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Special Issue

on

GLOBALISATION AND INTERNATIONALISATION OF HIGHER EDUCATION

on the occasion of

AIU NORTH ZONE VICE CHANCELLORS' MEET–2023-24

&

THE BHARAT-NEPAL HIGHER EDUCATION SUMMIT

hosted by

KATHMANDU UNIVERSITY, DHULIKHEL, NEPAL

on

February 15-17, 2024

Association of Indian Universities
New Delhi

&

Kathmandu University, Dhulikhel
Nepal

Welcome

The Delegates

of

AIU North Zone Vice Chancellors'
Meet–2023-24

&

The Bharat-Nepal Higher Education Summit

(February 15-17, 2024)

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EDITORIAL

India and Nepal share many common attributes and strong ties of friendship and cooperation. Sprouted out from the same roots of the Indus Valley civilization, both countries follow common religious faiths and philosophies and worship the same Gods and incarnations. Characterised by deep-rooted contact among people and kinship, Nepal is known as a spiritual abode, and India is the cradle of learning, knowledge, and wisdom. Cultural relations between India and Nepal are strong in cinemas, music, and education among many things. Many legendary tales of intellectuals and experts bespeak Nepal-India relations in the sphere of education. India's support and contribution towards Nepal's budding educational and academic sector in the 1950s brightened the spirit of Nepalese students in schools and colleges. Nepalese have been coming to India for higher studies in various disciplines and have been occupying important positions in the domains of politics, economy, society, culture, fine arts, literature, and science across the world. Many brilliant Nepalese scholars are alumni of Indian universities and have made both countries proud. The Indo-Nepal educational heritage thus marks great significance today.

This time, Kathmandu University, Nepal, and the Association of Indian Universities (AIU), New Delhi took the extraordinary step of stepping out of India to organize the AIU North Zone Vice Chancellors' Meet at Kathmandu University on the theme '*Globalisation and Internationalisation of Higher Education'.* The event is also marked by The Bharat-Nepal Higher Education Summit with the tagline *Global Horizons, Shared Futures: An International Outlook.* This Special Issue of the University News on the theme '*Globalisation and Internationalisation of Higher Education'* is being brought out to mark both occasions.

Globalisation and Internationalisation are not new for Nepal and India. History tells us that in both these countries globalisation can be traced back to the Indus Valley civilization. At that time, the international trade relations were with other contemporary civilisations be it Mesopotamian or Egyptian. Later in the Vedic period, apart from these trade links, there used to be trade with West Asia through land routes as well as from Southeast Asia through sea routes. Experts say that in Atharva Veda Nepal was mentioned as a country exporting Blankets.

India on the other hand, has carved a niche for its exceptional lead in establishing world-class multidisciplinary international universities, *Vishwavidyalayas* way back in 6th Century BC. The name *Vishwavidyalaya* itself signifies its international character. However, the process of internationalization of higher education has attracted increasing interest and a quickening pace of operation in recent years only. Disruptions in Information and Communication Technologies; knowledge economy, liberalisation, globalisation, privatisation, massification of higher education, etc., are some of the influencing factors. Now, Internationalisation has forced in with a robust magnitude and has become an inevitable dimension of higher education with both positive and negative implications.

To exploit the international arena, many national, international, and institutional players came into the picture operating in different ways at different levels, and with patterns varying between regions, nations, and institutions. India has also escalated its efforts towards the Internationalisation of Higher Education after the launch of the National Education Policy--2020 which placed special emphasis on it. The Policy has particularly stressed attaining the highest global standards in higher education to attract a greater number of international students and creating India as a knowledge hub. Promoting research collaboration and student exchanges between Indian institutions and global institutions through organized efforts; exchange of credits between foreign universities and home institutes for the award of degrees, and other forms of arrangements such as offshore

campuses of foreign HEIs in India and *vice versa* are some of the recommendations of the Policy. The policy justifies the critical need to promote India as a "global study destination" providing premium education at affordable costs thereby, helping to restore its role as *Vishwa Guru.*

Steps that have been taken by the Government towards promoting the internationalization of Higher Education include providing autonomy to Institutes of Eminence to collaborate freely with certain categories of foreign institutions without regulatory approval requirements, hiring foreign faculty, making efforts to allow the top 100 universities of the world to establish campuses in India, etc. Most importantly, the University Grants Commission has come out with Guidelines for 'Internationalisation of Higher Education' (IHE). The important of all strategies mentioned in IHE Guidelines is "Internationalisation at Home", which means integrating the dimensions of the international learning environment within our higher education institutions which involves capacity building in internationalisation initiatives; collaborative communication between Indian and international faculty; international dimension to curricula in the sciences, social sciences, and beyond to spark a deeper reflection about course content and effective pedagogy to promote better learning outcomes for all students, etc. These guidelines also act as a means to improve the quality of Indian Higher Education at home.

On pondering the opportunities and challenges brought in by the process of Internationalisation we find that the opportunities outweigh the challenges. Increased supply of quality higher education, greater access for students, support for the knowledge economy, development of joint degrees, fusion or hybridization of cultures, growing comparability of qualifications, an increasing role for the market-based approach, economic benefits for education providers, and the diversification and generation of new academic environments**.** The challenges include concern about the quality of provision, inequality of access leading to a two-tier system, the growing problem of physical and virtual brain drain on the developed country---developing country axis, homogenization of culture, the weakening role of the state in establishing national policy objectives, growth in market-oriented programmes, such as business and information technology and decline in Liberal Arts and pure Science disciplines which are essential for sustainable harmonious development. Internationalisation is a significant process that benefits seamless education and jobs across the globe.

A successful Internationalisation and Globalisation process requires commitment and support, as well as ethos and conditions that welcome and nurture it. The universities and other institutions must first create a favourable environment and it is only then that they will derive the full benefits of internationalization. For the successful Internationalisation and Globalisation of higher education, all stakeholders (students, faculty, management, government, and society) need to work hand-in-hand with a sense of dedication and prudence. The efforts of only a few individuals may not suffice. Finally, the process of Internationalisation and Globalisation of higher education is not only a concept but also a transformational process that needs to be promoted by all Indian higher education institutions with increased cooperation.

This Special Issue contains articles on Internationalisation and Globalisation of Higher Education contributed by eminent academics and experts in the field from India and Nepal. These articles will supplement the outcome of the Vice Chancellors' Meet to create a roadmap for the higher education institutions to work towards Internationalisation and Globalisation of Higher Education. This is a small but significant effort to contribute to the Government of India's initiatives towards promoting Internationalisation and Globalisation.

Sistla Rama Devi Pani

Setting Tone for AIU North Zone Vice Chancellors' Meet–2023-24 on Globalisation and Internationalisation of Higher Education

Pankaj Mittal* and Sistla Rama Devi Pani**

The Association of Indian Universities (AIU), one of the premier higher education institutions in India, was established in 1925. It plays a vital role in shaping Indian higher education by being a research-based policy advice institution to the Government of India in the fields of Higher Education, Sports, and Culture. One of the key activities of the AIU is to convene the Vice Chancellors' Meets at the Zonal and National levels to discuss various issues related to higher education. India is a country with a large geographical area, for ease of reaching out, AIU has grouped the member HEIs into 5 Zones—East, West, North, South, and Central. Each zone is constituted of HEIs located in 5-6 States grouped in that Zone. Thus, 5 Zonal Meets and one National Vice Chancellors' Meet are organized annually. These Meets are important platforms not only to discuss the significant issues of higher education but also to play a catalytic role in finding solutions for different problems of higher education through collective wisdom. Further, AIU carries forward the voice of the participating leaders of higher education to appropriate agencies and authorities for their dispensation. Every year in the Annual Vice Chancellors' Meet, a specific theme that is of topical significance for the higher education community is taken up for discussion. As a run-up, subthemes related to the main theme are discussed in the Zonal Vice Chancellors' Meets.

AIU Vice Chancellors' Meet –2023-24

Projecting the landscape of higher education in the year 2047 shall involve a lot of speculation, as the future will depend upon the complex interplay of social, technological, economic, and cultural factors. Based on current trends and potential developments, it is the right time to discuss on theme related to prospective Higher Education in 2047, to provide a glimpse into the potential directions higher education could take by the year 2047, when India celebrates 100 years of independence. The *Amrit Kaal* from 2022 to 2047 holds a lot of potential, in terms of shaping our higher education to meet the challenges of the 21st century. Therefore, for the year 2023-24, AIU has chosen the main theme as *'Higher Education@2047'*. Under this overarching theme, the following themes are proposed for the AIU's Zonal Conferences:

South Zone:	*Digital Transformation in Higher Education*
East Zone:	*Integrating Bhartiya Knowledge System (BKS) with Higher Educatio**n***
West Zone:	*Future of Work and Skill Development*
Central Zone:	*Nurturing Research and Innovation Ecosystem*
North Zone:	*Globalisation and Internationalisation of Higher Education*

North Zone Vice Chancellors' Meet on '*Globalisation and Internationalisation of Higher Education'*

Globalisation and Internationalization of higher education is a reality which is influencing policymakers in most countries of the world. Somehow, the Indian higher education system has been very slow in reacting to the wave of internationalization that is sweeping the world. It has been particularly slow in creating conducive platforms for the students and faculty of different countries in Indian Universities. According to the latest data from the Ministry of External Affairs, only around over 49,348 foreign students are enrolled in India for higher education whereas, a big number of around 13,24,954 lakh students from India go for studying abroad. This wide gap between the students going to other countries and students coming from other countries is because of the limited capacity of our institutions, both academically as well as infrastructurally, to meet the requirements of international students. Consequently, India had

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not been able to take advantage of the opportunities that internationalization offers. However, NEP-2020 has targeted the internationalisation of higher education as an important goal and several measures have been initiated to promote Internationalization of the Higher Education, some of which *inter alia* include facilitating research/teaching collaborations and faculty /student exchange with high-quality foreign HEI and signing of relevant mutually beneficial MOUs with foreign countries; encouraging high-performing Indian universities to set up campuses in other countries; selected universities e.g., those from among the top 100 universities in the world to be permitted to operate in India; setting up of International Student Office at each HEI for welcoming and supporting students arriving from abroad; counting credits acquired in foreign universities, wherever appropriate as per requirement for each HEI; and promoting courses and programmes in subjects, such as Indology, Indian Languages, AYUSH systems of medicines, yoga, arts, etc. Post NEP--- 2020, some of the steps taken to promote internationalization are:

i. Guidelines released for setting up of Office for International Affairs and Alumni Connect Cell in the campus of Universities hosting foreign students.

ii. 179 Universities have established Office for International Affairs and 158 Universities have set up Alumni Connect Cells.

iii. The University Grants Commission (UGC) notified the regulations for (Setting up and Operation of campuses of Foreign Higher Educational Institutions in India). The regulations aim to facilitate the entry of Foreign Higher Educational Institutions (FHEIs) into India, in line with the NEP recommendations, and to provide an international dimension to higher education in India.

iv. In order to foster academic collaboration between Indian HEIs and foreign HEIs, "University Grants Commission notified (Academic Collaboration between Indian and Foreign Higher Educational Institutions to offer Twinning, Joint Degree and Dual Degree Programmes) Regulations.

v. World-class foreign universities and institutions will be allowed in the Gujarat International and Financial Tech (GIFT City), Gujarat to offer courses in Financial Management, FinTech, Science, Technology, Engineering, and Mathematics free from domestic regulations, except those by the International Financial Services Centres Authority (IFSCA) to facilitate the availability of high-end human resources for financial services and technology. GIFT City has already allowed top foreign universities with 500 ranking to set up offline centres in select subjects.

vi. UGC Institutions of Eminence Deemed to be Universities Regulations have been amended to allow Institutions of Eminence to set up Off-Shore campuses. The amendment to existing UGC institutions of Eminence Regulations delineates terms, conditions, and approval process for the establishment of Off-Shore campuses by Institutions of Eminence (IoEs) deemed to be universities.

vii. Scheme for Promotion of Academic and Research Collaboration invites talented foreign academics to improve the competitiveness of the Indian Education System.

viii. Global Initiative of Academic Networks (GIAN) aims to increase the footfall of reputed international faculty in Indian academic institutes and further invite international academic excellence to India's higher education institutions.

ix. Leadership for Academicians Programme facilitates partnerships with foreign universities to provide training for Indian academics.

x. Increase of supernumerary seats for foreign students to 25% over and above the total sanctioned strength for admission to various UG and PG courses.

xi. For permitting credits acquired in foreign countries to be counted for the award of a degree, UGC has framed the draft UGC (*Academic collaboration between Indian and foreign Higher Education Institutions to offer Joint Degree, Dual Degree and Twinning Programme) Regulations, 2021*. These Regulations shall apply to Indian Higher Education Institutions intending to collaborate with Foreign Higher Education Institutions leading to the award of diploma(s) and degree(s) including Postgraduate and Doctoral programmes, and Foreign Higher Education Institutions intending to collaborate with Indian Higher Education Institutions. Academic

> Collaboration between Indian and foreign higher education institutions under these Regulations shall facilitate Credit Recognition and Transfer, Twinning Arrangements, Joint Degree Programme and Dual Degree Programme. The promotion of foreign academic collaboration shall be strengthened through the introduction of the provisions of a joint degree, dual degree and twinning arrangement. This initiative will provide global exposure to the students; promote multidisciplinary and interdisciplinary education with an internationally relevant curriculum; improve employability; attract foreign students to study in India; and improve the standing of the Indian universities in international rankings as internationalization is an important parameter.

Under *"Twinning Arrangement*", students enrolled with Indian higher education institutions shall be able to undertake their programme of study partly in India, complying with relevant UGC regulations, and partly in a foreign higher education institution. Moreover, credits earned by the students at a foreign education institution shall be counted towards the degree/diploma awarded by the Indian higher education institution.

In the case of the *"Joint Degree Programme*", the curriculum shall be designed jointly by the collaborating Indian and foreign higher educational institutions and the degree shall be awarded by both the collaborating institutions with a single Certificate bearing the crests and logo of both collaborating institutions, upon completion of the programme. "Dual Degree Programme" under these Regulations shall be conferred by the Indian and foreign higher education institutions, separately and simultaneously, upon completion of degree requirements of both the institutions.

Being the third largest higher education system in the world with around 44000 HEIs and several indigenous courses, India has immense scope to become an attractive destination for international students. To showcase the potential of Indian higher education, the Government of India initiated the *'Study in India'* programme. The main objective of it is to objective is to target foreign students by branding India as an attractive education destination. It encourages international students to explore valuable educational opportunities enabled by top Indian universities.

Indian Council for Cultural Relations administers various scholarship programs annually and awards about 3000+ scholarships under 26 different schemes to foreign students from about 140 countries. Amongst these 23 schemes, six are funded by ICCR from its grant and others are administered on behalf of MEA and the Ministry of Ayush. Each academic year, ICCR has about 6000+ of its foreign scholars who are studying at various Central/State Universities, Institutes, NITs, Agricultural Institutions etc. In a step forward toward "Digital India," ICCR developed the "Admissions to Alumni (A2A) Portal) to streamline the enrolment process. Many other apex bodies of higher education are working for the cause of higher education *vis a vis* internationalization.

AIU Initiatives in Globalisation and Internationalisation of Higher Education

The Association of Indian Universities established in 1925 determines the Equivalence of the Degrees and other Qualifications awarded by foreign Universities which *inter alia* signifies promoting *the* internationalization of higher education and the inevitability of AIU in the process of internationalization. The AIU has maintained a close relationship since its inception with university organizations in many nations for facilitating international collaboration in the areas of common interest, particularly the exchange of students/ faculty/research and technical staff, joint research projects, sharing of information, joint capacity building programme, credit transfer, dual/joint degree programmes, recognition of courses and programmes, the equivalence of degree, etc. between the universities of India and other countries.

AIU with its strong network of universities and HEIs nationally and internationally is also contributing to getting Indian degrees recognised abroad through our counterparts in that country. AIU has already moved to futuristic credit-based evaluation and has updated its equivalence policy in line with the NEP–2020. To enhance and facilitate student mobility and catch up with international trends, AIU has shifted to a credit-based approach for *equivalence of degrees,* rather than insisting only on the duration of the programme. The mutual recognition of qualification is now envisaged to be based on the credit approach rather than the duration approach. This has led to a larger number of beneficiaries who can come to India for higher education or jobs. For this, the exercise of credit mapping over various nations is being undertaken by AIU. It is felt that mutual recognition

of qualifications is one of the key areas to promoting the internationalization of higher education where AIU plays a major role.

On the recommendations on various forums of Vice Chancellors and other dignitaries to have a consortium of universities for internationalization, AIU has launched an Indian *Network for Internationalization of Higher Education (INIHE)* as an independent, autonomous, Pan-India consortium dedicated to the advancement of internationalization of higher education at all universities/institutions in India. As a research-based collaboration entity, it aims to serve as the nation's think tank for all matters related to the internationalization of higher education and globalization. The INIHE shall commit its resources to quality research, capacity building, information sharing and advocacy so as to ensure that Indian institutions are able to appreciate and avail the benefits of internationalization, and to ensure that a better understanding of Indian higher education is enabled internationally. It is acting as a leading think tank/advisory body on all matters related to the international dimension of higher education in India. The creation of INIE also results in a bigger role for AIU to engage with the national and international community.

To aid the 'Study India Programme' being conducted by the Government of India AIU contemplated an *AIU Collaboration Portal* wherein all the member universities of AIU can showcase their best departments/centres/facilities where they wish to collaborate nationally or internationally. The information will be available on the AIU Collaboration Portal about the credibility of these departments in terms of academic programmes, research publications, faculty with Ph.D. qualifications, patents, awards, facilities, and infrastructure in terms of books, journals, and equipment. These will help the partner institutions to decide on the university to collaborate with in specific subject domains.

Internationalization of higher education is not just a concept but also a transformational process that requires strong will and concerted efforts from Indian higher education institutions.

Gobalisation and internationalisation of Higher Education both are interlinked and they denote the increasing integration of education systems, institutions, and students on the global level. Such processes have gained importance due to advancements in technology, communication, and transportation to enable greater mobility and exchange of knowledge across borders.

As internationalisation seeks to enhance the quality of education by exposing students to diverse cultures, languages, and viewpoints which mainly includes diversity in the curriculum, mobility of students, global partnership, faculty exchange programmes, and many more such initiatives. Similarly, globalization involves the transformation of the education system into a global commodity with institutions operating across national territories and adapting to global economic, cultural, and technological advancements. The two-day event will include the following 3 Technical Sessions to discuss the concerned topics:

- *International Collaborations and Partnerships: Building Bridges for Higher Education.*
- *Global Higher Education Policy and Regulation: Harmonizing Standards.*
- *Student Mobility and Diversity: Enhancing International Experience.*

International Collaborations and Partnerships: Building Bridges for Higher Education

In the present scenario, international collaborations and partnerships are essential components of Higher Education as they offer opportunities for the HEIs to expand their reach, enhance academic quality, foster cultural exchange, and address global challenges through collaborative research, student exchange programs, joint degrees, etc. International collaborations and partnerships can bring immense value to HEIs by fostering global citizenship, advancing research, and preparing students for a rapidly changing world. However, successful collaborations require strategic planning, clear goals, effective communication, and a commitment to mutual benefit and respect.

This session would focus on the value of international collaborations between HEIs by highlighting the benefits of research partnerships, student exchange programmes, joint degree programs, and faculty collaborations across borders. Discussions could also address challenges related to cultural differences, logistical issues, and funding models.

Global Higher Education Policy and Regulation: Harmonizing Standards

Because of the implementation of NEP–2020, the importance of Global higher education policy and its regulation increases manifold as it encompasses the various laws, policies, and frameworks that govern HEIs and systems on an international scale. Also, these policies and regulations address a wide range of issues, including quality assurance, accreditation, funding, mobility, research, and collaboration. Global higher education policy and regulation require coordination, collaboration, and ongoing dialogue among governments, international organizations, institutions, and stakeholders to ensure the quality, accessibility, and relevance of higher education in an increasingly interconnected world.

This theme will address the regulatory and policy considerations in global higher education by deliberating on topics like accreditation standards, quality assurance mechanisms, recognition of foreign credentials, and the role of international organizations in promoting harmonization and collaboration.

Student Mobility and Diversity: Enhancing International Experience

Student mobility across national and international borders to pursue higher education enhances diversity on the campuses, where students of various nationalities, ethnicities, socio-economic backgrounds, genders, etc. study together.

As internationalization is now considered the key component of higher education, student mobility and diversity which contribute significantly to internationalization, cultural enrichment, and the exchange of knowledge and ideas are of immense importance.

Promoting student mobility requires proactive policies, resources, and support services from institutions and governments. The session will focus on the ways to promote students' mobility while fostering an inclusive, welcoming, and culturally diverse learning environment on the campuses for success in a globalized world by embracing the richness of human experiences and perspectives.

Participation

Vice Chancellors of Indian Universities, Experts from the Government of India, Apex Bodies of Higher Education, and Academia will be Speakers and Session Chairs. Experts from international organizations will also be invited to contribute. Discussions will be largely conducted in English. Sessions will be in a blended mode.

Format and Approach

The Sessions will be of 1 Hour and 30 Minutes each. In each Session, there will be experts from Government, HEIs, and ICT. Presentations will be followed by interaction and Q and A. Based on deliberations; a commitment statement will be framed for the universities to further the cause of Higher Education in India. In addition to academic deliberations, capacity development initiatives will be taken by forming a group of Vice Chancellors who will work on various dimensions of Transformative Higher Education.

Conclusion

Given the increased expectations on the Higher Education System due to various economic, social, and environmental reasons, there is an urgent need to facilitate Globalisation and Internationalisation in the higher education system of the country. Immediate action, therefore, is required in all Indian higher education institutions to adopt the measures which can lead to required transformations to make education relevant and useful to international community. In this scenario, it is inevitable for higher education institutions to take the lead and work towards transformation.

The recommendations of this Conference will constitute the discussions on the recommendations that emerged out of deliberations in the Zonal Meets on this theme. On the basis of the recommendations of this National Seminar, '*University Action Plan on Facilitating Globalisation and Internationalisation in Higher Education'* will be prepared which will be a handy guide for Higher Education Institutions of the Country. A Policy Document will also be prepared and presented to the Government of India.

The Association of Indian Universities (AIU) anticipates a fruitful and meaningful interaction toward the resolution and realization of a common agenda for academic excellence through transformative higher education. This Vice Chancellor's Meet is but a stepping stone in the direction of building a new higher education system to build new India of 2047. ❑

Kathmandu University, Dhulikhel : A Profile

Kathmandu University, Dhulikhel, Nepal is hosting the Association of Indian Universities (AIU) North Zone Vice Chancellors' Meet and The Bharat-Nepal Higher Education Summit from February 15-17, 2024.

Kathmandu University (KU), Dhulikhel, Nepal is an autonomous, not-for-profit, self-funding public institution established by an Act of Parliament of Nepal in December 1991. KU is Nepal's top higher education institution committed to upholding academic excellence across diverse classical and professional disciplines. The mission statement of the university is *"to provide quality education for leadership". The vision is "to become a world-class university devoted to bringing knowledge and technology to the service of mankind*". The university aspires to serve the nation by fulfilling the needs of society through the motto of taking knowledge and skills "from the campus to the society."

KU was originally established as 'Kathmandu Valley Campus" against the backdrop of the restoration of democracy in Nepal. It was the first university to be established on the initiative of the private sector. KU stands out with its distinctive traits, including self-governance, financial independence, regular maintenance of the academic schedule, strong credibility in the global educational arena, real and effective communication between faculties and students, and a welcoming atmosphere for students, among other qualities. Likewise, the university's graduates are renowned for their substantive industry and community exposure, research competence, technological proficiency, proficient communication, collaborative and leadership abilities, and global adaptability.

Within 30 years, KU has built a reasonable infrastructure and established a track record of academic excellence. The university offers various undergraduate, graduate, and postgraduate programs in science, engineering, medicine, management, education, arts, and law through its seven schools, namely, School of Science, School of Management, School of Engineering, School of Medical Sciences, School of Education, School of Arts and School of Law.

The university is in Dhulikhel, about 30 kilometers east of Kathmandu Valley. Spread over 17.88 hectares of land, the university enjoys a mountainous landscape and panoramic views of the Himalayas. Kathmandu University is not limited only to the Dhulikhel premises. It has been providing its service through the School of Medical Sciences in Panauti, the School of Management in Balkumari, Lalitpur, and the School of Arts and the School of Education in Hattiban, Lalitpur. Likewise, affiliated colleges offer their services in different parts of the country.

Seven Schools and High School of Kathmandu University

School of Arts (SOA)

Established in 1996, the School of Arts (SOA) provides education in liberal arts, music, media, and social sciences. The school's primary aim is to cultivate capable professionals who can actively contribute to the nation's development. The school envisions an education system that fosters ideals of social and economic justice, aiming for the well-being of all individuals and their surroundings. Its mission involves promoting professional knowledge, understanding, and skills in arts, culture, and the broader social and economic potentials of human resources. This is achieved through scholarly activities, critical thinking, analysis, effective communication, practical interventions, assessments, evaluations, and the integration of social, economic, political, cultural, and environmental aspects of development. Research Centers such as Nepal Center for Contemporary Studies (KU-NCCS), Disability Research Center, etc. are some of the initiatives of the school to advance the school's contemporary research focuses.

School of Education (KUSOED)

The School of Education (KUSOED) at Kathmandu University has a mission to bring about a transformative impact on education and society by upholding standards of educational excellence. Committed to fostering academic growth and innovation, the school offers a diverse range of programs, including B.Tech-Ed in Information Technology, Postgraduate Diploma, Master, MPhil, and PhD, catering to the diverse needs of its students. Renowned for its community-driven and

needs-based teacher education initiatives, KUSOED focuses on programs that make a tangible impact in professional settings.

At the forefront of educational and social research, the school continually contributes valuable insights and advancements to education and society. KUSOED employs a blended pedagogy for postgraduate programs, seamlessly combining online and face-to-face learning to provide a comprehensive educational experience. Meanwhile, the school utilizes a face-to-face and internship-based pedagogy for undergraduate students, ensuring they gain practical experience in their chosen field of study.

School of Engineering (SOE)

Founded in 1994, the School of Engineering (SoE) at Kathmandu University is dedicated to establishing pioneering benchmarks of excellence. The school prioritizes research addressing the most pressing societal challenges, emphasizing education that empowers students to be future change agents and promoting equal and equitable access to enable a diverse array of individuals to succeed in engineering careers. Additionally, SoE focuses on entrepreneurship, facilitating the translation of innovative ideas into global industry contributions.

The school offers a variety of programs at both undergraduate and graduate levels through its departments, including Computer Science and Engineering, Electrical and Electronics Engineering, Mechanical Engineering, Civil Engineering, Chemical Science and Engineering, and Geomatics Engineering.

School of Law (SOL)

Established in December 2013, the School of Law (KUSOL) is the most recent addition to the Kathmandu University System. The school's objective is to equip students with the skills to be critical thinkers, problem solvers, and flexible leaders capable of navigating and responding to changes in the legal profession. To achieve this, the curriculum seamlessly integrates practical skills training with legal theory, emphasizing excellence in both teaching and scholarly pursuits.

The school's mission is to cultivate a diverse group of graduates endowed with the skills, judgment, and ethical compass to excel as lawyers and legal professionals while also being socially responsible members of the global community. Throughout its development and institutionalization, the School of Law has maintained close ties with the Nepal Bar Council. Furthermore, it strives to align with the standards set by the American Bar Association to the extent applicable in the Nepalese context.

School of Management (SOM)

Established in August 1993, the School of Management at Kathmandu University, commonly known as KUSOM, is the first graduate program launched by Kathmandu University. It also pioneered the introducing the Master of Business Administration (MBA) program in Nepal, adhering to internationally recognized design principles and structures. Over two decades later, KUSOM remains the premier business school in the country, consistently rated as the top business school in all B-School rankings in Nepal. It has become the preferred choice for management education aspirants and employers seeking management graduates. The School is leading the country's management development, setting high-quality standards and innovative trends for other business schools to emulate. Its graduates serve as valuable managerial, entrepreneurial, and intellectual resources, contributing to the growth and success of numerous business, development, and academic enterprises in the nation.

KUSOM's mission is centered on enhancing the practice and profession of management for development by creating relevant and high-quality learning opportunities. The vision is to rank among the top twenty management schools in South Asia by 2022 while maintaining leadership in management development within the country. The School engages in four core businesses: management education, training and continuous learning, consulting, and research.

School of Medical Sciences (SMS)

The inception of Kathmandu University School of Medical Sciences (KUSMS) resulted from a collaborative effort between Kathmandu University and Dhulikhel Hospital. In August 2001, KUSMS successfully initiated its own MBBS program as a constituent part of the university. The school is equipped with facilities at two distinct locations: the Basic Science building, complete with essential amenities, is perched on a hilltop in Chaukot, Panauti, while the University Hospital is conveniently located in Dhulikhel, just 3 km away.

The Basic Science department encompasses various units, each equipped with the necessary laboratories, lecture halls (including Problem-Based Learning classrooms), audio-visual facilities, and a well-resourced library.

School of Science (SOS)

The School of Science (SoS) at Kathmandu University has paved the way, emerging as a globally acclaimed institution that proudly represents Nepal on the international platform. SoS initiated its foray into higher education by offering Biotechnology, Environmental Science and Engineering, Mathematics, Pharmacy, Physics, and Life Sciences programs. The school is committed to setting new benchmarks of excellence, focusing on research addressing some of the most pressing problems in modern society. Additionally, it prioritizes education that equips students with the skills to be future agents of change, strives for equal and equitable access to science careers, and fosters innovation in global business through entrepreneurial endeavors that introduce novel concepts to existing companies. Given its paramount importance to the School, there is a dedicated focus on research. This encompasses the pursuit of fundamental contributions to academic knowledge and the development of technology directly impacting people's everyday lives.

Kathmandu University High School (KUHS)

Kathmandu University High School was established in 1998 under the umbrella of Kathmandu University. The school has successfully nurtured a new generation of leaders and professionals with a caring and responsible attitude towards society. It is dedicated to providing quality education to children and cultivating independent thinkers who do not rely on rote learning and exam cramming for their education. Students are encouraged to forge their own path and pursue learning through observations, experiments, and research. It envisions a promising future, guided by the support and collaboration of a highly qualified and trained team of teaching and non-teaching staff, under the supervision of Kathmandu University.

Affiliated Colleges and Extended Programs

In its relentless pursuit of broadening its reach and impact, Kathmandu University has extended its academic offerings across a spectrum of disciplines. These programs encompass a diverse array of subjects, catering to the educational needs of students at the undergraduate, graduate, and postgraduate levels. The university has strategically collaborated with twenty affiliated colleges, ensuring accessibility and diversity in its educational offerings. This commitment to providing a comprehensive range of programs reflects Kathmandu University's dedication to fostering academic excellence and contributing significantly to the educational landscape, both locally and beyond.

Unique Academic Programs offered at Kathmandu University

Kathmandu University administers a multitude of distinctive and interdisciplinary programs, driven by the primary goal of delivering practical, skill-based education. This is achieved through collaborative efforts with partner institutions and government agencies. The university's commitment to innovation and real-world application is reflected in these programs, ensuring that students receive a well-rounded and hands-on education that equips them with the necessary skills to thrive in their respective fields. The synergy between Kathmandu University, its partners, and government agencies fosters an environment conducive to holistic learning and practical skill development.

Kathmandu University offers a diverse range of innovative programs, exemplifying its commitment to practical, skill-based education. Some notable programs of the university include Bachelor of Professional Hospitality, Bachelor of Craft and Design, Bachelor in Yogic Science and Well Being, Bachelor of Psychology, Master in Indigenous Education and Development, Master of Education in School Counseling, Master in Writing and Literacy Studies, BE in Mining Engineering, M.Tech. in Energy Systems (Joint program with IIT-Madras), Master in Health Informatics, Master in Energy and Infrastructure Law, Masters of Law in Energy and Infrastructure Law, B.Sc. in Bioinformatics, Bachelor in Public Administration, Master in International Relation and Development, Master in International Relation and Development, Master in Governance, Federalism and Public Administration, Bachelor of Information Technology (BIT) among others.

Governance Structure of Kathmandu University

a. Senate

The supreme governing body of Kathmandu University is the Senate. It comprises thirty-five members, including ex-officio university authorities, educators, industrialists, donors, trustees, and

representatives from affiliated institutions. The Honorable Prime Minister, serving as the Chancellor, chairs the Senate, while the Honorable Education & Sports Minister assumes the role of Pro-Chancellor. The Senate includes the university's Vice-Chancellor, Registrar, Deans, one principal from an affiliated college, two teacher representatives, and a student representative. Additionally, ex-officio members consist of a Member from the National Planning Commission, Parliamentarians, the Secretary of the Ministry of Education & Sports, the Secretary of the Ministry of Finance, and the Mayors of Dhulikhel and Banepa Municipalities.

The Senate plays a fundamental role in shaping the academic and administrative landscape of the university, including overseeing programs, educational affiliations, degree conferral, budget approval, Bye-laws endorsement, guidance to schools and colleges, evaluation of reports, audit approval, staffing decisions, new program endorsement, Vice-Chancellor recommendation, committee formation, and other specified functions.

b. Academic Council

The Academic Council is the main educational and academic authority of the university. It comprises fifteen members, including the Vice-Chancellor, Registrar, Deans of the Schools, five chairpersons of subject committees, and two representatives from affiliated colleges. Chaired by the Vice-Chancellor, the council establishes learning and teaching standards, curricula, teaching materials quality, examination formats, evaluation methods, class sizes, and admission criteria. Additionally, it formulates education and research standards policies, oversees the conferment of honorary degrees, and sets minimum qualifications for teachers at different levels.

c. Executive Council

The Executive Council (EC) is responsible for making the university's day-to-day administrative and operational decisions. EC comprises the Vice-Chancellor (VC), Registrar, two Deans, and one teacher representative appointed by the Senate. Chaired by the VC, the EC oversees the implementation of Senate decisions and directives, adheres to the policies and guidelines of the Government of Nepal, presents annual programs, budgets, progress, and audited reports to the Senate, manages funds, accepts grants and donations, supervises programs, drafts rules for approval, appoints personnel as needed, establishes terms and conditions of service, and reports on these matters to the Senate.

d. Board of Trustees

The Board of Trustees at the University comprises distinguished individuals and is responsible for endorsing long-term plans, overseeing resource generation and control, and providing guidance as necessary.

e. Faculty Boards and Research Committees

The focal points of educational activities are the schools, led by their respective Deans. Each school has a faculty board and a research committee overseen by the Dean. The schools also have several subject committees chaired by the Head of Department (HoD).

KU's Research Initiatives

The university has adopted a five-year strategic plan, charting its course to position itself as a trailblazer in Research, Development, and Innovation. The primary focus is on fostering a conducive environment for research and development by investing in academic resources and positioning KU as an innovative, research-centric institution. The university actively leads cutting-edge research that spans interdisciplinary work, connecting science, engineering, technology, medical sciences, social sciences, and more. In this pursuit, the university is in the process of establishing a Health Technology Research Center and has already initiated programs like Health Informatics and Yogic Science. With a vision of creating skilled graduates, the university is progressing towards creating a holistic and multidisciplinary learning environment. Additionally, the university is at the forefront of research in Green Hydrogen and Green Ammonia in Nepal. Beyond academic pursuits, the university actively supports the government by engaging in policy discussions and preparing advocacy initiatives, focusing on facilitating Nepal's green energy-driven transformation.

Presently, the university is engaged in approximately 140 research projects supported by external funding. These projects span a wide thematic area including agriculture, biotechnology, business management, climate change, development, education, environmental science, energy, engineering, health, and medical sciences, information technology, language

and communication, natural resources, policy-making, capacity building, et al. Similarly, in 2023, the university allocated grants to 19 research projects covering researchers from all seven of its schools and affiliated colleges using its internal resources.

General Services at Kathmandu University

The university provides a student-friendly campus with a diverse range of amenities. The International Hostel ensures a comfortable stay for students from abroad, fostering a diverse and inclusive community. The facilities include a well-equipped Gymnasium, a refreshing Swimming Pool, and 24-hour power backup to cater to the diverse needs of the student body. Canteens and a Fast-Food Café offer convenient dining options. The Multipurpose Hall serves as a hub for indoor games and events. Separate hostels for boys and girls, each accommodating over 200 students, ensure a secure and conducive living environment. Additionally, staff quarters contribute to the overall well-being of the university community. The convenience of shuttle services, covering various routes from Kathmandu Valley to Dhulikhel and shuttles to the hospital, further enhances accessibility and connectivity for everyone on campus.

Currently, the university is engaged in 140 research projects supported by external funding. These projects cover diverse thematic fields such as agriculture, biotechnology, business management, climate change, development, education, environmental science, energy, engineering, health and medicine, IT, language and communication, natural resources, policy-making, and capacity building. Similarly, in 2023, the university has allocated grants to 19 research projects covering researchers from all seven of its schools and affiliated colleges using its internal resources.

Scholarships, Academics, and Exchange Programmes

The university prioritizes global exposure and academic enrichment, offering full-expense-covered student exchange programs through prestigious platforms like ERASMUS, NORPART, and others. Students actively engage in projects, gaining practical insights and hands-on experience. The flexibility of credit transfers facilitates a seamless academic journey. Each school has a Placement Cell, ensuring students are well-prepared for professional opportunities. The academic calendar is designed for compatibility with international universities, fostering collaboration and participation in global academic events. Internationally acceptable curriculums further enhance the quality of education, preparing students for success on a global scale. The university's commitment to a holistic and internationally focused education sets the stage for students to thrive in a diverse and competitive global landscape.

KU Central Library and Information Systems Management Section

The KU Central Library offers extensive services and facilities to support the academic needs of its students and faculty. The library services include email facilities with KU domain, interlibrary loan, reference and referral services, reprographic services, user education, selective dissemination of information (SDI), current awareness services (CAS), paper clippings, and internet and email services. Access to online books, journals, and articles further enhances the research capabilities of the university community. The library spaces are thoughtfully designed, including reading spaces, book stack rooms, faculty-student discussion rooms, a dedicated area for the reference section, meeting halls, a smart computer lab, and archive spaces. Additional facilities encompass a wide range of offerings such as extended library hours, online public catalog access services, the use of RFID cards for various purposes, an online admission system, hybrid and modular classes, e-learning facilities, video conferences, and a supercomputer facility. The inclusion of e-books from reputable free sites adds another dimension to the resources available for academic pursuits.

Events and Extracurricular Activities

The university thrives on a vibrant campus life, imparting a sense of community amongst the students and ensuring their holistic development through a diverse range of events and extracurricular activities. The Student Welfare Council plays a pivotal role in organizing and supporting various student-centric initiatives. Likewise, Departmental Clubs provide students with platforms to explore their interests and engage in other social initiatives at the university. International Language Classes contribute to cultural diversity and linguistic proficiency. Sports weeks and competitions are organized regularly to fuel the spirit of healthy competition and teamwork, promoting the physical well-being of the students.

Festivals, exhibitions, and conferences are organized regularly to encourage diversity and intellectual exchange. These events and activities collectively create a dynamic and enriching environment, shaping well-rounded individuals beyond the confines of the academic curriculum.

Collaborative Linkages

The university has established academic collaborations with 264 Higher Education institutions spanning 42 countries, significantly contributing to the exchange of practical knowledge, experiences, curriculum, and faculties, among other crucial aspects of academia. Historically, international partnerships for faculty, staff, student exchanges, and collaborative research and publications have been focal points for KU. Over a hundred faculties have already reaped the benefits of these collaborations, with many pursuing higher studies through these connections. While most of these collaborations involve academic linkages, the university has also introduced and implemented joint degree programs for students meeting acceptance requirements at KU and partner universities. Institutions like the Norwegian University of Science and Technology, the University of South-Eastern Norway (USN), Western Sydney University, the Indian Institute of Technology, Hyderabad (IITH), and the Indian Institute of Technology Madras (IITM) have already initiated joint and double degree programs with KU.

Internationalization of Kathmandu University

KU has reserved a quota (10% of its total student number) for international students in all schools and programs. So far, foreign nationals from 54 countries, including Benin, Zambia, South Africa, and others, have chosen Nepal as their destination for higher education, which constitutes about 12.33% of our total graduates. Though the largest number of those foreign nationals are from the South Asian nations i.e. India (4445), Srilanka (376), and Maldives (63), the university feels proud to have hosted 70 students from the USA, 31 students from Germany, 21 from Canada, 18 each from Zambia and Britain, 14 from South Africa, 9 each from Norway and Russia, eight from Australia and 6 from Sweden. Also, students from Switzerland, Austria, Belgium, Spain, The Netherlands, Denmark, Greece, Czech Republic, Latvia, Poland, Ukraine, and Benin have already chosen KU as their destination for higher education. The provisions of fee waivers, scholarships, and free accommodation for international students, in addition to the unparalleled quality of the teaching and pedagogical methodologies employed at the university, are expected to make Kathmandu University a more attractive destination for foreign students.

