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# "Internationalisation of Higher Education - Issues & Challenges"


by

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## About Dr.BRAOU

The University, initially known as Andhra Pradesh Open University, was set up on 26th August 1982 through an Act of the A.P. State Legislature (APOU Act 1982). Subsequently the University was renamed as Dr.B.R.Ambedkar Open University on 26th October, 1991. The establishment of this University, the first of its kind in India, heralded and era of affirmative action on the part of the Government of Andhra Pradesh to provide opportunities of higher education to all sections of society to meet the changing individual and social needs. The University is providing services to the student community through a wide network of 213 study centres spread across both Telangana & Andhra Pradesh States, including 23 Regional Co-ordination centres and 11 centres exclusively meant for women students. Even prison inmates under life sentence also enrol themselves as students and pursue education through exclusive study centres at Central Prison – Cherlapally, Warangal, Rajahmundry, Visakhapatnam, Kadapa and Nellore. In all, the University offers Certificate, UG, PG Diploma and PG Degree and Research programmes including various Professional programmes.

# Internationalisation of Higher Education

2023 for India represents 73 years of constitutional democracy[i], 32 years of economic liberalisation, and concentrated reforms in our educational system. Each one of these achievements is significant as India movestoward becoming not only a strong and prosperous economy, but also a nation known for its academic excellence globally.

With an average median age of just 28.9 years among its 1.4 billion inhabitants, India's demographic landscape stands significantly younger compared to most other countries, trailing behind by almost a decade. As a result, India is poised to make the most substantial contribution to the international workforce. Presently, India has ascended to the position of the world's fifth largest economy, a notable achievement as per the World GDP Ranking of 2023.And this has been made possible due to its unique demographic advantage, and also the innovative reforms that have been made across the board and also primarily in education.

Today I am happy to share my thoughts with you all on a topic of Internationalisation of Higher Education a topic of my personal scholarship and keen interest as well as that of my university. As you all may know Symbiosis was established 52 years ago in Pune for the welfare of international students, primarily from Asia and Africa.

Let me begin with a historical context on Higher Education in India, to understand what Internationalisation of Higher Education means.

**Evolution of Indian higher education:** The journey has not been easy for India as the country has undergone multiple changes historically in every possible field which has impacted our education system. The evolution of Indian Higher Education can be traced back to 1500 years ago when India was considered as a Vishwa Guru.

We were home to some of the oldest universities in the world, such as Takshashila and Nalanda to name a few. The inception of the world's earliest university took place in Takshashila around 700 BCE. By the 7th century CE, the University of Nalanda had gained prominence, attracting students and academics from diverse regions such as China, Indonesia, Korea, Japan, Persia, Turkey, and various other corners of the globe. This continued till the 18th Century when we had a strong and diverse education ecosystem with 3 distinct traditions of advanced scholarship - Hindu Gurukulas, Buddhist viharas, and Islamic madarsas. As we know, during the British Rule, 3 universities were established at Bombay, Calcutta and Madras with a prime focus for imparting education to serve the needs of colonial systems. Subsequently, post-independence the Indian government took steps to reform the educational system through the various Education Commissions.

These policies werefocused on what the nation needed to build an educational system for all. It is only in the recent past that internationalisation of higher education as we now know, was addressed.

Let me briefly touch upon the highlights of the various commissions and education policies which will lead us to the most recent phase in our education journey:

The Government's commitment to education can be perceived from the fact that right after India having gained its independence in 1947, the **University Education Commission was** appointed in 1948[ii].Chaired by Dr. S. Radhakrishnan, the commission was formed with the objective of assessing the state of university education in India. Its purpose was to suggest necessary enhancements and expansions to align with the current and future needs of the nation. Additionally, the commission had the goal of establishing new universities.

Following this, the **Mudaliar Commission came in (1952-53**)iii. The suggestions put forth by the Mudaliar Commission hold immense importance in the progression of secondary education within post-independent India. Drawing from the commission's

findings and suggestions, several alterations were implemented in the Indian educational framework, notably, the initiation of the Higher Secondary Scheme, coupled with a three-year undergraduate program, and the establishment of additional vocational and technical institutions. This period marked a shift where educational responsibilities were shared between the Central and State governments.

