traded insights, outside money, and handed-over techniques (Agarwal, 2009).

These collaborations allow Indian experts to jointly develop solutions in areas like as biotechnology, digital education, renewable energy, and environmental sustainability. Classroom learning has been revolutionised by technology-based instructional tactics that promote interactive and engaging learning, such as virtual labs, online collaboration platforms, and AI-enhanced learning aids (Marginson, 2016).

The Role of Internationalisation in Strengthening Innovation

By promoting international research collaborations, cross-disciplinary learning and entrepreneurial thinking amongst instructors and learners, internationalisation is the most effective way to stimulate innovation in higher education. Getting involved in the world of different points of view, advanced technologies, and new research techniques in foreign academic contexts is the key to a world of opportunities. This international interaction boosts innovativeness, increases problem-solving skills, and preconditions the emergence of the context-specific innovations that will respond to the local and global demands (Knight, 2013). With the help of international cooperation, the research situation in India has improved considerably. Other projects such as UK-India Education and Research Initiative (UKIERI), the Indo-US Science and Technology Forum (IUSSTF), and the association with the European Union under the Horizon program have led to innovation due to the sharing of

knowledge, availability of international funds and technology transfer (Agarwal, 2009). Through these partnerships, the Indian researchers can co-invent solutions in fields like digital education, biotechnology, renewable energy, and environmental sustainability. The use of technology in instruction, such as virtual laboratories, collaborative learning via the Internet, and the use of AI in educational tools, has also transformed the classroom experiences and facilitated active and engaging learning (Marginson, 2016).

Internationalisation is an essential factor in entrepreneurship and innovation in universities as it links academic institutions with international industries and start-up systems. Making countries communicate and exchange best practices allows developing innovation clusters that can empower students and faculty to transform their research into a product or service (Altbach & Salmi, 2011). Moreover, through incorporating the global knowledge with the Indian Knowledge System, institutions of higher education can produce sustainable and culturally sensitive innovations that satisfy local interests without compromising international standards. In that sense, the role of innovation is a channel between the global knowledge and the local intelligence, where internationalisation will not only boost the academic excellence, but also the socio-economic technological progress in India.

Internationalisation is an important factor in stimulating innovation and entrepreneurship in educational institutions by closing the divide between academia and global businesses, as well as start-up ecosystems. International exchange of knowledge and practices plays a role in the formation of innovation clusters so that academics and students can be able to convert their research into viable products or services (Altbach & Salmi, 2011). Also, through the combination of global knowledge with the Indian Knowledge System, institutions of higher learning are able to produce sustainable and culturally sensitive innovations that can meet the local demands and comply with international standards. Innovation will thus prove to be the bridge between local knowledge and

global knowledge, and therefore internationalisation not only improves academic achievement but also leads to the socioeconomic and technological growth of India. including ABET, AACSB, and revised NAAC evaluation models, as a way of guaranteeing institutional accountability and constant quality improvement (Altbach & Salmi, 2011).

The National Education Policy—NEP 2020—brings the Indian Knowledge System into core university studies. It holds firm to world-class marks at the same time. NEP 2020 lets universities build courses that span subjects. It opens doors to studies that push IKS ideas into setups the world knows well. Old lore meets fresh studies and lessons in this setup. India gains ground as a spot for knowledge that spans borders. That full sweep—old ways hand in hand with new turns—keeps India's store of thought alive. It adds to lessons everywhere, too.

Institutional Initiatives and Policy Framework: University moves and rules from the top aim to lift teaching spots in India. They touch on evenness and fresh starts. Such steps speed up the pull toward ties abroad in higher learning. These bases make India a solid choice for advanced studies, working across borders, joint efforts, and swaps of ways.

The Ministry of Education's Study in India (SII) program, which provides outreach initiatives, scholarships, and a streamlined admissions procedure, is one of the most notable initiatives. In addition to improving the reputation of Indian universities abroad, the effort broadens and diversifies the nation's schools. The Global Initiative of Academic Networks (GIAN) goes above and beyond to bring in international academics who may collaborate on short-term research projects and teach short courses at Indian institutions.