In the academic year 2023/24, Kathmandu University expanded its academic programs abroad in collaboration with its partner institution, bringing forth a paradigm shift in its internationalization initiatives. KU's Bachelor in Yogic Science and Well-Being program is now offered in Tirupati, India, in partnership with Shri Vishweswara Yoga Research Institute. The university has also completed the processes to extend its Bachelor in Buddhist Studies in Hong Kong in collaboration with Thrangu Vajrayana Buddhist Center. Likewise, this year, a double degree Bachelor in Information Technology (BIT) program has been launched in Australia in collaboration with the Crown Institute of Higher Education.

Specialized Centers at Kathmandu University

Nepal Technology Innovation Center (NTIC)

The Nepal Technology Innovation Center (NTIC), an autonomous body affiliated with Kathmandu University, aims to serve as a platform and support system for researchers and innovators, fostering novel ideas to advance science and technology in Nepal. NTIC is dedicated to promoting prototype-based startup companies in the country, providing access to state-of-the-art equipment, investing in research projects, and offering training for skill development. Functioning as a center for research, innovation, and business development, NTIC serves as a common ground for academia, industry, government, and various organizations. It houses international standard research laboratories offering agriculture, health, and energy testing services.

The Nepal Technology Innovation Center (NTIC) houses specialized laboratories catering to diverse fields. The Health Laboratory is equipped with cutting-edge technology, including Gene sequencers, PCR machines, and automatic DNA extractors, providing crucial support for health-related research, diagnosis, and testing services. The Agriculture Laboratory assists rural communities with advanced equipment such as Gas chromatographs, Bomb

calorimeters, and Soil nutrient analyzers. This lab contributes to agricultural services and research. The Energy Laboratory is dedicated to the research and development of energy-related activities, featuring equipment like smart meters, digital oscilloscopes, and solar trainer kits, which are essential for studies in the field of energy. Each laboratory plays a crucial role in advancing their respective domains and supporting various research and development initiatives.

Technical Training Center

Kathmandu University Technical Training Centre, an autonomous institute under Kathmandu University, aims to address the need for a skilled workforce in the evolving fields of automobile and manufacturing. With support from Korea International Cooperation Agency (KOICA), the center provides skill-oriented training programs to underprivileged youths.

Turbine Testing Lab

The Turbine Testing Lab at Kathmandu University stands out as a unique facility supporting hydropower development in Nepal. Situated at the base of Kathmandu University in Dhulikhel, Nepal, the lab operates within the university's academic environment and collaborates with industries and private sectors. With a focus on addressing technical and societal aspects of hydropower development and turbine-related issues, the lab can test turbines up to 300 kW. Equipped with cutting-edge technology and ample office space, it serves both academic and commercial purposes. The lab actively engages in research on turbine design, development, and simulations, striving to become a center of excellence in Nepal for such endeavors. To achieve this goal, it consistently conducts various academic and commercial research activities. Explore ongoing research initiatives at the Turbine Testing Lab for more details.

Aquatic Ecology Center

Founded in 2003, the Aquatic Ecology Centre (AEC) at Kathmandu University strives to enhance academic endeavors through research and scientific collaboration. Its goals include offering training and analytical services in examining physico-chemical and biological soil and water quality.

Mental Health Research Center

Established in 2023, the Mental Health Research Center was established to make the country self-sufficient in training mental health professionals for primary healthcare support. The center provides services encompassing diagnosis, prevention, treatment, and specialized care for mental health conditions. Serving as a knowledge hub, it aims to be a valuable resource for information on mental health treatment. Additionally, the center is committed to supporting the production of educational materials for mental health professionals across various levels, fostering self-reliance.

The center will be a resource center for transferring technology to mental health workers at all levels, collaborating with modern mental health centers. Through extensive research in mental health and related sciences, the center seeks to develop innovative technologies for preventing and treating mental health issues. Furthermore, it will coordinate mental health programs with national and international organizations to address current challenges and aspirations in the country.

Himalayan Center for Asian Studies (HiCAS)

Established in 2019 within the School of Arts, HiCAS focuses on studying various aspects of Asian languages, cultures, and civilizations in the Himalayan region. The objectives include exploring the histories, religions, philosophies, and knowledge systems of Asian countries, delving into Ayurveda and traditional medicines, and examining traditional art, architecture, city planning, and other technologies. Additionally, the center aims to explore canonical texts in Sanskrit and other ancient languages of Asia, classical literature of major languages in the Indian Subcontinent, and contribute to the search and preservation of handwritten manuscripts. It also emphasizes understanding the theories and practices of all Asian religious and cultural traditions, along with identifying archaeological sites, conducting excavations, and analyzing findings.

Kathmandu University-Nepal Centre for Contemporary Studies (KU-NCCS)

The KU-NCCS is a research institute under the Kathmandu University School of Arts. It is an entity brought under the umbrella of Kathmandu University by the 594th meeting of the Executive Council (EC) held on February 16, 2020. Nepal Centre for Contemporary Studies (NCCS), a Kathmandu-based think tank established in 1995, was working on research and publication on contemporary socio-economic and political issues of South Asia. To

initiate and strengthen research-based social science knowledge, the NCCS will now entirely be a part of SOA as per the understanding between its founders and the university.

Himalayan Cryosphere, Climate and Disaster Research Center (HiCCDRC)

In October 2009, the Disaster Management and Sustainable Development Center (DMSDC) was renamed to the Himalayan Cryosphere, Climate and Disaster Research Center (HiCCDRC) to expand the research on snow, glaciers, glacier lakes, water-induced disaster and climate change, which are the main influencing components of water resource development in Nepal. During that time, no academic institutions in Nepal carried out such research. Such studies are essential as the glaciers are hastening due to an increase in air temperature and will directly impact water availability on rivers soon if the retreat continues. HiCCDRC is under the Department of Environmental Science and Engineering (DESE), School of Science (SOS) in Kathmandu University (KU), Dhulikhel, Nepal. The center's main objective is to research cryospheric science and climate change-related issues and produce young researchers with interdisciplinary skills and capacity in the field.

Organic Farming and Natural Product Research Centre (ONRC)

The Organic Farming and Natural Product Research Centre (ONRC) was established in 2020 with the primary aim of serving as an interface between educational/research institutions and industrial units. Its overarching goal is to become a Center of Excellence in its operational domain and set a benchmark in Nepal. The center strives to take the lead and has significantly contributed to human resource development by fostering strong inter- and intra-institutional linkages, organizing training programs, summer/winter schools, farmer-friendly initiatives, and community development programs.

The objectives of the Centre include the organization of regular training programs in Plant Tissue Culture, organic farming, and Molecular Biology for entrepreneurs, research scholars, scientists, and extension officers, including farmers. Additionally, the center aims to engage in the commercial production of tissue culture-derived plants and biocontrol agents. It also plans to conduct farmers' seminars, involving them in participatory seed production programs, promoting good farming practices, fostering nursery development, managing greenhouses, and enhancing overall plant production.

Research and Innovation Center (RIC)

The Research and Innovation Center (RIC) of Kathmandu University School of Education (KUSOED) is the modified body of its Research Center, established long back. It aims to maintain quality assurance through research. Keeping the strength of KUSOED in the center, the RIC works in collaboration with all the departments of the school to observe, evaluate, and help in systematically mobilizing their overall activities. The central focus areas of RIC include grant-seeking and proposal writing, quality accreditation and standardization, research podcast/video/talk series, academic audit, conducting seminars, faculty/staff/students exchange, research publication and collaborative writing workshops.

Writing and Communication Center (WCC)

Writing and Communication Center (WCC) has been established in the School of Education (KUSOED) with the approval of the Executive Council held on l4 Kartik 2079 (14 October 2022). Primarily, the Center is expected to operate as a financially consolidated, functional body to help graduate, postgraduate and PhD students present quality theses/dissertations and research outputs. WCC will meet the objectives of providing support to students and faculty researchers, training in research writing and communication, fellowship to needy and capable students, engagement of established writing and communication scholars from outside KUSOED through workshops and short-term programs, and revenue generation for KUSOED.

Continuing and Professional Education Program (CPEP)

Continuing and Professional Education Program (CPEP) is a whole school improvement interdisciplinary, participatory program that addresses emerging needs and enhances the best practices of the school. In addition to running regular academic programs from undergraduate to PhD levels, the KUSOED works with different community-based organizations and local authorities to help educators and educational leaders who can bring transformation at the tertiary, secondary, and primary levels of education. The School carries out

external, community-focused programs and activities through its Continuing and Professional Education Center (CPEC). The Continuing and Professional Education Program (CPEP) is a trans/inter/disciplinary participatory program which addresses emerging educational needs and enhances the best practices of the school and the university.

Multi-Dimensional Cannabis Research Centre (MCRC)

Multi-Dimensional Cannabis Research Centre was established at Kathmandu University on January 13, 2022, after approval from the Executive Council. MHRC was formed with the initiation of a group of experts from the fields of science and research, pharmacy, health, IT, and many others. The Centre strives to explore and utilize the benefits of medicinal cannabis by doing research. The people involved in this project come from all over the world. They are engaged in the study related to anything related to cannabis--whether it be plant science, genetics, the composition of the plant, cultivation, use, consumption, medicine manufacturing, or anything else. The Centre aims to touch on all aspects.

Disability Research Center

Disability Research Centre (DRC) is a joint initiative of Kathmandu University School of Arts and UNICEF Nepal. It focuses on disability research, training, and teaching from the perspective of social, economic, and institutional linkages. The DRC has the objectives of conducting research in the area of disability and inclusive education in Nepal, enhancing the research capability of Kathmandu University about disability and inclusive education in Nepal, establishing relations between Kathmandu University and community to enhance the welfare of persons with disability, tracking and reviewing policy changes associated with rights of persons with disability and inclusive education in Nepal, and conducting training and capacity building activities for community members to enhance capacity and exchange expertise.

Idea Studio Nepal

Idea Studio is a platform to turn promising ideas into solutions and ultimately ignite social change by enabling youth potential in favor of entrepreneurship through innovation.

The realization of finding new solutions to the current challenges facing societies led to social innovation taking a central stage supported by decision-makers at the highest levels worldwide. This is coupled with the wave of technological advancements and the enormous expansion of the possibility frontier brought about by the new technologies. Governments nowadays are prepared more than ever to collaborate with the private sector and civil societies on new ideas in search of guidance and inspiration on how to scale cost-effective solutions to social problems. At the center of the emergence of social innovation movements worldwide are the young and motivated new generation. They are technologically savvy, ambitious, creative, and willing to take risks. New initiatives were launched all over with one keyword in common— innovation.

WTO Chairs Programme

Kathmandu University School of Management (KUSOM) is one of the 17 institutions that were selected to join the network of WCP Chairs, among 120 applications received for Phase 3 of the WTO Chairs Programme (WCP). This has provided KUSOM with the opportunity to network with 35 other universities that are already part of the WCP network. The WTO Chairs Programme (WCP) aims to enhance academic institutions' expertise on WTO work and issues, to improve research, teaching, as well as outreach to policymakers. Kathmandu University School of Management (KUSOM) will be implementing Phase 3 of the WTO Chairs Programmme (WCP) in Nepal for the next four years (2022-2026) based on three major pillars of interventions: Curriculum Development and Teaching; Research and Capacity Building and Outreach.

Conclusion

Kathmandu University's broadly perceived signature features include autonomous administration, financial self-sustenance, regular maintenance of the academic calendar, sustained trust of the international academic community, optimum contact between faculties and students, and a student-friendly environment, among others. Similarly, the University's graduates are widely known for attributes such as substantive exposure to the industry and the community, research competence, technological literacy, moderate to high-level communicative competence, teamwork and leadership spirit, and global compatibility. ❑

Reimagining Internationalisation: Thinking Globally and Acting Locally

Pragya Chaube* and Rajesh Tandon**

Amidst the evolving landscape of internationalization, Indian Higher Education Institutions (HEIs) are presented with new opportunities and trials. While the historical trajectory highlights the benefits of standardization resulting from internationalization, a one-sided approach poses challenges. The implementation of National Education Policy 2020, while driving global integration, warrants a cautious approach to ensure alignment with local needs. HEIs must recalibrate to incorporate the ethos of "Thinking globally, acting locally," striking a balance between the global and local. This necessitates a nuanced approach to internationalization, ensuring that Indian HEIs remain globally competitive while addressing the unique needs of the local context.

Some attribute the phrase "Think global, act local" to a Scottish biologist, social activist, and town planner Patrick Geddes in his pioneering 1915 book *Cities in Evolution* (David Barash, 2002). While the phrase did not appear explicitly in the book, the idea of considering the entire planetary health and taking action locally clearly transpired. The revolutionary idea conceived over a century ago in the context of environmental protection remains pertinent in today's globalized world in several contexts.

The world is grappling with contemporary challenges of today, particularly the global climate crisis, which disproportionately affects certain populations. Additionally, issues such as food shortages, socioeconomic disparities, biodiversity loss, and numerous other challenges confront societies worldwide, with marginalized groups and historically disadvantaged communities bearing a disproportionate burden. While low- and middle-income countries (LMICs) often suffer more acutely at a macro-level, at a granular level, women, marginalized communities, and socioeconomically disadvantaged groups endure significant challenges. Addressing these collective issues demands solutions at both the global and local levels.

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Higher education institutions (HEIs) play an important role in this ecosystem. With the end goal to impart and create knowledge, HEIs are uniquely placed to find long-term solutions to societal challenges. HEIs possess the capacity to simultaneously address local community challenges and tackle large global issues through a multifaceted approach. By establishing community-centred research in collaboration with local stakeholders, HEIs can co-develop tailored solutions to address pressing issues such as healthcare disparities, education access, and economic development. These initiatives not only benefit local communities directly but also provide valuable learning opportunities for students and faculty. Additionally, HEIs can leverage their expertise, resources, and networks to contribute to global initiatives, such as climate change mitigation, food security, and socio-economic inequality. Through collaborative research consortia, international partnerships, and experiential learning opportunities, HEIs can empower individuals to become global citizens and advocates for systemic change, thereby fostering a more just, equitable, and sustainable world for all. However, despite being in a globally interconnected world, there is a knowledge unidirectionality that often plagues and limits our definition of what we consider "global" and how it affects our local actions.

In India, this knowledge unidirectionality is a remnant of our colonial history. The colonial legacy is an important aspect in contextualizing the internationalization of Indian HEIs for how it shaped knowledge, the conception of modernity, and ourselves in this evolving landscape of education and labour markets. This legacy has been a double-edged sword: while it affords Indian graduates a competitive edge in a job market largely oriented towards international or Western clientele, it also precipitates the erosion of traditional, contextual, and cultural knowledge. Consequently, in today's globalized context, HEIs are increasingly tasked with navigating the delicate equilibrium between the global and local spheres, whether in fostering knowledge creation or cultivating a workforce capable of navigating diverse cultural contexts.

Indian Higher Education: A Brief History

India's higher education system has evolved

over centuries, drawing from ancient centers of learning like Nalanda and Takshashila to more modern institutions established during British colonial rule. In 1857, the establishment of the first colonial universities in Calcutta, Bombay, and Madras marked the beginning of British India's higher education system. Initially modeled after the University of London, these institutions served as examining and affiliating bodies rather than centres of teaching or research. They oversaw the expansion of English-medium colleges, reinforcing the colonial division between knowledge production in the metropole and its circulation in the colonies (Ali, 2023). The spread of English education, part of the imperial "civilizing mission," spurred debates about cultural domination and hegemony (Ali, 2023). The superiority of western thought, materialism, western values, lifestyle, and English language were asserted while denying Indians their own identity (Sultania, 2020). Many were swayed, equating modernism with Westernism (Sultania, 2020), the echoes of which can still be heard today. Indian HEIs, with varying degrees of adaptation, have since retained the system of governance, regulation, examinations, degrees, and quality assurance introduced by the British. This has, in some respects, standardized Indian HEIs according to global metrics, which over the years has resulted in complex dynamics.

Beyond the British influence, Indian HEIs continued internationalization efforts. Between 1880-1945, universities played a pivotal role in facilitating transnational scholarly encounters between Indian and German nationalist thinkers providing critical spaces for intellectual exchange during the swadeshi movement and interwar years (Ali, 2023). Furthermore, the establishment of new departments and research programs, drawing on German academic models and international faculty, aimed to enhance India's academic stature globally. Influential scholars like Ashutosh Mukherjee and Meghnad Saha leveraged universities to bolster international credibility and cultivate forms of anticolonial soft power, transcending the colonial dichotomy (Ali, 2023). Beyond the Indo-German connection, South Asia's participation in the internationalist moment involved diverse intellectual exchanges, particularly for elite anticolonial scholars.

After 1945, global changes such as decolonization and the Cold War reshaped transnational knowledge circulation. Western higher education institutions, aided by expanding networks of agencies and organizations, increasingly influenced postwar development globally. The emergence of "Cold War universities" in the USA played a significant role in shaping development expertise. However, non-Western institutions often remain overlooked in historical narratives, portrayed as passive recipients of expertise and aid (Ali, 2023). In 1947, India and Pakistan inherited an uneven and underdeveloped higher education system: few colleges and 20 universities, with only two in Pakistan, mainly following an affiliating model, concentrated in urban areas, lacking resources, and deficient in technical and vocational training. Recognizing the pivotal role of higher education in future economic development, there was huge investment in university development over the next two decades, leveraging substantial international aid from foreign governments, philanthropic agencies like the Rockefeller and Ford Foundations, and global bodies such as UNESCO, focusing on both monetary and pedagogic assistance.

A major example is from India's early independence period, when the Sarkar Committee advocated for specialized institutions focusing on scientific and technical education, inspired by the Massachusetts Institute of Technology (MIT) model (Leslie & Kargon, 2006). The establishment of the first Indian Institutes of Technology (IITs) followed this recommendation, with IIT Kharagpur receiving support from UNESCO, IIT Bombay collaborating with the Soviet Union, IIT Madras partnering with West Germany, and IIT Kanpur receiving aid from the United States. While research on early IITs is limited, the India-USA connection, explored in works like "The Technological Indian" (Bassett, 2016) highlights influential postcolonial elites shaping India's technological development in alignment with America's global technological system, impacting student mobility and India's workforce participation in global markets for years to come.

The Indian HEI system, after colonialism, was borne out of English system and since then has mostly evolved under international influence. However, it needs to be noted here, that this process has been predominantly unidirectional. The Indian HEIs have been more receptive of adopting global academic, research, funding models and even adapting to global pedagogy and knowledge systems. In contrast, the exportation of Indian knowledge or teaching methods has been limited.

Internationalization of Higher Education in an Increasingly Globalised World

The first question we need to ask is why do we need to internationalize HEI? Firstly, it is imperative to understand 'internationalization'. Although sometimes used interchangeable with globalization, internationalization is the process through which nationally produced knowledge is disseminated to individuals and nations beyond its border (N V Varghese, 2020). While globalization refers to the process of increased interconnectedness and interdependence among countries, economies, societies, cultures, and people worldwide that largely shapes our societies today. The internationalization of higher education is a proactive measure in response to globalization, aiming to elevate education quality to meet global standards. This involves aligning curricula to cultivate skills necessary for enhanced productivity in a competitive, globalized economy. Such efforts are crucial for equipping graduating students with the capabilities to thrive and navigate effectively in an interconnected world. Internationalization of higher education serves three primary purposes: academic, economic, and political. In academia, internationalization elevate teaching and learning standards, cultivate academic excellence, and nurture intercultural competencies and awareness. Economically, it caters to the demands of a knowledge-based economy, while politically, it bolsters national identity and encourage collaboration with developed and transitional economies, thereby potentially enhancing economic development and social cohesion. Additionally, it facilitates upward social mobility, foster personal growth, resilience, and instil a sense of global citizenship. These are the ethos that are also aligned with India's National Education Policy 2020, "As the world is becoming increasingly interconnected, Global Citizenship Education (GCED), a response to contemporary global challenges, will be provided to empower learners to become aware of and understand global issues" (Ministry of Human Resource Development, 2020).

The internationalization of higher education is characterized by several prominent trends that reflect the increasing interconnectedness of educational institutions across borders. Historically, internationalization of higher education has been characterized by international student mobility. According to UNESCO-IS, international student mobility rose from 2.1 million in 2000 to 6.3 million in 2021 and is expected to rise further in the coming decade (UNESCO Institute of Statistics, 2023). Globalization and technological advancements have led to other trends in comparatively recent times. For instance, there's a proliferation of international courses and joint degrees, expanding educational opportunities and enhancing global mobility. Also, the establishment of offshore campuses by higher education institutions promotes cultural exchange and economic development in host countries while catering to local educational needs. Lastly, the integration of pre-packaged online learning modules leverages technology to offer flexible and accessible learning opportunities, transcending geographical barriers and reaching a broader audience of students worldwide.

The global landscape of international student mobility is marked by inequality, with developed nations hosting the majority of students (UNESCO Institute of Statistics, 2023). In 2021, over 6.4 million students studied abroad, primarily in high-income countries (HICs), while over 60% of them hailed from LMICs like China, India, and Vietnam (Pawar, 2024). Leading host countries include the US, UK, Australia, Germany, and Canada. India ranks as the second-largest contributor after China, with the UK, US, Canada, and Australia being preferred destinations. However, while India sends out over half a million students, its inflow of international students remains low, with only 48,035 enrolled in Indian HEIs in 2021 (Pawar, 2024).

This internationalization legacy on Indian higher education is evident in the global workforce. Indian students excel in navigating cross-cultural professional environments in the West compared to their peers worldwide. This trend is reflected in the significant number of Indians holding key positions in international organizations and companies, and the prominent presence of the Indian IT sector on the global stage.

NEP–2020 and Impetus to Internationalization of Indian HEIS

The Indian government introduced the NEP 2020 to chart the course for the country's education system. A key aspect of NEP 2020 is the emphasis on internationalizing education in India, aiming to align with global standards and attract foreign students. To realize the goals of NEP 2020, University Grants Commission (UGC) released the Guidelines

for Internationalisation of Higher Education in July 2021 (University Grants Commission, 2021). The overarching goal, as articulated in NEP–2020 and the guidelines, is to position India as a leading global education and research destination, with ambitious targets of 10 Indian HEIs in the top 200 world rankings (QS or THE) and increasing international student enrollment by 2 lakhs and 5 lakhs in 2030 and 2047, respectively (Akhil Bhartiya Shiksha Samagam, 2023; University Grants Commission, 2021). The guidelines further elaborate on the strategies.

Firstly, integration of internationalization at home, i.e., providing world-class international facilities and facilitate integration of incoming students through initiatives such as courses in local languages, quality residential housing for students, adopting international quality assurance processes for teaching and learning and student satisfaction. Secondly, Indian HEIs are encouraged to sign MoUs with foreign institutions for twinning or joint degrees which would allow students to complete part of their program in foreign institutions. Academic and research collaboration with foreign partners has been further explored through short-term student exchange programs, formation of knowledge partnerships, exploring collaboration through alumni network, and faculty capacity building through foreign exposure. Thirdly, the values and curriculum should be redesigned to inculcate the values of global citizenship in students. Fourth, emphasis has been on upgradation of Information and Communication Technology (ICT) infrastructure to smoothen the admission processes for foreign students, enable virtual mobility and partnerships, leverage and explore pedagogical opportunities of ICT in internationalisation through MOOCs and such avenues. The use of ICT is further discussed under "Brand building" to provide short online courses and extend our HEIs reach. Furthermore, to attract foreign students from a particular country, targeted strategies and market research has been advised. An important dimension here is that Institutions of Eminence are permitted and encouraged to set up offshore campuses. Lastly, it has been advised to establish Office for International Affairs at institutions level to facilitate and operationalize effective approaches and be the single point-of-contact for internationalisation.

Moreover, with prior UGC approval, top 500 foreign universities (according to QS world ranking) are also allowed to open campuses in India. Last year, Australia's Deakin University became the first foreign university to open its campus at GIFT City (Gujarat International Financial Tech) to offer a range of courses, including financial management and STEM subjects (Caitlin Cassidy, 2023).

Whose Internationalisation?

The ambition of internationalisation as laid out in NEP–2020 is crucial in an increasingly global world. On one hand, it lays out the foundation to attract foreign students for higher education within the country. On the other, it also seeks to provide opportunities for Indian students and academics to gain international exposure.

The internationalization process typically involves the standardization of curriculum, pedagogical methods, and structure on a broader scale. In the Indian context, as discussed above, this process has mostly been influenced by the top few Western countries that played a significant role in the colonial and post-colonial periods and beyond, which have become the biggest receivers of student outflow, with India mostly being the recipient of their ideas and models. Using the framework provided by NEP 2020, new approaches to internationalisation of higher education can be strengthened. However, caution should be exercised to prevent repetition of past errors by endorsing internationalization based on Western norms that promote unidirectional internationalization and knowledge flow.

NEP–2020 and the UGC guidelines explicitly mention providing short courses or degrees on Indian knowledge systems and then proceed to mention which systems: Yoga/Ayurveda/philosophy/ Sanskrit. Focusing on Indian knowledge systems is required to maintain bidirectionality in internationalization. However, by solely focusing on few areas, it perpetuates a narrow view of Indian knowledge systems, without recognizing the broader spectrum of Indian knowledge. More importantly, such approach often amiss the importance of inclusion of local traditional knowledge of the communities and indigenous tribes that has not been institutionalized and historically been excluded from the knowledge systems.

Equally, if not more, problematic is the focus on university world rankings. These rankings sustain the narrative of academic excellence within the top-performing Higher Education Institutions (HEIs), purportedly based on impartial comparisons across various indicators. However, upon closer examination, several issues arise. Firstly, there are

reports highlighting the conflict of interest among the rankers, the majority of whom are private entities. These entities may manipulate rankings to favour universities that are their business clientele (Chirikov, 2023). Secondly, more importantly, the narrative overlooks the fact that such lists do not solely assess institutions based on merit alone. There exists a significant degree of bias, which perpetuates the status quo. This bias stems from the rankings being primarily influenced by the competence and prominence of their researchers. The ranking criteria consist of nine indicators: Academic Reputation (30%), Employer Reputation (15%), Faculty-Student Ratio (10%), Citations per Faculty (20%), International Faculty Ratio (5%), International Student Ratio (5%), International Research Network (5%), Employment Outcomes (5%), and Sustainability (5%) (Quacquarelli Symonds, n.d.). Among these indicators, Academic Reputation and Citations per Faculty hold substantial weight, accounting for 50% of the total ranking. Consequently, focusing solely on these two indicators exposes biases within the system, potentially leading to profound effects on our education and university research ecosystem.

Firstly, academic reputation, as an indicator of university ranking, is subject to bias and significant criticism due to its inherent subjectivity. Globally renowned universities with a historical prominence tend to possess an unfair advantage in this regard. Additionally, biases may arise from regional disparities and language barriers, further exacerbating the issue. Furthermore, academic reputation reinforces other outcomes such as employability and attractiveness to international students, thereby perpetuating its own influence. This cycle also positively impacts metrics like publications or citations per faculty, as the reputation of a top university plays a crucial role in achieving success in top journals and garnering citations (Safón & Docampo, 2020). Consequently, this perpetuates spurious reputational advantages stemming from past acclaim (Safón & Docampo, 2020).

Focusing on the Citations per Faculty indicator, it is easy to observe the long-term effect on the research ecosystem. The publication and citation numbers are skewed towards HICs over research from LMICs (Skopec et al., 2020). Therefore, excessive pressure on faculty to publish and get citations has resulted in two concerning trends. First, there has been a rise of publications with flawed data, increasing the number of retractions of published articles from Indian authors. According to a study, India has the third-largest share of retractions globally (R. Shimray et al., 2023), which is quite counter-intuitive for India's effort towards brand-building on the international education platform. Second, to overcome citation bias, Indian academics feel more compelled to research on problems that are not locally relevant. The focus tends to be on problems that are trending in HICs and are more likely to be published in international journals. According to a study, Indian biomedical research is more focused on health issues prevalent in HICs over diseases that have higher burden in Indian populations (Kumar et al., 2023). In 2023 QS ranking, Indian Institute of Science, an Institution of Eminence, ranked highest in the world for Citations per Faculty indicator. Extrapolating from the previous studies and structural biases, it is suggestive of the resources that are being spent on research lacking local relevance. Lastly, an observable trend globally in academic publishing is that STEM subjects receive more citation over social studies and humanities. Therefore, this leads to creation of an institutional ecosystem that supports STEM more over other disciplines (Lee et al., 2020).

Finally, each academic institution is established and developed with its own unique mission and objectives. However, the educational policy's emphasis on international rankings could potentially lead to unintended consequences through the standardization of certain procedures and processes. For instance, Sido Kanho Murmu University in Dumka serves as an exemplary tribal university, not only providing education to tribal students but also playing a crucial role in preserving their traditional knowledge. In this context, internationalization should be approached bidirectionally, wherein local students gain exposure to international perspectives while also ensuring that their traditional knowledge gains visibility on the global stage. However, within the current framework of internationalization, there may be pressure on universities to prioritize research on issues relevant to the West and adapt solutions locally, potentially neglecting the preservation and promotion of indigenous knowledge.

India-Centric Internationalization

Universities in the East Asian nations, including Japan, China, and Korea, benchmarked their progress against globally renowned American research universities as established leaders. In their effort for

internationalisation and to be relevant in the global rankings, they emulated American university models, which gave temporary boost in their world rankings and helped them modernize. However, the short-term policies that supported the initial rapid progress, ultimately hinder real advancement and innovation by neglecting long-term improvement and academic freedom (Lee et al., 2020). This also resulted in stagnations of ranking of Japanese universities, while the Chinese and Korean universities clustered between top 200-500 rankings (Lee et al., 2020). The push for internationalization, guided by Western parameters and standards, presents a familiar challenge for Indian HEIs. It creates an uneven playing field that tends to benefit only a select few. To avoid this pitfall, the Indian HEI ecosystem requires long-term strategies and policy support tailored to its unique needs.

Alongside internationalization efforts, there's a need for flexibility, supporting HEIs influenced by national context and local requirements. For instance, the knowledge unidirectionality not only tends to flow predominantly from the west to other parts of the globe, but also from HEIs to communities (Hall & Tandon, 2017), is reflective of historical legacies, structural inequalities, and power dynamics within the global academic landscape. Taking into account geographic and cultural diversity, even smaller regional or local universities can cultivate strategic strengths in specific fields, as seen in the case of SKMU Dumka. Fostering such regional collaboration and research integration efforts can yield research that are both, locally relevant and globally impactful. For example, offering pertinent solutions to local communities most impacted by climate change would not only benefit the Indian economy, but also contribute to the global knowledge base and solutions for addressing the climate crisis. Moreover, such approach would enhance the presence of diverse Indian knowledge systems on the global stage through systematic institutionalization, hence promoting knowledge bidirectionality. Furthermore, co-creating knowledge with local communities and incorporating indigenous knowledge fosters internationalization ambitions by aligning our higher education institutions with the globally adopted Open Science Framework (UNESCO, 2021).

To advance this strategy and mitigate the drawbacks of Western-centric standardization prompted by global rankings, the Indian academic ecosystem requires structural adjustments. Such as, research in local languages should be encouraged to promote inclusion of local and indigenous communities. The national ranking frameworks should continue to be strengthened and tailored to align with the Indian context and requirements is crucial. This can be further reinforced by advocating for Indian journals and revamping research assessment methodologies, focusing on societal impact and other relevant factors rather than traditional altmetric methods.

This doesn't imply that India should entirely disregard global standards. Instead of adhering to a "one-size-fits-all" approach borrowed from the West, Indian HEIs could emphasize what sets them apart. They can align with international trends while preserving their uniqueness. For instance, the rapid integration of AI into education is undeniable, yet many generative AI models, trained on Western data (UNESCO, 2023), may not resonate with the Indian context and may unintentionally perpetuate biases. This underscores the need to incorporate AI into the education curriculum with a nuanced understanding of the Indian context. Achieving this requires a multifaceted approach, encompassing policy development, cutting-edge research, technology infrastructure enhancement, capacity building, social dialogues, and cultural localization efforts (UNESCO, 2023).

Indian HEIs need to provide an ecosystem that nurtures academics and future professionals who can traverse the global and local simultaneously. The policies should be such that encourage Indian HEIs cater to the demands of the local needs and push for innovation to tackle local problems with contextually relevant solutions.

Concluding Remarks

Examining the historical trajectory, Indian Higher Education Institutions (HEIs) have evolved under the influence of internationalization, resulting in the standardization of various elements within the Indian tertiary education landscape. However, this internationalization has primarily been a one-way process. Initially stemming from colonial legacies and later driven by the desire to be globally relevant, it has to some extent benefited India, as evidenced by numerous Indian professionals holding key positions of significance worldwide. This has created a class of professionals capable of cross-cultural collaboration with the West. Yet, a pertinent question arises: can they navigate local systems with equal efficiency?

This approach has led to several drawbacks, such as lack of motivation to address local issues through research, posing a significant obstacle to long-term innovation in the country. While NEP 2020 has provided momentum to the internationalization process, it inadvertently appears to repeat the past mistakes by promoting internationalization through adherence to Western standards. This risks perpetuating a unidirectional form of internationalization rather than fostering bidirectionality.

This prompts us to consider the extent to which we should adhere to these standards while simultaneously addressing our local needs. Indian HEIs now need to rethink their positioning and values that reflect the ideology in "Thinking globally, acting locally".

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India and International Collaborations in Education and Research[#]

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Knowledge is a global public good which enjoys a universal appeal and it crosses national boundaries. The development of a country is based on its capacity to produce knowledge and to absorb knowledge produced elsewhere. Traditionally universities and their Research and Development (R&D) activities were the main sources of knowledge production. A recent trend is that the traditional mode of knowledge production that emphasises basic research and disciplinary boundaries is giving way to application-oriented and trans-disciplinary research (Mode 2 Knowledge production) promoting collaborative research within the country and across countries. In the process, non-university sectors in research emerged in many countries challenging the near monopoly traditionally enjoyed by the universities.

No country enjoys a monopoly on the production and transaction of knowledge. The capacity for knowledge production varies among countries, leading to a knowledge divide. The UNESCO Science Report of 2021 notes that countries in the North American region have the highest number of researchers per million people (4 432), while those in the South Asian (263) and African regions (124) have the lowest. Furthermore, countries such as China and India, with the largest higher education sectors, remain at the lower end with 1 307 and 253 researchers per million people, respectively. This calls for cross-border collaboration in knowledge production.

Cross-border collaboration and co-authored publications have become an increasing trend in R&D activities. In 2017, nearly 60% of articles in the *Nature* Index were the result of international collaboration. One of the incentives to collaborate is that co-authored papers, especially those involving cross-border authors, are cited more often than single-authored publications. Furthermore, multiple-author papers are more likely to be accepted for publication by high-impact journals. While a major share of the scientific papers published in the US, UK, France, Germany, Australia, New Zealand and Canada is co-authored, the collaborative publications among academics in the Asian region are less, according to the UNESCO Science Report of 2021.

These trends imply that academic collaborations among countries and between institutions have become necessary to ensure a broad base for R&D activities and knowledge production. Surveys by the International Association of Universities (IAU) have shown that North America and Europe are considered priority regions for academic collaboration by all other regions. Asian countries including India have a tendency to look westward for academic collaborations.

Changing Orientation of Collaborations in Education

International collaborations in most less developed countries and in India can be seen in terms of three distinct stages. Asian countries' international academic collaborations evolved in three distinct but related stages: a) collaborations for national capacity development; b) collaborations as part of the globalisation process; and c) collaborations to enhance academic credibility and national institutions' global ranking.

Collaborations to Develop National Capacity

The role of international academic collaborations in the post-independent period in most countries was developing national capacities for higher education. This involved establishing higher education institutions and developing teachers to teach in less developed countries. It involved the cross-border flow of students under the study abroad programmes. Multilateral agencies such as the World Bank and the European Union (EU), and bilateral agencies played an important role in promoting academic collaborations at this stage. Various scholarship programmes such as the USAID and the Fulbright programmes, Colombo Plan, British Council and Commonwealth scholarship programmes, and the German Academic Exchange Service, commonly known as DAAD have facilitated cross-border education of those from the newly independent countries.

Technological self-reliance and industrial progress formed the basis for international collaborations in the initial years following India's independence. Many technological institutions such as the IITs were established in collaboration with foreign countries.

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The first, Kharagpur in West Bengal, was established in 1951 it received support from foreign countries and it attracted faculty members from the US and European countries. The IIT Bombay received experts and substantial financial support from the USSR through UNESCO. The IIT Madras received support from Germany; IIT Kanpur received technical assistance from a consortium of nine leading US institutions and the IIT in Delhi was established with the help of the British government. Similarly, the Indian Institutes of Management were established in collaboration with the Harvard Business School.

Many first-generation professors in many Indian universities were educated abroad mostly through the scholarships offered by multilateral and bilateral agencies. India sent a large number of students to the UK and US for Master's and Doctoral programmes, to prepare them to become faculty members back in India. This trend continues even today. Many of India's prestigious higher education institutions have a relatively fair share of faculty members with teaching and research experience in reputed international universities.

Collaborations for the Global Market

The initial euphoria of public investment in education for national development gave way to private investment and market-mediated growth during the globalization stage. The emergence of the knowledge economy shifted the focus of educational priorities from national concerns to global markets. Economic globalisation incentivised the internationalisation of knowledge production. The advent of the Internet fostered the rapid expansion of cross-border research collaboration and co-authored publications. The private sector realized that investing in knowledge production is rewarding and corporate investment in R&D activities and knowledge production increased.

Globalization had its effects on the education and employment of graduates. The orientation of skill development moved towards the global labour market. The higher education sector experienced new forms of internationalisation-franchising and twinning arrangements became common, the establishment of branch campuses became an attractive area of investment and a larger number of students opted for cross-border studies. In all instances, the revenue-generating capacity of different forms of engagement made the orientation of the sector different from what it used to be in the past. These collaborations in the context of globalization reversed the pattern flow of revue – from less developed to developed countries. The major student-sending countries such as China, India and the Republic of Korea contributed to the multi-billions dollar cross-border education industry. The increase in student mobility also led to a rise in the number of internationally co-authored publications

Collaborations to Improve the Ranking of National Institutions

In recent years the orientation of international academic collaborations is to gain academic credibility and global recognition. This is more so after world university rankings became popular. Global ranking became an accepted benchmark to measure the success of research and knowledge production. India, like many other less developed countries, has been worried about the low ranking of its institutions. The establishment of world-class universities became a priority in many countries. Rankings also highlighted the importance of research and collaborations to go up on the ranking list and to gain academic credibility. Low-ranked institutions have been eager to collaborate with higher-ranked institutions abroad.

India started its own national ranking–the National Institutional Ranking Framework (NIRF) - started publishing the ranking of institutions annually. The National Policy on Education 2020 (NEP 2020) promoted international institutional collaborations and it recommended that universities ranked within the top 100 can establish branch campuses in India. The widespread reliance on online facilities, especially during the COVID-19 period, contributed to the rapid expansion of cross-border learning opportunities and research collaborations.

International Collaborations through Student Mobility

Indian Education Policies of India's 1968 and 1986 were relatively silent on internationalisation and international collaborations. During the 10th five-year plan (2001-06), the University Grants Commission (UGC) introduced a scheme, 'Promotion of Indian Higher Education Abroad (Pinhead)'. The Association of Indian Universities (AIU) formed a Task Force on the internationalisation of higher education in 2004 and in 2009 the UGC prepared a plan for such collaborations. The 12th five-year plan (2012-17) included proposals for faculty and student exchange programmes and collaborations for teaching and research. It was also envisaged that an India International Education Centre (IIEC) would be created; however, it seems that this is yet to materialise.

Collaborations were also created through the cross-border flow of qualified professionals. The

CSIR maintained a National Register of Scientific and Technical Personnel from the 1940s and it included a section on 'Indians Abroad' in 1957 which showed that most highly-qualified Indians migrated to the US and other OECD countries. Many were graduates of prestigious institutions. According to the Government of India estimates in 2001 more than 30% of graduates in STEM and 80% in Computer Sciences from prestigious IITs migrated to the US during the 1990s. Indian students abroad have traditionally been hosted by three countries – the USA, the UK and Canada - which together accounted for 85% of Indian students abroad in 1995. The new player on the scene is Australia which increased its share of Indian students in this century.

Canada's Post-Graduation Work Permit Program (PGWPP) and Australia's point-based immigration policy-induced student flows and collaborative research activities between these countries and India. These mobility arrangements are promoted by India-US higher education dialogue, strategic partnership agreements between South Korea and India and research collaboration agreements between Canada and India in Science and Technology. Similarly, India has enjoyed Science and Technology collaborations with South East Asian countries since the 1990s.

Establishment of Chairs on Indian Studies

The Government of India offers fellowships to international scholars specializing in Indian studies through the Indian Council of Cultural Relations (ICCR). The Council has established 108 chairs of Indian Studies in various foreign universities including those in BRICS countries. The chairs in Hindi at Peking University, Beijing, in social sciences at Shenzhen University, Guangzhou and peace studies at the University of KwaZulu-Natal, South Africa are good examples. The AIU has MOUs with university associations in many countries including the UK, Canada, France, Germany, the Netherlands, Australia, Singapore, and Taiwan. These agreements commit to mutual recognition of qualifications, faculty and student exchange, staff development, collaborative research and publications, and infrastructure sharing.