Following that, the Kothari Commission of 1964-66 came into play. Building upon the insights of the Kothari Commission, the Government crafted the National Policy on Education in 1968iv. This policy advocated for a comprehensive overhaul and suggested the provision of equitable educational prospects, aiming to foster national unity and advance both cultural and economic progress.

This 1968 policy emphasized the learning of regional languages, outlining the "three-language formula" to be implemented in secondary education instruction of the English language, the official language of the state where the school was based, and the Hindi language. The use of regional languages in secondary schools was encouraged to establish an effective relationship between teachers and students. The National Education Policy of 1968 called for education spending to increase to 6% of the national income.

In 1986, the Government of India introduced a fresh National Policy on Education (NPE)v that advocated for a "special emphasis on addressing disparities" and ensuring equal educational opportunities, particularly for women, Scheduled Castes (SC), and Scheduled Tribe (ST) communities. This policy highlighted the importance of broadening scholarships for underprivileged individuals, promoting adult education, incorporating educators from marginalized groups, establishing new educational institutions, and furnishing housing and services.

The National Education Policy implemented a "child-centric approach" to primary education and initiated the "Operation Blackboard" initiative to enhance primary schools across the

country. Moreover, the policy laid the groundwork for the concept of "rural universities," inspired by Mahatma Gandhi's philosophy, aiming to stimulate economic and societal progress at the grassroots level within rural India.

In alignment with the goals set by the National Education Policy of 1986, the Indian Government initiated the "Operation Blackboard" during 1987-88vi. The primary objective of this initiative was to enhance the quality of human and infrastructural resources within the nation's primary schools.

As envisioned by the National Policy on Education (NPE) of 1986, the Government introduced a Centrally-Sponsored Scheme for the Restructuring and Reorganization of Teacher Education. This scheme was designed with the objective of establishing a robust institutional framework for both pre-service and in-service training of primary and secondary school educators. Furthermore, it facilitated the provision of academic resources to elementary and secondary schools.

Enacted in 2009, the Right to Education Act introduced the provision of cost-free and obligatory education for youngsters aged 6 to 14 in India, as established by Article 21-A of the Constitution. This act, abbreviated as RTE, became effective on April 1, 2010. Remarkably, it stands as the inaugural legislation globally that entrusted the Government with the duty of guaranteeing the enrollment, regular attendance, and successful attainment of education for children between the ages of 6 and 14.

The recent National Education Policy of 2020 however, has taken the need to offer a globally strong and relevant Indian HE ecosystem, to new heights. But before we come to the most recent and most ambitious policy which seeks to totally transform our education landscape: the National Education Policy (2020), let me step back and talk a bit about the reforms of 1991 which paved the way for this new policy to be imagined and more specifically paved the way for Internationalisation of Higher Education.

**Liberalisation Privatisation and globalisation policies of 1991, & how it affected the Indian higher education and initiated internationalisation of Higher education in India**

Liberalization, Privatisation, and Globalisation (LPG) was an economic transformation with large sweeping reforms introduced in 1991. LPG transformed the way India worked as an economy and opened the country up to the world for enhanced opportunities in trade and commerce. Globalization specifically referred to the process relating to growing economic interdependence, deepening economic integration, and increasing openness to the world economy.

Opening up to the world economy and changing the way India transacted business on a global platform had its impact in education too. The interest of globally renowned HEIs in India and its strong target market of upwardly mobile upper middle class Indian parents and students, opened up competition in ways we were not used to. We have seen the recently launched GIFT city and we all are keen to see the impact on our educational ecosystem. International universities at such special education zones will be given special dispensation regarding regulatory, governance, and content norms on par with other autonomous institutions of India. I personally believe Indian students will be better served by having a choice of global and Indian HEIs to choose from. As we have seen post 1991, Indian business did not suffer as many thought they would in the face of global competition. Indian businesses reviewed their offerings, made necessary strategic changes and have grown; many are global brands today and our economy is the 5th largest in the world. I believe the same will happen in the higher education space. We all are focussing on our student and stakeholder offerings, focussing on effectively delivering learning outcomes, and learning and benchmarking from the best in the world. We know India better than others! It is this upgradation and focus on employability and entrepreneurship, lifelong learning and inculcation of vocational and global skills that will bring in,

slowly but surely, more and more international students and faculty to our shores.