This cooperation has resulted in a high quality of the teaching process, dissemination of the best practices worldwide, and promotion of faculty and students to adopt the research-based learning process. Additional programs, which are of great importance, such as the UK-India Education and Research Initiative

(UKIERI) and Indo-US Science and Technology Forum (IUSSTF) are significant in facilitating the exchange of faculty, bilateral research projects, and collaborative innovation. Such efforts contribute to the integration of local concerns and global knowledge platforms and improve institutional research capacity. The Indian Council of Cultural Relations (ICCR) is an organisation that tries to promote mutual understanding between India and other nations through the provision of scholarships and cultural exchange programs. Being highly focused on internationalisation, quality benchmarking, and incorporation of the Indian Knowledge System, the National Education Policy (NEP) 2020 provides a detailed vision of reforming higher education. It celebrates the golden tradition of Indian wisdom and tradition, as well as encouraging global collaboration via twinning programs.

Challenges and Recommendations

Although there is a great potential in internationalising higher education in India, several structural, budgetary and policy-related obstacles still need to be overcome. Based on these achievements, with the help of such programs as Study in India, GIAN, and the National Education Policy (NEP) 2020, the disjuncture between local priorities and global standards in different institutions remains noticeable. Limited resource allocation and funding are one of the greatest challenges. Many state universities just cannot afford to install offices in foreign countries, take visiting professors, or provide attractive scholarships to bring overseas students to their campuses. This has led to state and rural institutions being left on the periphery of the global networks, as very few of the elite universities can sustain international connections. The international academic networks are another major obstacle because they are not equally accessible. It is these institutions, which are smaller and regional, that are frequently left behind in the global opportunities, as research partnerships and exchange programs are usually centred towards the big metropolitan universities with high status. Such an inequality permeates the fair progress of academic merit and global interaction in the higher education

arena. Also, the Indian Knowledge System is not well represented in the world discourse. Even though NEP 2020 promotes the incorporation of IKS into the educational process, as well as research, the global recognition of Indian traditional sciences, philosophy, and cultural knowledge is still low. It is an urgent necessity to present IKS in the form of modern pedagogical methods, scientific articles and intercultural alliances, as it is a worthwhile component of world knowledge and not a solitary tradition.

Conclusion

Despite the achievements in the sphere of quality, equity, and innovation, the internationalisation of higher education in India is literally transforming the academic landscape in the country. The setting up of cross-border research networks, global collaboration, and free movement of teachers and students has vastly raised the performance of the institutions, and the Indian education system has been made to match international standards. Programmes such as Study in India, GIAN, and National Education Policy (NEP) 2020 are driving towards the aim of making Indian universities competitive at the global level, and at the same time, be inclusive and maintain cultural integrity. Internationalisation has positively contributed to quality by bringing in international standards and benchmarks, accreditation standards and practices, and the introduction of different teaching approaches. Though issues such as affordability and institutional inequality persist, it has made progress in equity by expanding access in terms of providing scholarships, web-based programs, and international partnerships. In addition, interdisciplinary projects, cooperative research, and technology-based instructional methods are enabling the students to be ready to live in a fast-changing world, and they are also being innovative in the process. Simultaneously, India has a special chance to incorporate the native views into the world intellectual network by embedding the Indian Knowledge System in such an international system. Incorporation of traditional knowledge with modern education boosts elements of sustainability, ethics and holistic

knowledge that are not highlighted in a normal international education. This combination is the reason why this blend is rightfully identified as essential to the creation of a higher education system that is both locally and globally based, as underscored in the NEP 2020. After all, the system of higher education in India is currently at the crossroads at which indigenisation and internationalisation have to co-evolve. This is a balance that will see to it that quality, equity and innovation are pursued in a manner that is consistent with the Indian heritage and modern expectations.

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