Institutional Collaborations

A noticeable trend is that elite institutions in India seek to collaborate with elite institutions abroad. Collaborations in science, technology, and medical disciplines occur between institutions like the Indian Institute of Science (IISC), IITs, and AIIMS and elite foreign universities such as Harvard University, Massachusetts Institute of Technology (MIT), the Universities of Tokyo, Toronto, and Paris-Sud and the National University of Singapore. Some also maintain significant research engagements in humanities, arts, and the social sciences with universities such as JNU, University of Delhi, University of Hyderabad, Tata Institute of Social Sciences (TISS), Banaras Hindu University (BHU), Jadavpur University, Anna University, and the University of Pune.

Demand is increasing for collaborations with foreign higher education institutions. A study conducted by NIEPA in 2005 found that there were 131 foreign-affiliated institutions in India; 59 of which partnered with universities in the UK and 66 with those in the US. Many involved offering courses, mainly in business or hotel management. According to the AIU study of 2012, the number of foreign collaborations with Indian higher education institutions had increased to 631. The largest number of collaborating institutions was in the UK (158), followed by Canada (80) and the US (44).

More recently, Indian institutions, mainly in the private higher education sector, have started establishing campuses abroad, either independently or in collaboration with existing national institutions. For example, the JSS Academy of Technical Education is an independent institution in Mauritius while the DY Patil Post-Graduate School of Medicine at Quatre-Burnes was established in partnership with the University of Technology, Mauritius (UTM) in 2009. An off-shore campus of Manipal University operates in Malaysia and Amity University operates campuses in the US, UK, China and Singapore. Four Indian private institutions are represented in the Dubai International Academic City.

As a follow-up to NEP--2020 there are efforts to establish branch campuses in India. It is expected that institutions from among the top 100 in world rankings are encouraged to start branch campuses in India. Recent newspaper reports indicate that the initiatives are already in progress to establish branch campuses of foreign universities in Gujarat. The credit transfer systems and Academic Bank of Credits created by the public authorities facilitate cooperation and collaborations with institutions abroad.

Government Schemes to Promote International Collaboration

The government of India has launched several schemes in the recent past to promote international academic cooperation and collaboration. The 'Study in India' programme was launched in 2017 with provision for scholarships. The number of applicants increased

substantially. In 2021-22 more than 56.000/ students from 136 countries applied for admissions.

The MHRD started another programme - the Global Initiative for Academic Network (GIAN) - in 2017-18 to attract foreign faculty members to teach for short periods at Indian universities. The objective is to encourage Higher Education institutions to augment the existing academic resources and elevate India's scientific and technological capacity to global excellence.

The Scheme for Promotion of Academic Research and Collaboration (SPARC) aims to improve Indian higher education institutions' research ecosystem by facilitating academic and research collaborations between Indian institutions and the best institutions in the world in selected countries. The activities include academic visits, workshops, collaborative research and joint publications. With an allocation of Rs. 4 18/ crores for a period of two years (2018-19 and 2019-20), the scheme was expected to support around 600 joint research projects.

Other initiatives to promote collaboration include the Scheme for Trans-Disciplinary Research for India's Developing Economy (STRIDE) to promote trans-disciplinary research culture in Indian colleges and universities, IMPRINT (Impacting Research Innovation and Technology), IMPRESS (Impactful Policy Research in Social Science) and STARS (Scheme for Transformational and Advanced Research in Fundamental Sciences). The Consultative Group on International Agricultural Research (CGIAR), an international organisation with its headquarters in Montpellier, France works in collaboration with the Department of Agricultural Research and Education (DARE) and the Indian Council of Agricultural Research (ICAR). It has 15 research centres across the world, including the International Crops Research Institute for the Semi-Arid Tropics (ICRISAT) in Hyderabad, India.

The Department of Science and Technology (DST) under the Ministry of Science and Technology's International Cooperation Division implements science and technology agreements between India and other countries. Bilateral cooperation agreements are in place with 83 countries including Australia, Canada, the EU, France, Germany, Israel, Japan, Russia, and the UK and US. In association with the Academy of Finland, India's Department of Biotechnology has initiated bilateral research cooperation and researcher mobility, mainly at the post-doctoral level between the two countries.

The Commonwealth Government's flagship scheme, the Australia-India Strategic Research Fund supports research collaborations between higher education institutions in the medical sciences, biotechnology, and engineering. It also provides funding for international doctoral student scholarships at Australian universities, some of which are allocated to Indian students. A few universities have gone further in providing additional scholarships specifically for Indian nationals as part of their commitment to increase engagement with India and Indian higher education institutions. Some universities have used the government's New Colombo Plan scholarship scheme to organise undergraduate study programmes and internships in India.

Concluding Observations

International collaborations have helped India to develop a strong research base and gain academic credibility. Many of the reputed universities and academic institutions in India continue to recruit faculty members with training at international institutions and foreign universities. Many of the foreign-trained faculty members find it easy to establish individual and institutional collaborations with universities abroad. These collaborations help maintain academic quality and increase international research publications. Co-authored publications by Indian academicians in globally reputed academic journals are a sign of increasing international collaborations.

A closer analysis will reveal that India's approach is to establish collaborations with universities in developed countries mostly located in English-speaking countries. Collaborations with institutions located within the Asian region are limited. While individual aspirations to collaborate are considerable, institutional constraints to realize the collaborations are substantial. The NEP 2020 and several new initiatives of the government are encouraging international collaborations both by reducing interventions by the regulatory authorities and granting more autonomy to the institutions of higher education to establish international collaborations. These opportunities are open more to institutions that score high in the accreditation assessments. Further, the credit transfer policies and ratifying the UNESCO convention for global recognition of qualifications will further strengthen India's move towards international collaborations in education and research.

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Financing of Higher Education in Nepal: Issues and Way Forward

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Higher Education is funded by both the government and private resources around the globe. Of them, the share of government (public) funding to higher education is expanding to meet the demand for higher education. Although the cost recovery principle is sought in financing higher education, it hardly exists in practice, especially in low-income countries. Likewise, the financing modalities and approaches differ not only from country-to-country level, but they may also differ from one institution to another. The continuous increase in the demand for higher education, the use of technology in higher education, and the changing needs of the individual and society also put pressure on the government and individuals to invest more funds in higher education.

In this context, this paper analyses the higher education funding practices in Nepal and maps out the challenges and issues associated with the financing of higher education. Based on the funding practices and approaches from different countries, some options are also suggested for Nepal. This article is based on secondary sources with descriptive analysis which could be useful for policy makers and education practitioners.

Financing of education, primarily, consists of public and private sources. This is common in higher education as well. But most of the discussions in Nepal are circled around the public sources only, even limited to the government funds reflected in the Red Book system. The government fund may not represent the entire public source. Therefore, the discussion on the financing of higher education, in most cases, is partial or incomplete as such discussion lacks the funds generated from private and other semi-public sources.

Public sources consist of funding from central, provincial, and local governments and other incomes earned by the public institution itself by mobilizing their assets and other fixed resources. The cumulative figures from such sources are not available at present in Nepal, therefore, the financing from central government through the red book system of the government only represents the entire financing in higher education debate in the national arena. It is difficult to spell out the funds from private sources because it is less recorded in the national account system.

Public financing in higher education faces two challenges in low-income countries, which is common in Nepal. First, adequate funding for higher education may not be available for several reasons, and second, higher education is less prioritized as compared with basic education/ school education (Johnstone, 2015). This is a situation of a tough job for the government to allocate scarce resources between the competing ends (Psacharopoulos and Woodhall, 1997).

This article analyses the existing funding practices of the government in higher education institutions (universities and academics), issues and challenges faced by these institutions, uncovers some theoretical perspectives of financing in higher education and suggests some measures of improvement for Nepal.

Higher Education Opportunities and its Linkages with the Financing

In recent decades, higher education opportunities have expanded around the globe (Yu and Delaney, 2016). This is not only because of favorable policies to increase access to higher education in the country, the attractive schemes from the universities of the developed world have also created an opportunity for inspiring students to move internationally. Johnstone (2009) had also argued earlier about this. The pressure on higher education financing is because of the massification of higher education, democratization of the political system, and demographic growth. In recent years, Nepali students have also been enjoying these opportunities.

Nepali students have four types of opportunities to pursue higher education. These are studying in Nepali universities and academics, studying in the

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institutions that have been offering foreign courses in Nepal, studying in foreign universities, and studying foreign courses through online and virtual modes. The former three options are recorded in the ministry's system and audit reports (*www.moest.gov.np and www.oag.gov.np*) whereas the fourth one is not recorded formally but is available in practice.

Students admitted in any of the above-given options fall under the purview of higher education financing. Wherever they go, they need money that has a linkage either with the public sources or private sources because all this spending is incurred from the national economy purses. If more students opt to study foreign courses, either face-to-face or virtually, the outflow of money might have negative consequences for the national economy.

Raut (2023) analyzes the situation of student migration in foreign universities and its impact on the national economy and social aspects - a long-term impact on society. In the first ten months of the fiscal year 2022/23 (2079/80) the total outflow amount was 7.514 billion (5.07 percent of total foreign currency reserve) whereas in the fiscal year 2021/22 (2078/79) the total outflow amount was about NRs 6.76 billion. Although there are some positive impacts from the graduates of foreign universities, it has several negative consequences in society. On the other hand, it may also indicate the under-utilization of resources available in the country because of low enrolment in higher education programs.

The official record (but unpublished) of the Ministry of Education, Science, and Technology (MOEST) shows that students who opt to study in foreign universities are rapidly increasing (more than one hundred thousand annually) since 2020 (*www.moest.gov.np*) and that figure drew the attention of government, academia, and media. This has two direct consequences in the national socio-economic context. The first is the outflow of scarce foreign currency which is earned through remittance, and the second, is the enrolment in Nepali universities and academics are decreasing.

Can the government deny moving students to study in foreign universities? There could be a debate about it. Instead of involving in such a discussion, the point to consider would be how can we attract students (Nepali and Foreign) to Nepali universities. How can we increase student enrolment in Nepali institutions? Would the effort of any one university be adequate to attract students to Nepali institutions?

How much money is being spent by the individual to earn a higher education degree is unavailable at present? Likewise, how much money is sent abroad for study purposes is not also available, except for the figure published by Nepal Rasta Bank. The Government does not know the number of students receiving higher through virtual mode and how much money is paid for such purposes.

The above-mentioned questions relating to the financing of higher education are relevant and useful and should be discussed while uncovering the financing aspects of higher education in Nepal.

Higher Education Institutions and Funding Practices

Higher education institutions in Nepal, especially universities and academics, are autonomous by law and they are governed by their respective laws. They can generate resources and make decisions to fund their prioritized activities. By law, there are about 19 autonomous and self-governed higher education institutions (*www.lawcommission.gov.np*), but in terms of financial perspectives, only two types of higher education institutions exist in Nepal (*www.ugcnepal.edu.np*).

As per the Audit reports of OAG and UGC annual reports, some of the institutions receive funding from the government regularly for an approved number of teaching and non-teaching staff and other operating costs (*www.oag.gov.np*, and *www.ugcnepal.edu.np*). Such institutions' businesses are highly subsidized through taxpayers' contributions. They are named as public higher education institutions.

Second, some of the higher education institutions only receive block grants for certain activities and some capital grants on an occasional basis, not regularly or annual basis. Although they are kept under the name of 'private', in practice they are not fully private because their governance structure is like the public institutions, and they are also receiving support from the government. In terms of financing, they are mostly dependent on student fees and other income sources to fund their entire activities.

Based on such funding practices, universities and academics in Nepal can be categorized into

publicly funded and privately/community-funded institutions. Out of 19 higher education institutions, 16 institutions can be kept under public entities whereas the rest four are under private/community-funded institutions.

In addition to the above number, provincial government universities and academics are also established and operated which are solely funded by the Provincial Government. Because of their funding practices, they can be kept under publicly funded higher education institutions.

UGC Annual Report 2079/80(2022/23) includes different items to provide/fund to the universities or campuses which indirectly provides insights about the funding modalities in higher education in Nepal to the extent possible.

- Regular grants - salary and operating costs, employee benefits.
- Grants to community campus - regular and physical facility development grants.
- Capacity development grants for - refresher courses, capacity development training, research methodology training, conferences/seminars/ workshops, academic-industry dialogue, higher education planning and administration training, university-community linkage programme, and travel grants for participation in seminars/ conferences.
- Scholarships, fellowships, and research grants, etc.

The above-mentioned items are determined by the University Grants Commission of Nepal through supply-side approaches. Higher education institutions also collect funds from different sources at the institution's level and spend on different activities as prioritized by their authorities.

Table--1 includes the items that are used to collect or generate funds for higher education in Nepal by the institutions. In other words, these are the sources of higher education institutions. From the given items below, it is seen that commonalities are seen in the sources of publicly and privately/ community-funded institutions in most of the cases, except regular grants and students' fees. Publicly funded institutions receive regular grants whereas others do not. Privately/community-funded institutions will certainly have a higher fee structure as compared to the subsidized program of publicly funded institutions.

Despite such funding practices, both the public and private/community-funded institutions do not have adequate funding which is collected or generated from different sources. The conditions faced by the government while allocating the scarce resources between the competing ends are explained by Psacharopoulos and Woodhall (1997) which is still relevant to Nepal. The funds made available to them are inadequate to run the intuitions.

In this way, from a legal perspective, higher education institutions in Nepal are categorized as

Table—1: Items that are Used to Collect or Generate Funds for Higher Education in Nepal

Public funded Universities	Community/Privately Funded Universities
Government funding • Regular funds • Block grants. • Capital grants (regular)	Government funding • Regular grants - NO • Block grants. • Capital grants (may not be regular)
Tuition fees - Nominal.	Tuition fees - based on the cost recovery principle to some extent.
Foreign aid is channeled through the government system.	Foreign aid is channeled through the government system.
Provincial and local government funding through indirect channels - in kinds, material support, capital formation, etc.	Provincial and local government funding through indirect channels - in kinds, material supports, capital formation, etc.
Non-governmental funding.	Non-governmental funding.
Donations - individual, philanthropists, business community, and charitable organizations.	Donations - individual, philanthropists, the business community, and charitable organizations.
etc.	etc.

Source: Data derived from the Reports of Audit, MOEST, and UGC Publications

public or private/community (*www.lawcommission.gov.np*) but from a financial perspective, they are neither purely public nor private/community. These are mixes of both public and private sources as both are receiving funds from governments and other sources to fund their activities. This model looks like a cost-sharing model between two sources which is like a model suggested by Johnstone and Marcucci (2010).

Issues and Challenges

The weakest part of the governance of higher education in Nepal is characterized as the poor accountability mechanism. At present it looks like nobody is answerable for institutions' inability to produce results or performance. Such weak accountability is partly because of funding modalities and mostly because of weak governance mechanisms.

Accountability practices are higher in private/community-funded institutions as compared to publicly funded institutions because private/community-funded institutions are mostly relying on students' fees. In the event of decreasing enrolment, their revenue may be decreased, which may cause the closure of the programmes or downsize the number of employees therefore they are continuously looking at student numbers and performance to some extent. That may affect the continuity of the faculties and the existence of the institution in the long run, therefore some sort of accountability does exist in such institutions.

The financing approaches are not clear in higher education in Nepal. Generally, cost recovery principles are considered relevant and useful in higher education where individuals must pay necessary fees to the institution. The most cited example of cost-sharing is being provided in the debate, but in practice, this model represents a subsidy model rather than cost-sharing. Government subsidies to all students irrespective of wealth status have been diluting the accountability aspects. The scheme of education loans and living cost allowances is almost lacking. Only a flat subsidy model is practiced which has a lot of negative consequences on the governance and accountability.

Universities around the globe are under threat because of funds, high costs for teaching, and fierce competition for student enrolment. The weak performers are even further pushing behind because of low enrolment. To make them accountable for their performance, funding modalities and financing approaches should be based on performance and equity perspectives which demands strong visionary leadership in the driving seat.

Recent trends show that students are seeking jobs and quality education together which has indirectly created problems in low-income countries because students are moving to other countries where such options are available. The universities of the developed countries are becoming the destination for the students of low-income countries. In this way, developed countries have benefited from skilled workforce at a cheaper price on the one hand and universities are enjoying the international students.

There is a danger of transforming universities from 'imparting education' to 'purposeful training' because of the market demand, employment, and livelihood. Universities are compelled to offer new market-demanded courses rather than 'actual education' related courses which would have higher value to human beings.

In Nepal, higher education institutions are not opening based on requirement planning. Despite the supply-side approaches to establishing higher education institutions, the scarce resources are not effectively utilized as all institutions are offering common subjects regardless of the specialties they do have by law. Higher education institutions are poorly equipped in terms of physical infrastructure, libraries, laboratories, and ICT perspectives. Even most of them lack a clear perspective plan - how would they look like in the future? All these are directly or indirectly linked with the funding and financing of higher education.

What Could be the Options?

The deteriorating condition of higher education institutions in Nepal may be because of several factors. In-depth studies might require uncovering such factors; however, some pertinent factors could be listed as inadequate funding, unclarity or unclear funding modalities, mismanagement because of leadership capacity, etc.

Of them, one of the most influencing factors is funding patterns or funding modalities or financing. Different countries have practiced different financing

models. The financing model used in Nepal is given above which can be matched with the Nkrumah-Young and Powell (2011) model as they categorized three main types of financing in higher education which are named as state financing, public financing, and shared financing. The existing funding practice (subsidy model) hardly promotes accountability because nobody should pay in case of failing to produce the results.

The largest share of the existing funding for higher education institutions goes to consumption purposes, such as salary and operating costs, leaving little money for quality-related activities. From this pattern, it is seen that quality-related activities are less prioritized because of inadequate funding. Although the amount spent in higher education is considered an investment that will produce human capital (Paulsen & Smart, 2001), analysis of the allocated budget within the higher education sub-sector further triggers more share on consumptions instead of capital formation.

While discussing financing in higher education in Nepal, answers to some of the questions should be explored. How much funding is required for higher education? How much is being made available at present from both the sources - public and private? What are the criteria for funding higher education? What modalities are used to finance higher education? What approaches are used to finance higher education? In this way, such and similar questions are necessary to discuss higher education financing in Nepal.

Higher education creates higher benefits to individuals (private return). It is argued that a higher level of education generally produces higher benefits. Paulsen and Smart (2001) provided an example of more earnings of college graduates as compared to high school graduates. In addition, higher education equally also pays to society, nation, and human beings. And this should also be taken as merit goods. These two considerations help to understand that higher education under the cost recovery principles, those should pay who come to acquire higher education.

Second, higher education is not a mass education. No state can offer higher education to all even if they do have capacity and wealth. All may not need higher education. It should be considered only for those who have merit. Higher education admission should not be based on the wealth capacity or condition of a family, rather it should be treated as a merit. In case students are not able to pay for higher education, education loans (under the concept of study now, pay later) and scholarship schemes should cover them. Scholarship can also be linked with academic achievements. The top scorer can be awarded a scholarship which also helps to enhance the quality as well. Only relying on students' fees may push higher education towards the end of privatization. So, different schemes under demand-side financing in higher education must be explored (Patrinos, 2007).

In this manner, the options made available under the demand side financing around the globe are education loans, scholarships, partnerships with the employer, free online courses, etc. Tax-subsidy models which are in practice in less developed countries hardly create higher accountability which is common to Nepal as well. Therefore, this is high time to change the finding modalities in higher education in Nepal. Once we change the funding model existing funds may produce better results than now.

The terms and conditions and service benefits of teaching and non-teaching personnel should be fair enough but should be linked with the performance (that can be assessed by certain indicators) that ultimately triggers accountability.

Conclusion

The demand for higher education has increased in the last decades. This demand may continue in the days to come. The question is how can we fulfill such demands? How can we retain students in a country? Such questions should be kept in mind while discussing financing in higher education in Nepal.

Similarly, what is the cost of higher education in Nepal (by level)? While talking about financing in higher education, the calculation of costs by an individual, program, and level is required. Without having such figures, it is not easy to estimate the required cost of higher education in Nepal.

At present, the financing of higher education in Nepal consists of a mix of public funding through a subsidized model and private financing. The subsidy model is seen as less effective in

ensuring accountability in the governance of higher education.

The debate on who to fund higher education and how to fund has brought debate on higher education. The higher rate of return from higher education has a strong argument for private financing in higher education.

Funding based on results or performance is seen as effective in high-ranked universities at the global level. To implement such schemes, the existing funding model needs to revisit where education loans, merit-based scholarships (to cover tuition fees and living costs), and performance grants to the institution are required. These are the items from the expenditure end; however, attention should also be given to the income end as well.

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Apprehensive Blending of Foreign Universities into Indian Higher Education System

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In pursuance of the provision in the National Education Policy (NEP 2020), the University Grants Commission (UGC) has stepped in, to pave the way for Foreign Higher Educational Institutes (FHEIs) to establish their centres in India. It was attempted earlier too in 1995, 2006, and 2010 but the proposed Foreign Education Bill failed to get through the Parliament. The draft regulations on "Setting up and Operation of Campuses of Foreign Higher Education Institutions in India 2023" by the UGC, as a precursor of a legislation framework work are in line with previous regulations on Internationalisation of Higher Education System in India, Fostering Academic Collaboration Between Indian Higher Educational Institution and FHEIs through Twinning, Joint Degree and Dual Degree Programmes.

Primarily aimed at providing an international dimension to higher education, enabling Indian students to obtain foreign qualifications at affordable cost and making India an attractive global study destination, these draft regulations provide that the applicant FHEIs should be among the top 500 in the global ranking, reputed institution in home jurisdiction and shall impart education at par with that of the main campus in their home countries. Under time-bound permission, they will have the freedom to devise their courses, curricula, and admission process as well as fee structure. It allows financial remittance and autonomy to recruit faculty and staff from India and abroad and the programmes offered shall not be allowed in online and ODL mode.

However, this issue has triggered a country-wide debate on its advantages, disadvantages, fears, doubts, and apprehensions. The national issue indeed needs national consensus. Cutting down out flow of Indian money and brain drain are being envisioned as a major advantage. According to the official figures of the union government, 26.44 lakh Indian students went abroad for education between 2016 and 2021 alone. The huge exodus causes huge financial costs. As per the Open Doors Report, the cost calculated is about Rs. 24,000 crores against the total budget of Rs. 13,000 crores for Indian higher education in 2015 alone. The figures are more revealing when we look at the recent reports published by the Associated Chambers of Commerce and Industry of India (ASSOCHAM) and Redseer. The reports say that around 4.5 lakh Indian students spent nearly 13.5 billion dollars on foreign education in 2020. The current such outflow is about 24 billion dollars, which comes out to be Rs. 2 lakh crores, which is five times more than the total budget of Rs. 40,828 crores by the government of India allocated for higher education. It is expected to grow from the current annual 28 billion dollars to 80 billion dollars. The number of Indian students opting for higher education in other countries rose from 4.4 lakh in 2016 to 7.7 lakh in 2019. Last year in March the Lok Sabha was informed that 13 lakh students were studying in foreign universities. This number is increasing at a fast rate year by year. In 2022, till November 30, this figure was 6.46 lakh, an increase of 45 percent. It is set to grow further to roughly 18 lakh by 2024. Obviously, it is high and huge oversees expenditure on higher education.

It is expected that the opening of FHEIs campuses will positively contribute towards enhancing the present 27.1 % Gross Enrolment Ratio. However, it is quite likely that a substantial increase may not happen because almost the same group of students who go abroad for study will end up going to these FHEIs which may not widen the base of entry point of higher education in India.

It is noteworthy that more than 8 lakh Indians gave up their citizenship in the last seven years. This may be reduced if not prevented completely. The entry of FHEIs may improve the Indian economy, and level of employment, and increase the standard of education are some of the other wishful thinking and expectations that depend upon the number of factors, implementation of this scheme, and type of FHEIs that will opt for coming to India.

There can be ushering of an element of competition in the higher education sector. It can motivate Indian HEIs to improve their standards,

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enabling the country to move forward and become more competitive globally thus promoting brand building. Since it may attract students from other countries as well as it can upscale the government initiative of the 'Study in India' programme which seeks to attract foreign students.

Apprehensions

It is expected that FHEIs may find it attractive to gain from the fact that many young people between the age of 15-20 years are eager to pursue higher education these universities can provide opportunities by establishing their study and research centres. However, such expectations are not free from apprehensions if the previous lukewarm response of foreign universities is any indication. As per the National Institute of Educational Planning and Administration (NIEPA) report 2021, out of 43 internationally ranked among the top 200 universities, only 8 were interested in setting up their campuses in India but they needed a liberal regulatory framework. Sixteen were not interested and 16 were undecided. Here it is important to say going by previous data that best universities in the world have seldom been keen to go offshore. With heavy investment and brand-building reputation they are quite wary of the potentially adverse consequence of setting up campuses in different kinds of regulatory regimes.

The high cost of education in FHEIs will make it out of reach for a large section of the population making it less accessible to students from lower income families. It is almost certain that they will not contribute to increasing access to higher education in India. It will be out of reach to students belonging to weaker socio-economic backgrounds. It is also feared that taking away of best talent from local universities will lead to a shifting of quality faculty which may lower the bar in Indian public institutions. With no reservation for weaker sections of society by FHEIs, the existing gap between the privileged and marginalized is likely to widen posing politico-social instability. Apprehensions are great that there will be two distinct parts of Indian higher education: One for the elite only and the other weaker section of the society.

It is on record that the best foreign universities have set up their offshore campuses in a few countries but only if the host countries have subsidised them heavily like leasing land at least no cost and bearing the bulk of the infrastructure cost. Will and should it be feasible for India is a contentious issue. Downsizing the benchmark requirements for entry of FHEIs from the top 100, as per NEP 2020, to the top 500 is also a matter of great concern. It may result in an influx of poor quality institutions which may cause more harm than doing anything good. Duping of Indian students monetarily in the name of awarding foreign degrees by low-standard FHEIs is also not unfounded. Forfeiting NEP 2020 new initiatives like the Academic Bank for Credits scheme, inter-institutional movement, nonadherence to UGC conditions in the name of autonomy, contradictions like online and ODL mode recommended by NEP 2020 but prohibited for FHEIs, and large-scale profiteering by FHEIs are also feared.

Futuristic curricula relevant to modern needs, their delivery by capable faculty, student-teacher ratio, interface with society, and infrastructure like classrooms, workshops, laboratories, libraries, ICT centres, hostels, and sports facilities are essential for quality education. There is a huge difference between the teacher-student ratio and land requirement between many top-ranking FHEI and UGC recommendations. Providing such facilities, particularly land, and allowing them to follow UGC norms particularly like student-teacher ratio are the issues having great ramifications on imparting the same quality of education by offshore campuses as of their parent campuses. However, maintenance of the teacher-student ratio and vast land requirements for home country-like campuses looks a far distant dream. Much also remains to be seen in the shape and implantation of such legislations related to FHEIs in India.

Most of the Indian students go abroad with monetary considerations and with a motive to settle in foreign countries. There is a huge difference between India and the quality of life in many developed countries which they enjoy. It has become a big attraction. They feel that work visas, permanent residency, or citizenship are easiest through studying abroad. Will it be checked with the blending of foreign universities into the Indian higher education system is a big question.

The cultural impact of the influx of foreign institutions and students could lead to a loss of Indian culture and values as well as a lack of integration between Indian and foreign students. National security concerns are all important and must not be overlooked at any cost.

(contd. on pg. 58)

Internationalising Kathmandu University: An Overview

Uddhab Pyakurel*

Internationalization of higher education (IHE) has emerged as a major global trend in recent years. IHE has served as a tool to raise educational standards, encourage academic mobility, and increase universities' ability to compete globally. Universities in Nepal must come up with strategies to attract international students, develop partnerships with other nations' educational institutions, and promote intellectual exchange as internationalization is becoming a significant part of the country's higher education system (Bista and Bhuju 2019). A number of initiatives have been taken by Nepali universities to internationalize their curricula, raise the caliber of instruction, and strengthen their institutional capacities to compete globally. Higher education institutions (HEIs) in Nepal have been attempting to partner with foreign institutions in recent years, attracting international students and fostering academic exchange; however, many HEIs lack a formal policy and do not mention internationalization in their vision or mission statements (Engineer et al., n.d. 2021).

Notably, De Wit and Hunter (2015) have pointed out that global universities and colleges consider internationalization as a crucial policy strategy for institutional development. Similarly, a study conducted by Teixeira and Rocha (2020) in Brazil, India, and China indicated that internationalization contributes positively to numerous areas of institutional performance, such as research production, student outcomes, and reputation. As a result, theoretical and practical studies in this field have substantially grown with a widely diversified range of aspects in developed countries (Yang, 2002). The traditional approach of internationalization, which focuses on attracting international students and establishing partnerships with universities abroad, has been rethought as per the need for greater collaboration between universities, governments, and other stakeholders. An article on the internationalization policies and practices of two neighboring countries, China and India, conducted by Thakur and Sharma (2021) has identified that India and China have taken different approaches to internationalization. While India prioritizes attracting international students and faculty, China focuses on creating strategic partnerships with foreign institutions. In Nepal's context, Shrestha (2018) conducted research on the motivations and realities of internationalization and highlighted a range of challenges, such as language barriers, cultural differences, and the need for more effective policy frameworks to support internationalization efforts. Likewise, Subedi (2019), in an article on policies, practices and challenges in Nepal, points out similar issues related to internationalization, such as resource constraints, cultural barriers, and the need for more effective coordination and communication among stakeholders. Lately, internationalization of higher education is more directed to the role of higher education in solving global problems and in line with the Sustainable Development Goals of the United Nations.

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Overview of KU's Internationalization

The opening of Kathmandu University (KU) also coincided with the opening of Nepal to the global arena, as democracy had been restored in the country in 1990. While the new democratic age allowed greater opportunities for economic upliftment and academic excellence, it also led to an outflow of Nepali human and financial resources. More and more Nepali students started going abroad in search of a better education. This was a challenge for a new institution like KU.

In order to meet the challenge of retaining students within the country, in addition to offering the best possible university education within the country, KU began collaborating with international institutions and individuals. Internationalization has thus remained at the centre of Kathmandu University's vision since the very beginning. At the heart of KU's internationalization is the effort made by Professor Dr. Suresh Raj Sharma, founder Vice-Chancellor of what would become KU, to invite international collaborators to help establish a non-profit university in Nepal.

One of the first people Professor Sharma approached was Ms. Fumiko Yamaji, a famous

actress from Japan, who had established the Yamaji Fumiko Cultural Foundation to support education. Her foundation helped construct a building and set up a computer lab for the School of Engineering at KU. According to Sharma, the Fumiko Yamaji building would eventually become the first fully completed building in the university (Sharma 2023). Sharma further met Mr. Niels Axel, a Danish architect who specialized in blending Nepali architecture into modern buildings. Upon Sharma's request, Axel helped design the masterplan of the university campus. In 1992, the Swiss Government provided KU with assistance of $30,000 (around NRS 1,250,000 at the time) and Rs 9,000,000 in 1995, which became instrumental in running the university in the initial years (Sharma 2023).

Mr. Odd Hoftun, an engineer from Norway who had helped establish a missionary hospital in Palpa in the 1960s, became an early champion of Kathmandu University. Hoftun was a pioneer in industrial and hydropower engineering in Nepal, as he had built Butwal Technical Institute. He helped bring Dr. Inge Johansen, who was a Professor at the Norwegian University of Science and Technology and had become its Vice-Chancellor, to KU in 1993. Johansen advised the founders of Kathmandu University to start Mechanical, Electrical-Electronics and Computer Engineering as soon as possible and promised to help bring in Norwegian help. Johansen also attended the first convocation of the university as the chief guest. Johansen also helped set up the Electrical Power course, which continues to run at KU. In the long run, Johansen helped bring substantial Norwegian fund to Nepal. With Johansen's support, KU received a fund of 2.3 million Norwegian Kroner support for 1994-1998, through the Norwegian Agency for Development Cooperation (NORAD), for running a Bachelor's degree programme in engineering.

The Norwegian Himal Asia Mission (NHAM) supported KU by sending Dr. Kai Bendringas, Mr. Kjetil Fjalstad, Dr. Eldar Onsoyen, Prof. Torger Lode and Dr. Odvar Fossmark to teach at the Mechanical and Electrical Engineering departments. NHAM also helped hire British faculty, Mr. Paul Drinkwater, and Australian faculty, Dr. Peter Freere and Professor John Cannel. International support was instrumental in the setting up and operation of KU, especially in the initial years. Altogether, NRS 190 million was received between 1992 and 2007 from international donors such as United Mission Nepal, NORAD, Danish Embassy and Indian Embassy. Similarly, NRs. 23,700,000 was received from the Ford Foundation (Sharma 2023).

Dr. Ram Kantha Makaju also continued the legacy of the founding Vice-Chancellor Prof. Sharma, focusing on faculty/staff exchange and research collaboration. Once current Vice-Chancellor Dr. Thapa assumed his office as leader of KU, he recalled some of the major points highlighted by two personalities: Vice-Chancellor Dr. Suresh Raj Sharma in his convocation speech in 1999[1], when the first batch of the bachelor's degree students had graduated from this university, had explained the rationale of establishing this university. Prof. Inge Johansson, who is also the founder of School of Engineering in KU, addressing the same convocation ceremony, stated that the country had been able to harness only a very few among those opportunities outlined some two and half decades ago by these erudite scholars, and, therefore, still remain burning issues even today, yet to be addressed by the country's development and education sectors"[2]

At that time (2021), research-innovation-publication-related collaboration of the university with 145 academic institutions from 30 countries had already contributed greatly in the exchange of practical knowledge, experiences, curriculum, faculties, and several other dimensions of academic importance. Vice Chancellor Thapa unveiled this as a strategy, saying that international engagement shall continue selectively. According to Thapa, the priority of KU was to develop the university as a research-focused institution along with its excellence in teaching and learning, and a program was initiated to facilitate the subject-specific research by assigning dedicated research fellows under each professor and associate professor to implement the objectives.

Three years down the line, KU was established to bring knowledge and skills to society, and its global reputation is growing by the day. The university has taken initiatives to internationalize all aspects of Nepal's higher education. Prestigious educational institutions of the world are eager to collaborate with the university. The university has started a Joint Master's Degree in Energy Systems with the Indian Institute of Technology, Madras and is on the way to begin a Joint PhD programme with the Indian Institute of Technology, Hyderabad.

Similarly, KU has collaborated with other universities globally, including China, Australia and Norway. The university now has established academic collaborations with 264 higher education institutions spanning 41 countries, significantly contributing to the exchange of practical knowledge, experiences, curriculum, and faculties, among other crucial aspects of academia.

Historically, international partnerships for faculty, staff, and student exchanges as well as collaborative research and publications have been focal points for KU. Over a hundred faculties have already reaped the benefits of these collaborations, with many pursuing higher studies through these connections. While most of these collaborations involve academic linkages, the university has also introduced and implemented joint degree programs for students meeting acceptance requirements at KU and partner universities. Institutions like the Norwegian University of Science and Technology, the University of South-Eastern Norway (USN), the Western Sydney University, the Indian Institute of Technology, Hyderabad (IITH) and the Indian Institute of Technology Madras (IITM) have already initiated joint and double degree programs with KU.

Today, an increasing number of universities worldwide are competing to attract students who wish to study abroad. Universities take great pride in the diversity of their student population, and the presence of international students is key to this diversity. The benefits international students bring to the host university are manifold. They enrich the research and learning environment with their perspectives informed by their unique socio-cultural upbringing and their diversity of thought. This helps enliven the classroom discussion and seminars among students and professors.

On the other hand, in interacting inside and outside the university complex with these foreign students, the home students get the opportunity to develop and polish their communication skills, which is one of the most important skills to acquire if they are to succeed when they themselves go abroad for either job or study. For the host university, the strong presence of international students poses a challenge and provides an opportunity to continually update and make their programs relevant and compatible with the global educational scene. Otherwise, they are likely to fall out of favour among prospective international students. Thus, these foreign students gradually contribute to the reshaping of academic disciplines as well as the culture and practices of the university itself.

The mobility of foreign students also strengthens the relationship between their home country and the country of their university. The relationship is reciprocal, where the country of origin has a soft corner for the host country as it educates its citizens and trains them into skilled workers for its development. The country of the host university stands to benefit as well. International students increase the host country's soft power when they return home and become informal ambassadors for it and universities, strengthening trade, research and diplomatic ties. Besides, some of these international students will remain in the country to work, contributing to the development of highly skilled professionals in high-value sectors in the country.

In this context, KU plans to increase the number of foreign students to 10% of its total student number in the future. The university needs to consider a number of factors which will be crucial in its effort to bring international students to various programs offered by its schools. Firstly, most of the universities from the Global North seek partnerships in the Global South based on joint research interests and complementary competencies and resources. They normally include research, education, innovation and outreach to society, often with a focus on capacity development in the South. In doing so, they often propose for student exchange program. Secondly, affordable tuition fees are a priority for many students when selecting a university for their further study. KU aims to use the affordability of its program and cheap living costs in Nepal to its advantage in its initiative to recruit international students looking for lower university education costs.

Therefore, KU aggressively promotes its affordable tuition fee and projects itself as a viable alternative to students for Undergraduate and Graduate programs in Social Sciences, Management, Medicine, Engineering, etc. For example, currently, some of the two-year MA programs in Social Sciences cost only US $ 500 per semester at KU. This could be crucial for many foreign students to seek admission at KU.

Until 2021, there was no specific policy to attract foreign nationals to study at KU. Foreign nationals who were interested to study while staying

in Nepal, and those who could secure funding for the purpose could come and join the university. These prospective students were just required to pay according to the following fee structure to study any of the programs offered by KU:

- For students from SAARC Countries: 1.5 times the fee applicable for Nepali student
- For students other than from SAARC Countries: Twice the fee applicable for Nepali students

The university has further explored the possibility of announcing the Vice-Chancellor Scholarship Scheme for at least one foreign student in every school on merit basis, and corresponded with the government organisations accordingly. In order to boost the research activities in the various departments, the university has decided to assign at least one Research Fellow (RF) to each Professor and Associate Professor. While recruiting RFs, the preference is given to those KU students enrolled as MS by research, M. Phil and Ph.D., and their fees will be waived for the service they provide to the Department in the capacity of RFs of Professors and Associate Professors. Foreign students enrolled in the above-mentioned programs can also have an opportunity to work as RF and get the benefit of fee waiver and free local accommodation at KU Guest House or International Hostel, wherever it is available.

The university has established academic collaborations with 264 Higher Education institutions spanning 42 countries, significantly contributing to the exchange of practical knowledge, experiences, curriculum, and faculties, among other crucial aspects of academia. Historically, international partnerships for faculty, staff, student exchanges, and collaborative research and publications have been focal points for KU. Over a hundred faculties have already reaped the benefits of these collaborations, with many pursuing higher studies through these connections. While most of these collaborations involve academic linkages, the university has also introduced and implemented joint degree programs for students meeting acceptance requirements at KU and partner universities. Institutions like the Norwegian University of Science and Technology, the University of South-Eastern Norway (USN), Western Sydney University, the Indian Institute of Technology, Hyderabad (IITH) and the Indian Institute of Technology Madras (IITM) have already initiated joint and double degree programs with KU.

To increase student numbers, KU has reserved a quota (10% of its total student number) for international students in all schools and programs. So far, foreign nationals from 54 countries, including Benin, Zambia, South Africa, and others, have chosen Nepal as their destination for higher education, which constitutes about 12.33% of our total graduates. Though the largest number of those foreign nationals are from the South Asian nations i.e., India (4445), Sri Lanka (376) and Maldives (63), the university feels proud to have hosted 70 students from the USA, 31 students from Germany, 21 from Canada, 18 each from Zambia and Britain, 14 from South Africa, 9 each from Norway and Russia, eight from Australia and 6 from Sweden. Also, students from Switzerland, Austria, Belgium, Spain, The Netherlands, Denmark, Greece, Czech Republic, Latvia, Poland, Ukraine, and Benin also have already chosen KU as their destination for higher education. The provisions of fee waivers, scholarships and free accommodation for international students, in addition to the unparalleled quality of the teaching and pedagogical methodologies employed at the university, are expected to make Kathmandu University a more attractive destination for foreign students.

In the academic year 2023/24, KU expanded its academic programs abroad in collaboration with its partner institution, bringing forth a paradigm shift in its internationalization initiatives. KU's Bachelor in Yogic Science and Well-Being program is now offered in Tirupati, India, in partnership with Shri Vishweswara Yoga Research Institute. The university has also completed the processes to extend its Bachelor in Buddhist Studies in Hong Kong in collaboration with Thrangu Vajrayana Buddhist Center. Likewise, this year, a double degree Bachelor in Information Technology (BIT) program has been launched in Australia in collaboration with the Crown Institute of Higher Education.

KU has prioritized collaborating in joint degree programs that mandate a student to spend 25% to 50% time in both universities to get a degree. School of Education and the Hebei University of Economics and Business, China, have already completed a four-year cycle of 2+2-year Undergraduate program (first and fourth-year courses would be delivered at Kathmandu University and second- and third-year

courses would be taught at Hebei University) and School of Arts and the Western Sydney University (WSU) have been implementing for similar programs in Undergraduate, Graduate and PhD level.