I believe this will also have an impact soon on the total number of Indian students who travel abroad for higher education. It is estimated that at an annual cost of an estimated US$ 1 billion, there are approximately 10 lakh Indian students[vii] who go to study abroad. When India becomes and is perceived to be a global destination for higher education offering quality education at reasonable fees, this imbalance in ratios of incoming international students and outgoing Indian students will be remedied.

Today, the UGC policy framework enables universities and colleges to admit foreign/ NRI/ PIO/OCI students up to 15 percent of their sanctioned intake and up to 20% for Category 1 HEIs.

Some data and figures for us to have context:

As per The All-India Survey of Higher Education (AISHE), 2020-21 we have more than 1,113 Universities, 43,796 Colleges and 11,296 Stand Alone Institutions. During the academic session 2020-21, the total students (Indian and international) enrolment in all courses and levels in regular and distance education Programmes was **394.34 Lakhs** and 10 lakh Indian students were studying abroad (MEA 2021).

Nonetheless, the count of foreign students enrolled in higher education stood at 49,348, hailing from 163 distinct nations. Among these, the largest contingent of foreign students originated from Nepal, accounting for 28.26% of the total, trailed by Afghanistan with 8.49%, Bangladesh with 5.72%, Bhutan with 3.8% and Sudan with 3.33%.

India occupies the 26th position among the leading countries favored by international student mobility. This constitutes a fraction of less than 1% within the worldwide panorama of international student movement. This is in the context where, on a global scale, approximately 5 million students were noted to be pursuing education outside their native countries.

**The Impact of Globalization on Education in India**

Globalization has profoundly impacted different aspects of society, and education is not an exception either. In India, a country known for its rich cultural heritage and diverse population, globalization has brought several opportunities and challenges to the education sector. Let me quickly highlight the significant ways I believe globalization has influenced education in India the most significant being that globalization has been a catalyst for Internationalisation of Higher Education.

**Introduction to Internationalisationof Higher Education**

Internationalisation, in the context of education, refers to the interconnectedness and exchange of ideas, knowledge, and resources across borders. It facilitates the integration of education systems worldwide, enabling collaboration, innovation, and sharing of best practices. Internationalisation has not only opened up new avenues for educational growth and development in India, but also has opened up global avenues of mobility for Indian students.

**Advantages of Internationalisationof Education**

Globalization, which has led to internationalisation of education in India today has introduced several positive changes in the Indian education system. Some key advantages include:

- **International Collaboration and Exchange Programs**

Internationalisationhas encouraged collabo-ration 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. Through cultural immersion, students who participate in global education programs can gain a greater depth of knowledge about and appreciation for new cultures. This often includes acquiring advanced language skills.[viii]

- **Exposure to Global Perspectives**

Internationalisationhas broadened the horizons of Indian students (and all stakeholders of Indian HEIs including faculty and staff) by offering opportunities to engage with varied opinions, diverse thoughts and global perspectives. Through internationally relevant curricula and pedagogies, multicultural learning environments, and interactions with students and faculty from different countries and regions, students develop a more comprehensive understanding of the world, its cultures, and its challenges. They are also therefore able to adapt with agility to unknown and unprecedented situations they are likely to face in the future.

- **Modernization of Curriculum and Pedagogy**

Internationalisation has prompted the Indian education system to evolve and modernize its curriculum and teaching-learning-assessment-evaluation methods. The focus has rightly shifted from rote learning to skill development, critical thinking, and creativity. These are all accepted today as 21st century global skills required for anyone to succeed in the present VUCA (volatile- uncertain- complex-ambiguous) world that we all live in. Hence HEIs today focus on translating theoretical knowledge to practical applications. Project-based learning and interactive teaching methodologies have become more prevalent.