Conclusion

In conclusion, attracting more foreign students at KU is not free from challenges. Citing Nepal's critical geo-political position, the Government of Nepal does not offer student visas against offer letters issued by the universities. It is the main discouraging factor for foreigners, even if they want to come as students. The major question here is, since Nepal's visa regime is the easiest in the world as far as tourists are concerned, why is it strict against students? The anxiety of the Nepal Immigration Office today seems to be on those who want students' status in Nepal, but their purpose is not to study, but to work elsewhere. Some of them want student visas just to stay or roam around because they like cheap staying in Nepal. Also, quite a few foreigners want the student status for their own activities. It is not good to introduce a rigid visa regime citing a few fraud cases as it poses challenges for potential students coming to Nepal only for study purposes.

Nepal's geographic location, along with its topography and social diversity, is unique, and that will create interest for students not only in international relations and diplomacy but also in culture and society. A joint effort of all higher education professionals and institutions is required to lobby concerned Ministers and Prime Minister to create foreign student-friendly policies, convincing them about the importance of creating Nepal as an international hub for foreign students. Kathmandu University will be a leading figure for the same.

Endnotes

1. Dr. Suresh Raj Sharma had thus underlined that institutions like the Kathmandu University were needed in this country, stating: (i) to provide a quality education within the country so as to be gradually able to reduce the number of students going abroad every year in thousands for higher education, (ii) to bring about a change in a situation where resourceful development projects employed only foreign skilled workers, (iii) to bring an end to incessant flight of educated but unemployed youths, (iv) to produce adequate number of health service professionals to provide health services in the far and remote corners of the country, and (v) to contribute to the development of the nation by imparting education with knowledge and skills to the younger generation needed for their gainful employment, for details, read convocation address by Prof. Bhola Thapa, Vice Chancellor of Kathmandu University, 2021.
2. Dr. Inge Johansson had given four key themes to ponder were: (i) The education must promote and protect the tradition and culture of the country, (ii) Although the field of science and technology is putting its endeavors to explain the laws of the nature, equal focus is required to mold the education and research according to the social and economic context of the nation, (iii) The education, in addition to the theoretical knowledge and skills to the students, must also be able to provide creative novelty to the human minds and (iv) In view of adequate availability of raw materials in Nepal, its enchanting and incomparable natural beauty and immense goodwill of the people around the globe, she must strive to harness these strengths in the interest of the country's industrial development.

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Communification of Higher Education Institutions through Transformative Approaches

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The widely accepted purpose of Higher Education Institutions (HEIs) is to generate knowledge through research and publications. When we call research and publications, the nature of research and how such research and publications contribute to our society are the authentic questions these days. Traditionally, HEIs and universities were much guided by the notion of generating theoretical knowledge, assuming that the only academicians are the knowledge generators and HEIs, in many cases, were like "ivory-tower". Thus, academic research has been focusing on theory generation. This is necessary but insufficient to address several societal issues. Today's society has been facing several challenges, and the nature of the problems we are facing are both common to humankind at one level, and also unique to the nature of society at another level. In this context, the roles of HEIs cannot remain the same in the name as they were before. So, the purpose, process, and ongoing actions and HEIs should be critically reexamined. The point of departure for HEIs could be examining the knowledge generation process in which the focus can be made on collaboration among university academicians and community people. Collaborative actions among community people and university academics can ultimately develop evidence-based knowledge with some forms of actions in the community. Such actions and the knowledge-generation process can be called the communification of research. Jørgensen (2019) mentioned that, while in much everyday language "community" appears as a descriptive term, in the present context, people use communitification as a strategic tool in the negotiation of rights and ownership and an instrument in their quests towards certain desired futures (p. 1).

Communification of research refers to the process of making research a communal, participatory, and inclusive activity where knowledge is generated and shared in a manner that resonates with the community's sociocultural dynamics. Jørgensen (2019) posited the concept of communification as a series of processes that establish connections between individuals and certain emotional economies, with the aim of achieving a desirable future for the entire community. The idea of emotional economies is very useful and pertinent in the context of community-driven actions. For the betterment of society, the knowledge we create by/with the involvement of the community people becomes sustainable and long-lasting. If we connect university research with the community, the community people should be invited to take on the roles of co-researchers rather than simply participants. At that time, the emotions of co-researchers can be an asset in creating societies a better learning environment for everyone. The researchers from the university side had no bureaucratic authority (Bertelli, & Busuioc, 2021) which normally creates a sense of compulsion through bureaucratic power to participate in the actions. In this situation, the emotional economy we (university researchers and community people) share became a strong bond to set common goals and move together in the research journey. A helpful foundation for comprehending the advantages of incorporating community members in academic research and activities is provided by the community-based participatory research philosophy that strongly emphasizes co-learning, mutual gain, and cooperative, equitable collaborations between researchers and community participants. This method ensures that study findings are pertinent and helpful to the community, while also enhancing academic research with local knowledge and viewpoints.

As faculty members working in the School of Education, both of us engaged in the journey of Participatory Action Research (PAR) with graduate students for several years. We learned a lot of knowledge and skills when we engaged in the PAR process. Let us share some of the examples that help to clarify the communification of research. In the context of PAR in the education sector, the community is made by school, teachers, students, and parents, where they negotiate their rights, duties, and ownership for bringing certain desired futures (such as skilled teachers, engaged students,

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the continuous exploration of new pedagogical practices, and increased parental engagement). While doing this, we kept the idea of agency (Freire, 1970) at the center which can potentially enable changes over time. Those people engage narratively what Schulz-Forberg (2013) has termed uchronotopias, i.e., narratives that break with the past and envision fundamentally different interpretations of history and projects of a better society into the future. In their work, Schulz-Forberg (2013) examined the theory of temporal layers (Zeitschichten) beyond linear and circular metaphors. This work presents the concept of spatial layers, also known as Raumschichten, and investigates the interplay between historicization and its interaction with spatialization and temporalization. This study examines the influence of intricate global spatial and temporal dynamics on the field of comparative and conceptual history. In addition, the paper presents a conceptual framework consisting of three distinct tensions in the realm of global history, namely normative, temporal, and spatial tensions. This framework serves as a tool to elucidate historical research inquiries within the context of global conceptual history. The author suggests a departure from the dichotomy between linear and circular conceptions of time and instead recommends an actor-centered means to enhance the comprehension of spatio-temporal behaviors. In this PAR study, we kept the actions at the center, which is also collaborative action, with several layers of participation, from ignoring to self-directed participation (Pant, 2023b). We became aware that the participation of community members is not an easy task and can not happen overnight. The first author of this article, who invested several years in the community as a PAR researcher, realized the PAR process this way.

Ensuring the participation of community people in PAR is not an easy task. While naming co-researchers is a simple task, developing a rapport with them is a significant challenge. Neglecting problems is the initial step in the context of public schools in Nepal. Minimizing the distance between the principal researcher and teachers was made possible through regular follow-up and informal relationships among co-researchers. Consistent work and persistence are necessary to get to the next level of involvement. Participation guided by others is necessary prior to self-directed participation in public systems, where the hierarchical structure is also one component for action completion. Participants have opportunities to reflect on the influences of their actions whenever they take part in the reflection sessions. If their prior involvement was worthwhile, it would encourage them to take an active role on their own. A PAR researcher endeavors to incorporate all relevant stakeholders onto the board of involvement. Updating one's grip on PAR is just one aspect of ongoing professional development for lead researcher as well. The primary investigator needs to put their theory into practice by regularly evaluating their assumptions and methods in relation to PAR.

While engaging in thoughtful actions collaboratively with the community members, the entire knowledge generation process became communification of research. We realized that one of the ways of communification of HEIs is to foster a participatory process in the research and other kinds of university activities.

Another important component of communification of HEIs is cultivating a transformative mind among university faculties and community people. The transformative mind always explores better possibilities by continuous reflection on ongoing actions and beliefs. The process of transformation, especially when considering personal and societal change, originates inside the domain of the mind. It is a cognitive process that entails restructuring our cognitive schemas, convictions, and viewpoints. Stetsenko (2017) thoroughly examines this notion in her work, "Transformative Mind". Stetsenko explores the concept that transformation involves more than simply embracing new ideas; it entails radically changing our cognitive processes and our perception of the world. At its essence, transformation is a cognitive process. It entails questioning established beliefs, assumptions, and values and substituting them with novel and more advanced ones. This process is essential for human development, acquiring knowledge, and adjusting to new contexts or circumstances. For example, the conventional notion of universities as theoretical knowledge generation can be critically examined if we take the transformative stance; otherwise, we, as academicians, become an agent to serve the status-quo thinking and actions.

Next, the purpose of communification of HEIs is to lead the community toward sustainability. Let us share the example when both of us engaged in participatory research activities in the community.

One of the frequently raised questions in the entire journey of the research, including the conference presentations, was how do you ensure the ongoing actions will be sustained after the research works? In fact, this was one of the questions in our mind in the entire research work. As we progressed, the collaborative actions and the discourses we created in the schools and community developed confidence for sustainability. In our context, one of the major evidences for the sustainability of the actions was the teachers' demonstration of self-initiative in activities which signifies a sense of ownership and empowerment with regard to the educational process. This is of the utmost importance for sustainability, as it transforms the initiative's motivation from external to internal (Taylor & Taylor, 2022). Here, the idea of internal is looking into the self and exploring the possibilities of contributing by self to sustainable changes in society. Furthermore, during the process, we, as co-researchers, realized that teachers are more inclined to innovate, adapt, and maintain activities that hold significance within their context when they experience a sense of empowerment.

Another important aspect of sustainability we felt was the community engagement and support for continuing the school's initiatives. The parents and community members were observing the pedagogical innovations of garden-based learning, project-based learning, and teachers' involvement in making several resource materials. When the university researchers and the schoolteachers engaged in such pedagogical transformation, we realized that the role of the university should be changed from the armchair academician to the collaborator with the community people. Such initiatives do not only contribute to a certain community, the dissemination of such works through publications showcases the examples that can be a reference to other communities as well. A robust community engagement was indicated by the active participation of the local community, and the support received by the local community members was notable. This is a fundamental element of transformative actions, in which the presence of local support for the activities guarantees that they remain grounded in the requirements and values of the community, thereby increasing the probability of their sustained relevance and continuity.

Through programmes coordinated by the local government, the teachers at the schools where we conducted community-based research were provided numerous opportunities to exchange their pedagogical approaches. It also signified that teachers' efforts and achievements were recognized at the government level. Such an environment motivates teachers to continue their practices so that their actions would get attention and value. Such actions contributed to a more sustainable and transformative educational environment by disseminating the principles of empowerment and community engagement, thereby potentially generating a more extensive influence. Wamsler (2020) discussed an issue with the way sustainability doesn't pay enough attention to the inner aspects and skills that are necessary for good sustainability learning and decision-making. It gives an in-depth look at a unique class called "Sustainability and Inner Transformation," which shows that there is a strong connection between changing oneself on the inside and being environmentally friendly in school. The results show that focusing on inner aspects can help people think more critically and make better decisions when it comes to sustainability. The paper sets an innovative example for other universities and training institutions, giving them ideas and lessons for making sustainability education more comprehensive and effective.

The ideas of transformation for the betterment of community works can also be viewed by promoting the notion of multiple ways of knowing: culture self-knowing, relational knowing, critical knowing, visionary knowing, and ethical knowing (Taylor, 2015). We want to know our cultural selves, which include our shared views and values, as well as the ways we live in our natural and social environments and how these are formed. As a teacher, it's important to look into culturally situated values that affect how you teach and make sense of those actions. In relational knowing, which is pertinent in community-driven work, stakeholders in the learning process work together in culturally diverse groups in a way that shows empathy and care. This kind of social knowing makes people more sensitive to the feelings of people and places from other cultures. Also, critical thinking helps us understand how and why the different types of power (political, institutional, and cultural) have shaped social realities by forming categories that seem natural and deeply rooted, like race, class, gender, etc. The most important thing is to look into how these invisible forces, like which approaches in teaching and learning, are more prevalent in certain places

and why is it so? It would help to know how to know things critically. Visionary and moral knowledge gives me enough room for creative, inspiring, and reflective processes so I can look for better ways to use certain pedagogical practices in certain contexts. To do this, we need to be aware of our roles and limitations (for example, as members of visionary groups of teachers, students, and community members) and look for ways to improve the way institutions teach and learn (Pant et al. 2023a). Also, to see changes in the community of practices, the idea of knowing what you're doing and expecting to make a difference in the community of practices by becoming more aware helps to make the world a better place by doing things locally while being aware of the progress being made around the world.

The university-community partnership exemplifies a paradigm transition towards a more engaged, inclusive, and socially responsible approach to higher education. By cultivating these connections, universities can enhance their academic pursuits, positively contribute to community development, and equip students with the necessary skills for active citizenship. However, in order for these partnerships to flourish, it is critical to employ strategies that foster mutual respect, understanding, and benefit while navigating the obstacles. In essence, the potential for constructive transformation is vast when universities and communities collaborate, yielding advantages for the immediate participants and society as a whole.

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Embarking on a Transformative Journey towards Global Experiences in Higher Education under *Viksit Bharat Abhiyan* @ 2047

Rakhi Sawlani*

Viksit Bharat @ 2047 (launched on 11th December 2023) is the most determined vision of Hon'ble Prime Minister Shri Narendra Modi to make India, that is '*Bharat*' a developed country by the year 2047, on the celebration of its 100th year of independence. The vision is to achieve a $30-trillion economy considered to be featured as a developed nation. It documents a guideline for development, self-reliance, and economic growth over the next few decades, and covers various sectors such as rural and agriculture, infrastructure, resources, social vision and welfare, finance and economy, commerce and industry, technology, governance, security, and foreign affairs. These parameters unquestionably require structural and institutional reforms, regional development, process re-engineering, excellence in specific areas, international engagements, human capital, and global leadership.

After half a century, our young country is expected to undergo multifaceted transformation every 10 years at both local and global levels. There is a strong wind of change and Bharat is not just awakening but rising to become the world's 3rd largest economy by 2027. The last 25-year period preceding 2047 is the final ultimatum period for India to become a developed country. Youth power is one of the strongest pillars of *Viksit Bharat* other than women's power, farmers, and the underprivileged. It also aims to change the lives of 800 million Indians and turn them into middle class. Viksit Bharat@2047 is not just a slogan, but a resolution, precisely a transformative agenda for the people of India, especially the youth, aspiring for a better future. The powerful words of former President APJ Abdul Kalam Azad quoted by Prime Minister Shri Narendra Modi during the conclave on transformational reforms in higher education under National Education Policy –2020 (NEP-2020), "*We need to make our students into global citizens and yet be rooted in their culture."*

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Towards Building a Prosperous and Developed *Bharat*

Realizing the country's limitless potential, the *Viksit Bharat* initiative is a collective effort of every citizen, whose success depends on the collaborative ventures enchanting the mantra, *'Sabka Prayas' (everyone's efforts)*. To turn this incredible dream into a concrete reality, there is a need to channel the energy of the youth of every university towards achieving the common goal of *Viksit Bharat*. The universities, colleges, and educational institutions are going to augment a new momentum to this initiative, going beyond their limits to contribute to the vision of *Viksit Bharat*@2047. The launch of the Ideas Portal related to *Viksit Bharat* @ 2047 provides diverse suggestions on 5 different themes for which the prize has also been arranged for the best 10 suggestions. As rightly quoted, the *Idea starts with an 'I' just like India starts with an 'I', the idea of development can only begin with the 'I' of the self.*

Mentioning the acute dedication of the students in maintaining the wave of academic development, the Minister remarked on this period of development of 'Viksit Bharat' as an examination for citizens. In his words, "We have 25 years of Amrit Kaal in front of us. We have to work 24 hours a day for the goal of *Viksit Bharat*. This is the environment we have to create as a family". This is the period in the history of India when the country is going to take a quantum leap in a set timeframe and turn into a developed nation. At present, time is a crucial measurement tool, as seconds add up to minutes, minutes add up to hours, days, years and years make a lifetime for a Developed Bharat. Hence respecting the time factor to utilize every moment of *Amrit Kaal*, Hon'ble Prime Minister said, "*For India, this is the time, right time (Yahi Samay Hai, Sahi Samay Hai).*"

Viksit Bharat Sankalp Yatra is a nationwide campaign to raise awareness and promote outreach activities to achieve comprehensive coverage of government schemes across the country to ignite transformation, interacting with beneficiaries through personal stories/experience sharing, and

enrolling potential beneficiaries through details collected during the yatra, amplifying the impact by sharing beyond their campus. *Amrit Kaal Vimarsh* aims to facilitate dialogue throughout the country on national development by hosting lectures on academic campuses, and public discussions in the fields of Development Research, Policymaking, and implementations to sensitize and motivate youth.

Higher Education at Prime Position

Education is one of the core areas needed for the reconstruction of the country. As per the statistics, only 7.8% of university education was allotted during the first five-year plan which has now increased to 15.5% (NITI Aayog, GoI). The education budget was allocated 1.12 lakh crore, which is the highest ever, while the Department of School Education will receive 68,804 crores, the Department of Higher Education has been allocated 44,094 crores in 2023-24 (Source: Union Budget). Considering a paradigm shift in higher education, the government accepted the challenging task of bringing students and higher learning to the forefront of the country's development landscape through the establishment of AIIMS facilities nationwide, the proliferation of world-class IITs (engineering) and IIMs (management), AICTE courses along with Industrial Training Institutes (ITIs) to train the workforce. With India's global repute across the world, international institutions like the International Solar Alliance are being set up in India and international investors are going to visit in large numbers.

The launch of *Viksit Bharat*@2047 marks a transformative initiative with a call to action for Higher Education Institutions (HEIs) and students involving other prominent stakeholders like administration and teachers. The initiative establishes a profound commitment to ideas, inclusivity, excellence, and innovation for India's growth to global leadership. Keeping the national interest paramount, the Prime Minister asserted, "*When citizens, in whatever role, start doing their duty, the country moves forward."* The promising youth of India must go beyond their knowledge, skills, and attitude to combat lifestyle issues and exploration of the world beyond their mobile phones.

Connecting the *Yuva Shakti* and the Education Fraternity

Under the visionary leadership of the Hon'ble Prime Minister powered by the indomitable spirit of the youth population, India is going to be the leader in terms of the working-age population in the years to come. Youth power has all the abilities to be both the agent of change and also the beneficiary of change. He emphasized that the next 25 years hold immense significance in the career path of the youth in colleges and universities, creating new families (*Amrit* generation), a new future society, and deciding how a developed India should take shape. A whole-of-government and whole-of-society approach is required to ensure maximum participation and mass reach. Considering this spirit, the Prime Minister stressed molding the voice of the country's youth into the policy strategy, to connect every youth of the country with the action plan for building a developed India and highlighted the role of educational institutions that maintain maximum contact with the youth.

Contribution of Innovative Ideas by Youth for VBA@2047

This initiative "*Viksit Bharat*@2047: Voice of Youth" gives a thrilling call to action for Universities and Higher Education Institutions (HEIs) and students, providing them with a participatory platform to contribute their ideas to the vision of *Viksit Bharat*@2047. Youth, who constitute our largest population group, need to bring their innovative ideas into nation-building. There is a need to awaken their potential, conquer fear with knowledge, and build a brighter 'Bharat" with relentless optimism. Today, the country needs its vibrant energy, innovative ideas, and unwavering commitment to make the target of VBA@2047 achievable.

Interventions by Government under VBA@2047

Creating awareness about *Viksit Bharat Abhiyan*, Universities and university-level institutions serve as the central point to promote, organize, disseminate information, and mobilize students for this initiative. Key actionables are as follows:

- running special campaigns to connect more young population with this campaign;
- raising awareness through workshops, organizing seminars/ fests involving debates and events to propagate the Hon'ble Prime Minister's guiding principles for *Viksit Bharat;*
- broadcasting the *Viksit Bharat* Feedback form link

or QR code through institute LMS, websites, notice boards on the campus, and other ERP portals;

- leveraging existing alumni networks and networked engagement through email groups or inviting prominent alumni to the campus to talk about the *Viksit Bharat*@2047;
- reaching the unreached and unleashing the potential of youth power;
- disseminating information on feedback gathering;
- developing requisite infrastructure through dedicated feedback loops in libraries and labs;
- establishing Viksit Bharat Ideation Centers;
- allocating slots for students for feedback submission;
- ensuring holistic participation through the wide circulation of forms;
- recognition of student clubs, NCC and NSS, and certification;
- tracking progress through daily reports;
- implementing monitoring and accountability measures;
- promising tangible and impactful results;
- motivating students for feedback submission;
- using standard banners at every prominent location on the campus like cafeterias, IT labs, seminar halls, library, etc.;
- Using bulk mail and WhatsApp to proliferate the information on Viksit Bharat feedback submission;
- Use posters with feedback links and QR codes at all places of gathering like playground, canteen, hostel entrance, etc.;
- initiating a Social Media Campaign to exhort students to share their ideas on the vision of *Viksit Bharat*; and
- Use the #Ideas4ViksitBharat hashtag across all social media platforms to make it viral and encourage students to tweet and share.

Reinvigorating Higher Education

In ancient times, our country was the main center of learning in the whole world, where Nalanda University, the world's first residential university of higher education was established. Our higher education system is third after the USA and China. VBA@2047 is taking forward India's educational legacy by bringing the spotlight on research, innovation, and entrepreneurship. The destination of development can be reached only by climbing the ladders of education, but it is not so simple and easy. For this, the universities of the country will have to work fiercely. Their thinking is far-reaching, but before that, universities have to be reenergized, and equipped with necessary resources.

The condition of the universities of the country right now is worrisome. Private universities in our country are constantly expanding, but on the contrary, UGC-funded universities are lagging. Most of our universities do not have a strong infrastructure. They lack world-class smart classrooms, a good auditorium, a library, academic wings, excellent labs, activity labs, resource rooms, and accommodations. The present condition of most of the universities in India is not so good. Because of this, higher education in the country is lagging in terms of quality. The reason for these conditions is also the lack of an international educational strategy in India. The government has thought about this in the new education policy which is a good signal. But this will require collective efforts on the part of the government, higher education institutions, and the general public.

Shifts in the Global University Landscape

India is making remarkable strides in the realm of educational transformation actively embracing all opportunities that have the potential to elevate the current educational landscape through National Education Policy and various other initiatives welcoming foreign universities to establish campuses within the country. National Education Policy envisions achieving the highest global standards in the quality of higher education directing India's pathway for progressive education. It has provided many suggestions to address the emerging challenges globally and has used the terms like 'internationalization at home', and 'global study destination' to reinstate the place of Bharat as '*Vishwa Guru'*.

The global university system is a policy landmine leading the massive expansion in social and economic infrastructure through policies and schemes in past years such as the expansion of Universities, IITs, IITs, NITs, ITIs, Teacher education institutes, and Medical and Nursing Colleges. In the last decade, universities and colleges

have multiplied aggressively, and the Indian higher education system today has 1,113 Universities/ University-level Institutions, 43,796 Colleges, and 11,296 stand-alone Institutions with a huge number of 4.33 crore students. In the QS 2022 World University Ranking, 35 institutions secured the rank and 63 HEIs appeared in the Times Higher Education (THE) World University Ranking 2021. The Gross Enrolment Ratio (GER) in higher education has steadily increased to 28.4. Young India's creativity and potential for innovation coupled with supportive government policies like Digital India and Startup India are enabling our talented youth to become job creators. India is home to over 100 unicorns with a total valuation upwards of US$ 340 billion and has emerged as the world's 3rd largest startup ecosystem. With a population of 144 crores, India is one of the youngest nations with a median age of 29 years. It accounts for nearly 20% of the world's total young population. The recent release of AISHE Report 2021-2022, data on higher education by MoE, highlights different parameters such as the increase in student enrollment, 32% rapid rise in female enrolment, the significant increase in 65.2% SC/ST/OBC, and 38% rise in minority enrolment, 81.2% sudden jump in Ph.D. enrolment, number of universities/institutions, faculty, infrastructure, GER, GPI, showing higher education progressing in India. *"Together we can build a brighter future for Indian higher education, where inclusivity and excellence will go hand in hand."* (AISHE, 2021-22)

Future Ready Universities for a Future Ready *Bharat*

The National Educational Policy (NEP) 2020 proposed vibrant University-Industry linkage in higher education with emphasis on exposure for students to holistic-outcome-based education, multidisciplinary-learner-centric education, research internships, externships, multiple entry and exit, Academic Bank of Credit (ABC) initiative to empower students with practical knowledge and critical thinking skills and making them globally competent. This will likely result in improving employability, innovation, and economic growth enabling solutions to global challenges. The positive impact of such initiatives empowers students with practical knowledge and critical thinking skills that will undoubtedly serve them well in their future endeavors.

University-Industry Linkage

The *Atmanirbhar Bharat* mission is aimed at leveraging the education system and MSME system providing a cross-cutting edge through strong UI linkage creating adaptable and skilled manpower capable of contributing to national development. This sustainable linkage provides a blend of a conducive university system and effective industry culture (Zero defect, zero effect), enhances student internship/ apprenticeship (paid/unpaid/additional), targeted scholarship, stipends, insurance, Signing MoUs (national/international), corporate partnerships, R&D Projects, offers collaborative degree programs, invite talks by professional (Professor of Practice), mentoring, benefits of technology transfer, establish industry chair, designate hosting mentor, develop aggregator platform, equity-based funding, Self-reliant India (SRI) fund. This will act as a bridge between academic skills and practical proficiency having a long-term impact on multifaceted skill development working acumen, career trajectory, and overall professional development.

Collaborative Initiatives

UGC has formulated guidelines titled "Sustainable and Vibrant University-Industry Linkage System for Indian Universities" fostering collaboration and thereby developing a robust ecosystem for cutting-edge research in thrust areas, innovation, entrepreneurship, and knowledge transfer. UGC is in the process of aligning with NEP-2020, IGNOU recently introduced its four-year UG programme (FYUP) which is a crucial reform in Indian higher education, providing students nationwide with diverse opportunities for enrollment and access.

Linguistic Initiatives

UGC has promoted content creation and teaching-learning through local languages in higher education as per recommendations of NEP-2020. The policy document emphasizes on offering of academic programs in HEIs through mother tongue/ local languages as a medium of instruction to increase access and GER and to promote the strength, usage, and vibrancy of all *Bharatiya Bhasha*. HEIs need to create a sustainable ecosystem within their institution by enriching high-quality study material in local languages, and multi-linguistic teaching for courses under various disciplines.

Quality Initiatives

For a meaningful increase in the GER, it is necessary to improve the quality of school education and link higher education to skills and vocation, thereby making it attractive to the student population. (Mittal, et. al., 2020). Several initiatives are taken by Government to improve teaching standards: National Achievement Survey (NAS), Minimum qualification of teachers, B.Ed. degree structure, competency-based assessment (PISA), Grading system, Interactive content for students, and Education channels, to effectively manage the knowledge economy and also draw a large number of international students because of high-quality education linked with skills and employability.

Teachers' Capacity Building Initiatives

Teachers are crucial to the success of any mission, and special emphasis will be given to the capacity building of teachers to ensure proper teaching methods are practiced in classrooms where the learner learns cheerfully and grasps the essential knowledge. Various capacity-building initiatives are introduced to accelerate the goal of acquiring inclusive and equitable education.

Trans-disciplinary Research Initiatives

Scheme for Trans-disciplinary Research for India's Developing Economy (STRIDE, UGC) aims to promote an innovative culture for trans-disciplinary research, especially in universities and colleges, and add new disciplines for research support with a thrust on research capacity building. The specific focus of the scheme is to espouse high-impact research in thrust areas of humanities and human sciences including arts, Indian languages, culture, and knowledge systems through networking of experts from organisations across India to identify young talent, strengthen research culture, and promote innovation for national development.

Global Leadership Initiatives

G-20 Presidency also advocates India's Global Leadership Role in the education sector chiefly driven by technological advancements, global collaborative efforts, and, international partnerships among countries. It is meant to strengthen the educational system making it more inclusive, accessible, and innovative, addressing challenges related to the digital divide, quality education, skill development, data privacy, cyber safety, responsible technology use, lifelong learning, and the evolving landscape of work, in the milieu of Artificial Intelligence (AI).

Innovation and Startup Initiatives

National Innovation and Startup Policy (2019), nurtures innovation and exhortation of startups in the education sector, acclaiming the spirit of entrepreneurship that drives innovation forward. Promotional campaigns like 'Incredible India' were launched to promote the best Indian universities/ institutes for higher education abroad. Vibrant Gujarat Summit 2024, highlighted the importance of knowledge and skills in the 21st century ensuring equal opportunities for knowledge and skill development to develop global networks worldwide. These ventures strive to hone the entrepreneurial, professional, and domain-specific capabilities of learners. The essence of skill development forms the foundation for boosting employment and driving sustainable economic growth.

Research and Development Initiatives

The establishment of the National Research Foundation (NRF), 2023 will pave the way to seed, grow, and promote Research and Development (R&D) and foster a culture of research and innovation throughout the universities, colleges, research institutions, and R&D laboratories. NRF is an apex body to provide high-level strategic direction of scientific research in the country as per recommendations of NEP-2020, to create a better, inclusive, cohesive, innovative, growth-oriented, and valuable research/academic culture. *As rightly stated in Sanskrit, 'Vigyan Sarvatra Poojyate, Anusandhan Sarvatra Vijayate'.*

Skill Enhancement Initiatives

Three Centres of Excellence (CoEs) are initiated in Artificial Intelligence as part of the 'Make AI in India and Make AI Work for India' Program. 'Prerana: School of Experiential Learning Programme' aims to offer meaningful and inspiring experiences to empower students with leadership qualities. SATHEE aids students in exam preparation and delivering excellent education for those targeting competitive exams to achieve greater heights in education. Infinity 2.0 is focused on new-age global financial services like green finance and longevity finance for the development of FinTech Industry in India. It unites the world's leading minds in policy, business, and technology

to explore and advance the biggest ideas in Finance and Technology, and to develop these ideas into global solutions and opportunities. Other initiatives Skill India initiative (Kaushal Bharat, Kushal Bharat) for Skill development and entrepreneurship like Pradhan Mantri Kaushal Vikas Yojana, Scheme of Scholarship for College and University Students (PRIME MINISTER-USP CSSS), SANKALP, UDAAN, STAR providing well-crafted certified training programs for holistic development of learners.

ICT Initiatives

Integrated skill-oriented courses like data analytics, digital marketing, cloud computing, cyber security, data center architecture, software development life cycle, project management and business strategy, logistics, supply chain management, and several others are to be offered at the higher education level. The higher institutions going ahead with international collaboration to facilitate higher studies abroad for aspiring students to enhance international mobility. Modern technological solutions like AI, Robotics, Virtual and Augmented Reality, Big Data Analyse, 3D Printing, IOT, Block Chain Technology, sustainable industry 4.0 technology, and various other emerging future skills need to be introduced in the curriculum. MoE under the aegis of the National Mission on Education through ICT (NMEICT) launched the ground-breaking Project Virtual Labs which is a consortium activity of twelve participating institutes with IIT Delhi as the coordinating institute. Virtual labs are remote access to simulation-based labs conducting experiments any time, any place, any type, without needing a physical lab.

STEM Initiatives

I-STEM themed as **'**Linking Researchers and Resources' is a dynamic, multidimensional, and interactive national web portal that hosts a gamut of scientific activities and programs by Govt. of India. The main objective of having this portal is to espouse needy researchers in different ways and to build an ecosystem that can foster R&D. The various verticals in this program are to support the initiative of GoI 'Digital India', strengthen the concept of 'Optimal Usage of R&D Resources', idea of 'Equal Opportunities to All', minimize the downtime of the precious equipment tools, the initiative 'Local to Vocal', support the start-ups, industries as well as academic researchers, Making a chain of support from institutions, Linking the academic institutions with the established S&T Clusters, providing the platform with available software, such as, 'COMSOL', maintains the panel of experts of different domain. The portal is designed in such a way that every researcher inculcates the concept of the *Atmanirbhar Bharat* (Saksham, Sashakt) in their mind, nature, behavior, and work to be independent and self-reliant to optimize the usage of the resources established across the country. It was also a part of the SWAYAM initiatives of GoI to Support academic institutions in creating skills development modules and operating the high-end and medium range of equipment. This will suffice the need for skilled manpower/tool engineer demand in various scientific research laboratories of the country.

Digital Initiatives

In the current scenario, it is imperious to adopt technology-based flexible learning system as abundant online resources are available in the form of Open and Distance Learning (ODL), Open Education Resources (OERs) and Massive Open Online Courses (MOOCs available on various portals like IGNOU, NCERT, NIOS, Swayam, UGC-MMMMTT, Swayam Prabha, spoken tutorials, National Digital Library (NDL), Free and open source software for education (FOSSEE), Virtual Lab, E-Yantra, ShodhGanga, Shodhgangotri, e-shodhsindhu, e-vidwan, E-Kalpa, Talk to a Teacher (initiative of National Mission on Education through ICT), Campus connectivity, National academic depository catering to the needs of all the sections of students. SWAYAM (study web of active learning for young aspiring minds), an integrated platform created by MHRD, keeping in view the need to deliver quality education to all the students in all areas including rural, backward, and remote areas from school to PG level. Higher education institutions acting as knowledge partners must take utmost advantage of these platforms to enhance access and inclusivity.

Techno-driven Universities

The universities need to create a well-developed infrastructure and online resources with sufficient facilities for greater accessibility. In the presence of a diverse young population, Tech universities should make the best use of this opportunity to create multilingual, multicultural, and vibrant campuses as a bridge between different cultures and backgrounds of students. Furthering effective global pedagogies

and assessment practices, continuous professional development of faculty, and technology-enabled learning ecosystems appropriate for the present and future needs are the key factors for ensuring the best teaching-learning processes for up-scaling our universities to global standards.

Brand Building Initiatives

UGC has developed 'Guidelines for Internationalisation of Higher Education'. Higher Education Institutions may adopt a brand-building strategy to make India a global study destination, while highlighting the achievements and strengths of India, especially in fields like Yoga, Indian Knowledge Systems, Indian technical knowledge, Indian Art, Architecture and culture, Ayurveda, Value Education, Spiritual Studies, Buddhism, Gandhian school of thought further strengthening India's standing as a '*Vishwa-Mitra'*.

Global Ranking Initiatives

We need to equip universities with the necessary resources bring them into world rankings and work towards making them a big brand. Today, there is a value of brand economy all over the world. Young people educated in institutions like Harvard, Cambridge, and Oxford get big positions immediately. All this is a wonder of their brand ranking value. Indians can also achieve, but regrettably, after the independence of the country, there was no thought in this direction for seven decades. Our prestigious universities have also lagged in the last seven decades in terms of quality, rankings, and accreditations. The model of Higher education institutions of different countries needs to be trailed which have become globally recognized and consistently maintained high rankings through better and developed education systems.

User-friendly Accreditation Initiatives

Binary Accreditation n (Either accredited or not accredited), Maturity-Based Graded Accreditation (Level 1 to 5), and One Nation One Data Platform have been recommended for strengthening Assessment and Accreditation of higher education institutions in India, achieving higher levels of quality such as the teaching-learning, Research and Innovation, motivated teachers, enhancing employability skills, equity and societal integration, academic ambiance, commitment to sustainability rather than mere infrastructure and inputs (UGC, press release, Jan' 2024).

Self-reliance Initiatives

According to the self-reliance spirit of the new education policy, there is a need for significant constant efforts in the field of education and research. *Rashtriya Uchchtar Shiksha Abhiyaan* (RUSA) Global Initiative of Academic Network (GIAN), a National Institutional Ranking Framework (NIRF), Impact Research Innovation and Technology (IMPRINT), Scheme for Promotion of Academic Research Collaboration (SPARC), *Uchchtar Avishkar Yojana* (UAY), Prime Minister's Research Fellows (PRIME MINISTERRF), Institutions of Eminence (IoE), etc. are the steps taken for excellence in global rankings.

Inclusive Initiatives

Various other inclusive initiatives are underway for rural and remote HEIs through mentoring and handholding, tailored assessments, fitness grants, and many more.

Emerging Challenges for Global Higher Education

- Re-positioning of University Education.
- Chartering of Courses for life-long University.
- Catering Learner Demand of Each Category.
- Retaining Global Leadership.
- Promoting Digital Economy and Fintech.
- fostering Inclusive and Equitable Development.
- Absorbing global Best Practices.
- Promoting Excellence and Improving International Rankings.
- Promoting Internationalization of Higher Education.

Conclusion

VBA@2047 is a long-awaited milestone in our country's metamorphic journey to elevate the nation to developed status by 2047. VBA@2047 emphasizes students, teachers, and universities coming out with ways to make India a developed country at a faster speed and scale. Earmarking them as the biggest power in creating new opportunities for progress and prosperity, every institution and individual should move with a resolution to make every effort and act for Viksit Bharat. Looking ahead, all HEIs must take necessary actions timely for effective implementation of the guidelines as given by apex bodies resonating with the youth, who aspire for a better future for

themselves and their country. Marking by the pursuit of knowledge and excellence, India's leadership and skill-weaving youthful enthusiasm are going to sculpt a groundbreaking chapter in India's Landing to become a Global Education Hub. The upcoming era shapes industry-ready employment-ready India and emphasizes the convergence of expertise across the 'World of Education', 'World of Skills', and the 'World of Work'. The aim of all our goals and resolutions should be only one – 'Developed Bharat'. Let's stay united in this voyage.

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(contd. from pg. 41)

Possibilities

Weighing options, it is pertinent to explore the way forward to meet the essentialities of qualitative and meaningful higher education which is a core point. To make an introduction of FHEIs viable, there should be clear and unambiguous guidelines and regulations for the establishment, operation, and acceleration of FHEIs campuses in India. Such institutions, if and when established, must operate in a way that is consistent with the laws and regulations of the land. It seems more viable, workable, practical, and useful that instead of their standalone offshore campuses, FHEIs should be encouraged and invited to collaborate and partner with the existing Indian institutions. It can be ensured that the benefit of foreign universities is shared with Indian institutions and students through their synergistic operation. Even attachment of Indian universities can be helpful as such an arrangement in agricultural universities has provided excellent results in the 1960s. It will be excellent to venture to establish of Education Excellence Zones (EEZs) and convert some top Indian HEIs into international universities.

Above all, there is no substitute for reforming Indian universities. It involves several factors like improving infrastructure, increasing funding for higher education, and promoting research and innovation. This is basic necessity for our universities to innovate. Just promoting the entry of FHEIs can perhaps never fulfill the real demands of the Indian higher education system. The FHEIs may bring special dynamism and dynamics and create a ripple effect, such as local universities adopting similar good practices is possible. But the reverse too may happen. It is simply unaffordable to ignore where does it leave the public education system, considering the widening inequality. The entry of FHEIs may make some sense, but it should not dilute efforts to improve the standards of education and infrastructure in Indian universities. There is a need to address issues like chronic vacancies, delayed salaries, crumbling infrastructure, and lack of funding for research and student-related activities which are too common.

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Globalization and Internationalization of Higher Education in India

Hema V Raghavan*

You can't build a great building on a weak foundation, You must have a solid foundation if you are going to have a strong superstructure

- Gordon B, Hinckley

Idealism is like a castle in the air if is not based on a solid foundation of social and political realism

- Claude Mckay

AIU is to be complimented for its foresight to deliberate on Higher Education@2047 and bring out a special issue on the theme of Globalization and Internationalization of Higher Education. My article is yes to both, though in this article I have delineated the steps to be followed before we start the process, as we must notch up top ranking to globalize and internationalize Indian Higher Education. We are now in 2024 and we have twenty-three years to get rolling.

The two terms Globalization and Internationalization are not identical. Globalization is *to compare* Indian higher education with the best of the world's institutions, their learning–teaching strategies, and their quality standards. *It refers to the increasing mobility of students and teachers across the world, and the need for educators to be well-trained in global knowledge.* Internalization of Higher education in India is one of the policies of NEP-2020, seeking to make the Indian education system self-reliant and compliant with global standards and norms to attract large numbers of foreign students to study in Indian Universities. The two epigraphs given above have to be borne in mind before we draw any plan or a design for higher education, almost a quarter of a century from today.

The first step is to be honest to acknowledge that all is not well with Higher education in India. While there is a quantum jump in the number of students admitted for tertiary education, quality is in inverse proportion. The foundational structure of Higher Education in India is not strong today. There has been a gradual slide from the earlier strong foundation when it focused only on academic pursuits. The attempt to build a superstructure with the introduction of credit-based skill training courses has weakened the system. *Hence, the second step is to strengthen the structure before it falls apart.*

The second quotation raises the third question*: has higher education in the earlier times been idealistic in its classic form of seeking knowledge for its own sake and stressing teaching and research to discover impartial truths or is education in contemporary times bowing to the pressures of political and social realism?* This calls for an objective understanding of the role and aims of higher education without which all efforts to draw a roadmap may prove infructuous.

Let us have a recap of a few of the significant changes that NEP 2020 introduced and which were implemented in Indian Universities from the academic year 2022.

1. The CUET-Centralized University entrance test as a part of the NEP2020 was started in 2022. Till 2021 admissions to Central, State, and Private Universities were merit-based where the merit was assessed on the marks secured in the School Boards, in the written tests of the essay type (discipline-specific in a few colleges), followed by personal interviews. This was to test the potential of the student's knowledge of the discipline he has opted for, his critical and analytic skills, and his linguistic ability to articulate it. Higher education seeks the power of the mind and not the power of memory. With CUET in force, coaching has taken centre stage leading to the students' indifference and ennui towards the 12th board examinations as their focus is on clearing CUET with a high score even with a minimum pass in the boards. School study has thus been rendered irrelevant except for those who aspire for admission to engineering or medical colleges. CUET has also frozen college autonomy to select students under its strength in its infrastructure and the strength of its faculty. The introduction of CUET on the Multiple-Choice

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model has opened the university portals to a large number of students to fulfill one of the goals of NEP- accessibility and increase in the intake of students. Quality and quantity are inversely proportional which sets back the progress in Higher education. *Restoration of academic autonomy –particularly in admission (without violating the reservation policy) -as is being done in the case of foreign universities planning to open their portals in India- is essential for the betterment of quality in colleges and universities.*

2. In implementing NEP added credits have been introduced for Skill Enhancement Courses, Application-oriented courses, and value-added courses to amplify the teaching programme that was earlier limited to discipline-specific studies. *There has to be an objective assessment of its impact on students about loss or gain in academic rigour and skill enhancement.*

3. The choice of exiting with a passing degree at the end of three years or moving to the fourth year for an honors degree has also been envisaged though the results of this facility for students can be realized in 2025 on completion of the third year of studies. They will give a clue as to what the students prioritize.

4. The fourth and perhaps the most significant of the NEP- to *enhance the student's skills and to make them job worthy can be assessed only in 2025 when the students exit with a pass degree and go in search of jobs*. This will give an idea of the efficacy of courses on skill and vocational training after three years. Unless an authentic and unbiased report on the efficacy of NEP is brought out, planning for a fresh blueprint for Higher Education@2047 will not be worth the exercise. Waiting for a year may seem too long to take up redrawing the roadmap, but it is worth waiting to make the necessary amendment to NEP–2020.

The next step not in order of priority, but in terms of urgency and central to planning for the future is the moot question overarching NEP - the purpose of higher education. *Is higher education meant for producing an assembly line of skilled and job-worthy graduates, or for opening the minds of young men and women to raise their intellectual potential to contribute to Viksit Bharat 2047 and transform the nation into a developed entity encompassing diverse facets of development -economic prosperity, social advancement environmental sustainability and effective governance?* To be more specific, *should higher education be linked to jobs or should it be directed towards research, innovation, discovery, cultivation of humaneness, and spread of anthropocentrism (human centredness)-with a genuine focus on fellow humans, especially those belonging to the underprivileged category whose needs become the priority?* Higher education in India is today in a bind- caught between idealism and contemporary realism which can be best defined as Practical Idealism first coined by John Dewey in 1894 and endorsed in 1917 by Mahatma Gandhi. To pursue idealism or to follow the lines of practical idealism is a common dilemma we all encounter in our lives. Idealistic people set for themselves exalted standards and values, and they pursue their dreams and visions with passion. Practical people are more realistic and pragmatic, and they focus on ground reality and try to achieve goals with efficiency. *The difference between the two- idealism and Practical idealism–is to be factored in concerning the discussion on Higher education*.

A classicist by training, education, and experience, my idea of higher education is towards the Opening of the human mind in contrast to the Closing of the human mind, adopting the phrase *Closing of the American Mind,* popularized by Allan Bloom who was critical of the American system of education in the early fifties of the 20th C. Bloom critiqued contemporary higher education in the United States in the 1980s and how it was failing and impoverishing the souls of young students. *Closing of the American Mind* is worthy of our attention in India as we are in a similar crisis today caught between a traditional approach to education and a modern radical approach as a result of changed perspectives.

We in India today suffer from what Bloom criticizes as "moral relativism" which questions ethical and moral principles based on universal and inalienable human rights unmediated by human laws, customs and cultures. For example, Natural/ human rights theory holds that individuals have certain rights – such as the rights to life, liberty, and property– in virtue of their human nature rather than on account of prevailing laws or conventions. The idea of natural rights reaches far back in the history

of philosophy and legal thought as it is founded on intuitive reasoning. The unvarnished truth is higher academic studies in colleges and universities today do not offer the type of education and humane cultivation to counter uncritical acceptance of moral and ethical relativism which is a version of morality that advocates "to each his/her own," leading to violence and inhumanity arising out of one's moral predilection. *We have to bring back in our academic studies intellectual alternatives of higher and nobler thoughts and actions to expand the students' mental and spiritual horizons that can effectively counter anti-intellectualism and moral hypocrisy. In all streams of learning, liberal arts education has to be taught to promote the Socratic spirit of truth-seeking.* This can be done by introducing the *Great Books Series Lecture* consisting of 20 seminal books on varied disciplines that have shaped Man through many millennia. Top professors from all universities should be invited to give lectures on different disciplines and students will be given the choice to select any two books to critique and write short dissertations. This will enable young minds to learn comprehensively multiple ideas and thoughts that have shaped mankind.

Higher education by its very name suggests moving to a higher domain of knowledge to enable young future citizens to make their own decisions and to take responsibility for their own lives and communities. *It has the onerous task of raising the human potential of the youth and inspiring them to grow into responsible citizens with an intellectual and humane understanding of the Constitutional, political, and economic needs of society alongside ethical, social, and moral awareness to steer the society and the nation. A reasoned and intelligent attempt must be made to revise and re-draw academic studies to promote elitism in learning. Elitism is not to be frowned upon but is seen as the cultivation of refined, civilizational and humane virtues through education.*

The signs of a developed nation are when its growth ensures sustainability and equity. The ideal of equality is unattainable and utopian. Just as the five fingers that hold the palm are unequal, it is not possible to ensure equality for all. However, the attempt should be geared toward promoting equity. Equality and equity are not the same but different. Equity is to spread fairness and justice to all and is distinguished from equality. Equality means each individual or group of people is given the same resources or opportunities. Equity recognizes that each person experiences different circumstances, seeks different opportunities and different strokes, and accordingly allocates the exact resources and opportunities needed to reach an equal outcome. *Higher education has to include developing and promoting the idea of equity –what Amartya Sen terms "the capability potential" which is to provide opportunities to every person to realize and raise his potential for his advantage and the benefit of his society.*

Today we are fortunate to have a large working population as against the ageing population in many of the developed nations. To make the best use of the demographic dividend, it is essential to invest in human capital with increased allotment for higher education and healthcare. As is observed "India is at the tail end of a demographic boom and its young people must receive the best possible education and the workforce remains healthy," (Mihir Sharma). Government spending on education has indeed decreased over the last decade. India's investment in university research is a measly 0.62% of the GDP. The latest budget hints at raising school allotment to 500 crores while cutting down by 60% expenditure on higher education. Can quality education be imparted with meager resources?

We are continuing with the colonial policy of education by making educational institutions subservient to an overbearing bureaucracy breathing down the necks of the teachers and the taught. *More autonomy has to be given to the institutions- right from admission policy to fee structure to faculty recruitment and designing of academic studies with no interference from bureaucrats and political masters.* Education is of the academics, by the academics, and for the students. All Higher education institutions should place students at the centre and focus on their character development, personality development, citizenship ethic development, and moral and spiritual development.

On Globalization and Internationalization, the Government is opening its doors to foreign universities to set up campuses in India. Deakin University has already opened its campus in Gujarat. The latest budgetary pronouncement has addressed the concerns of foreign universities about financial benefits through land subsidies, revenue

rebates, and financial benefits by setting up a new corpus of 10,000 crores with a fifty-year interest-free to promote private universities. This in my opinion is far removed from the idea of improving government-aided Indian universities. It is a recall of the proverb that if the mountain does not come to Mahomet, Mahomet will go to the mountain. The story originally given by Francis Bacon, the English writer tells how Mahomet called the Hill to come to him, again and again; and when the Hill stood still, he was never a whit abashed, but said "If the Hill will not come to Mahomet, Mahomet will go to the hill". Similarly, when we promise and fail to make Indian universities reach global heights, we take a shortcut by asking global universities like Cambridge and Oxford to start their campuses in India and give them subsidies, while slashing expenditure on Indian universities that is required for research output, academic reputation and substantial boost to higher education. Moreover, this will deepen the cleavage between affordable and non -affordable classes. The former will pay the high fees to foreign universities and gain an advantage over the non-affordable classes whose options will be restricted to India Universities struggling and starved of funds

Globalization does not mean getting foreign universities to start in India. They are today given full autonomy in terms of levying fees, faculty recruitment, and admission requirements, while the autonomy and allotment for Indian Universities are pathetically low. Higher allotment should be made if NEP's goal is to make Indian Universities reach global standards. Universities should be given financial autonomy to raise the fees. The government should contribute to the disadvantaged class of students the high fees that they cannot afford.

The focus should not be Internationalization by luring foreign universities, but internalization of the idea of education- to accept the idea that education is for the opening of the mind and not for the closing. The thrust has to be a fusion of idealism and pragmatism to create a youth force that contributes to a higher and exalted degree of intellectualism through academic rigour and to the development of the nation through intensive training in skilling with adequate academic studies. *The insistence on quantity in the numbers of admissions has to give way to focus on quality by distributing the youth force into two groups academic research in colleges and universities and into training institutions to turn out graduates with less academic learning and more specific skills.*

The last but most significant step is the training of university/college faculty. Through the establishment of a central service- Indian Teachers Service ITS. The selected teachers after written examinations (discipline-specific) and interviews should undergo a year's training where they learn the latest knowledge, findings, research, and innovations on specific disciplines in addition to inter-disciplinary teaching methods. This training centre can be set up in four zones- South, North, East and West and selected teachers to be given postings in universities and colleges where they had applied.

To aim for the sky is laudable. But the steps to be built have to be strong and there is no shortcut to reach the goal. To be on par with top-ranking universities is an arduous climb. Success in life depends on two things: The vision of seeing the invisible opportunity and the mission of solving the Impossible. Let the Universities develop the vision and the mission to achieve what seems an impossible goal. ❑

India Desperately Needs International Collaborations and Partnerships to Accelerate University Reforms

B M Naik*

The paper presents in brief, the need and importance of International Collaborations and Partnerships to speed up the implementation of NEP-2020 and many other reforms beyond that, available from world-class universities. The paper brings out the shortcomings of the Indian universities and suggests that urgent steps like collaborations need to be taken to achieve the goal of becoming a developed nation by 2047. Characteristics of universities in other developed countries which made them effective, competent, and forerunners in the world, are presented in brief. The government has now allowed foreign universities to collaborate and even set up campuses on Indian soil. However, the progress is far too slow and India needs to double up in this direction. The collaborations will expedite reforms and make them more purposeful. Start-ups are increasing. This is a good sign. To achieve the target, the budget available for education and research in universities is, however, far too low. It is holding back even faculty recruitment. Setting a tone of discovery, innovation, creativity, patenting, start-ups in emerging technology, creating technology pioneers, etc. is the challenge posed by the developed world before Indian universities. Is India ignoring these global winds of change? Globalisation & Internationalisation of higher education are essential to keep pace with the changing world.

Need and Importance

Indian higher education by international standards is far too behind the world. Best of Indian universities and even IITs do not rank high in the world list. Thousands of brilliant students are leaving shores and going elsewhere in the world. The government is worried about brain drain. Attempts are being made to revamp the higher education. NEP-2020 gives the policy changes. Reforms in higher education after NEP-2020 are being implemented in all the universities and colleges. There is an acute need to boost the exchange of faculty, exchange of students, and arrange many more international seminars and conferences. The progress is, however, too slow. The prime difficulty is the availability of funds. The mindset of authorities in government, UGC, and universities are however not adequately activated. As a result, budget allocation to education for reforms falls too short of the purpose. Faculty recruitment in almost all universities central and state is held back. In Maharashtra faculty in universities and engineering colleges of the state is only around 50%. This has crippled the quality of education. secondly, Indian universties ought not to be only teaching shops but to become research and innovation-based. UGC/MHRD ought now to draw out many schemes for liberal foreign collaborations and partnerships, to create a country-wide tempo for revamping of higher education. India in the recent past has initiated bold steps, like creating a new eco-system for start-ups. This is most welcome. It is giving rich dividends and building a brave new India. However, this is not enough and there is a greater need for emerging technology-based start-ups, which requires advanced research. How can research be boosted in Indian universities and colleges? This is a challenge for universities. Country-wide tempo needs to be built up to achieve the goal of higher education at a time when India completes its hundred years of independence@2047. India by this time aspires also to be a developed nation. All this essentially requires a well-educated citizenry, and a knowledge-based economy, in which not only the latest knowledge is used but also generated. Who can play an important role in making it happen? It is none other than universities and colleges. The future of India depends on the ranking of universities in the world list. This underlines the importance of reformation in higher education.

Globalisation and Internationalisation Brings Vast Opportunities. But They are not Easy to Harvest and Risk-Free.

Globalisation means the mixing of cultures and the shrinking of time and space. Globalisation means business at the speed of thought, instant communication, and instant decisions. Globalisation means abandoning traditional methods, systems, and procedures, in favor of modern which essentially require higher education for men and women. Keeping the risks to a minimum and harvesting opportunities requires education. Who can provide this education and increase the capability of people to harvest opportunities available in a

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globalised world? It is none other than the universities and colleges.

Globalisation benefits human civilization as a whole. However, some benefit more than others. To bring more benefits to People in India, universities will have to upscale the skills and knowledge of people, young and old. India is yet a developing country. It remained developing because its economy so far was more localised and less globalised. The role of education and research in development is less understood by Indian planners. India can be a developed country only if the digital divide between India and the developed world is reduced. We must wake up to this reality and act fast to accelerate international trade and commerce, which demands an open mind more education, more innovation, and more start-ups in emerging Technology.

More uncertainties and more risks are associated with harvesting global opportunities. To harvest them demands hi-tech knowledge and AI skills besides a positive attitude and the ability to mix with people round the world. Survival of the fittest in Globalisation is the law. There is a great impact of Hi-tech knowledge on jobs and business. Old outdated jobs with primitive skills are going out and new jobs with higher technical skills are coming in. Are Indian universities equipped and having a 'mindset' to educate youths to cope? Are they providing the knowledge and skills required in today's global market? Universities ought to be enterprising in creating a knowledge-based society. There is however deficiency in Indian universities in this respect.

What are the Deficiencies

Indian universities by world standards are far too behind their counterparts in the developed world. They are not counted, since they do not rank high in the world list. They still operate on old lines as if they are an extension of the high school system. They function today largely as teaching universities, teaching that knowledge is old outdated, and less relevant to the jobs. What is wanted is not taught and what is taught is not wanted. This is rendering many graduates unemployed. Whereas universities in developed countries like the USA, Germany, and Japan are primarily research-based. Research output, especially need-based, is their main contribution, and education, is their by-product. Bush Commission Report, "Science the Endless Frontier [1945] gave this philosophy to universities of the USA and which is adopted by many developed countries. The National Science Foundation of the US has reprinted this report again and again and re-circulated it.

The report prescribed that universities' main output should be research, patents, new technologies, and intellectual property rights. Higher Education should be their by-product. Students learn best by researching, and then it is found to be more relevant and up-to-date. Then the graduates tend to become professional leaders fit to tackle the challenges of fast changing world. It is because of this philosophy that education in universities in the USA is observed to be innovative and creative in nature. They produce leaders for professions, they produce technology pioneers. Without research, it is believed that education remains stale and outdated. Normally, a good amount of the budget of a university in the USA goes to research. In India, far too little budget is allocated for research and innovation. Research funding needs to be increased.

Characteristics of Universities Abroad

On the campuses of universities like Madison, Cambridge, and Stanford what we notice is that research companies are flocking around them. Incubators, research parks, innovation centers, and patent and IPR bureaus are distinctly visible. Venture Capital companies have opened offices on campuses in search of new technological ideas for commercialization. Universities in developed countries have become like magnets that attract not only scholars but also industry, entrepreneurs, and VCF from across the world. They are globalising their operations to meet the world's needs both in education and technology. Brilliant students from many countries in the world aspire to study in them. So, also industries from across the world are coming to their campuses to recruit talent and they feel proud of the same. With a strong research base, they are a source of the latest knowledge and education and a source of new ideas enabling companies to win in the global market. It is well realised in developed countries that knowledge that is to say new technology, is an important source to bring about economic change. USA has doubled its industrial output from 1909 to 1949 and 85 percent of the credit is attributable to technological change, so said Nobel Leureate Bob Solow.

Universities in the USA are producing patents as many as 200 per year. The university sells patents to companies and earns an income that is almost 30 per cent of its budget. Young scholars and mid-career in-service personnel carry out research, and innovation, which is disseminated best through teaching in classes. Every professor is a research scientist besides a teacher.

Innovation and research are considered as 'wellsprings' of economies.

If India does not create research-based universities, synergising with industry they will be providing mediocre graduates far too low by international standards to run its national and international affairs. Indian people despite potential are then destined to lag in the brain race. Do we realize this danger? Countries like Japan, although not endowed with rich natural resources are developed far more because they have many world-ranking universities. A new enterprising society in the changing world is coming into being. Universities are called upon to produce not copy cats, and teacher puppets but graduates with higher imagination to lead and take an active hand in creating a knowledge society fit for today and tomorrow. This essentially requires international collaborations.

The need and importance of research is less understood by Indian politicians and planners. So too low a budget is allocated in the national budget to education and research in universities and colleges. research, however, is not a fancy affair. It is the seed corn for the harvest of benefit. The benefits of research far outweigh the costs. It provides economic security to a nation. Research is a wealth-generating, job-generating activity. It is not a liability but an asset. India ought to introduce research and innovation in universities on a great scale. Can this happen without international collaborations?

Helping Business to Win

Every university in a developed country has a patent and technology licensing department engaged in knowledge and technology sales. The author during the period of his recent visit to Germany, UK, and the USA, studied in depth the organization and management practices of universities along with their visions and missions, systems, and procedures. Universities in general have huge campuses, with student strength in the range of 20 to 80 thousand and faculty strength from 1000 to 10,000. For example, MIT, Boston has around 30,000 students and 3,000 Professors, Karlsruhe University in Germany has around 25,000 students and 1,000 professors, and all teachers possess Ph.D. and post-doctoral qualifications. Faculty represents a wealth of talent and knowledge, which is exploited to the benefit of both faculty and the university financially. Our universities are far too less innovative in character, and bright students in India are being taught by lowly qualified and less innovative teachers.

Spin-off of companies from universities in foreign is a common phenomenon, as also the spin-off of technologies. The companies like that of Bill Gates were conceived and born in universities. Project ideas were based on their research. A foundation is set up in MIT, Boston with the facility of a venture capital fund enabling professors and PhD scholars to start new ventures based on technologies; which they develop during the period of their research. Every year as many as 15-20 New Technology-Based Firms (NTBF) are born in MIT Boston. The university gives consultancy on a retainer basis to as many as 3,000 companies. This is not unique to MIT. This is true with almost all universities in developed countries. They have created Technology Incubators and business incubators to enable raw project ideas to be innovated to marketable stages. The entrepreneurs and professors are thrilled when they see their theoretical ideas being converted into practical projects. Thereby they are earning wealth for themselves and also for the university besides credit and satisfaction. Universities have thus become 'Maternity Homes' for the safe birth of new enterprises. Such enterprises that are based on brand-new technologies help to reduce the mortality rate and sickness of other industries. Innovative networks in Research Parks aim to coordinate and amplify start-up culture. Professors matter most in the reformation of education. Apex bodies like UGC and AICTE need revamping.

India must harness the global winds of change. Success in globalised world, which is characterised by fierce international competition, depends now on turning intellectual capital into marketable commodities, faster than one's competitors. The future belongs to those who understand this. Can Indian universities have these activities without foreign collaborations and partnerships? Certainly not. The visions and missions and necessary mindset with universities and colleges are just absent. Reforms like in foreign are less likely to happen without international collaborations.

Institutes Abroad Display Patents for Sale in Industrial Exhibitions

Do we do that? Patents are less known to institutions in India. It is good to do research but it is essential to make commercial exploitation of the findings of research. This makes research financially more viable and attracts more funds for research. Today, the economic returns obtained from research done in India are far too few. This has been our weakness, and so actual funding for research does not grow.

A few years back I happened to visit the Hannover

Industrial Exhibition. There was a pavilion meant for universities and colleges. It was most crowded by the visitors. Students were explaining the new research and emerging technologies like patents and IPR to visitors. Universities had come from the world over to display. Visitors wanted to know the technologies of tomorrow. In India how many institutions have obtained patents and presented in industrial exhibitions? Students do research for Ph.D., M Tech. The thesis remains in the library. It is published in journals and is being harvested by foreigners for obtaining patents. We do not exploit research done commercially. Even traditional knowledge like [Turmeric, Ayurvedic medicines, Wheat, etc. are converted into patents by the USA. We need to build this culture in our education. If young students learn this they follow in future careers. If they do not learn they do not practice. Attempts by the Technology Information and Assessment Council [TIFAC], New Delhi a government of India body, are being made to popularize patent, IPR. It has yet to become a culture in universities and colleges. We need to protect our research findings before publication by patenting and converting them into money. Research is a wealth-generating mechanism provided it is converted into patents and IPR. When shall we realize this? India badly needs international collaborations to make such things happen.

Institutions in India today are distinctly knowledge & and technology followers. They do not lead; do not give birth to new technology. They are by and large inward-looking, restricting to classrooms, making students teacher puppets, and not going beyond. They lack the world vision. They are not enabled to think and act in this direction, the situation needs correction. We need to install patent & IPR centers in each institute and display patents in exhibitions. Industries are keen on knowing emerging technology. Institutes should aim at that. Visions of our institutions need to be enlarged, to go beyond what their counterparts elsewhere in the world are doing. Institutions abroad are in the driver's seat. Indian institutions are followers like bogies of a train. Can they become engines without foreign collaborations? Collaboration will bring such reforms at a much faster rate.

New Model for Universities

Does the Indian economy need such universities? Can we do without them? At what cost? Without such innovative schemes, our investments are being made in sunset technologies. So, they cannot be competitive globally. National Council for Applied Economic Research, New Delhi has published the results of a survey which found that of the 657 Indian companies in the study sample that started up a few years back, 57% were manually operated and 38.7% were semi-automated. In the same period, according to the study, 80% of the start-up companies in Japan were fully automated and 20% were semi-automated. It seems then that substantial investment in India is being made in companies that are based on less competitive technologies, and which are therefore handicapped right at birth. Such companies cannot hope to be competitive on a global scale. In the USA, 36% of capital investment is in New Technology-Based Firms (NTBF) whereas in India NTBF are far too low. Very recently just a few NTBF are being born in IITs. This is a good sign. It has to become a regular practice in universities, which today are just teaching shops.

However, the shift from old technology to new technology industrial base is not easy to achieve. It presents many technological, social, and economic problems, as well as resistance from trade unions. People must unlearn old methods and skills and adopt new technologies and knowledge. Universities must reorient themselves; prepare to offer courses and interact with people in learning and becoming more competent. Without this research and innovation strategy universities, industries, and industrial estates will languish and become sick, which would be looking for foreign collaborators. Can Indian universities dream of propelling industrial growth? They must do so forthwith. Otherwise, universities may become dysfunctional and the economy will run into difficulty. The rate of absorption of new technology in various walks of life depends much on the knowledge of people and their scientific and technological capabilities. Can Indian universities propel hi-tech industries like in developed countries without foreign collaborations?

New Vision for New World Needed

What Indian universities lack today, is a new vision of a new world. They ought to develop connections, collaborations & and partnerships with the best-known universities in the world and correct their priorities and strategies. It is no doubt a long journey. Yet, it must begin somewhere. Is it not that a thousand-mile journey begins with a single step?

Prof. Terman of Stanford University in the USA observed in 1950 that the industry to remain competitive globally needs access to first-class research in universities. So, also the first-class professors, and researches in the universities need access to the industry to commercialize their research findings. This is equally

applicable to Indian universities at this juncture. They cannot become and remain competitive without the support of each other. Will our universities care to follow today what others did years before? Can Indian universities synergize with industry? Then both the university and industry will grow by leaps and bounds. The collaboration will facilitate such innovations.

It is important to know how universities are conceived and started in those countries. The author visited a newly started Harburg University in Germany. This university started a few years before in collaboration with the 15 best universities in US, UK, Japan, and Germany. Today this university has 20 thousand students and two thousand professors. It started with a research park, which today contains around 1000 research-based companies adding strength to the economy of the region. A university is not planned in Germany without an industrial estate, and a research park and industrial estate are not planned without a university.

The author also visited Harriot Watt University at Edinburgh, which is located on 600 acres of land and has a Research Park on 600 acres surrounding the university. The University of Madison (USA) has a strong Alumni Association known as Wisconsin Alumni Research Foundation (WARF), which is managing and maintaining a big research park, always innovating.

Taiwan has set up a 'Science Town' at Hsinchu with some 13000 researchers in two universities, 6 national laboratories, and around 150 companies specializing in electronics. Tsukuba Science City near Tokyo is another example of a university technology park collaboration.

On the other hand, Indian Universities are engaged more in teaching as if they are primary schools. The vector direction of our universities is wrong. They are largely teaching and examining bodies without a research and innovation base and hence they are not effective in coping with global challenges. Will they learn themselves and adopt what the best universities in the world are doing? Will they do correct benchmarking? Foreign collaborations alone can give India more efficient methods in reduced time and with accuracy. The Frei University in West Berlin after the second world war was started by purchasing the existing townships. This saved time on the construction of roads, water supply system, electricity, phone lines, etc.

Lifelong Education

Universities in Germany have opened continuing education departments, more from 1980, for in-service personnel. They are offering short-term refresher courses leading to a Ph.D. The research work done by employees in their workplaces is counted for the award of a degree. They have a flexible model Cafeteria Approach in which students can choose a wide variety of options. A combination of economics, engineering, and music is also possible. Now new Indian National Education Policy NEP–2020 has emphasised this aspect. It is hoped that India will progress fast on these lines.

The credit transfer system, from one university to another is common, the world over. A student can study for the same degree course in several universities. The credits earned in one university are approved in another. European Commission encourages the mobility of students and professors. It has drawn a program known as Leanhardo-da-Vinci to provide financial support to promote such mobility. The students are allowed to get a degree from any university, they have visited.

Life Education keeps people fit and competitive

Continuing education has become so common that the in-service, mid-career part-time, and online students studying in universities are ten times larger than the full-time students. We see three-generation students on campus. Learning while you earn lifelong is very common. It is observed in an OECD study that Europe, Japan, and the USA together represent 80% of industrial global outputs. The main contributing factors to this dominance include continuing education policy and practices of universities in developed countries. Continuing education facilities and better management of technology add significantly to economic success. It is believed that not only machines become obsolete but men also. Even the gold medalists of universities, if they do not learn continuously would soon go out of jobs. UNESCO in its policy paper has projected a high demand for lifelong education. Individuals perceive it as an essential thing to remain in a job. In USA continuing education is quite an old hat. Most of the universities have opened special departments exclusively for the purpose. The author has visited, the "Corporate Education Centre" of Boston University. It is a center where four courses at a time are run. Full-time faculty is less and part-time faculty from professionals is more. The USA is producing a learning society and lifelong learning individuals. In China, the Government has made it obligatory for employers to offer an opportunity of retraining for one month in one year. It is both an obligation and a right of an employee. In Japan, continuing education enjoys not only support

but also leadership and active participation of top management in the conduct of programs. They believe employing people without an opportunity to retrain is a blunder. It is their firm contention that a company is as good as the competency of its people. In Germany Lifelong education has been an established practice for hundreds of years. Many CEOs have started their career with craftsman schools termed in Germany as "Beruf Schule" and rose to top positions. Finland through lifelong education in universities has created a knowledge society and thereby is winning in the world. People in India need to sharpen their job skills again and again for which they need universities to start lifelong education programmes. There is a joy of learning in lifelong learning. There is a tremendous possible gain in competitiveness.

Many Indian universities yet do not have continuing education departments, or patent and technology licensing departments. Technology parks and incubators are conspicuously absent. They have almost no connection with industry and industries have almost no confidence in universities. They work in a "stand-alone" style. The industrial progress in India is propelled by foreign collaborators. Indian Universities have not gone nearer to them, nor have industries established links with universities. Universities have become corporate offices bureaucratic and political in nature. Consequently, what is taught in universities is not wanted and what is wanted is not taught. There is a serious mismatch between demand and supply. Rather than motivating and preparing students for the world of work, universities have become organizations that tend to thwart and impede the potential of their students. The National Education Policy way back in 1986 recommended autonomy to colleges to enable them to respond to the needs of industry in terms of research, training, and technology transfer. However, progress has been too slow. Innovation is an essential precondition for growth generating employment and improving competitiveness. Those nations which lead in innovation tend to lead in the world. Taking a lesson from Silicon Valley it can be said that a strong university system with research, innovation, and entrepreneurship is very essential for a nation to win in a competitive world. University as an innovator, a magnet of innovators, a facilitator for innovation a partner for innovation, is a precondition for growth and prosperity. Silicon Valley has not only wealthy entrepreneurs but techno-entrepreneurs. How can India adopt such proven systems for the growth of entrepreneurship? We need collaborations. Indian universities and colleges are not yet aligned with world dynamics. They are observed to be poorly equipped and woefully unsuited to the demands of Globalisation

The traditional affiliating system of universities in India has become a problem rather than a solution. It has stifled the innovation potential and is a hindrance in academics and the public is unhappy. Attempts for improvement are being made. The lack of mobility of Indian academic staff and research staff to world-class centers is seen as a major problem. Why is India unable to upgrade its universities and make them innovative? Do we realize that the cost of mediocrity is higher than the cost of upgrading? Why do Indian institutes not transfer knowledge/ technology to industry through the use of patents and IPR?

Universities need to be modernised urgently to create leaders of world-class standards, lest India is bound to get mediocre leaders.

India is missing all such possible opportunities, Because India does not have many collaborations and partnerships unemployment of graduates is large. Indian universities do not yet have global visions and missions.

Knowledge /Technology Transfer from University to Society

Many Western schools have well-defined and perfected knowledge transfer systems and procedures. They are not only educating young students to keep them competitive lifelong but practically generating and marketing new knowledge and new technologies and transferring their full capacities to the benefit of society in their vicinity and all over the world. The outreach of universities and feedback is far and wide. Thereby they are enriching themselves and augmenting new ideas besides providing budget support for their future growth. Such universities exist in Germany, Japan, etc. Under knowledge, they have moved from the periphery to the center of prosperity, and taken the nation to greater heights. They have become the drivers of innovation, and social and economic development. The visions and missions of universities are dynamic, and adaptive based on the sharing of experiences with people at large and not only giving off-the-shelf irrelevant and outdated course prescriptions. They are responsive to world dynamics. Restructuring and repositioning the Indian universities concerning society and the globalised world is needed. India is at risk for want of innovation-based and enterprising world-class universities.

To go with the developed world India ought to interact closely with world-class universities, for

which International collaborations alone will make this easy and cheap. International collaborations are not a liability but an asset. Without collaborations, India will not be able to create universities fit for tomorrow. When shall we realize this?

To Conclude

The future of India in today's knowledge-based society depends on how good the universities and colleges are.

No reform is so urgent as the reform in higher education.

MoE/UGC authorities seem to ignore the 'global winds of Change, which is so costly'.

Outdated universities are more costly than the cost of their modernization. They need essentially to take into account the experience from abroad, for which only collaborations can help.

If India dares international collaborations and partnerships undoubtedly it will succeed in elevating education standards and relevance.

Making Indian universities innovative, and enterprising is the pressing need of time. Redefining their scope, missions, and visions in the light of worldwide changes ought to be carried out forthwith.

The mindset required of politicians and planners is undoubtedly not for catching global developments. They need to provide enhanced financial allocation, to education in the public interest.

Education does not grow where research is absent

Will Government and UGC depute more professors to world-class universities? without which we cannot get universities and professors of international standing.

No society, region, or nation will prosper without world-class institutes of higher and technical education even if they are endowed with abundant natural resources. India must take steps to create world-class universities. Today India ranks far too low in the global list.

Institutes build a knowledge society. They are a 'Think Tank' They should not remain merely teaching shops but influencing public policies and society.

Research and innovation in universities is the most cost-efficient and cost-effective model for employment and income generation. It should therefore become the focus of the university.

Universities ought to dream big, think great, and produce able captions, that is to say, political and social leaders.

Universities to a nation are like the heart of our body. It is they who build capability in youths and make them competent.

The speed and direction of change in universities in the coming years matter most. It is hoped that with the given will and skill of leaders in academics, leaders in industries, and politics, we will be able to achieve the desired goal.

The prime Minister has expressed his desire to bring at least a few universities to the top of the world list. He has granted the necessary budget and autonomy. But till today it has not been possible.

If you solve the university education problem, then you do not have to do anything else. If you do not solve the education problem and do everything else, nothing is going to matter as much.

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International Students in India: National Education Policy–2020 Perspectives

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India has been a global hub for students, researchers, and teachers from the ancient period. Indian way of education, pedagogy and the world view about religions, spirituality, philosophy, oriental science and Mathematics, Traditional medicinal systems, History and ethnography, architecture, trade and commerce, agriculture and environmental preservation etc. as propounded by the most popular centres of learning. Taxila[1] is regarded as the first International University established in the tenth Century BCE which continued for five hundred years. Some other institutions of higher education in India in ancient times include, among others Nalanda, Valavi, Pushpagiri Vihar, Odantapuri, Somapura, Vikramashila, Kashi, Mithila, Ujjayini, Puri, and Jagaddala Viharas. The students from other countries visited India to study Sanskrit, Vedas, Upanishads, Dharma sutras, literature, and the contributions of great Indian scholars like Panini, Patanjali, Aryabhatta, Charaka, Susruta, Katyaayaana, et. al. In this context, the Gurukul Ashramas and the Buddhist monastery systems need a special mention that propagated holistic and interactive pedagogy.

Centuries of external aggression and foreign domination culminating in the colonization of India not only caused extreme disruption of the socio-economic and political fabric of our country but also directly impacted the negative growth and underdevelopment of our education system to a great extent. However, during the nineteenth century, the introduction of the English, education system as part of lord Thomas Babington Macaulay's[2] initiation opened the doors to the Western System of education. Even though this step has its share of controversies and complications, it became the foundation of the Indian Education System in the post-independent era. One significant casualty is the steady decline of foreign students in India during the last millennium. While, we continue to revamp, reform and reformulate different facets of our education system, in the era of the globalised world, our share of foreign or international students has continued to be negligible in proportion to the vast possibilities of collaborative efforts in education, research, extension, skill development, innovation and host of other academic endeavours. In an improved scenario, more and more international students would come to higher education institutions in India.

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AISHE Report and International Students Data

The All-India Survey on Higher Education[3] (AISHE) Report for 2020-21, released by the Ministry of Education, Government of India has indicated that even after a quantitative upward trend during the preceding decade, the ratio of international students who are admitted to the higher education institutions in India is 0.13 p.c. of the total number of students. The report defines a foreign student as a person who has been admitted to India but also continues to hold the citizenship of another country. So far as the intake of foreign students in India is concerned, about seventy-three p.c. of such students come from fifteen countries during the academic year 2010-11. However, during 2020-21, students from more than one hundred and sixty-eight countries got admission to higher education institutions in India. Some of the countries that contribute the maximum number of international students include, among others Afghanistan, Bangladesh, Bhutan, Canada, Ethiopia, Iran, Malaysia, Nepal, Nigeria, Sri Lanka, Tanzania, Sudan, United Arab Emirates, the United States and Yemen.

The International students coming to India are spread over the Higher Education Institutions (HEIs) in different parts of the country. But about ninety-three per cent of them have taken admission in fourteen states. These states have more than one thousand international students in each of them. Karnataka has the highest number of international students; the state that attracts more than ten thousand international students every academic year. The bulk of the international students that is more than sixty-three per cent were enrolled on the HEIs of five states, namely, Andhra Pradesh, Karnataka, Kerala, Tamil Nadu and Telangana. This tally has dropped to thirty-nine p.c. in the academic year 2019-20 mainly because the international students have also been admitted in Delhi- National Capital

Region, Uttar Pradesh, Punjab, Haryana, Gujarat, Rajasthan and Uttarakhand.

India started the journey of higher education in the post-independence era to fulfil the vision and mission of socio-economic development, sustainability and meaningful contribution of the educated workforce in various walks of our national life. The COVID-19 Pandemic has crippled the global educational sector to a large extent. India, having the second-largest educational network in the world, could not remain immune from the severe negative impact of the pandemic. The All-India Survey of Higher Education (AISHE) suffered during this critical period for which the data provided by the AISHE Report of 2020-21 continue to be the latest available credible source of information. According to this report, there are 1113 universities, 43,796 colleges and 11,296 stand-alone institutions that are operational in the country today. There are more than thirty-eight million students and 1.5 million members of faculty in these institutions as a whole. So far as the Gross Enrolment Ratio (GER) in the HEIs is concerned, it stands at a little over twenty-seven per cent. The GER in HEIs needs to improve to match the global standards and it should include more and more international students who need to come to India for their higher education requirements. The data given here will be upgraded and updated shortly as the Ministry of Education, Govt. of India has recently opened registration of HEIs for AISHE 2021-22 and 2022=23 together in which the institutions can participate that can contribute to authentic and appropriate data and information. It is also assumed that the current data of international students as admitted to in HEIs, India could be much higher considering the opening of HEIs in the post-pandemic scenario. In this context, an ambitious programme started by the Govt. of India in 2018, namely, Study in India under the Ministry of Education needs special mention. This portal is a user-friendly mechanism that provides five easy steps to study in India. The first step is registration which opens the road to more than one hundred and sixty premier HEIs in India. Second, it facilitates international students to plan their budget and gives information on fees, concessions, awards, scholarships, affordability issues and pointers towards the economic cost of living, etc. in India. Thirdly, the portal helps prospective international students to make informed decisions while filling out the application form by providing relevant information on different disciplines, courses of study and the infrastructural facilities available in HEIs in India. Fourth, by using the portal prospective international students get to know the outcome of their applications, the counselling process and their selection in the HEIs in India. Finally, the portal guides the selected international students to comply with the visa formalities and procedures for booking flights to India.

Study in India and PRAGATII

Under the 'Study in India'[4] Initiative, a new programme titled, 'Performance Rating of Applicants through Global Aptitude Test for Indian Institutes' (PRAGATII) has been initiated. This programme has replaced the Indian Scholastic Assessment (Ind-SAT). This programme provides a scholarship of USD 3200, and any amount over that may be paid by the international students. The medium of the test is English and it is conducted online. The syllabus includes verbal reasoning, quantitative aptitude and logical reasoning. This is an online proctored examination. Both UG and PG students from other countries can appear in the test by following relevant rules and regulations. Another significant aspect of the Study in India programme is that persons of Indian origin and non-resident Indians are also eligible to apply for the Study in India programme. However, they cannot claim the scholarship facility as provided to other eligible international students. The higher Education Institutions in India that offer different academic programmes and courses to international students display their respective requirements and admission criteria that have to be followed by the prospective applicants.

Role of ICCR

The Indian Council for Cultural Relations (ICCR)[5], an autonomous organization under the Ministry of External Affairs, Govt. of India that operates to strengthen cultural relations and mutual understanding with other countries plays a significant role in attracting international students to HEIs in India. The ICCR was established in the year 1950 and it continues to foster these objectives in letter and spirit. It has instituted scholarships for international students who receive quality higher education in India and return to their countries of origin as friendship ambassadors. It offers about three thousand and five hundred scholarships under twenty-three schemes to international students from around one hundred eighty countries. The Ministry of AYUSH, Govt. of India sponsors some of the scholarships. The ICCR scholarship programmes for international students are facilitated by eighteen regional offices which

international students can contact during a time of necessity.

Some of the universities and institutes in India that admit a significant number of international students are located in Bengaluru, New Delhi, Gurgaon, Jalandhar, Dehradun, Vadodara, Coimbatore, Chandigarh, Bhubaneswar and Vellore. The reasons for choosing the particular HEIs international students could be many; including global standard infrastructure, qualified faculty, up-to-date and innovative course structure, peaceful academic environment, congenial behaviour of Indian people, technology-enabled pedagogy, simplified and user-friendly rules and procedures, liberal scholarship facilities and post-education counselling for career progression and placement.

NEP 2020 and UGC Guidelines

Under the mandate of the National Education Policy-2020 and the road map for its implementation, the University Grants Commission (UGC) has suggested that the universities and colleges in India may create about twenty-five p.c. supernumerary seats for international students. It has also been suggested that the entry-level eligibility criteria of the HEIs concerned may be accepted as admission criteria for such students. In this context, all the HEIs have been instructed by the UGC to establish an Office for International Students to coordinate the admission process and the other requirements of international students. The web page of the HEIs may function as an all-inclusive information database for the stakeholders. According to the AISHE Report, there are about 3.85 cr. students in HEIs in India. At the current calculation, twenty-five p.c. of supernumerary seats can add about ninety- six lakh international students. It is an ambitious and gigantic task that can revolutionise the academic scenario in HEIs as and when accomplished.