- **Technological Advancementsto Enhance 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 from across the globe, enriching their learning experiences.
The integration of technology in education has been a significant outcome of internationalisation. The integration of smart classrooms, e-learning platforms, and digital resources has

revolutionized the landscape of teaching and learning. Through technology, education has been imbued with greater interactivity, engagement, and accessibility, benefitting students across the globe. It has also become the global norm especially during the pandemic when without this, education would not have been possible at all. One has to ensure inclusion of all as technological advancements may notreach the unreached.Collaborative Online International Learning programmes are the latest strength in a faculty's arsenal to ensure that students are well prepared for the changing multicultural world we live in.
I find that BRAOU too has several online courses in UG and Masters. The exhaustive options available to students will surely increase the reach of education both nationally and globally.

- **International Recognition and Mobility**

Globalization's influence on education in India is conspicuous through the heightened international acknowledgment of Indian educational establishments. Global rankings and accreditations have evolved into crucial benchmarks of quality, enticing both international scholars and faculty members. Simultaneously, Indian students have witnessed an augmented array of options for pursuing higher education overseas, broadening their international connections and professional avenues. In tandem with this progression, the Ministry of Education (MoE) endorsed and inaugurated the National Institutional Ranking Framework (NIRF) on September 29, 2015, under the auspices of the Honorable Minister of Education. This framework lays out a systematic approach for evaluating and ranking educational institutions across India.This is a critical move as it supports Indian HEIs to be competitive and quality conscious, something that is necessary as India aspires to enter the world rankings.

- **Employment Opportunities**

The impact of internationalization is vivid in the job market, giving rise to a need for individuals possessing global skills and competencies. Employers on a global scale are actively seeking candidates who possess not only cross-cultural awareness but also adaptability and proficiency in international languages. This shift in demand has prompted Indian educational institutions to integrate these critical skills into their curricula, thereby equipping students for a diverse range of global employment prospects.

**Strategies to Maximize the Benefits of Internationalisation**

While the impact of internationalisationon 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 foreign higher 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.

To nurture a comprehensive global perspective, Indian students should be facilitated in gaining a 'global immersion' experience through brief visits to esteemed international universities. The movement of both undergraduate and graduate students from Indian universities to participate in semester-abroad programs, short-term internships, training, or project engagements in overseas institutions should be actively promoted.

- **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 to create a conducive ecosystem for international students and faculty.

- **Teacher Training and Professional Development**

In order to enrich the academic environment, faculty members in Indian institutions should be actively encouraged to gain exposure from foreign universities, and conversely, foreign faculty members will be incentivized to engage with Indian institutions. This could encompass a range of initiatives, including exchange programs established with specific universities, assignments on deputation or lien, short-term assignments or positions, and brief training programs both in India and abroad.

Furthermore, faculty members in Indian higher education institutions should be entitled to sabbatical leave, which they can utilize to avail of such international opportunities. These measures are designed to promote knowledge exchange, collaboration, and a broader perspective among educators, ultimately contributing to an enriched educational experience for students and the overall advancement of academic excellence.

In line with fostering academic collaboration and exchange, Indian institutions hosting visiting scholars through the Global Initiative of Academic Networks (GIAN) scheme should be prompted to reciprocate by offering similar opportunities for their own faculty members. This approach should further encourage the exchange of expertise and knowledge between domestic and foreign institutions, contributing to a well-rounded and globally connected academic ecosystem. SIU too has a very healthy Scholar in Residence Programme where international faculty stay on our campuses to teach, research, and mentor students for periods varying from 1 month to 6 months.

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. Opportunities for faculty to travel, attend international conferences and seminars, collaborate with international faculty in research are all important.

- **Research:** Let me speak on research specifically here:

In the field of research much has been done to improve the world's perception about Indian research and innovation. From being a nation dedicated to teaching and employability focused to transforming into a research strong nation, many reforms have been implemented.