India aspires to be a global destination for international students shortly. The specific mandate of NEP- 2020 concerning internationalisation of higher education requires academic and research collaborations, student and faculty mobility among collaborating institutions and signing of M. o U.s with other countries, credit exchange mechanisms and promotion of courses like languages of India, Indian culture, Indology, Yoga and Indian Medicinal Systems etc. to attract international students. Another component of the guideline of UGC suggests establishing Alumni Connect Cells in the HEIs that could host international students. The top-ranking HEIs in India are encouraged to establish off-shore campuses or international branch campuses in other countries to facilitate the admission of students to the courses of their choice nearer home.

Some Pragmatic Issues and Challenges

Theoretically speaking, we have gone a long way in achieving substantial enrolment of international students to comply with the mandate of NEP- 2020. However, there are some real-time issues and challenges that need to be addressed on the ground or at the level of individual higher education institutions that admit international students. Some of them are as follows:

- Gradual but steady augmentation of basic infrastructural facilities including of hostels, classrooms, laboratories, libraries etc. in HEIs.
- Restructuring of academic programmes and courses including classroom teaching, online, and blended modes of pedagogy as per the mandate of NEP 2020 to attract international students.
- Innovative, skill-based, state-of-the-art, technology-enabled and socially useful programmes with global orientation and outlook.
- Integrating student and faculty mobility in HEIs to make international students feel at home and to provide international exposure to Indian students and faculties of HEIs.
- Introduction of communicative English language crash courses for the bulk of international students who find the language barrier as a practical stumbling block in many HEIs in India.
- Emotional boosting and psychological counselling for international students to deal with cultural integration challenges in HEIs, and
- Encouraging joint research projects or field projects involving both Indian and international students in HEIs and publication of quality research papers and articles covering shared expertise and exposure.

To conclude, the internalisation of higher education as per the mandate of NEP- 2020 can be achieved by admitting the sizable number of international students in HEIs in India that in turn can contribute to the development of higher education in multiple dimensions. The participation of all the stakeholders in accomplishing this national task can be the first giant step in the right direction.

Notes

1 Taxila is regarded as the oldest Centre of Learning in ancient India, see for details mysteryofindia.com

2 Lord Macaulay introduced English Education in India

3 AISHE was initiated by Department of Higher Education, Government of India in 2011 to portray the status of higher education

4 Study in India is a flagship programme of the Ministry of Education, Government of India which was started in the year 2018

5 ICCR, an autonomous organisation attached to the Ministry of External Affairs, Government of India contributes to facilitating admission of international students in higher education institutions in India

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- *https://studyinindia.gov.in* ❑

Internationalisation of Indian Higher Education-A Critical Perspective

Shivakumar U Ganachari *

The glory of the past is merely a memory and complacency in living and practice. History is a mentor and guide for people who live under legacy. Each day provides an opportunity to improve knowledge and upskill in the respective domain, education is no exception. Classical India was known for its innovation, research, and education system was internationalized during the time. It was the centre for excellence in innovation, research, knowledge, and the overall teaching-learning process. It is reported that India had a world-class education system in the past. Nalanda and Takshashila attracted international students, and scholars, who worked relentlessly in research, and innovation. As a result, it has been a guiding force in developing benchmarks in higher education. The National Education Policy (2020) stressed the aspirations of ancient Indian education. The universities had been the centres of the Indian knowledge system. Through that, it guided an erudite path in the respective domain. It shows that ancient Indian education was the centre for attracting foreign students. Indeed, the Nalanda and Takshashila were the lighthouses for interdisciplinary and multidisciplinary, and educated the learners based on their passion, and innate ability. India has a rich tradition of the multidisciplinary approach since ages, as exemplified by ancient institutions such as Nalanda and Takshashila. These higher learning centres of ancient India were known for teaching every branch of knowledge, such as singing, painting, chemistry, mathematics; vocational fields. The universities practiced par excellence benchmarks on various categories viz, evaluation process, research, and innovation. Vocational education has reflected on the outcomes of the learning and the graduate attributes.

Internationalisation of higher education is one of the core objectives of National Education Policy --2020. The policy aims to transform Indian higher education and develop passionate intensity based on the learners' aspirations. Multi and interdisciplinary is one of the initiatives for connecting international students. It also helps to explore the gained knowledge in addressing the potential challenges. Harnessing the research, and innovation and enhancing the academic robustness at regular intervals. A multidisciplinary institution should not only have different departments but also should have innovative programmes of multi- and interdisciplinary nature to help widen learners' thinking and learning capability and train them to address emerging challenges(UGC, 2020).

The present Indian higher education wants to build under the image and track record of the past which contradicts the core philosophy of ancient Indian education because the Indian education system right from the beginning never encouraged imitation and comparison. Indian higher education and policymakers are acting swiftly after the implementation of the National Education Policy --2020. It has been unremittingly striving to enhance the image of India on international platforms. By introducing the Four-year degree programme, one-year post-graduate, intensive research! both in undergraduate and postgraduate as well, Academic Credit Banking, internships, dual degree programs, and so on ... The objective is to project the India's image through ancient world class universities Nalanda and Takshashila. The core objectives of Internationalisation of higher education are to expansion of global outreach, economic expansion setting quality Benchmarks, expand and improve the rankings of Indian Universities and the make robust academic, teaching learning process.

Change is the continuous process as long as sunrises in the east. Change keeps happening in every domain, education is no exception. After economic reformers in India, the face and pace of the higher education has been transformed by leaps and bounds. According to the change at the global platform, India didn't galvanize towards revolution in higher education. As a result, the competence in teaching learning, research and quality education took backseat more than that academic politicization is routine in India. In other words, probably India is the only country which has compromised with quality and meritocracy beyond expressions! The seed of adjustment has been started giving fruits in the form of malfunctioning, mediocre performance at every stage.

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It has been reflecting; graduate attributes, outcomes, research and innovation list goes endless and will continues to create a nightmare at various stages in the functioning of higher educational institutions.

Litmus Tests for Indian Higher Education

Evolution, transformation, and setting up the benchmarks are long-term process while bringing change in the system. The contentious evaluation and reforms will guide for effective functioning. The concept of internationalisation of Indian higher education is no exception. Indeed, the initiatives of UGC is a strong urge for giving a new dimension to the Indian higher education by harnessing specific areas of higher education viz, research, curricula, teaching learning by executing the capacity building programs to the faculty members from time to time. Interestingly, at present 70% of universities and 49% of colleges are seriously conducting capacity building programs for faculty and students (AISHE report 2020-21) The remaining colleges and universities have not bothered to conduct the programs. Here the intention is not to project the negativity of the system but it could disturb the entire process of internationalisation of higher education. At the same it will also set the path for further widen the gap between urban and rural delivering part of higher education. The data also unfolds the present scenario of Indian higher education, teaching-learning process, research, infrastructure, available of educational technology, ICT enabled classrooms so on It is observed that only 42% of universities, 36% colleges have facilities in ICT tools (AISHE report 2020-21).

By all accounts, the sustenance, building academic robustness, and timely reforms in higher education helps to develop building competency and efficacy in the system. This will reflect on quality, upgradation, and augmentation both physical and infrastructure learning resources in the organization. It will motivate to strengthen academic ecosystem, research culture among the learners and the taught.

With all bumpy rides and awareness of the facts, it can be convinced that the present Indian higher ecosystem does not appear vibrant to attract the students from the developed countries. To ensure this strengthening the internal system and process is so vital. Unless we show determination in this regard objective of internationalisation will not serve the purpose. The policy makers should address the following issues to meet out the aspirations of internationalisation of Indian higher education. Moreover, policy makers are unaware the ground realities of rural colleges and universities. It is observed that most of the state universities and colleges don't have basic infrastructure to run the institutions. So, initiatives of Internationalisation of higher education will further become a litmus both for policy makers and higher educational institutions. If we overlook the scenario in my understanding it will mere become putting the carts before the horse…

UGC's Guidelines for Internationalisation of Higher Education 2021 focuses on following aspects. The writer has made an attempt to share the impressions and reflections…

Indian Higher Educational Institutions Preparedness for Internationalisation – The Journey of a few…

Since independence, India has been working tirelessly to bring transformation in Education. The policy makers have been striving hard to improve the quality by setting the benchmarks from time to time. But we could not notice incremental evolution at international standards because of diversified and disparity in terms of facilities, quality, teaching learning process, curriculum and evaluation process could be the cause of malfunctioning, and mediocre outcomes. The present scenario reminds the sayings of Dr S. Radhakrishnan unless and until teacher takes teaching as profession nothing could bring transformation. The status of Indian higher education has reached a status of perform or perish due to compromise attitude at all levels. This has been reflecting on employability skills, degrees without education! certificates are blowing trumpet about rampant unemployment, (unemployed degree holders are getting stipend in Karnataka…) is testimony of our higher education outcomes!... paradoxically our policy makers only mock their own policies by providing stipend to the unemployed graduates. Here we are not addressing the seriousness in finding the solution. But rather than this we are filling the potholes...!

Indeed, our policy makers are working relentlessly in empowering internationalisation of higher education without base and structure. Even unaware of ground level reports of degree colleges in urban, semi urban and rural areas. In other sense the larger part of scenario has not been aware on the happenings in higher educational institutions! The factual data reveals that at present 1113 universities, and 43796 college out of this 61% of the colleges are located in rural areas (AISHE **2020-21**) where

Table – 1 Different Aspects of UGC's Guidelines for Internationalisation of Higher Education

S. No	Looking towards Internationalisation in the domain	Lacuna & Scenario	What needs to be done
1	Curricula	Common perceptions of industry on academia are that curricula of universities disconnects from theory and practice. It is reflecting on employability skills	Unless we develop a culture of upholding the meritocracy in recruitment, positions in Indian higher education it will not sustain and able to exhibit the distinctiveness and competency in the international platform
2	Teaching – Learning	Teachers are not acquainted with ICT tools even 64% colleges, 58% Universities haven't connected with technology (AISHE report 2020-21) p 53, 54	Institutional development Plan and effective execution should consider seriously during the accreditation process. Concrete result should be the parameters. If Policy makers are serious to witness the incremental transformation of Higher education by 2035
3	Research	Most of the Indian universities, colleges don't have National knowledge network (NKN) 44% universities, 11% Colleges	The majority of the Indian universities are not able to fall on the line of international ranking benchmarks of universities in research, patents, innovation so on … on other side rigid funding for research, is also adversely affect the research environment. Till today we have not succeeded in integrating the research culture among students because Indian research is only restricted to add prefixes rather than invention! So, urgently needs to be addressed for developing research culture. The NEP highlighted much about the internships, projects experiential learning so on but is teaching fraternity are well educated in this line? Answer is certainly no
4	Collaboration with foreign universities	The QS & Times rankings of Indian universities reveals that our public universities have to walk long way to have collaboration with the leading European and developed countries. Research, Outcome based learning is still a baby walk by the HEI in India	
5	Brand building of Indian Higher Education	Indian should create its brand on higher education through its classical journey of education and its nativity. But in this connection, we have not been galvanized towards Branding higher education Needs to create a movement on Indian knowledge system	
6	Opportunities for Global Outreach of Indian HEI	The present scenario of Indian higher education reveals that it addresses creamy students. 43% of universities located in rural, 61.4% colleges in rural. It widens the disparity AISHE report 2020-21)	

institutions hardly meet out the basic infrastructure to run the colleges. It is observed that only 42% of universities, 36% colleges have facilities of ICT tools (AISHE **report 2020-21**). The National Education policy professes more on the explorations of ICT and educational technology for better learning. The data contradicts the aspirations. The performance of HEI convinces that the larger part of HEI has not been prepared to empower both learners and the taught. In other words, India's efforts of internationalisation of higher education are only a growth of few rather than the larger interest of people. This will have a major concerns in the days to come by increasing the disparity between metropolitan cities, urban, semi urban and rural colleges.

In my understanding, Indian private colleges, universities, and deemed to be universities have

taken seriousness on Internationalisation of higher education, multidisciplinary research, innovation. Because their survival and sustenance depends upon the performance in the global platforms. This kind of urge we hardly find among state universities and government and private aided colleges! In other words, these universities and colleges have not prepared and visualized the turbulence of change in the near future.

Journey towards Global Destination or Marching towards Privatization of Higher Education?

Education should appreciate the distinctiveness of innate ability through that it should focus to strengthen the capacity of the learners. In order to create the vast opportunities for the learners, India has initiated for internationalizing higher education. It is observed that quality is one of the key instrumental aspects in connecting the international students followed by curricula, evaluation process, research, innovation and overall academic standard. The standard should also have to fall in the line of international standard. To address these concerns National Curriculum Frameworks, UGC guidelines on Multidisciplinary, Internationalisation of Higher education, Institutional Development Plan, Accreditation Process so on are the baby walk to take India's higher education and higher educational institutions towards global destination. At the same time factual data of foreign students who are studying in India are from neighbouring countries but have not attracted the developed countries even it is handful in number (Table-2). So far 163 countries students are studying in India through a wide array of activities such as internationally relevant curricula, brand building of Indian higher education institutions abroad, academic and research collaboration with foreign universities (UGC Guidelines 2021).

Table – 2 Percentage of Foreign Students Studying in India

S. No	Country	Percentage
1	Nepal	28.6
2	Afghanistan	8.4
3	Bangladesh	5.72
4	Bhutan	3.8
5	Sudan	3.33
6	U S	5.12

Sources – ***AISHE report 2020-21***

At this juncture Indian private universities, deemed to be universities and colleges are alone exploring the opportunities in internationalisation of higher education. It can augment infrastructure, learning resources at regular intervals based on the demands. This kind of swift support is quite challenging in state universities, govt and private aided colleges because of cumbersome procedures to get approval for the augmentation. The table II data convinces that at present the percentage of foreign students who are studying in India. The percentage substantiate that neighbouring countries students are studying in India. attracting the students from developed countries is journey of a long walk with bumpy rides. The number also encourages to work on quality benchmarks, strategy to create a hub for developed countries students and strengthening distinctiveness of native education and transforming into internationalisation of Indian higher education.

Thus, the concept of internationalisation of higher education is truly a progressive thinking which encourages to revisit on higher education definition. A new dynamic in developing key performing indicators, quality benchmarks in research, teaching learning, capacity building for both learners and the taught. This will have a massive reflection from bottom to top in bringing transformation, revamping the functioning of higher educational institutions either by choice or under compulsion. The internationalisation of higher education will lead to increase of privatization of higher education and therefore, quality education could be in the hands of a few! Chances are more that economically weaker sections of meritorious students might miss the learning compartment if Government and Private aided colleges fail to meet out the expectations of students…

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Globalizing Education: The Prospects of Foreign Universities in India

Gedam Kamalakar*

The landscape of higher education in India is undergoing a transformative shift with the increasing presence of foreign universities. This article explores the prospects and implications of the globalization of education in India, specifically focusing on the entry and operations of foreign universities. The paper examines the potential benefits and challenges associated with the influx of international educational institutions, considering factors such as academic diversity, cultural exchange, and economic impact. The begins by providing a historical overview of the Indian higher education system and its evolution in the context of globalization. It then delves into the motivations behind the growing interest of foreign universities in establishing a foothold in India, analyzing the economic, educational, and diplomatic drivers that contribute to this trend. One key aspect explored in this article is the impact of foreign universities on academic standards and curriculum development in the Indian educational landscape. The paper investigates how the collaboration between local and international institutions can enhance the quality of education, promote research initiatives, and foster innovation. Furthermore, the article addresses the cultural dimensions of the globalization of education, examining how the presence of foreign universities contributes to cross-cultural understanding, diversity, and the exchange of ideas. It assesses the challenges and opportunities associated with integrating diverse educational practices within the Indian context. Economic implications, including the potential boost to the local economy and employment opportunities, are also discussed. The article evaluates the role of foreign universities in addressing skill gaps, promoting entrepreneurship, and contributing to the overall economic development of the regions they operate in. The paper considers the regulatory frameworks and policy measures needed to facilitate a smooth integration of foreign universities into the Indian higher education system. It highlights the importance of fostering a conducive environment that encourages collaboration while ensuring academic autonomy and quality standards, offers a comprehensive analysis of the prospects of foreign universities in India, emphasizing the multifaceted impact of globalization on the nation's higher education sector. It provides insights for policymakers, educators, and stakeholders to navigate the challenges and leverage the opportunities presented by the increasing internationalization of education in India.

The idea of letting foreign universities establish campuses in India was floated back in 1995 and was subsequently renewed in 2003 and 2010. However, it fizzled out due to a lack of support from members of Parliament. In consonance with the recommendation of NEP–2020 on the internationalization of Indian higher education, the University Grants Commission (UGC) has recently finalised the 'Regulations 2023' on the modalities of the implementation of the proposal historically speaking, in our ancient universities of Takshashila (700-400 BCE) and Nalanda (400-1200 CE), reports have it that there were international students from China, Indonesia, Korea, Japan, Turkey, Afghanistan and Persia (Iran) for higher for higher learning in astronomy, mathematics, philosophy, religion, medicine, and other subjects. Hence, our stream of higher education has been accessible to international participation for centuries. The current UGC move to invite foreign universities to operate in India has generated a great deal of debate, controversy, conflict, and confusion about the desirability or otherwise of the proposal and its repercussions.

The policy, in terms of its objectives, is expected to provide greater opportunities to some, if not all, Indian students for quality higher and professional education, research (doctoral and postdoctoral), and gainful employment. Presumably, it will elicit increased competition among our desi (native) universities to improve quality and excellence through concerted efforts to retain bright students and competent faculty. Established and recognized foreign higher education institutions

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(FHEIs) with global benchmarks in terms of quality could act as role models to some of our progressive and promising higher education institutions (HEIs) such as those recognized as centres of national importance, excellence, and eminence. Aspiring, ambitious, and wealthy Indian students could obtain foreign degrees by staying in their home country. Past surveys indicated that job prospects and earning potential (return on investments) are much higher in the case of foreign degree holders compared to their Indian counterparts. The new outreach programme is likely to save more than $18 billion in foreign exchange per year. It is estimated that Indian students will be spending nearly $80 billion on overseas education per year by 2024-25.

University Grants Commission (UGC) has initiated several measures for the internationalisation of the Higher Education system in India, persuaded to the recommendations of the National Education Policy 2020. The University Grants Commission notified the Guidelines on Internationalisation of Higher Education, which included provisions like setting up an office for International Affairs and Alumni Connect Cell in the universities; University Grants Commission (Academic Collaboration between Indian and Foreign Higher Educational Institutions to offer Twinning, Joint Degree and Dual Degree Programmes) Regulations have been notified to foster academic collaboration between India Higher Educational Institutions and Foreign Higher Educational Institutions.

According to the regulations, ''Foreign institutions intending to establish campuses in India should have secured a position within the top 500 in the overall category of global rankings, as decided by the commission from time to time, or should have secured a position within the top 500 in the subject-wise category of global rankings and should possess outstanding expertise in a particular area'' In case an FHEI desires to receive or utilise foreign contributions, it will have to obtain registration or prior permission under the Foreign Contribution (Regulation) Act, 2010 and comply with legal requirements under the FCRA, the UGC stated. In their Indian campuses, foreign universities will be allowed to offer study programmes leading to the award of certificates, diplomas, degrees, research, and other programmes at the undergraduate, postgraduate, doctoral, and post-doctoral levels. ''Foreign universities cannot open learning centers, study centers, or franchises that may act as representative offices of the parent entity to undertake promotional activities for their programmes in their home jurisdiction or any other jurisdiction outside India. They are required to seek prior approval from the commission before starting any new programme on their campus in India.

Number of Higher Education Institutes in India

As per the 14 December 2023 notification, the number of central universities published by the UGC is 56). Recently it added Samaka Saraka Tribal University in Telangana	**57**
State Universities(14 November 2023.	**479**
Private Universities(14 November 2023).	**455**
Institutes of National Importance14 November 2023.	**124**
14 November 2023, these four types of universities total universities together.	**1115**

https://www.ugc.gov.in/

The Journey

- 2010 – The Foreign Educational Institutions (Regulation of Entry and Operations) Bill, 2010, the first attempt to permit foreign university campuses, lapsed.
- 2020 – NEP states India's clear vision to allow foreign university campuses in India.
- 2021 – Guidelines for Internationalisation of Higher Education in India released, with the aim of transforming and internationalisation of higher education in the country.
- 2022 – Notification of University Grants Commission (academic collaboration between Indian and foreign higher educational institutions to offer twinning, joint degree and dual degree programmes) Regulations, 2022.
- 2022 – The International Financial Services Authority ("IFSCA") permitted foreign universities and institutes to set up campuses in the GIFT International Financial Services Centre, by notifying the IFSCA (Setting up and Operation of International Branch Campuses and Offshore Education Centres) Regulations, 2022 ("IFSCA Regulations").
- January 2023 – University Grants Commission ("UGC") released the Draft UGC (Setting Up and Operation of Campuses of Foreign Higher Educational Institutions in India) Regulations,

2023 ("Draft 2023 Regulations"), for public comments.

- November 2023 – Notification of the 2023 Regulations.

Broad Contents of UGC Guidelines

In line with the recommendations of the National Education Policy (NEP), 2020, the University Grants Commission (UGC) has initiated several measures for the internationalisation of the higher education system in India. UGC notified the Guidelines on Internationalisation of Higher Education in 2021, which included provisions like setting up an Office for International Affairs and Alumni Connect Cell in the Universities. To foster academic collaboration between Indian Higher Educational Institutions (HEIs) and foreign HEIs, "UGC (Academic Collaboration between Indian and Foreign Higher Educational Institutions to offer Twinning, Joint Degree and Dual Degree Programmes) Regulations, 2022" were notified in the Gazette on 2nd May 2022. NEP–2020 has envisioned that "top universities in the world will be facilitated to operate in India." For this, "a legislative framework facilitating such entry will be put in place, and such universities will be given special dispensation regarding regulatory, governance, and content norms on par with other autonomous institutions of India." A regulatory framework allowing the entry of higher-ranked foreign Universities, as envisaged in NEP, 2020, will provide an international dimension to higher education, enable Indian students to obtain foreign qualifications at affordable cost, and make India an attractive global study destination. These Regulations aim to facilitate the entry of foreign higher educational institutions into India. Accordingly, in the exercise of powers conferred by clauses (f) and (g) of sub-section (1) of section 26 and clause (j) of section 12 of the University Grants Commission Act, 1956, the University Grants Commission hereby makes the following Regulations, namely.

Eligibility

No Foreign Higher Educational Institutions (FHEIs) shall set up campuses in India without the approval of the UGC. The FHEIs intending to establish campuses in India shall fulfil the following criteria at the time of application: If the applicant is a foreign university, it should have secured a position within the top 500 of overall / subject-wise global rankings, as decided by the Commission from time to time; In the case of a foreign educational institution, the applicant should be a reputed institution in its home jurisdiction.

Procedure for Approval

Upon fulfillment of the eligibility criteria, the FHEI shall apply online to the University Grants Commission along with the non-refundable processing fee, as decided by the Commission from time to time. The following documents are to be uploaded along with the application on the UGC portal:

- Permission by the Governing Body or Board, by whatever name called, for establishing campuses in India;
- Information on infrastructural facilities, availability of faculty, fee structure, academic programmes, courses, curricula and financial resources for setting up and operations of campuses in India, and any other details that may be sought;
- In the case of a course or programme disruption or discontinuation or closure of the campuses, details of the alternative arrangements to safeguard the interests of the affected students, including reallocation to the course or programme;
- An Undertaking to the effect that- (i) the quality of education imparted by it in its Indian campus is at par with that of the main campus in the country of origin, (ii) the qualifications awarded to the students in the Indian campus shall be recognised and treated as equivalent to the corresponding qualifications awarded by the Foreign Higher Educational Institutions in the main campus located in the country of origin for all purposes, including higher education and employment.

The Latest Accreditation / Quality Assurance Report from a Recognised Body

Any other document as specified in the application portal. The Commission shall constitute a Standing Committee to examine matters related to the Setting up and Operation of Campuses of Foreign Higher Educational Institutions in India. This Committee shall assess each application on merits, including the credibility of the educational institutions, the programmes to be offered, their potential to strengthen educational opportunities in India, and the proposed academic infrastructure, and make recommendations thereof. The recommendations of the Standing Committee shall

be placed before the Commission within 45 days from the date of receipt of the application, complete in all respects. Based on the recommendations of the Standing Committee, within 45 days, the Commission may initially grant in-principle approval and issue a Letter of Intent to the FHEI to set up campuses in India within two years from the date of approval. The Commission reserves the right to give an extension, if required, on a case-to-case basis. The applicant FHEI may convey its readiness for the commencement of its academic operations to the Commission. The Standing Committee shall examine the readiness of the campus and give its recommendations. The Commission shall consider the recommendations of the Standing Committee and issue a notification, within 45 days, for commencing the operation of a campus in India with or without conditions. The permission shall be granted initially for a period of ten years. The FHEI shall pay the Commission an Annual Fee (second year onwards) as decided by the Commission from time to time. The applicant FHEI shall apply to the Commission for renewal of the operations of the campus at least one year before the expiry of the approved period. The FHEI shall apply online to the Commission along with the non-refundable processing fee, as decided by the Commission from time to time. The Commission shall grant the renewal for a further period of ten years. The decision of the Commission shall be final.

Admission and Fee Structure

The campus of Foreign Higher Educational Institutions may evolve their admission process and criteria to admit domestic and foreign students. It shall decide the fee structure, which should be transparent and reasonable. The Foreign Higher Educational Institutions shall make available the prospectus on its website at least 60 days before the commencement of admissions, including fee structure, refund policy, number of seats in a programme, eligibility qualifications, and admission process. Based on an evaluation process, full or partial need-based scholarships may be provided by the FHEI from funds such as endowment funds, alumni donations, tuition revenues and other sources.

Appointment of Faculty and Staff and Other Related Provisions

The Foreign Higher Educational Institutions shall have the autonomy to recruit faculty and staff from India and abroad as per its recruitment norms. It may decide the qualifications, salary structure, and other conditions of service for appointing faculty and staff. However, the FHEI shall ensure that the qualifications of the faculty appointed shall be at par with the main campus of the country of origin. It shall ensure that the foreign faculty appointed to teach at the Indian campus shall stay at the campus in India for a reasonable period.

Standard Clauses

1. The Foreign Higher Educational Institution shall not admit students and collect fees unless duly approved under the present Regulations to set up its campus in India.
2. It shall ensure that the quality of education imparted by it in its Indian campus is at par with that of the main campus in the country of origin.
3. The programmes offered under these Regulations shall not be allowed in online and ODL mode.
4. The qualifications awarded to the students in the Indian campus shall be recognised and treated as equivalent to the corresponding qualifications awarded by the Foreign Higher Educational Institutions in the main campus located in the country of origin.
5. The qualifications awarded under these Regulations shall be equivalent to any corresponding degree awarded by the Indian Higher Educational Institution with the following stipulations:
   (i) there shall be no further requirement of seeking equivalence from any authority;
   (ii) the degree shall have all benefits, rights, and privileges as obtained in the case of a degree awarded by an Indian Higher Educational Institution ordinarily.
6. It shall have adequate financial and other resources for establishing and operating its campus in India.
7. The Foreign Higher Educational Institutions should arrange for adequate physical infrastructure in terms of built-up space for their academic programmes.
8. The Foreign Higher Educational Institutions shall not offer any such programme of study which jeopardises the national interest of India or the standards of higher education in India.

9. The operation of Foreign Higher Educational Institutions shall not be contrary to the sovereignty and integrity of India, the security of the State, friendly relations with foreign States, public order, decency, or morality.

10. The Foreign Higher Educational Institutions shall abide by any other condition (s) prescribed by the Commission and the Government of India from time to time.

11. All activities shall be in accordance with the applicant FHEI's mission, vision, and objectives.

12. The Foreign Higher Educational Institutions shall not act as a representative office of the Parent Entity to undertake promotional activities for their programmes in their home jurisdiction or any other jurisdiction outside India.

13. It shall undergo a quality assurance audit and submit the report to the Commission at the time of an extension.

Safeguarding The Interest of the Students

The Foreign Higher Educational Institution shall not discontinue any course or programme or close the campus without the Commission's prior approval. In the case of a course or programme disruption or discontinuation, the parent entity shall be responsible for providing an alternative to the affected students. The FHEI shall have a mechanism to address students' grievances. However, the students may appeal to the Commission if the FHEI does not redress the grievances.

Common Structures

Common Structures that are therefore likely to evolve are:

1. FHEI sets up an Indian company which is 100% owned by it. 100% FDI is permitted in the education sector without any approvals. This will also provide funding flexibility to set up the Indian campus.

2. A joint venture with an Indian company, in which majority ownership/ equity is with the FHEI. The Indian company can assist the FHEI with land leasing and other infrastructure, rendering of services, etc., as part of the joint venture arrangement. This could provide on-ground assistance and facilitate operations of the FHEI.

While the regulations contemplate a joint venture with an Indian Higher Education Institution, there is a lack of clarity on the role of the Indian institute in such a joint venture arrangement. An option could have been to use the resources of the Indian Higher Education Institution. However, the regulations require the FHEI to have its infrastructure/ land/ physical resources/ human resources, leaving little room for contribution by the Indian Higher Education Institution. Further clarifications on this aspect will be helpful in the long run. Globalizing education by welcoming foreign universities in India can bring about several benefits, but it also poses certain challenges for the country. Here's an overview of the prospects and challenges associated with the presence of foreign universities in India:

Prospects

1. ***Quality Education*****:** Foreign universities often bring a high standard of education and research facilities. Their presence can elevate the overall quality of education in India, providing students with exposure to international teaching methodologies and standards.

2. ***Diverse Academic Programmes*****:** The entry of foreign universities can introduce a variety of academic programs and courses, offering students a broader range of options to choose from. This can lead to specialization in niche fields that may not be widely available in domestic institutions.

3. ***Cultural Exchange*****:** Collaboration between Indian and foreign institutions promotes cultural exchange. This exposure can enhance the global perspective of students and contribute to a more diverse and inclusive educational environment.

4. ***Research and Innovation*****:** Foreign universities often have strong research and innovation ecosystems. Collaboration with these institutions can boost India's research capabilities and contribute to advancements in various fields.

5. ***Economic Growth*****:** The presence of foreign universities can attract international students, leading to increased revenue for the country through tuition fees and living expenses. It can also foster partnerships that contribute to economic growth.

Challenges

1. ***Affordability*****:** Foreign universities, especially those with a high global ranking, can be expensive.

This may limit access to quality education for a significant portion of the Indian population, perpetuating social and economic disparities.

2. ***Recognition and Accreditation*:** There may be challenges in aligning the accreditation and recognition standards of foreign universities with those of Indian regulatory bodies. Ensuring uniformity and maintaining academic integrity can be a complex task.
3. ***Cultural Adaptation*:** The cultural differences between Indian and foreign education systems may pose challenges for students and faculty members. Adjusting to different teaching styles, evaluation methods, and cultural nuances can be a hurdle.
4. ***Brain Drain*:** The influx of foreign universities might contribute to brain drain, as talented students may choose to pursue higher education abroad and potentially settle there. This could lead to a loss of skilled workforce for India.
5. ***Resource Allocation*:** The presence of foreign universities might divert resources and attention away from strengthening domestic institutions. It's crucial to strike a balance between encouraging international collaboration and investing in the development of local educational infrastructure.
6. ***Regulatory Framework*:** Establishing a regulatory framework that ensures the quality of education, protects the interests of students, and maintains the integrity of the education system is a challenge. Striking the right balance between autonomy and regulation is crucial.

Potential Negative Aspects

While the prospects of foreign universities in India may seem promising in various aspects, it's essential to consider the potential negative aspects associated with the globalization of education. Here are some drawbacks:

Cost Barriers

Foreign universities often come with hefty tuition fees and additional expenses. This can create a barrier for economically disadvantaged students, limiting their access to quality education.

Social Inequality

The introduction of foreign universities may exacerbate existing social inequalities. Students from privileged backgrounds may have better access to resources, English language proficiency, and preparation for the international education system, creating a divide between them and less privileged students.

Brain Drain

The presence of prestigious foreign universities may encourage talented students to pursue education abroad and potentially settle there for better opportunities. This brain drain can result in a loss of skilled workforce and intellectual capital for India.

Cultural Disconnect

The curriculum of foreign universities may not always align with the cultural, social, and economic needs of the host country. This can lead to a disconnection between what students learn and the real-world challenges they may face in India.

Neglect of Local Institutions

The influx of foreign universities might divert attention and resources away from strengthening local educational institutions. This could hinder the development and growth of domestic universities and colleges.

Limited Focus on Local Issues

Foreign universities may prioritize global issues in their curriculum, potentially neglecting the importance of addressing local challenges and contributing to the specific needs of the Indian society.

Language Barrier

Many foreign universities primarily use English as the medium of instruction. This could disadvantage students who are not proficient in English, hindering their academic performance and limiting their participation in the globalized education system.

Commercialization of Education

The entry of foreign universities may lead to increased commercialization of education. The focus on profit-making could compromise the quality of education and put pressure on students to pay exorbitant fees.

Dependency on Foreign Accreditation

The reliance on foreign accreditation systems may undermine the autonomy and credibility of

India's own accreditation bodies. This can lead to a situation where the standards of education are determined by foreign entities rather than being tailored to the needs of the Indian education system.

Suggestions

Globalizing education in India by welcoming foreign universities can have several potential benefits. Here are some suggestions to explore the prospects of foreign universities in India:

1. Diversify Academic Offerings

- Encourage foreign universities to offer a diverse range of academic programs, including niche and specialized courses that may not be widely available in Indian institutions.
- Collaboration with foreign universities can lead to a broader spectrum of subjects and expertise, catering to the varied interests and career aspirations of Indian students.

2. Cultural Exchange Programmes

- Promote cultural exchange initiatives between foreign and Indian students to foster a global perspective.
- Encourage joint research projects, internships, and study abroad programs to enhance cross-cultural understanding and collaboration.

3. Quality Assurance and Accreditation

- Establish a rigorous accreditation process for foreign universities to ensure that they meet the required standards of education.
- Implement quality assurance mechanisms to continuously monitor and assess the performance of foreign institutions, ensuring they maintain high academic standards.

4. Affordability and Scholarships

- Address concerns related to the affordability of education by negotiating reasonable tuition fees for Indian students.
- Advocate for scholarship programs and financial aid options to make foreign education accessible to a wider range of students.

5. Infrastructure Development

- Invest in infrastructure development to provide state-of-the-art facilities for foreign universities, creating an environment conducive to quality education.
- Ensure that campuses are equipped with modern amenities, laboratories, and technology to support advanced research and learning.

6. Regulatory Framework

- Develop a transparent and supportive regulatory framework that facilitates collaboration between Indian and foreign universities.
- Streamline the approval process for foreign institutions to set up campuses in India, minimizing bureaucratic hurdles.

7. Industry Collaboration

- Foster partnerships between foreign universities and Indian industries to create opportunities for internships, research collaborations, and employment placements.
- Ensure that academic programs align with the needs of the local and global job markets, enhancing the employability of graduates.

8. Language Proficiency Programmes

- Implement language proficiency programs to address any potential language barriers, ensuring that students and faculty can effectively communicate and participate in academic activities.

9. Global Research Networks

- Encourage foreign universities to establish research centers and collaborate with Indian institutions to create a global network of research excellence.
- Facilitate joint conferences, seminars, and workshops to promote knowledge exchange and collaboration among scholars.

10. Public Awareness Campaigns

- Conduct public awareness campaigns to inform students, parents, and the community about the benefits of foreign education in India.
- Highlight success stories and positive outcomes from collaborations with foreign universities to build trust and support.

Conclusion

The regulations permitting the entry of foreign

universities and higher education institutes in India have been long overdue. The 2023 Regulations are light-touch but require some clarifications, especially concerning the role of Indian Higher Educational Institutes (what is permitted/ what is not) in joint ventures, the applicability of state laws to the campuses set up by FHEI, affirmative action, pay scales. We should expect more clarifications on these points as applications start coming in One, will significantly enhance funding for substantial rejuvenation of teaching and research in our central as well as state universities. Second, motivate some of our best universities with credible ranking and accreditation to opt for greater diversification in cutting-edge areas through effective short-term and long-term collaboration with globally recognized foreign universities. The globalization of education, particularly the prospects of foreign universities in India, presents a multifaceted landscape with both challenges and opportunities. As we conclude our exploration of this dynamic phenomenon, it is evident that the entry of foreign universities into the Indian education sector has the potential to reshape the higher education landscape significantly. The prospects of foreign universities in India offer an exciting avenue for the enhancement of higher education. To harness the full potential of this globalization, policymakers, educational institutions, and stakeholders must work collaboratively to address challenges, ensure quality, and create an inclusive and globally competitive education ecosystem. By doing so, India can position itself as a hub for world-class education, fostering innovation, and cultural exchange, and preparing the next generation for the challenges and opportunities of a rapidly evolving globalized world.

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Diversification of Development of Global Higher Education: Trends, Mobility, Equity, Affordability, and Epistemic Democracy

Md Asraul Hoque* and Krishnan Chalil**

'UNESCO' Target 4.3 of the Sustainable Development Goals aims, Equal Access to Technical/Vocational and Higher Education by 2030

"To ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university"

At the crossroads of employment, growth, and competitiveness, higher education has the power to spark a shift in the economy. At the top of the educational pyramid, the higher education system prepares students for careers and skilled labor, supports lower education levels, and fosters research. As recognized by the Sustainable Development Goals, higher education will be crucial in helping developing nations expand their basic education systems and move more toward a knowledge-based economy. It will act as a breeding ground for the human capital and body of knowledge required to support and maintain development in a variety of fields. "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" is the specific goal of Sustainable Development Goal 4 (UNGA, 2015).

Aspects of Higher Education that Contribute to Development

The development of a stronger society, the eradication of severe poverty, and the promotion of shared wealth can all be significantly aided by higher education. It can benefit the community by bringing basic abilities, research, and advanced talents together. In the global economy, knowledge is becoming more and more important since it boosts productivity and economic growth. Economic research, especially that which considers educational quality, has demonstrated a favorable correlation between economic growth and education (Barro, 2013; Hanushek and Woessmann 2008, 2012). Evidence indicates that nations with higher rates of educated graduates in the labor force have more productive workers and are better able to innovate and adapt to changing technological environments, even though it has been more challenging to pinpoint the precise role that higher education plays in growth (Bloom, et. al., 2014). Both labor productivity and total factor productivity increase as a result (Altbach, 2013). Several nations, including China, Pakistan, and Cameroon, have reported similar outcomes (George and Augustin, 2009; Stengos and Aurangzeb, 2008; Whalley and Zhao, 2010). The IEG assessment of the World Bank Group's employment and competitiveness, which builds on the Global Competitiveness Index methodology, provides a useful conceptual model for figuring out how higher education boosts competitiveness at each stage of development (Sala-i-Martín, et. al., 2015; World Bank, 2016).

Historical Perspectives on International Dimensions

Internationalization has always been a part of universities, whether it is in the idea of universal knowledge and related research, or the mobility of researchers and students. In fact, the university is the one institution that has always been worldwide, according to Altbach (1998, p. 347). But over the ages, the global component of higher education has transformed significantly to take on the shapes, sizes, and methods that we see today. These cover a wide range of subjects, including virtual mobility, digital learning, collaborative online international learning, cross-border delivery of projects, programs, and institutions, as well as internationalization of the curriculum and learning outcomes. They also include the mobility of students, teachers, and scholars and the competition for these professionals.1. Although the phenomenon known as "internationalization of higher education" has only been around for the last 25 years or so, its origins can be found in a number of earlier centuries' increased international orientations,

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most notably those that occurred between the end of World War II and the end of the Cold War.

Internationalization: Understanding and Implementing

The most commonly accepted definition of internationalisation is *'the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of post-secondary education'* (Knight, 2008, p. 21). The intricacy of the idea, its connection to regionalization and globalization, and the part played by higher education in those two processes are, nevertheless, also being acknowledged more and more (Altbach, Reisberg, and Rumbley, 2009; Kehm and de Wit, 2005; Knight, 2008; Maringe and Foskett, 2010; Scott, 1998; Teichler, 2004). The term 'internationalization' has expanded to encompass a wide range of aspects, elements, strategies, and actions. It addresses the potential for both cooperation and competition, curriculum creation and learning objectives, franchise operations, branch campuses, academic exchange, the search for talent worldwide, student mobility for credit and degrees, and academic mobility.

A Global Perspective on Internationalization: Abroad and at Home

Two essential elements of higher education's internationalization policies and programs are continuously changing and becoming more entwined, according to a broad understanding of what internationalization is or should be (Knight, 2008, p. 22–24). The first is internationalization, which is characterized as cross-border learning in all of its forms, including the mobility of individuals, projects, and providers. The alternative is "internationalization" at home, which emphasizes activities that promote intercultural and international understanding and is more curriculum-driven. This distinction is not without restrictions, though, as internationalization can also have curriculum-related implications and foster intercultural and global competencies.

Digital Learning, Mobility and Internationalisation in Higher Education

One interesting element of the webpage *www.openeducationeuropa.eu/en/European_scoreboard_moocs* is the European MOOCs Scoreboard, possibly the largest regularly updated database of free and open European MOOCs. As of April 8, 2015, there were 1,254 MOOCs total; this figure excludes courses that had not yet begun but were still taking registrations. The highest number of MOOCs given in Europe (348) was by Spanish universities, with the UK (307), France (170), Germany (145), and Switzerland (81). The Irish had five. This, along with the fact that in 2013 just 69% of Spanish households had broadband, indicates that there is, rather predictably, no relationship at all between the distribution of MOOCs in Europe and the location of the digital divide. It is more challenging to estimate the quantity of digital courses offered for credit than just MOOCs. In this case, the Open Education Europa website is less useful because its database is far from complete and it only lists four online courses from the fully digital Universitat Oberta de Catalunya. Even prestigious and MOOC-averse universities like Oxford and Cambridge offer individual online courses for credit through their Continuing Education institutes (103 courses from Oxford in November 2014), so it is safe to assume that most European institutions have some kind of digital provision.

NEP, 2020 India and Internationalisation

India promised to modernize and revitalize the higher education system with the passage of the new National Education Policy (NEP), 2020, to restore its rightful place among the best in the world. The National Education Policy, 2020, is based on the fundamental pillars of access, equity, quality, affordability, and accountability. It recommends "path-breaking reforms that aim at paradigm shift by equipping our students, teachers, and educational institutions with the right competencies and capabilities and creating an enabling and reinvigorated education eco-system for a vibrant new India". The NEP places a strong emphasis on achieving the best possible worldwide standards for higher education quality. It also emphasizes the necessity of drawing in more foreign students to fulfill the objective of "internationalization at home." India's promotion as a "global study destination providing premium education at affordable costs thereby helping to restore its role as Vishwa Guru" is acknowledged as very important in this policy.

The strategy also seeks to educate the next generation of students about global issues and to help them become truly global citizens who are dedicated to human rights, sustainable development, and the welfare of all people on the planet. Facilitating faculty and student mobility, forming international

research partnerships, streamlining the procedures for institutions to accept international students, exploring the viability of credit transfer between institutions in several nations, and other similar initiatives are some of the strategies used in NEP, 2020 to promote the internationalization of higher education. The NEP emphasizes promoting India as a top study destination worldwide above all else. To boost higher education in India's internationalization, the University Grants Commission created these Guidelines for the Internationalization of Higher Education inside the National Education Policy, 2020 framework. With the help of these guidelines, higher education institutions will be able to change the system in important areas related to internationalization and have a more comprehensive road plan.

According to this concept, economies compete based on resource endowments like natural resources and unskilled labor. Economies can become more competitive by bolstering institutions and governance, creating a stable economy, and delivering essential services. Higher education and training, effective and well-functioning markets, and access to both domestic and international consumers are the main drivers of increased competitiveness in increasingly developed, efficiency-driven economies. Innovation-driven economies use advanced business procedures and innovative ideas to create specialized goods. At every stage, different kinds of businesses are active. Factor-driven enterprises, for instance, are dominant in economies driven by factors, but they also have a place in economies driven by efficiency and innovation.

The Roles and Missions of Higher Education

Teaching and learning, research, and community engagement are the three main but connected missions that the higher education world typically recognizes (Sánchez-Barrioluengo, 2013). In actuality, these missions interact and support one another; they are not distinct.

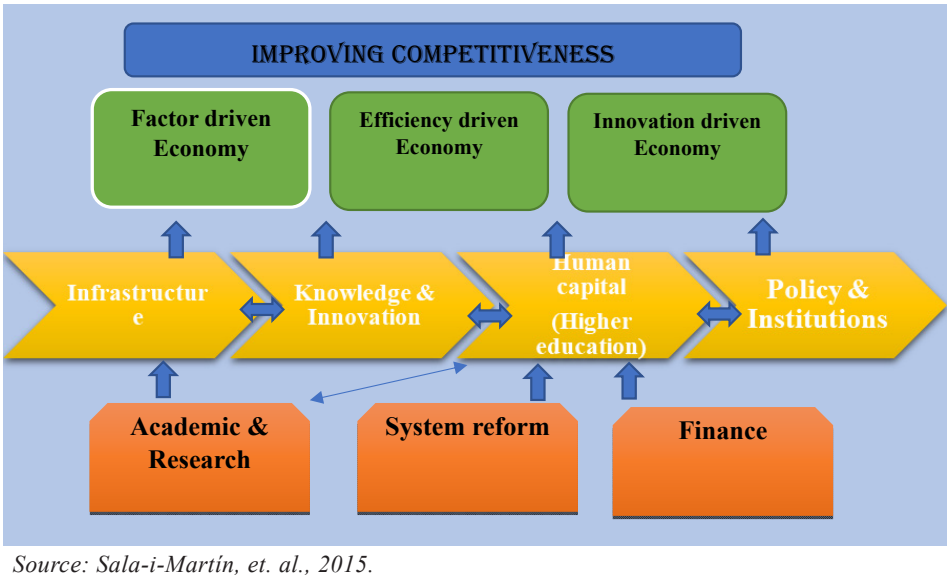
The Role of Teaching and Learning in Preparing Students for the Future

The primary purpose, which is arguably the most well-known, is to educate professionals and skilled workers in the public and commercial sectors by imparting information and skills. Economies need a workforce that is more productive and educated as they progress up the value chain. To achieve this, better management and specialized knowledge in fields like engineering, corporate management, and the social and physical sciences are needed.

Innovating and Creating Knowledge is the Goal of Research

Research aimed at promoting innovation and increasing competitiveness constitutes the second purpose (Altbach, Reisberg, and Rumbley, 2009). There is a wide range in this, from pure research that produces public goods to applied research that mostly produces private profits. Research that is both applied and pure serves as a valuable complement to education and lays the groundwork for future innovation (Salmi, 2009). Network externalities and growing returns to scale are features of research; more researchers collaborating yields better outcomes. Similarly, research is typically expensive and so focused on a limited number of institutions. To assist create local spillover effects, some types are frequently better provided locally (such as in public health or agriculture) (Altbach, Reisberg, and Rumbley, 2009; Kantor and Whalley, 2013; Schneider and Sadowski, 2015).

Figure 1: Higher Education and Competitiveness



Source: Sala-i-Martín, et. al., 2015.

Engaging the Community: Fostering Collaboration between University and Community

The third role of higher education institutions is community engagement, which includes helping to unite groups of people with different interests to work toward a similar objective. This involves many stakeholders, including the public and private sectors, community organizations, and the general public, and is accomplished through collaboration between the university and the community to provide mutual advantages (Buys and Bursnall 2007; Hanover Research 2011; AUCEA, 2006). Specifically, community participation entails a wide spectrum of stakeholders coming together to take action and bring about change on numerous, intricate community concerns (Tamarack 2002). According to Oketch, McCowan, and Schendel (2014), higher education can act as a "development pole" that interacts with the community to increase production. Higher education institutions can more effectively utilize local resources and solve job issues by forming partnerships with local businesses (Fetters, 2010). This is often in line with the institution's other objective and includes everything from community radio to extension services (McDowell 2003; Soeiro, 2012). Engaging the community extends beyond the conventional approaches to enhance equity and the pro-poor orientation of research and education.

Pressures and Challenges in Higher Education

Increasing and promoting equal access, raising learning outcomes, boosting educational quality and relevance, fortifying the transfer of information and technology, and promoting desired values, behaviors, and attitudes are just a few of the many enduring problems that higher education must overcome. Most governments lack the financial means to solve these issues with the current financing model, even when they are aware of them.

Equity in Higher Education

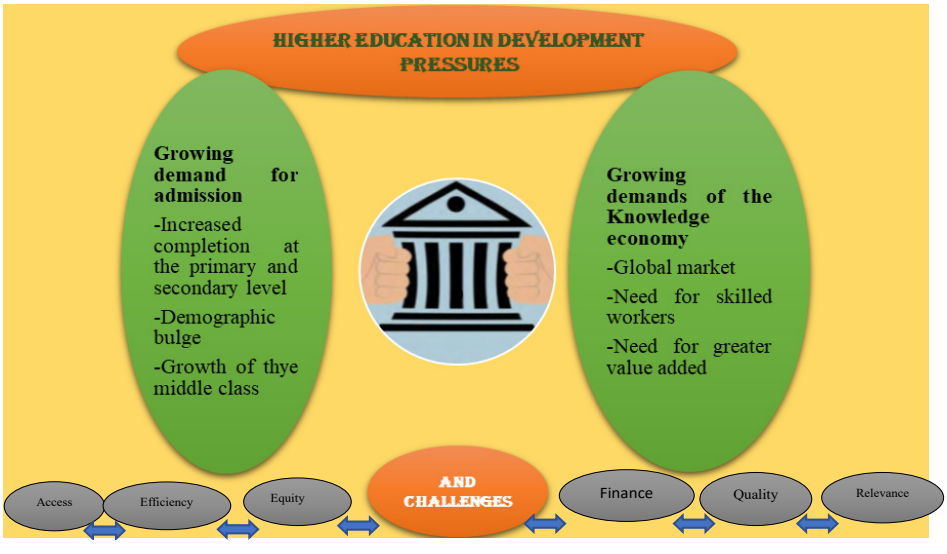
Access, equity, and diversity are enduring concerns in higher education in both developed and developing nations. The current enrollment boom raises questions about who has access to and benefits from higher education, since historically, those from higher socioeconomic backgrounds have benefited from it the most. Globally, university enrollment has increased, yet there are still glaring differences in access depending on gender and socioeconomic level. Global data on participation in higher education from Demographic and Health Surveys and other sources point to certain trends and stylized facts:

- Higher degrees of access discrepancy are typically found in countries with lower income levels and lower overall participation rates. The poorest two quintiles are comparatively less involved, or not at all, especially in low-income countries in the Sub-Saharan Africa Region including Tanzania, Burundi, Mozambique, Madagascar, Mali, Sierra Leone, Burkina Faso, and Liberia.
- While equity remains a concern for all nations, the data indicates that participation in higher education is more egalitarian in the East Europe and Central Asia region.
- The difference between the richest and lowest quintiles has grown in most nations, although participation has increased for all quintiles.

Quality of Higher Education

Higher education quality can be viewed from a variety of angles. From the outside looking in, quality is linked to the social and economic advantages that higher education brings to society. Quality, as seen

Figure 2: Pressures and Challenges in Higher Education



through the lens of the student, is centered on the student experience (Tam, 2001). Institutional perspectives in higher education also frequently use input and output data on students, faculty, programs, and institutions overall to calculate quality. Information about staff and facilities, such as faculty credentials, student-to-instructor ratios, and library sizes, is usually available at the institution. Academic institutions frequently track the number of publications published by faculty members or patents they have issued (Dwyer, Millett, and Payne, 2006). Institutions can also keep an eye on quality through accreditation, ranking, and quality assurance, all of which can advise both the administration and prospective students.

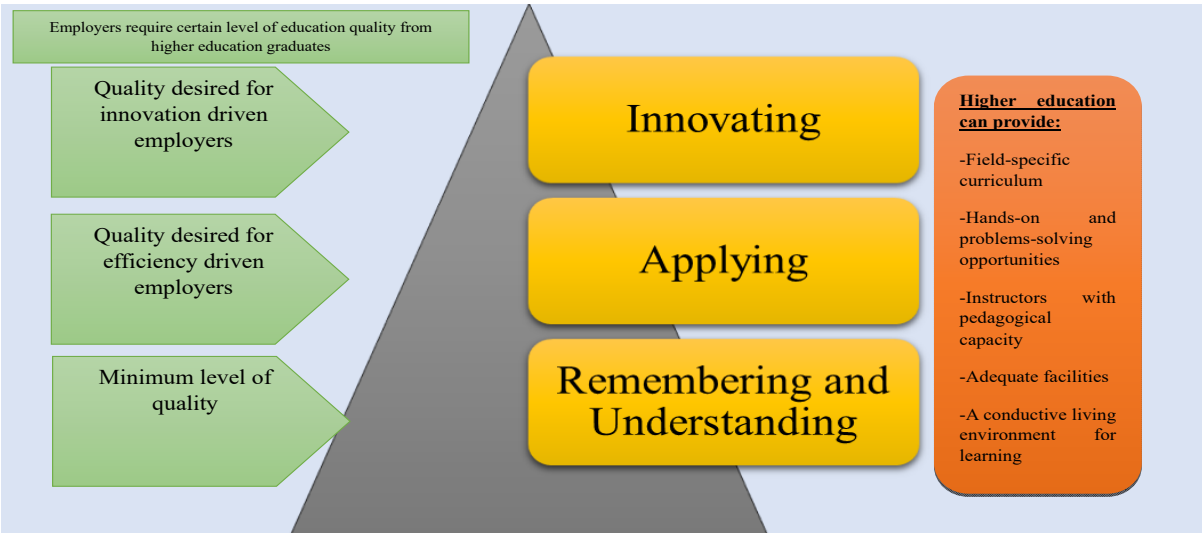
Employability

Higher education is under pressure to offer relevant and high-quality instruction to ensure that graduates and school dropouts can find employment, in addition to the access pressure brought on by secondary graduates. According to the International Labor Organization (ILO, 2013), employability calls for a blend of specialized technical skills and wider socio-emotional competencies. According to a recent analysis of survey data from employers' viewpoints, employers believe that socio-emotional skills are the most crucial set of abilities (Cunningham and Villaseñor, 2014). Cognitive skills (such as problem-solving or communication skills) come next. Employers frequently deemed the deficiency in soft skills to be more significant than the deficiency in technical skills. These findings hold for a wide range of locations, nationalities, occupations, and educational attainment (Cunningham and Villaseñor 2014). Higher education administrators believe their graduates are more prepared for the labor market than employers or even students, according to a survey of higher education institutions in high- and middle-income nations (Mourshed, Farrell, and Barton, 2012). While some graduates choose to take professions for which they are overqualified, others would rather remain jobless than take a position that falls short of their expectations (Pushkar 2016).

Funding for Internationalization

As part of a national policy, several nations set aside a sizeable amount of funds expressly for their citizens to succeed in international competitions for research excellence. For this particular purpose, there has been a significant concentration of financial investment in Japan. Two five-year funding programs, 21st Century Centers of Excellence (2002–2009) and Global Centers of Excellence (2007–2014), were created to foster globally competitive research divisions. World-class research institutions and graduate schools are the goal of several funding initiatives; one such initiative is the 10-year World Premier International Center Initiative (Yonezawa & Shimmi, 2015). The Japanese government initiated several assistance initiatives to promote university internationalization. The Strategic Fund for Establishing International Headquarters in Universities (2005-2009) awarded 10 to 40 million Japanese Yen annually to the chosen universities.

Figure 3: Higher Education Quality and Employability



Source: IEG

Re-inventing Japan is a five-year funding project that intends to build the ability of Japanese universities for global involvement as well as the development of internationally competitive skills among Japanese youth (Yonezawa and Shimmi, 2015). Apart from the aforementioned measures, the Japanese government has instituted a financial framework to enhance the worldwide competitiveness of Japanese research institutions through a concentration on governance and management reform. The Program for Promoting the Enhancement of Research Universities was established under this structure in 2013 to provide ten years of support to twenty-two universities. The grants are intended to foster improvements in research strategy and management rather than to finance particular research activity. The Top Global University Project began in 2014 and will run for ten years under the same framework (Yonezawa and Shimmi, 2015).

Enrolment in Higher Education

In 2020, there were over 235 million students enrolled in higher education worldwide, which is more than twice as many as there were in 2000 (100 million students). All SDG regional categories have seen a surge in enrollment, albeit at varying rates, which has altered the student distribution among areas. Between 2000 and 2020, the number of students in Europe and Northern America increased by 24%, making up 21% of all students worldwide in 2020 as opposed to 40% in 2000. During the same 20 years, the proportion of students in Central and Southern Asia rose at the fastest rate of any regional bloc, rising from 13% of all students worldwide in 2000 to 21% in 2020. (Source: Institute for Statistics, UNESCO)

Gross Enrolment Rate

The global gross enrolment rate in higher education increased from 19% to 40% between 2000 and 2020. The gross enrolment rate indicates the general degree of engagement at a certain educational level. The gross enrolment rate for postsecondary education is the total enrollment in postsecondary education, regardless of age, expressed as a percentage of the population in the 5-year age group right following upper secondary school (UIS Glossary). Despite its shortcomings, the indicator provides a capacity estimate for the educational system. Between 2000 and 2020, Sub-Saharan Africa saw the least rise in the gross enrolment rate (up 5 percentage points) and Eastern and South-Eastern Asia saw the largest increase (up 36 percentage points). 2020 gross enrolment rates were 27% in Central and Southern Asia, 48%–54% in Northern Africa and Western Asia, Eastern and South-Eastern Asia, Latin America and the Caribbean, and 75% in Oceania, according to the UIS database. In Europe and North America, it was 79%. (Source: UNESCO Institute for Statistics)

Gender Equality

Compared to men, women's access to higher education grew more quickly between 2000 and 2020. The gross enrolment rate in higher education increased for women from 19% in 2000 to 43% in 2020, but just for males from 19% to 37%, per the UIS database. In 2020, there were 113 women enrolled in higher education globally for every 100 males, according per the gender parity indicator (UIS database). Gender equality, however, encompasses more than just enrollment; it also includes the caliber of educational opportunities, credential fulfillment, workforce participation, research and leadership contributions, and involvement across all subject areas. (Source: Institute for Statistics, UNESCO)

Persons with Disabilities

In 41 nations providing statistics, the percentage of adults 25 years of age and older who have completed higher education is half that of individuals without impairments. A disability, as defined by the World Health Organization (WHO) in 2001, is "a limitation in a functional domain that arises from the interaction between a person's intrinsic capacity, and environmental and personal factors." The term "functioning" relates to the various levels of involvement, activities, and physical structures. A variety of combinations of functional restrictions, each with a spectrum, suggest that there is a range of experiences with disabilities (UN DESA, 2019). The proportion of adults 25 years of age and older with a college degree is half that of people without disabilities in 41 countries where statistics are available.

Policy Implementation for Flexible Learning Pathways

The UNESCO International Institute for Educational Planning (UNESCO-IIEP) project SDG4: Planning for Flexible Learning Pathways in Higher Education looked at mechanisms to promote

Flexible Learning Pathways (FLP) in higher education systems around the globe. Results took into account replies from 75 nations across all areas (UNESCO IIEP, 2022).

Higher Education with Flexible Learning Pathways

Transfer pathways within higher education enable both vertical (to higher levels of education) and horizontal (to the same level of education) mobility. These might happen both inside and between academic institutions. Transfer opportunities are more likely inside the same institution than between institutions, and between institutions of the same kind than between different types when it comes to the same subject of study. Studies within the same field tend to see more transfers than those between fields (UNESCO IIEP, 2022).

Providing Pathways beyond Higher Education and Opportunities for Lifelong Learning

Compared to people with lower educational degrees, persons with higher qualifications are more likely to have received additional training and to have participated in more training activities (UNESCO, 2021b). Compared to 33% of individuals with only a secondary degree, 66% of persons with a higher education level have completed 10 or more training activities (UNESCO, 2021b).

International Student Mobility

From 2000 to 2019, there was a regionally uneven growth in the number of internationally mobile students across all areas, both in terms of outbound and inbound mobility (UIS database). Data on globally mobile students by origin and host regions shows that, in 2019, 49% of students were hosted in North America and Western Europe, although only 13% of all internationally mobile students worldwide originated from these regions. Additionally, a higher percentage of students (13%) were hosted by countries in Central and Eastern Europe than were transferred overseas (7%). According to the UIS database, the percentage of students hosted in each of the other UIS regions was lower than the percentage of students originating.

Public/ Private Funding of Higher Education

The lack of robust financial tracking of private higher education institutions (HEIs) in many countries contributes to the shaky global data on public vs private financing of higher education. Estimates derived from a dataset encompassing 41 countries suggest that during the period of 2006 to 2018, there was a real PPP increase in public financing of public higher education institutes (HEIs) of USD 25 billion, which was larger than the growth in private financing. However, private financing climbed at a slightly higher percentage (51% vs 47%). Regionally speaking, the proportion of private funding for public higher education institutes only went up in Europe, North America, and Oceania, while it decreased in other areas. (J. Williams and A. Usher, 2022).

Student Financial Assistance

Analysis of government direct Student Financial Aid (SFA) payments in 48 countries is now possible thanks to a newly created database. These payments are made in the form of grants or loans. Between 2006 and 2018, direct SFA payments increased by 75% in these nations; however, nearly all of this rise took place before 2012. Grants and loans followed relatively similar patterns. The difference between the number of recipients for grants and loans was larger. Globally, loan beneficiaries outnumbered grant recipients by a little margin in 2006. But there was a disparity in the number of recipients, especially after 2011, and by 2018, there were 65% more grant recipients than loan recipients worldwide. This suggested that loans were generally far larger than grants. In 2018, the average student debt for higher education was valued at USD 7,803 (PPP), while the average grant was only USD 2,608 (PPP). In comparison to inflation, the value of loans remained relatively stable between 2006 and 2018, whereas the average grant value decreased by 30% between 2011 and 2018. (J. Williams and A. Usher, 2022). An indicator of SFA coverage can be obtained by comparing the total number of students enrolled in higher education with the recipient numbers. Loan coverage reached its highest point in 2011 (at 14.8% of students enrolled in postsecondary education in nations that provided data), then declined to 11.8% in 2012 (still marginally higher than in 2006). Nonetheless, grant coverage increased steadily between 2011 and 2016 and reached 19.5% in 2018 (Williams, J. and Usher A., 2022).

Higher education is crucial to achieving the 2030 Agenda for Sustainable Development in its three interconnected and interdependent dimensions of social, economic, and environmental development. Higher education has the responsibility

of jointly producing innovations and knowledge that facilitate the accomplishment of the 17 Sustainable Development Goals (SDGs). Its goal is to train people to be social agents and future leaders in sustainable development. In addition, it is the sector's and its constituent organizations' responsibility to carry out specific initiatives in order to meet the 169 targets of the SDGs.

Encouraging learning throughout life and allowing and supporting a variety of learning paths and educational goals are components of high-quality higher education. The quality of higher education is also correlated with relevant research and instruction that promotes gender equality, decent work, climate action, peace, justice, prosperity, and well-being, as well as responsible citizenship. Facilitating socioemotional learning and staff and student wellbeing is another aspect of quality. To accomplish these goals, partnerships within knowledge and learning systems must address changing societal challenges. At all local, national, and worldwide levels, cooperation between academic disciplines, between different educational institutions, between higher education and the public and corporate sectors, and between higher education and civil society must be promoted.

This report's objective is to provide the most recent worldwide data on higher education systems. A summary of the global system-level conditions about SDG target 4.3 is intended, with an emphasis on the equality of conditions that permit high-quality higher learning at the individual, collective, and societal levels. The right to higher education and the need to ensure that everyone has fair access to high-quality education serve as our guiding principles in our search for indicators that highlight our accomplishments, shortcomings, and gaps.

Conclusions and Policy Recommendations

Over the last few decades, significant progress has been made toward SDG target 4.3. Essential elements of access, institutional and system-level quality assurance, learning progression pathways, and certain equitable characteristics have all improved in the global higher education scene. Some of these advancements have been made possible by the diversification of providers. But the COVID-19 pandemic has weakened the most disadvantaged by exposing and exacerbating inequality. Addressing the digital divide has become essential to limiting and ultimately closing the widening learning opportunities gaps that exist between the wealthiest and the poorest. It is essential that responsible collective governance of critical technologies, collaboration in pedagogical innovation, and comprehensive assessments of the pandemic's effects on higher education activities be carried out to effectively address the long-term effects of the epidemic on higher education and prevent further inequality. This could facilitate our advancement toward the inclusive and dynamic higher education sector that we have in mind. Comparable government data around the globe is still insufficient. The incompleteness of official data that States have sent to UNESCO illustrates the need for improved information management systems in higher education. Additionally, we need to add new indicators to global datasets about hitherto unexplored areas as higher education and its policies change. Certain indicators also need to be updated as higher education practices change. For example, cross-disciplinary studies are becoming more prevalent in programs by discipline; students' average age of study is changing as lifelong learning becomes the norm; and qualification types are changing as learning is attained through a wider range of educational delivery methods. More cooperation is required between public, business, and civil society organizations that provide data and analyze many facets of higher education. Additionally, data must be examined with an emphasis on problematic exceptional circumstances that might not be obvious in average statistics. This third UNESCO World Higher Education Conference milestone, in spite of limited and imprecise information, pushes us to consider facts related to higher education and to begin the process of compiling pertinent information from a variety of sources to evaluate the state of goal 4.3 globally.

Higher education enrollment will keep growing as long as earnings and secondary enrollment rates rise. According to the results of a recent assessment conducted by the Independent Evaluation Group (IEG), enrollment growth must keep pace with the rising demand for workers with formal education (World Bank, 2016). These two elements will inevitably put additional strain on the government's limited financial resources by forcing it to increase its funding for higher education. Due to the possibility of more unregulated commercial providers as well as the anticipated decrease in public funding per student, the increase in enrollment could put pressure on the quality of higher education. In general, the World Bank Group's support aligns with the competitiveness model outlined in chapters

1 and 2. The World Bank mostly funds initiatives in middle-income nations that enhance research quality and student learning, with an emphasis on enhancing employability. The World Bank also prioritizes improving equity and, to some extent, governance.

Additionally, the World Bank contributes to the funding of higher education in fragile and conflict-affected governments like Afghanistan and Yemen as well as low-income nations like Burkina Faso and Malawi. Support in these nations is concentrated on enhancing education and developing fundamental research capabilities. The World Bank also aims to improve governance through investment programs and information products. Support from the International Finance Corporation (IFC) is mostly provided to upper-middle-income nations, namely those in Latin America and the Caribbean. With an emphasis on accessibility, this support aims to fortify the higher education offered by the private sector. In the industry, a lot of IFC's investments act as role models for others.

Recommendations

The Significance of Matching the World Bank Group's Policy with Higher Education

In an area that is fast changing and will probably become more significant for the development of low- and middle-income nations, the World Bank Group has taken the initiative. Although it has significant distributional effects, higher education spending boosts competitiveness. The World Bank Group's new country-level engagement model and its twin aims set a higher standard for the justification of higher education investments since these funds typically flow to disadvantaged populations more than others.

Recommendation 1

Make Strategic Decisions after Conducting a Strategic Review of the World Bank Group's Support for Higher Education

The World Bank Group ought to consider both the global development agenda and its institutional mandate through a strategic review. This review should be used to inform the development of a targeted higher education strategy that considers national needs.

Recommendation 2

Enhance the Standard of Outcome Indicators, Make Sure They are Measured Appropriately, and Continue to Expand and Utilize the Body of Data Supporting Higher Education in World Bank and IFC Initiatives

To capture the intended results, the World Bank Group should create new indicators and better monitoring tools. To identify successful programs and learn how to duplicate them, the World Bank Group should create an evidence foundation of what works in higher education and support thorough case studies and impact evaluations. Additionally, projects must identify gaps and more clearly state the data on which they are founded.

Recommendation 3

Boost Employer Involvement in and Incorporation of Employers' Viewpoints into World Bank and IFC Investments

Through involvement in autonomous accrediting organizations and university governing bodies, for instance, the World Bank can encourage the integration of employer and private sector organizations in higher education reforms. The World Bank and IFC may both encourage greater cooperation between corporations and universities in creating grants to enhance learning and in creating curriculum change.

Recommendation 4

Bolster International Practice Cooperation

This can entail putting in place official and informal channels to promote communication and improve the Education Global Practice's interactions with other units. This might entail the involvement of higher education experts from the World Bank Group in more non-core initiatives.

Recommendation 5

Gain a Deeper Comprehension of Outside Funding Sources for Higher Education

Examine the array of public and private entities that finance higher education in greater detail, looking for places where they might work together. To enhance cooperation between donor organizations and other international partners engaged in higher education, the World Bank may, when appropriate, create a convening function.

The image, which must use broad brushstrokes, aims to illustrate the various interpretations and

implementations of internationalization in various particular contexts, how this influences the tactics and approaches used, the places where successes are attained, and the places where problems still need to be solved. It presents a generally optimistic picture, but it is also faced with an increasing array of intricate social, economic, and cultural issues, such as the financial crisis, adverse demographic trends, immigration, and disputes between various racial and religious groups. These difficulties could hinder the push for more internationalization, but they also raise awareness of how crucial it is to formulate a significant response.

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Internationalization of Higher Education in India in the Context of National Education Policy–2020: Some Observations

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Higher Education in India once enjoyed the international status. The Asian countries. The travelogues of the Chinese travellers about the universities at Nalanda, Takshashila and Ujjaini are the evidences to this claim. The fall of the ancient empires- those of the Mouryas, the Guptas and that of Harshavardhan and the foreign invasions in the centuries followed led to the loss of the international glory of these seats of learning. The internal envies and conflicts weakened the political and military powers in India, which finally, led to the establishment of the British power in India.

One of the first things that East India Company did was it initiated the deliberate process of the cultural domination by terming the native cultural and educational system as inferior and outdated. Negligence of the Company towards the education system in India, and then the introduction of the UK based English education (liberal arts) was the part of the colonial policy. As the result, the Indians almost for 200 hundred years of colonization suffered from the cultural amnesia and education deprivation. The front role the British educated socio-political leaders played in the Indian freedom struggle and their upper hand in the next five decades of the independence could free the Indian education system in general and the higher education in particular. This cultural and educational hold of the colonization loomed large, even prevails today.

Some visionaries thought of and tried to Indianize (nativize) the education system, but those efforts could not bear fruits due to the stronghold of the colonial framework of mindset. The Committees and Commissions in the free India, of and then, made some indicators to this need, but did not yield any result.

The turn of the century made the Indian policy makers realize the need to revise the education system, but education did never enjoy the first priority. The National Knowledge Commission (NKC) in its Report to the Nation (2009) made many observations and recommendations to revamp the education system. Someway, this report of the NKC served as an eye opener to the facts of Indian education system. It observes: There is clear, utmost unanimous, view that higher education needs a systematic overhaul, so that India can educate much larger numbers without diluting the academic standards. It detailed the status of the Indian education – in medical and health, law, technical, and so on. Indeed, this is essential because the transformation of economy and society in the 21st Century would depend, in significant part, on the spread and the quality of education among our people, particularly in the sphere of the higher education (NKC P. 62).

National Scholarship Portal, mechanism for the appointments to the posts of Vice Chancellors of the universities, openings of the new central universities and the ambitious schemes like *Rashtriya Ucchatar Shiksha Abhiyan* (RUSA) are some of the offshoots of the NKC recommendations.

In a way, it provided a foundation, (set of the facts) to prepare the National Educational Policy which got approval of the Union Cabinet in July, 2020 and set to be implemented in a phased manner. Apart from the various revolutionary changes, in school, college, university education system in terms structure, content, and mode, internationalization of the higher education forms as a prominent goal and target of the NEP–2020.

Here again, NEP–2020 seems to be based on the observations of the NKC, 2009 report. The report of the latter observes: India is not an attractive destination for international students, not even as much as it used to be 30 years ago. It is time for us to make a conscious attempt to attract foreign students to India for higher education. This enhances quality. This would be a significant source of finance. This is an enormous potential as a source of fiancé for

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higher education in India, if only we could create more opportunities for students with increased places and enhanced qualities in our system (P.73-74).

The AISHE Report for 2018-19 records the statistics of the foreign students: The total number of foreign students enrolled in higher education is 47,427. The foreign students come from 164 different countries from across the globe. The top 10 countries constitute 63.7% of the total foreign students enrolled (P. 9). Also there are 1518 of Foreign Students from United States of which 53.3% are female students (P.32).

Even the RUSA documents launched in 2013 by the then Ministry of Human Resource Development of the Government of India, in its rationale , gives a detailed account for the decline of poor enrolment of the foreign students in the Indian universities:

Outdated and cumbersome administrative and governance policies have meant that there has been a steady exodus of Indian students to foreign universities (P 130).

The lack of transparency in processes, unclear, unhelpful administrative policies and the lack of any central information dissemination or assistance rendering mechanism for foreign students, all form a massive block to the internationalization of higher education. Further, it will be very important to develop appropriate infrastructure in terms of hostels, support staff etc.(134).

One of the biggest hurdles to internationalization of higher education is the lack of clarity in the administrative policies governing the mobility of foreign students in India. There needs to be a serious evaluation of the policies governing the issue of Visas to students and faculty who are desirous of taking admission/ teaching and doing research in Indian universities. It is very often the opaqueness of the policies regarding issue of Visas, the documents required for the process and long delays in granting the same that discourage a greater number of students from enrolling in our Universities (P.136).

The NKC Report further records the consequences of absence of international approach of higher education in India: Failure to attract foreign students and collaborate with foreign universities and researchers has led to an absence of multi-cultural and international exposure for both Indian students and faculty (P.127).

The NKC Report, 2009 underlines the need for developing and nurturing quality in the research activities of higher education in India by nurturing and ensuring standards internationally accepted.

NKC recommendations focus on the need for strengthening research through concerted higher investments and more rigorous methodologies, ensuring internationally acceptable standardisation and documentation of herbal medications, promoting clinical trials, along with adhering to a world class certification process (NKC, P. 16).

The NKC Report, 2009 suggested initiatives to promote such international perspectives include building collaborations and partnerships with noted foreign universities for award of joint/dual degrees; finding ways of evolving transnational curricula to be taught jointly by a global faculty through video conferencing and internet modes; as well as creating international faculty international courses and international exchange opportunities among students (P.81).

The post of Academic attaches in various consulates should be crated ad filled. They can play an important in facilitating scientific exchanges between countries. In addition, this will also provide an alternative employment avenue for people with a research background. Multiple entry provision for foreign researchers would also benefit frequent collaboration by considerable reduction in the hassles of obtaining visas (P. 127).

The RUSA document in its detailed operational guidelines 2013 emphasizes the benefits of internationalization of higher education of India.

Internationalization will mean an up-gradation of research and teaching facilities as well as the governance models which will assist in the creation of this workforce. Opening up access to higher education in specific institutions in India is to enable an enriched relationship with both international students and faculty. It is Imperative for our institutions to rise to the occasion and evolve strategies that will allow them to retain gifted Indian

students as well as attract international students (P130-31).

Unlike the NKC, RUSA scheme counts the USPs of the geo-economical location of India that may prove quite beneficial if it is tapped in proper way.

It is also true that a globalized economic scenario offers us a unique opportunity to establish India as an education destination for international students as we offer certain unique advantages, including affordable, quality education in a supportive atmosphere strengthened by historic cultural and political ties (P 130).

It should also be noted that we can offer not just high quality education but also offer in more accessible way in terms of economics than Western universities. Both in terms of what students have to pay the Universities in tuition fees and the day to day cost-of-living, India offers a much more accessible package to prospective students. This is a very vital economic aspect that cannot be overlooked. Indeed it should be an important part of any policy formulation when talking about pushing for greater Internationalization in Higher Education as it is one of our strongest trump cards (P.132).

It is important to be aware of the new economic realities that will affect any initiatives in this direction. Given India's much more powerful economic status, it is unlikely that foreign institutions will fund higher institutions of learning in the country. But conversely our economic strength will mean that we will find more countries wanting to partner with us in these endeavors (P.133).

Like the NKC, the RUSA scheme enlists the corrective measures to be undertaken to exploit these opportunities in the interest of the nation:

It is of vital importance that Embassies be equipped with clear cut policy guidelines as well as exhaustive information regarding various courses offered by Indian Universities so that they may guide interested students in the best possible manner. More regional scholarship schemes may also be drafted to encourage mobility, especially targeted at the SAARC and African nations (P.135).

While the current scenario concerning the Internationalization of higher education in India shows it to be an area ripe with opportunity, it is also clear that without a speedy, yet properly thought out policy formulation and implementation, India may yet miss out on capitalizing on it (P.136).

If one looks at the NEP–2020 document, one is to acknowledge the fact the policy makers have set the highest goals in terms of internationalizing the higher education in India. One may categorize the measures proposed in the NEP–2020 for internationalization of higher education in India into following ways:

1. Signing MoUs with the Foreign Higher Education Universities for collaborations in teaching, research and curriculum development at par with the international standards.
2. Inviting Foreign Students and Universities by establishing an International Students Office at every HEI in India and by inviting some select few foreign universities to set up their campuses / operate in India and also by developing mechanism for credit transferring abroad and vice versa.
3. Tapping the USPs of India by developing courses in modern and Indian arts, sciences, culture, Indian languages, history and some skills /vidyas and by encouraging some Indian universities to set up the campuses abroad.

To achieve the proposed targets of internationalization of higher education in India, the NEP–2020 minutes its steps as given below:

> A legislative framework facilitating such entry will be put in place, and such universities will be given special dispensation regarding regulatory, governance, and content norms on par with other autonomous institutions of India….
>
> Furthermore, research collaboration and student exchanges between Indian institutions and global institutions will be promoted through special efforts. Credits acquired in foreign universities will be permitted, where appropriate as per the requirements of each HEI, to be counted for the award of a degree.
>
> Courses and programs in subjects, such as Indology, Indian languages, AYUSH systems of medicine, yoga, arts, music, history, culture, and modern India, internationally relevant curricula in the sciences, social sciences, and beyond, meaningful opportunities for social engagement,

quality residential facilities and on-campus support, etc. will be fostered to attain this goal of global quality standards, attract greater numbers of international students, and achieve the goal of 'internationalization at home'.

High performing Indian universities will be encouraged to set up campuses in other countries, and similarly, selected universities e.g., those from among the top 100 universities in the world will be facilitated to operate in India (P.39).

In nutshell, by offering courses in the subjects cited above, the NEP–2020 envisions of attaining its lost glory of the status of *Vishwaguru* and by 'internationalization at home', it attempts to retain the flow of Indian students going abroad by inviting the foreign universities and developing the whole mechanism of education as per the international standards. This vision is highly ambitious but needs a high amount of efforts behind to make it happen as it appears on the paper effortless. It has a large number of hurdles at the administrative level, social level and in the foreign policy as well.

As stated earlier, the NEP seems to have largely relied upon the factual observations of the NKC, 2009 for internationalization and upon the RUSA documents for the reasons of poor presence of international students and for identifying the areas and situation where India can tap, it. It seems that the on field recommendations of the RUSA scheme need to be implemented for the greater degree of internationalization of the higher education of India.

In addition to the RUSA recommendations, the governments at the centre and the state level need to address following issues too.

Integrated Mechanism be set up for Entrance, Admission, Counselling, Visa etc

Mere establishing an International Students Office at each university will neither ease the process nor will invite the foreign students in the Indian universities. Rather the country needs to develop an integrated mechanism and set up a bureau to advertise the courses available in the Indian universities, to conduct a common entrance test for the foreign students, to offer counselling for admissions and for easing the visa related matters. AIU (Association of Indian Universities) be entrusted with this responsibility as it deals with the function of awarding equivalence to the foreign degrees.

Foreign Teachers be Recruited in Employment at Indian HEIs

The NEP 2020 proposes to invite the select few foreign universities to set up their campuses and to operate in India. In addition to this initiative, the foreign teachers need to be recruited in the Indian universities. It is to be seen how the Indian universities accommodate this shift in the policy.

Inviting more Sponsorships from Foreign Country and MNCs for Foreign Students

As hinted at in the NKC Report, India needs to offer more scholarships and fellowships to the foreign students, particularly the students from the Asian countries. In case of non-Asian students, the multinational companies should be encouraged to sponsor the needy students from the respective countries.

Providing Teacher Training to Foreign Teachers and vice versa

As the NEP–2020 proposes the credit transfer for foreign and Indian students, it should also explore the possibility of offering training to the foreign teachers in the Indian universities as Indian universities do in case of research and degrees by transferring credits. The existing HRDCs, TLCs and a few IITs can be the potential sources of revenue generation.

Create Healthy Environment for the International Students

In the global market economy, the era of growing interdependence among countries is the order of the hour. Every country, however, rich in financial, military and political terms may be powerful, it is dependent on other countries. The idea of *Atmnirbhar* becomes out of place today. Every country has become a place of residence for the citizens of the world. The major cities of the world have become the centre of world culture due to habitation from the different corners of the world. Inter-cultural interactions need to be nurtured and encouraged and the state should play a significant and responsible role in developing such environment.

But unfortunately, in the recent years, there appears that movements like native first are getting

momentum on the part of the religious groups, political parties and social groups and getting response from the masses as well. Even the countries like USA, known as the land of migrated people, have inclination towards the right wing political parties. Incidents of attack on the Indian students in the recent years were seen in the otherwise peaceful country like Australia. Societies within the state are divided on the region basis, district basis, within the country on the state basis and religious, racial, color, and food habit basis. One comes across a number of events in media where the members of the other groups (caste, color, religion, and regions) are getting attacked by the local or majority groups. One finds that North- East Indians are maltreated in Delhi, UP and Bihar residents are targeted in Maharashtra, Bengalis are attacked in Assam, so on and so forth. The feeling of encroachment from others is occupying the space among the locales. Such religious-regional disharmony is detrimental to the multicultural image of India in the world.