Illustratively, the University Grants Commission (UGC) has been actively engaged in conducting Joint Research Programs with nations such as the USA, UK, Israel, Norway, and New Zealand. Moreover, the UGC has acted as a catalyst for Indian scholars to actualize their research capabilities via scholarships and research initiatives. A case in point is the UGC-UKIERI Thematic Partnerships, established to foster collaboration between proficient research teams in the UK and India, operating within specific domains. Through the UKIERI Phase III initiative, the Higher Education Leadership Development Programme was executed, focusing on enhancing the administrative skills of staff members from Indian universities. This endeavor successfully trained more than 100 individuals from Indian universities.
Scheme for Promotion of Academic & Research Collaborations (SPARC) aims at facilitating collaborations between Indian and some of the world's best institutions from 28 selected nations to identify and solve, national and international problems.
Yet much remains to be done. Despite its paramount significance for higher education, the investment in research and innovation within India remains relatively low, currently accounting for merely 0.69% of the GDP. This stands in stark contrast to figures

such as 2.8% in the United States of America, 4.3% in Israel, and 4.2% in South Korea (NITI Aayog, 2021, p. 17). The proposition of establishing a National Research Foundation to elevate the quality of academic research across all disciplines is indeed commendable. However, the foundation's efficacy in cross-pollinating ideas from diverse fields and effectively channeling strengths towards addressing local and global social issues will be the key determinant of its success.

**Structural Reforms and Policies which Support and Enhance internationalisation**

The government plays a crucial role in shaping the impact of globalization on education. Some of the recent policies laid down have certainly enhanced Internationalisation of Higher Education. Policies should aim to promote inclusivity, regulate the quality of private educational institutions, and ensure affordable education for all segments of society.

**1. The UGC (Categorization of Universities - Only for Grant of Graded Autonomy)** Regulations of 2018 were officially announced on February 12, 2018. These regulations have been designed with the objective of granting autonomy to Higher Education Institutions (HEIs) based on established quality standards. The policy resulted in Higher Education Institutions getting the autonomy to collaborate with top HEIs globally, increasing the intake of foreign students and attracting good foreign faculty thereby enhancing their global competitiveness. Indian higher education institutions are poised to capitalize on the newfound autonomy bestowed upon them. This freedom offers a valuable opportunity to create education that stands out on both national and global fronts. The curriculum design, instructional methodologies, assessment procedures, and overall educational encounters must be strategically fashioned to equip students with the knowledge, skills, and competencies essential for them to evolve into competent global citizens.

**2. The latest National Policy 20202 is a watershed moment in Indian education:**

The National Education Policy (NEP) of 2020 represents a profound shift within the Indian higher education system, aspiring to reimagine its structure and processes while introducing more effective and improved educational practices. Since its introduction on July 29, 2020, NEP 2020 has instigated remarkable transformative shifts within the Indian education landscape. Widely regarded as an all-encompassing and innovative vision document for 21st-century India and its educational ecosystem, NEP 2020 addresses pivotal dimensions of education, ranging from Multidisciplinary and Holistic Education, Research, Innovation, and Entrepreneurship, to Governance and Teacher Capacity Building, Quality, Ranking, and Accreditation, Digital Empowerment and Online Education, Equitable and Inclusive Education, Promotion of Indian Languages and Knowledge, Skill Development and Employability, and Internationalization of Higher Education.

The policy dreams of making India a global knowledge superpower; reclaiming its historical status as the Vishwa Guru. The policy speaks of instilling a deep-rooted pride in being Indian, not only in thought, but also in spirit. It focuses on developing knowledge, skills, and values that will lead its citizens and all its learners to responsibly commit to human rights, sustainable development, and global well-being.

In line with the vision of NEP 2020 and in order to make efforts towards stronger internationalization of Higher Education, UGC has taken various initiatives. UGC has mandated the establishment of an Office for International Affairs to be the one stop office for all concerns related to international students studying at an Indian HEI. I am happy that SIU has had a dedicated central internationalisation office since 1971 when Symbiosis was established.

Results of this concerted effort to improve the quality of Indian HE and its global perception are now visible. For instance, in the QS WorldRankings of 2022, 35 Indian HEIs figured in the world rankings while 63 Indian HEIs figured in the THE 2021 rankings.

## 3. Study in India

Established on June 17, 1981, Educational Consultants India Limited (EdCIL) stands as the sole Public Sector Undertaking operating under the purview of the Ministry of Education. Its inception was formalized under the legal framework of the Companies Act, 1956. One of its education-related roles was to facilitate and liaison between foreign governments seeking admission/scholarship to Indian HEIs and work with the Government of India to facilitate foreign incoming students on short as well as long duration study programmes. Today it is the implementing partner in the**Study in India** programme under the aegis of Ministry of Education.

The primary aim of the 'Study in India' initiative is to position India as an appealing destination for higher education among international students. Following the current government guidelines, a provision has been sanctioned for reserving 15 to 20% supernumerary seats for foreign students. The 'Study in India' program is designed to attract foreign students who can be admitted under this arrangement, ensuring that it does not negatively affect the availability of seats for Indian students.

The Government has invested heavily in the SII programme and a common portal for all international students to register and only then enter India to study has been launched. This programme with an ambitious goal of attracting 2,00,000 students to study in Indian HEIs has the support and blessings of not just the MoE but also other concerned ministries such as the MoC&I, MoHAand MEA. Necessary changes and reforms have also been made to policies which impact foreign students and the quality of life they lead while studying in India. For instance, FRO registrations are now online, each HEI must have an international office, internships are possible where programmes mandate internships and work integrated learning, etc. A notable proposition that is under active deliberation at the highest echelons pertains to permitting international students who have completed their degrees in India to pursue employment in the

country under a designated post-study work visa period. This approach allows these students to accumulate work experience before eventually returning to their home countries if they wish to do so. The current inability of international students to engage in part-time work during their studies and subsequently secure a post-study work visa is a substantial factor discouraging them from choosing India as their preferred education destination. Amending this aspect could serve as a significant advantage in drawing academically accomplished students to opt for studying in India.

**4. Global Citizenship**

The Educational Framework for Global Citizenship will serve as a source of conceptual precision, enriched with Indian values, to guide Higher Education Institutions (HEIs) in effectively incorporating the notion of Global Citizenship within their educational approach. This framework will outline how HEIs can seamlessly integrate the principles of Global Citizenship into their teaching methodologies, pedagogical practices, and research endeavors, fostering a holistic understanding of this concept among the students.

The New Education Policy has successfully charted a course toward the creation of a proficient global workforce, capable of thriving in international contexts and assuming the mantle of global citizens. By aligning education with the dynamic demands of the modern world, this policy paves the way for a skilled workforce that can navigate the challenges and opportunities of the global stage.

The overarching goal of the National Education Policy (NEP) of 2020 is to cultivate within learners a profound sense of pride in their Indian identity, extending not only to their thoughts but also encompassing their spirit, intellect, and actions. Furthermore, the NEP aims to foster the acquisition of knowledge, skills, values, and attitudes that encourage a responsible commitment to human rights, sustainable living, and

global well-being. This in turn reflects the essence of a genuine global citizen.

On a global scale, initiatives related to Global Citizenship Education align with the SDG4 – Education 2030 agenda, particularly focusing on Target 4.7 of the Sustainable Development Goal 4 (SDG 4). This specific target urges countries to ensure that all learners are equipped with the knowledge and abilities to promote sustainable development. This includes education for sustainable practices and lifestyles, understanding human rights, advancing gender equality, nurturing a culture of peace and non-violence, fostering global citizenship, and appreciating the diverse range of cultures and their contributions to sustainable development.

## 5. Global Outreach

The broader aspiration of the Action Plan for the Global Outreach of Higher Education encompasses several key objectives:

- To enhance the global competitiveness of India's higher education system by providing exceptional quality in higher education offerings.
- To encourage the internationalization of higher education within India, transforming the country into an appealing and sought-after educational destination for foreign students.
- To draw in international faculty members for teaching and research purposes, enriching the academic environment.
- To amplify the global presence of Indian Higher Education Institutions (HEIs) through initiatives like institutional and programmatic mobility.
- To entice and retain Indian students who would typically consider pursuing higher education abroad, thus fostering growth within the domestic higher education landscape.

- To cultivate a global perspective within both Indian faculty and students, nurturing a mindset that aligns with the global citizen concept.

In summary, the ultimate goal is to establish India as a prominent and globally recognized player in the realm of higher education, fostering internationalization, inclusivity, and a comprehensive understanding of global citizenship among learners.

**6. Dual and Joint Degrees**

UGC regulation of 2020 regarding academic collaborations between Indian and foreign higher education institutions to offer twinning, joint and dual degree programmes open up opportunities to collaborate with the best institutions in the world and offer Indian students, internationally valued programmes within India itself. These not only aim at providing opportunities for Indian students but also for Indian academics and institutions to learn good practices from highly ranked (top 1000 QS/THE) institutions.

**7. Establishing Campuses of Indian HEIs Abroad**

High performing Indian universities will be encouraged to set up campuses in other countries. IIT Madras is the first IIT to open its campus in Africa and hasestablished IIT Zanzibar with a batch of 50 UG students and 20 Masters students. IIT Delhi too plans to set up a campus in Abu Dhabi. This is an extension of India's commitment to capacity building in Africa, Middle East and South East Asia. Similarly, Indian universities such as BITS Pilani, SP Jain, Amity University and Manipal University have had campuses abroad for long. Symbiosis International University too will soon be establishing its first international campusin Dubai. As there has been a strong demand for top ranked Indian Universities, this number is constantly on the rise.
I look forward to the time when India can once again attain the position of Vishwa Guru, but I also see the need to take concrete

steps to help achieve this goal. The Indian Ecosystem needs to incorporate specific changes:

- Liberalization of foreign student visas so that students from developing countries and developed countries can come to India.
- Design and offer focused programs for foreign students from developed countries based on the Indian knowledge systems and Yoga, Ayurveda etc., likewise programmes in Agribusiness, Health sciences for African students.
- Provision of post-study work visas, even if it is for a short period of 6 months to a year. For all practical purposes, a student does not only pursue higher education to amass knowledge but also to experience the job market, more so the Indian corporate world which is so attractive for foreign students. It is quite the same for Indian students who travel to other countries for higher education. They do not study at the best universities but sometimes study in even lesser-known ones, but they want to study in US and UK so that they eventually get jobs in the global corporate world.
- Cultural Assimilation: As the Indian education system embraces global influences, some feel there is often a risk of diluting our 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, cultural and national pride while progressing strongly globally in terms of research and innovation, business and technology. The NEP 2020 has addressed these issues beautifully.
- Equality and Accessibility: Although internationalisation has improved access to education for many, it has not yet reached all segments of Indian society equally. Rural areas and marginalized communities still face inequalities in their access to infrastructure, resources, and quality education. Addressing this inequality is crucial to ensure that the benefits of globalization are accessible to all and that no potential learner is left behind. Here, the open & distance education, online programmes and COIL will help in reaching global knowledge to the rural areas.

- Creating a network for Internationalisation of Indian HEIs. The Indian network for International Higher Education (INIHE) has been created at AIU. This was a concept that SIU requested AIU to create so that more and more Indian HEIs can be a part of the internationalisation process and can network with experienced Indian Universities and foreign universities. This will help Indian HEIs understand and then leverage their strengths to offer educational programmes globally, internationalize their campuses and their curricula, and become the best HEIs they can possibly be.

**As a conclusion, let me say that** Internationalisation of Higher Education has undeniably transformed education in India, bringing opportunities for collaboration, technological advancements, and exposure to global perspectives. However, it also poses challenges such as cultural assimilation, inequality, and standardization. By implementing effective strategies and policies, India can leverage the benefits of globalization while preserving its rich cultural heritage and ensuring inclusive and quality education for all.

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[i] https://www.india.gov.in/my-government/constitution-india
[ii] https://www.iassite.com/development-of-education-in-india-after-independence-upsc/
[iii] https://www.iassite.com/development-of-education-in-india-after-independence-upsc/
[iv] https://www.iassite.com/development-of-education-in-india-after-independence-upsc/

[v] https://www.iassite.com/development-of-education-in-india-after-independence-upsc/
[vi] https://www.iassite.com/development-of-education-in-india-after-independence-upsc/
[vii] https://aishe.gov.in/aishe/viewDocument.action?documentId=352

[viii] https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1944-9720.2007.tb02853.x

"We may forgo material benefits of civilization, but we cannot forgo our right and opportunity to reap the benefits of the highest education to the fullest extent as the Education is the greatest material benefit"



Dr. B.R. Ambedkar




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