Even there are incidents where the foreign tourists and students are harassed and targeted, attacked and sometime murdered by the locales. Such events defame the image of India in the world community, which may adversely affect the inflow of the foreign students to the Indian universities. They should feel India as a safe place to pursue their studies in India. Every university should have a proper representation of the foreign students in student councils and authorities where the issues of their security must be addressed. Native students should be entrusted with the responsibility of caring them.

If the issues of internationalization enlisted in the RUSA and NKC Reports are addressed properly, India may have the largest number of foreign students at least from the Asian and African countries as the Indian universities offer quality education at the affordable cost and may generate revenue for improvement of quality of higher education.

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Globalization, Internationalization and Afflicted Higher Education

Sujata Borthakur*

Globalization along with the rapid growth of information and communication technology has stimulated the internationalization process. The long-cherished idea of education as a public good has been changed after globalization. The introduction of 'General Agreement on Trade in Services' (GATS) has legitimized the trade of higher education, consequently education has become a commodity. Trade liberalization through GATS has benefited mostly the advanced universities and rich companies of the developed nations but has not reciprocated the benefit for the universities situated in developing nations. It is an attempt to get an understanding, definition and effect of globalization and internationalization process in higher education.

In the last two decades, phenomenal changes have been observed in the forms, dimensions, and roles of higher education. Globalization and the introduction of international law on trade in services have brought changes to education policy and transformed higher education from a public good to a private good. It has legalized the sale and purchase of education as a tradable commodity in resultant has threatened the long-cherished, well-accepted objective that education is a public good (Tilak, 2009).

Economy and knowledge are inextricably intermingled in the globalized world. Knowledge has primarily become a part of the economic resource and the power of knowledge has gained unprecedented importance in the economy. New technology has also enabled the quick production and dissemination of knowledge. Demands to produce knowledge have grown manifold. Therefore, the paradigm shift of approach to higher education from cooperation to competition is taking place. Globalization affects the idea of education that has been built up throughout the centuries. It has been pushing the states to adopt a set of policies that enhance the process of privatization of education.

The two agreements under the World Trade Organization (WTO), the General Agreement on Trade in Service (GATS) and Trade Related Intellectual Property Services (TRIPS) ensure smooth and free global trade in a legal framework. In September 1998, the WTO secretariat put the proposal to treat education as a commercial service and to include it within the ambit of WTO framework and after the proposal had been approved in January 2000, education was encompassed in the negotiations on new services. Thus, education has become a part of tradable commodities and the process of commoditization of education has been started. The implications of it are that students have become consumers and institutes; curriculum is considered as product and faculty as resource.

The issues addressed here will be how globalization and internationalization affect education across borders of the nation, who has benefitted most, and in what format.

Corelation of Globalization and Internationalization

Globalization, along with the rapid growth of information and communication technology has stimulated the interconnection and interdependence amongst the countries and catalyzed the process of internationalization. Globalization is defined as the flow of technology, economy, knowledge, people, values, [and] ideas---across borders. The effects of globalization on each country are different due to the nation's individual history, traditions, culture, and priorities. (Knight, and Wit, 1997). Integration of different cultures and languages has ushered changes to aboriginal culture and also to the higher education system.

Globalization and internationalization of higher education are becoming complementary to each other and of late globalization is used as a synonym of internationalization. Teichler (2004) states that in recent years in the discourse on higher education in the public domain," globalization has been substituted for 'internationalization' and he states, "the term tends to be used for any supra-regional phenomenon related to higher education and/or anything on a global scale related to higher education characterized by market and competition." The largely accepted definition of internationalization of higher education

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is, "Internationalization at the national, sector, and institutional levels is the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of higher education," (Knight, 2008). The most important consequences of internationalization are that the purpose, form, and method of delivery of higher education have been changed. The mobility of students, and faculty and the introduction of dual, joint degree programs, have become parts of the process of internationalization of higher education. (Hudzik, 2015) emphasized "comprehensive internationalization," and that for "comprehensive internationalization," he stated "is essential that it be embraced by institutional leadership, governance, faculty, students, and all academic service and support units" (Hudzik, 2011). No university can today stay isolated from international influence. Internationalization is essential for the exchange of ideas, for the creation and dissemination of new knowledge and to build transparent governance in higher education institutions. But in the process of internationalization, cost escalating, global branding, international reputation, recruitment of international, faculty and students, and internationally recognized research are some of the challenges posed towards resilience of an institution. It is pertinent to a country like India, where pervasive inequalities shape the higher education system.

Internationalization is a broad umbrella term that encompasses many dimensions, components, approaches, and activities. One of the important facets of internationalization of higher education is the cross-border delivery of education. Borderless education, education across borders, global education, offshore education, and international trade of educational services all are associated with cross-border delivery of education and correlated with globalization.

Cross-border education has been divided into three generations. First-generation students move to foreign countries for a full degree or short-term study or in some programs for an internship or in the form of a student exchange program, or fieldwork. In the second generation, programmes are delivered as twinning, franchised, joint, and doubled award degrees and here provider moves as a virtual university, merger institution, and independent institution through branch campuses across nations. In third-generation education hubs, students' hubs are established to attract foreign students in a third country. Here researchers, students, workers, and research and development companies, programme providers move to foreign countries (Knight, 2014).

In other words, the new form, dimension, and approach of borderless higher education can be categorized into four forms such as programme mobility, student mobility, institution mobility, and academic mobility. In programme mobility, supply services cross the border in the form of distance education, and franchising courses with the foreign institute, in student mobility consumer, moves to the service country, and in institute mobility service providers establish facilities to provide service in a foreign country through a joint venture with local universities, satellite campuses, branch campuses, in academic mobility teaching faculty, researchers move to another country temporarily to provide services (OECD, 2004).

The international mobility of students and faculty in search of knowledge has been observed since the 12th century when there was no pecuniary benefit but the new phenomena, the mass mobility of students along with the movement of the educational institutions by the establishment of branch campuses and offshore programs or virtual programs have symbiotic relationship with international trade. Moreover, the new perspective of higher education as a tradable commodity as a result of globalization has changed the treasured value of education from public good to private good.

Trade in Higher Education

In the discourse of globalization and internationalization, one of the important issues is the trade related to the cross-border delivery of higher education services. Robinson, 2008, defined some aspects of international trade in higher education service as "the explosion in borderless commercial e-learning, the franchising of offshore schools and campuses, and the sale of course material overseas are all features of an emerging multibillion-dollar trade in education. To date, this trade has been much more difficult to regulate and codify than trade in widgets or wheat". Generally, students move from developing countries to developed countries and institutes in the reverse direction. In each case money outflows from developing to developed. Both knowledge and money are accumulated in the hands of developed countries (Tilak, 2009).

According to UNESCO sources (UIS, 2018), in 2017 more than 5.09 million students moved across borders to pursue higher education. Nearly 60 percent of students moved to 9 countries in North America and West Europe. The USA is the host of the largest

number of international students. Next to the USA are the UK, Australia, France and Germany. According to data submitted by the Education Ministry in the Parliament, the rate of Indian Students going abroad increased to a year high from 4,54,009 in 2017 to 7,50,365 in 2022 (Hindustan Times, 7th February 2023). The number of students opting for higher institutions in Russia was 19,784. Some of the countries that Indian students moved for higher studies in 2022 were Singapore (17,085), Philippines (11,261), Kazakhstan (8,895), France (6,406), Italy (3,507), Uzbekistan (3,430), Malaysia (2,453), Netherlands (1,901), and New Zealand (1,605).

World's third largest higher education system, the Indian higher education system had 38.5 million student enrollment in 2019-20 with a gross enrollment ratio of 27.1 within the age group 18-23. The number of universities, colleges, and standalone institutions listed on all India survey on higher education are 1043, 42343, and 11779 respectively (AISHE 19-20). The total number of foreign students enrolled in Indian higher education institutions was 49348. The foreign students had come to India from 168 different countries across the world, out of which the major share is from Nepal 28.1 percent, Afghanistan 9.1 percent, Bangladesh 4.6 percent, Bhutan 3.8 percent, and Sudan 3.6 percent. In the financial year 2020 the estimated market size of which was 117 billion US dollars worth and is expected to reach 225 billion US dollars by the financial year 25. The country has become the second-largest market for e-learning after the U.S. This sector was expected to reach $1.96 billion by 2021 with around 9.5 million users (Education Industry Report 2023). The growth rate of Indian students going abroad to foreign students enrolled in Indian higher education institutes does not increase proportionately.

Conclusion

The process of internationalization has begun with co-operation. Scholarship programs like USAID, the Fulbright programme, the Colombo Plan, the British Council and the commonwealth programme are an example of international cooperation. European countries promote intraregional cooperation through Erasmus and Bologna programme. And the movements of students across countries are stimulated by these. On the contrary, the setting up of world-class private universities and worldwide rankings of universities are examples of competition. Private universities are set up with well-equipped infrastructure, and laboratories. Multinational companies have invested crores of rupees in research and development to attain ownership of research outcomes, publications, patents, etc. Patents and copyrights have made knowledge the source of income for companies. This helps the multinational and advanced universities situated in developed countries to accumulate resources and knowledge. Thus, the world is divided into two parts. The advanced and dominant parts have shadowed the marginalized, developing, and poor world. Inequalities become more prominent. There is little scope for a weak academic system or individual universities to compete in the highly competitive global market dominated by the world-class universities of developed countries. Overseas private institutions may have swamped the educational market of developing countries. Thus, globalization has aggravated the inequalities among countries and affected the education system (Altbach,2001**)**. Curriculum and research in higher education institutes are being designed to produce human resources as per the requirements of the market. The impact of GATS has changed the very idea of education from a public good to a private good. Its benefits are not reciprocated by developing nations like developed ones. The Stieglitz raised the patent issues that had promised to bring untold benefits to multinational companies. He wrote, "Patents often privatization of a public resource, of ideas that are largely based on publicly funded research. They create monopoly power and interfere with short run efficiency." (Stieglitz, 2003).

It is the concern about how the developing nations ensured the pressure of globalization in higher education. These nations can forge a set of policies that will prevent the affliction of higher education.

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Internationalizing Higher Education with Reference to National Education Policy—2020: The Road Ahead

Alok Gardia* and Deepa Mehta**

Globalization and rapid economic development, is accompanied by a rise in the global demand for post-secondary education. Globalisation is the process of transfering people, goods and services, money, information and ideas rapidly across national borders. It is having a major impact on higher education and in response to this, the massification and diversification of higher education are moving ahead, bringing about the marketization and commoditization of higher education together with increasing access (Ota, 2018). Higher education is the key to global development today for any country of the world. Knowledge is the driving force in the rapidly changing globalized economy and society and is a pivot of national progress. Therefore, all the countries are heavily investing upon education and knowledge systems. Quantity and quality of highly specialized human resources determine the competence of a country in the global market. Emergence of knowledge as driving factor is resulting in both challenges and opportunities. It is now well recognized that the growth of the global economy has increased opportunities for those countries with good levels of education and vice versa (Carnoy, 1999; Tilak, 2001; Stewart, 1996; Ilon, 1994). Due to such impact, today, internationalization of higher education has taken a big leap and the countries are opening their national boundaries for higher education centres.

Internationalization in higher education has become an increasingly important issue in most countries around the globe. Over the past two decades, the international activities of most universities have expanded in volume, scope and complexity. More signs of internationalisation are visible today as more students study abroad, as more universities from developed countries establish offshore centers in developing countries and as more for-profit providers begin to provide education programs at a global scale. Proponents of such developments argue that internationalization of higher education provides an important opportunity to expand access to deserving students, especially in countries with weaker higher education systems.

Higher education experts acknowledge that global capital has been invested heavily in knowledge industries worldwide, including higher education and advanced training (Altbach and Knight, 2006). Understandably, this investment reflects the emergence of the 'knowledge society', the rise of the service sector and the dependence of many societies on knowledge products and highly educated personnel for economic growth. The following major trends have given rise to the urge of internationalizing higher education:

- Student mobility (student studying outside their home country has risen);
- Staff mobility (the notion of 'brain circulation' is gaining currency, with a recognition that scientists working overseas very often return to their home countries in due course);
- Transnational education (universities setting shop in overseas locations; countries active in this provision include the USA, the UK and Australia);
- Increase in international teaching activities (concentrated in professional subjects such as business and IT); and
- International collaboration in research.

Higher education has now become a real part of the globalization process: the cross border matching of supply and demand. Consequently higher education can no longer be viewed in a strictly national context. This calls for a broader definition of internationalization, which embraces the entire functioning of higher education and not merely a dimension or aspect of it, or the actions of some individuals who are part of it (Qiang, 2003).

Provisions in NEP--2020

One of the most consequential recommendations of the recently released National Education

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Policy (NEP)–2020 is regarding internationalizing higher education. With a clear goal of making India a "global study destination" — the NEP has charted an ambitious roadmap for making internationalization of higher education a reality by 2030 (Sahoo and khan, 2020). This is very much clear and evident by the fact that NEP states, "selected universities, for example, those from among the top 100 universities in the world will be facilitated to operate in India. A legislative framework facilitating such entry will be put in place, and such universities will be given special dispensation regarding regulatory, governance, and content norms on par with other autonomous institutions of India." Accordingly, the Ministry of Education is preparing the Higher Education Commission of India (HECI) bill to pave way for foreign universities to open their branches in India. For instance, the Clause 20(4) of the draft HECI Bill 2020, specifies that "the Commission may lay down norms and accord approvals for setting up campuses in India by highly reputed foreign universities in the manner prescribed." Beyond facilitating foreign universities, the NEP aims at encouraging high performing Indian universities to set up campuses in other countries and forge collaboration and joint ventures with top global universities.

The NEP aims to attract top 100 QS World Ranking universities to open offshore campuses in India. The foreign universities would bring in programme and institution mobility. There are two views on opening foreign campuses in India. Those in favour argue that first, it would reduce the migration of Indian students and give those who cannot afford to go abroad an opportunity to study in foreign universities at home. Second, foreign campuses would bring knowledge, technology and innovative pedagogy to the country and set new standards in higher education, spurring Indian institutions to improve (Indian Express, 2020).

It will give an opportunity to such students who cannot afford to visit foreign institutions due to financial implications and at the same time it will bring updated content and technology to India so that entire scenario of higher education may be revived in the light of global practices.

The step taken is a significant stride in making Indian higher education global. India has one of the largest networks of higher education systems in the world, with almost 990 universities and 40,000 colleges. But India's Gross Enrolment Ratio (GER) in higher education is 26.3%, which is significantly low compared to other Brics countries, China (51%) or Brazil (50%), and much lower when compared with European and North American nations (80% or more). India must achieve pre-distinction in the arena of global higher education for sustainable economic growth, which should not be driven by natural resources, but by knowledge resources. According to reports, to accommodate a massive inflow of students, India will need another 1,500 new higher education institutions by 2030. The government wants to promote foreign direct investments (FDI) and open up the External Commercial Borrowing (ECB) route to strengthen the capital pool for the education sector. In her budget speech for 2021-22, Finance Minister Smt. Nirmala Sitharaman emphasised on the need for greater inflow of finance to attract talented teachers, innovate and build better infrastructures, and steps be taken to enable sourcing ECBs and FDI (City Today, 2021). All such provisions are the outcomes of draft policy on education. Before the promulgation of NPE–2020 the draft of the Policy released in 2019 stated following recommendations:

- Provide low-cost, quality education to attract international students
- Simplified visa and Foreigner Registration Regional Office processes and internship policies for international students
- Additional funds for Indian universities that aim to become attractive destinations for international students to develop specially designed courses. Special schemes that offer research scholarships to students from developing countries;
- Twinning, international research partnerships and more MoUs for mutual recognition of degrees will be encouraged;
- Global immersion programs for Indian students;
- Public and private Indian universities that meet specified eligibility criteria will be encouraged to set up campuses in select countries particularly in the global South;
- Select universities (those from among the top 200 universities in the world) would be permitted to operate in India. A legislative framework facilitating such entry would be put in place.

The above vision has been reiterated in NEP–2020 and it has been stated that the foreign players shall be attracted to Indian land for providing

opportunities of quality education to Indian students. Thus, it visions giving exposure of quality learning to Indian students in off shore centers of reputed universities of the globe.

Challenges to Address NEP–2020 Goals Concerning Internationalization of Higher Education

The International Association of Universities surveyed its institutional members on the practices and priorities of internationalization at their institutions. The key takeaways based on the findings from this survey are the following:

- Mobility of students and teachers is considered to be the most important reason for making internationalization a priority and is identified as the fastest growing aspect of internationalization.
- Brain drain and the loss of cultural identity are seen as the greatest risks of internationalization.
- Student, staff and teacher development; academic standards and quality assurance; and international research collaboration are ranked as the three most important benefits of internationalization.
- Lack of financial support at the institutional level is identified as the most important obstacle for internationalization.
- Distance education and the use of ICTs are noted as key areas for new developments.
- Faculty are seen to be the drivers for internationalization, more active than administrators and students.
- While two-thirds of the institutions appear to have an internationalization policy/ strategy in place, only about half of these institutions have budgets and a monitoring framework to support the implementation.
- Rationales based on academic considerations for internationalization ranked higher than rationales based on political or economic considerations.
- Intra-regional cooperation is the first geographic priority for Africa, Asia and Europe. Overall, Europe is the most favoured region for collaboration.
- Issues requiring attention include development cooperation, quality assurance/ accreditation, funding, and research cooperation.

The dimensions, which have been highlighted by the above survey, are developing cooperation, quality assurance/ accreditation, funding, and research cooperation. In order to internationalize higher education in India under perspective of NEP–2020 there is need to assess if above dimensions properly reflected in the whole gamut of higher education in India. Thus, in the light of above guidelines there is a need to examine the status of higher education in India for its possible internationalization.

With globalization emerged new aims, additional functions, activities/scope and actors attached to higher education, which also affected the internationalization of higher education. With the changes of the international context; the purpose, goals, meanings and strategies of internationalization of higher education also changed. (IAU, 2012) The changes include the following points: (Bulfin, 2009):

- New activities such as trans-boundary Mc Donaldization of HEIs;
- New aims such as preparing students for the global and the knowledge economy scenario;
- Serving the development of national identity, promoting the international competitiveness;
- Competence and accomplishment of stake-holders' specific rationales, institutional strategies and government policies to internationalize their HEIs' research; and teaching new actors such as industrialists, bankers and other stakeholders;
- Promotion of multiculturalism, peace and mutual understanding, quality of life.

Financial Challenges

The Centre has slashed allocation for education by about 6%, a 'glue grant' for better synergy among institutions and a single higher education regulator in the budget presented for 2021-22. But the allocation for the Ministry of Education has been cut to Rs 93,223 crore from Rs 99,311 crore, as per the budgetary proposals. Education ministry officials termed the cut "rationalisation" on account of the COVID-19 exigencies and said the allocation must be viewed vis-à-vis the revised budget estimates instead. Moreover, they said the budget cut will not impact higher education institutions as much as they will now get funding directly from the National Research Foundation instead of the ministry's budget (The economic times, 2021). Due to COVID-19 pandemic a financial crunch is observed at global level which is a bitter reality but as soon as the situation improves there is need to enhance fund for higher education so that the desired enhancement in man power and infrastructure in higher education may be developed. With attending financial implication it will be distant

dream to implement internationalization of higher education.

Strategies for Successful Implementation of NEP–2020

The challenges cited above have to be addressed by Indian education system to realize internationalization of Higher Education in Indian perspective specifically to fulfill the objective of NEP–2020. Some strategies for realisation of internationalization of higher education have to be addressed for its successful implementation are presented here.

Create Definite Policy for Institutions

India is second largest system of higher education in country with institutions of different size and stature. Each Institution has to evolve an effective policy for internationalization and act according to it.

Reorganization of Curriculum

Presently, the curriculum of Indian universities is not at par with international standards and therefore it may not suit the global trends. One of the most important pre-requisites will therefore be to reorganize curriculum according to global trends. Thus there is a need for all universities to revisit their curriculum and devise a curriculum at par with global trends and issues.

Administrative Aspects

Another important aspect of internationalization of higher education is restructuring administrative setup for international students. A separate administrative channel for global students need to be created for meeting specific needs of international students.

Recruitment of Quality Teachers

If education of global quality is to be introduced, there is a dire need of modifying our system of teacher recruitment. The present system need to be replaced with stringent recruitment mechanism where competent faculty members with good teaching skills need to be appointed.

Restructuring of Academic Programmes

At the outset there is a need to devise such framework where provision of academic programs is at par with higher education structure of the globe. An overview of all programs running at different prominent universities of the world may be inspected and plan of study may be design in a manner where maximum number of international students may be accommodated in different academic programs.

Enhancing Global Ranking of Indian Universities

India has just two universities among the world's top 400, as per World University Rankings 2021 released on Wednesday by the UK-based Times Higher Education (THE). While India saw a record 63 institutions that qualify for the Rankings, with an additional 14 universities since last year, more than any other country or region, there is very little to cheer about the outcome (Mint, 2021). Although the scenario is not very healthy, it is also true that the universities are gradually becoming better and their ranking will enhance if efforts are taken in right direction. Thus, it is of high priority that Indian universities should attend the quality parameters and try to enhance global ranking so that vision of NEP–2020 of internationalization of higher education may be realized.

Technological Enhancement

The Remote Learning Reachability report, issued by UNICEF expressed concerns over students from economically disadvantaged families struggling with access to remote learning. "Available data indicates that approximately a quarter of households (24 per cent) in India have access to the internet and there is a large rural-urban and gender divide. The learning gap is likely to widen across high, middle and low-income families, as children from economically disadvantaged families cannot access remote learning," it said.

The report further said that students, especially girls, from most marginalised communities do not have easy access to smartphones, and even if they do, internet connectivity is poor, and quality education content is often not available in vernacular languages (Hindustan times, 2020). A digital divide does exist in India in terms of access to and use of technology. Many institutions do not have seamless internet connectivity, which is a major threat to quality learning in present digital era and thus, in order to meet challenges of possible internationalization of higher education, every institution should equip with updated technology so that quality learning may take place. This is most essential for internationalization.

Appealing Fees Structure

The aim of internationalization of higher education is to invite students from all countries of the world at the same the off shore centres which universities are opening also need to care that students from underdeveloped and developing countries are not well off financially. Thus, a sound fee structure which rationalizes institutional expenses along with

needs of all types of students need to be developed so that inclusive approach in internationalization of higher education could be adopted.

Institution's Calendar Rhyming with Calendars of Other Countries

In line with curricular reforms needed for internationalization of higher education there is also a need to revisit the academic calendar of Indian universities. Across the globe, the academic calendar should rhyme together so that transnational movement may be feasible. In such a backdrop too there is a need to restructure the academic calendar of Indian universities.

Conclusion

The vision propounded by NEP–2020 concerning the internationalization of higher education is very promising. It emphasizes the need to revive the old tradition where scholars of all countries of the globe move across in pursuit of knowledge. Cross-border mobility has existed ever since the first colleges and universities were founded in the middle ages. This phenomenon ranges from the wandering medieval scholars of days gone by to futuristic visions of internationally networked students (Cheps, 2004). Nevertheless, the importance and context of the internationalization of higher education has changed radically over the centuries (Hahn, K., 2004).

Thus, internationalization is not a new phenomenon though it needs to be redefined again in term of present modern globalised world. Currently, Internationalization of higher education is broadly defined as a "process of integrating an international, intercultural, or global dimension in the purpose, functions or delivery of post-secondary education," (Knight, 2003 quoted in Altbach, et.al, 2009). It also includes a wider range of academic related activities such as student and staff mobility, internationalization and harmonization of curricula, quality assurance, and inter-institutional cooperation in teaching-learning, research and community services (Vught, n.d). The conceptual framework of internationalization is getting high momentum, therefore relationship between countries also seems to be dynamically changing to accommodate transnational education.

In such backdrop the NEP –2020, is recommending Indian higher education system to take a giant leap to facilitate reach of Indian education institutions at global level and at the same time inviting foreign institutions to India. There is a need to attend the challenges attached to internationalization of higher education by all educational stakeholders so that the policy vision may be realized in near future without which internationalization in full sense of term shall remain a distant dream.

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Significance of Kathmandu University in Higher Education of Nepal

Bhola Thapa, Vice Chancellor, Kathmandu University, Dhulikhel, Nepal delivered the Welcome Address at the 29th Convocation Ceremony (First Phase) of the Kathmandu University, Dhulikhel, Nepal on December 13, 2023. He said, "As you embark on a new journey, I want you to remember that you have the right skills, reputed degrees, and a winning mindset. At Kathmandu University, we take pride in your achievements, and we consider you as our global ambassadors. I am confident that you will make the best use of your education to explore transformative possibilities and solve the crisis facing our society and the globe." Excerpts

I am delighted to be standing here today to award the coveted degrees to 1,838 graduates who have made Kathmandu University their second home during their graduate or postgraduate studies. A convocation ceremony is a moment to cherish, as it marks the culmination of years of hard work of the students and the dedication and sacrifice of their parents. It is also a major threshold in a person's life, as it marks a transition from the comfort of the university to the fiercely competitive and fast-paced market of the professional world.

Let me begin by addressing our graduates directly. Today, as I look at your happy faces and brimming eyes, I am confident that each one of you is prepared to step out of your comfort zone with confidence yet with humility.

I ask you to take a moment to consider that we are living in an era of great transitions globally and in Nepal. As we gather here today to celebrate the important milestones in our lives, the closing ceremony of the 28th Convention on Climate Change is currently taking place in Dubai. As one of the world's most vulnerable countries to the effects of climate change, Nepal has a big stake in climate negotiations. I am glad to mention here that Nepal has made a significant presence in climate negotiations this time and scholars and scientists of Kathmandu University were proud to contribute to the process. This is evident in the fact that UN Secretary-General Antonio Guterres made a passionate call on behalf of Nepal. He said, "Nepal's mountains are crying out for help, and COP28 must respond". It was equally heartwarming to see Rt. Hon'ble Prime Minister Dahal makes a strong case for ensuring climate justice and reparation for loss and damage from climate change events.

Rt Hon'ble Prime Minister and Chancellor, as you are well aware, we at Kathmandu University have already made significant investments in the research and development of green hydrogen. The transition from fossil fuels to green hydrogen is the need of the day to maintain global warming within 1.5 degrees Celsius above pre-industrial levels.

Since the beginning, Kathmandu University has been producing experts committed to addressing climate change and promoting sustainable development through various academic programmes in environmental science and engineering, with specialisation in subjects such as Glaciology, Natural Resources, Wildlife Management, Planning and Operation of Energy Systems, and Energy-Efficient Building Design, to name a few. In line with this progressive strategy, the university has launched a bachelor's degree programme in Mining Engineering. We have put all our efforts into promoting green mining practices on an industrial scale.

I am also happy to mention that we have started multidimensional research on cannabis, exploring its scientific, medical, therapeutic, agricultural, economic, and cultural usage, along with its policy implications. That, I believe, will strengthen Kathmandu University's research and development initiatives.

I would now like to take a moment to highlight the challenges facing Nepal's higher education and the endeavor Kathmandu University is putting on to address them. Last year, from this stage, I announced that the student intake at Kathmandu University was only 70 percent. This year, I am happy to announce that we have filled over 85 percent of the seats at the undergraduate level. However, I want to stress the fact that the exodus of Nepali students for higher education abroad has led to a fall in overall student intakes in Nepal's universities in the past years.

The low intake rate has depleted the resources of self-funding universities like KU, which directly hampers teaching and research practices. But this phenomenon must not be taken as the problem of the universities alone. With a significant section of our

outgoing graduates settling permanently in foreign countries, we already face a lack of intellectual and skilled human resources required for national development. This problem needs urgent national policy attention.

At Kathmandu University, we realised that we cannot hold back our graduates if we cannot provide them with a sense of job security. Therefore, from this year onwards, we have started an automatic employment scheme through the Academia-Industry Collaboration initiative. Under this, we offer guaranteed employment to our top graduates for one year within the university or partner institutions. We have also set up a seed fund for equity investment worth Rupees 14 million in the startups of our graduates. We are doing everything possible to provide a cushion to our graduates, so they stay back in the country and create opportunities here.

But efforts from a single institution like ours have their limits. The current crisis in Nepal's higher education sector results largely from structural problems that need strong policy interventions. It was with this realisation that we recently organised a national conference of Vice Chancellors and top academic leaders of the country to devise a joint roadmap for the higher education sector. I would personally like to express my gratitude to Rt. Hon'ble Prime Minister for his gracious presence and valuable guidance on the occasion. We are also hosting over 250 vice-chancellors from India, South Asia, and elsewhere for the Conference of the Association of Indian Universities–North Zone, which is scheduled to take place on February 15-16, 2024. One of our agendas for the conference is the Internationalisation of Nepal's higher education.

Talking about Internationalisation, we are set to begin new programmes in international locations. We have already begun a Bachelor in Yogic Science and Wellbeing course in Tirupati in India; we will soon commence programmes in Management and IT in Australia; and we are planning to start a programme in Buddhist Studies in Hong Kong.

Moreover, within the country, we are expanding our research and development programmes in areas such as engineering and technology to advance the fields of health and medicine as we are committed to advancing healthcare through technological innovation. As a concrete step in this direction, we have introduced a Master's in Health Informatics, a multidisciplinary programme that integrates information and communication technology into health systems. With a firm commitment to making healthcare services cost-effective, accessible, and up-to-date with global advancements, Kathmandu University is committed to and working towards establishing a super-specialty hospital as soon as possible. Our Mental Health Research Center and Hospital is already in operation and a dedicated Diabetic Research Center and Hospital will come into operation soon.

The final instance of transition I wish to discuss today is the technological disruption artificial intelligence has brought in recent years, especially in the past year with the introduction of GPT-4. Not only has AI revolutionized the way we use internet technologies, but it has also brought into question the very notions of intelligence and research. In keeping with the times, we have already been running a programme in Artificial Intelligence, and we have the first graduates from that programme today. At Kathmandu University, we are firmly committed to building institutions that support innovation and entrepreneurship and define intelligence in a new way. The recent inauguration of the Nepal Technological Innovation Centre is a testimony of our efforts at cutting-edge research and innovation while keeping human connections at the centre.

In fact, the life story of today's chief guest, Dr Gauri Shankar Lal Das, is a living example of using knowledge for the betterment of humanity. Having served as a physician for almost three-quarters of a century, Dr Das has made immense contributions to developing Nepal's health systems and policies. I am confident that today's graduating students will take inspiration from Dr Das and work towards using their knowledge and expertise to serve humanity and make this world a better place. I thank Dr Das for his gracious presence on this special occasion.

Dear Graduates, As you embark on a new journey, I want you to remember that you have the right skills, reputed degrees, and a winning mindset. At Kathmandu University, we take pride in your achievements, and we consider you as our global ambassadors. I am confident that you will make the best use of your education to explore transformative possibilities and solve the crisis facing our society and the globe. And what adds to my confidence is that this time, out of the 1,838 graduating students, 54 percent are girls. Kathmandu University takes pride in the fact that our women graduates outnumber men and that we are on the right track when it comes to ensuring gender justice and equality in Higher Education.

Finally, let me remind you that once a KU family member, you are always a KU family member. Kathmandu University is eager to see you conquer the world tomorrow as better humans than your own self yesterday. ❑

Future of the Nation Lies in the Hands of Students

Uma Bhardwaj, Vice Chancellor, Noida International University, Noida, Uttar Pradesh delivered the Convocation Address at the 18th Convocation Ceremony of the Pokhara University, Kaski, Nepal on February 20, 2023. She said, "I feel that higher education must be shaped into a prospective one and every graduate of today should do a SWOT analysis and look forward to a prosperous country. Initiatives to be taken by all the universities to link research and industries together, to improve and see a better global economy. All students are the human resources for Nepal and the whole world. The future of Nepal lies in their hands as with their endeavors they can change their country into a developed nation. This vision will become a truth through the devoted and dedicated efforts of students which will benefit the common masses, who are below the poverty line and whose literacy level is much below the country's average." Excerpts

It's a matter of pride for me to be addressing the students who are graduating today on this convocation day. It's a great day for them in their life as their life is changing and they are going to grow. Life means more and more and they are going to grow, after all, they have graduated from a University that is famous and believes in educating people which in turn believes in inculcating a sense of pride, a sense of responsibility and also believes in inculcating a sense of ownership and in a system of culture and tradition. It is also very important that being a skilled professional one should be a great human being also.

Education is all about empowerment. You start empowering yourself first. Education leads to your understanding, and ability to analyse, comprehend and acquire a skill set that makes you do things in the right manner, take the example of a mobile system, by using it you can do anything and anything. A mobile with just 4GB RAM, can transfer money, you can talk, and also share your views across the internet. You can go across the globe, which was not possible 30 years ago. Today, you don't have to go to the bank for money transactions. The technological revolutions are the product of the 'Human Mind', it is after all the comprehension and ability of the human mind to analyse, understand, and then dedicate its knowledge to develop new things for many more generations to come and help them evolve with all the developments available from the past and present to move towards a brighter and enchanting future.

Convocation is a moment of grandeur in the life of students as they feel honored for their achievements and their mentors. I extend my warm congratulations to students who are recipients of degrees during this Convocation. Let this success be the beginning to be capped with more successes in the future ahead. The underpinning laid down in this University will help the students to face the challenges of life assuredly. Concentrate within, concentrate on yourself, and new things will come out. Similarly, the mentors feel gratified seeing the students whom they have trained to face the challenges of life in every way. On this occasion, I congratulate the mentors for their efforts and wish them all success.

University is the knowledge server that focuses on the dissemination of knowledge, academics, research, and innovation for the creation of intellectual ability. Teaching and research must go together. To propel research in the country, we at the University, have to nurture young minds with the right frame of mind and infrastructure to think out-of-the-box and prepare a new breed of scientists. The University shall take the initiative for employment of students through campus selection. The university should be functioning very effectively, and they have been imparting education and producing skilled doctors, engineers, managers, etc.

The environment inside the campus shall be very peaceful and spiritual. In our country, people have started searching for quality assurance in higher education given all the problems and challenges faced by them for rapid industrialization and sustainability of an agriculture-based economy, it is very important to focus and keep track of the student's career path.

I feel that higher education must be shaped into a prospective one and every graduate of today should do a SWOT analysis and look forward to a prosperous country. Initiatives to be taken by all the universities to link research and industries together, to improve and see a better global economy. All students are the human resources for Nepal and the whole world. The future of Nepal lies in their hands as with their endeavors they can change their country into a developed nation.

This vision will become a truth through the devoted and dedicated efforts of students which will benefit the common masses, who are below the poverty line and whose literacy level is much below the country's average. Here, I would like to quote Dr. Abdul Kalam ji, "We should all create a nation that is one of the best places to live in on this earth and which brings smiles to a billion faces."

My Dear Students, I would like you to remember the words of Swami Vivekanand to excel in life. "Take up one idea. Make that one idea your life, think of it, dream of it, and live on that idea. Let the brain, muscles, nerves, and every part of your body be full of that idea and just leave every other idea alone. This is the way to success."

Pokhara University was established in 1997 AD with a vision 'to be a leader in the promotion of education through quality education and community service.' It already provided affiliations to 66 colleges around the country. Running Programmes: MPhiI +PhD+ Graduate + Nongraduate 64. Students: 37000+. Yearly Budget: 15 Million, Yearly Scholarship: Graduate + Nongraduate: 1000+.

Noida International University (NIU) was established by the U.P. Legislature in 2010 and under Section 2(f) of the UGC Act, 1956. The University, through its 12 schools, offers various multidisciplinary programmes. NIU has been a strong advocate of uplifting the medical infrastructure in the country and proving its commitment to providing affordable healthcare facilities to the masses globally.

The education sector has been long overdue to adopt technology trends. The latest educational technology trends are a refreshing change. Since the pandemic transitioned learning from the classroom to home, we have witnessed new ways of educating.'

Innovative trends in educational technology provide opportunities to fulfill growing education needs. Solutions like online classes provide a way to keep classes going, and trends like augmented reality and immersive learning are fundamental to leverage growth and elevate the learning experience.

Since the pandemic made distance learning necessary, it presented a unique opportunity to adopt digital trends that can adapt and carry over to in-person instruction. The emerging trends in educational technology focus on connectivity, versatility, and student-centered learning. E-learning, Video-assisted Learning, Blockchain Technology, Growing Big Data, Artificial Intelligence, Learning Analytics, Gamification, Immersive Learning with VR and AR, STEAM, Cloud Technology, Asynchronous Learning.

As close neighbours, India and Nepal share a unique relationship of friendship and cooperation characterized by open borders and deep-rooted people-to-people contacts of kinship and culture. Recently, both Prime Ministers attended a special ceremony arranged by the Lumbini Development Trust under the auspices of the Nepalese Government to commemorate the 256 6th Buddha Jayanti. The Hon'ble Prime Minister of India Shri Narendra Modi spoke to a big gathering of monks, executives, dignitaries, and others involved with the Buddhist community during the ceremony.

India's economy is getting richer by billions of rupees collected as educational fees from Nepali students every year.

The number of Nepali students in India is the highest among all foreign students, according to the records kept by the Ministry of Human Resource Development. The India—Nepal Treaty of Peace and Friendship of 1950 forms the bedrock of the special relations that exist between India and Nepal. The previous s trade treaty revised in 1996 can be considered as a turning point in the trade relations between the two countries.

Cultural Relations India and Nepal share traditional cultural bonds and people-to-people relations. Indian culture is popular among all strata of Nepalese society. As part of cultural exchange programmes many well-noted artists and troupes visited Nepal. Conservation of Monuments in Pasupathi Nath Temple Complex, Kathmandu.

National Education Policy–2020 has marked an epoch of development in the educational landscape of India. The policy envisions an India-centred education system compatible with transforming India into a vibrant knowledge society. NEP–2020 focuses on five pillars: Affordability, Accessibility, Quality, Equity, and Accountability—to ensure continual learning.

Finally, before I conclude, I congratulate once again the recipients of degrees and medals. I wish them a very bright future and this University all the success.

Thank you ❑

CAMPUS NEWS

Celebration of Convocation Ceremony at NIT Rourkela with Record Female Representation

The National Institute of Technology, Rourkela celebrated its 21st Convocation Ceremony on January 20, 2024. Mr. Polavarapu Mallikharjuna Prasad, Chairman-cum-Managing Director, Coal India Limited was the Chief Guest of the event. In his address, he urged the graduands to seize the exciting opportunities in India's rapidly growing economy, emphasising the nation's role as a global growth engine.

During the occasion, a total of 1988 degrees, including several dual degrees were awarded. Notably, the female-to-male ratio at the institute has soared to 1:4, with women comprising over 20% of the graduating class. The ceremony witnessed a remarkable rise in the number of female graduates across various programmes, with 457 women completing their academic journey. The Gold Medal Winners, Branch Topper Medalists, and Endowment Awardees were honored, showcasing academic excellence and research achievements. Eight students received the prestigious Institute Gold Medal, and Distinguished Alumnus Awards were presented to four outstanding alumni across academia, industry, and management.

Prof. K Umamaheshwar Rao, Director of NIT Rourkela highlighted the institute's achievements in sponsored research projects, patents, and faculty recognition. NIT Rourkela's commitment to diversity and student well-being was emphasised, showcasing the nurturing of more than 50 startups at FTBI, with a focus on emotional and psychological support through Institute counseling services.

Capacity Building Programme on National Education Policy–2020

An eight-day Capacity Building Programme on 'National Education Policy 2020 Orientation and Sensitization Programme' was organized by Malaviya Mission Teacher Training Centre (MMTTC), Central University of South Bihar, Gaya, recently through online mode. About 200 participants from various states registered themselves for the programme.

During the Inaugural Session, Keynote Speaker, Prof. Harikesh Singh, Former Vice Chancellor, Jaya Prakash University (JPU), Chapra highlighted the role of constitutional values, human values, and ethics in higher education and delineated the process of how to become *Raja Dashrath* by practicing *Sanatana* values rather than ignoring the values and become *Dashanana*. Further, he highlighted the significance of the National Research Foundation (NRF) for improving the quality of frontline research in the field of education. Prof. Kameshwar Nath Singh, Vice Chancellor, Central University of South Bihar (CUSB), Gaya highlighted the importance of skills in higher education i.e., academic, professional, vocational, and life skills that help the holistic development of students. Further, he appealed for making *Viksit Bharat* keeping in mind the significance of the 4D's i.e., Decolonization of Mindset, Digitalization, Decarbonization and Decentralization to Address the Issues and Challenges of 21st Century. Further, he expressed *Bhartiya Talent* in the form of the equation that Indian Talent + Information Technology = 'India Tomorrow'.

Prof. Sudhanshu Bhushan, National Institute of Educational Planning and Administration (NIEPA), Delhi gave an overview of multidisciplinary, pluridisciplinary, interdisciplinary, transdisciplinary, cross-disciplinary curriculum, the relationship between curricular structure and curricular growth and explained restructured curriculum and its effect on employability and needs of the market.

Prof. Kopella Narayan Praduvi Raju, Banaras Hindu University, Varanasi emphasized the Bhartiya Knowledge System overview and methods of ancient sources of knowledge that were in the great texts of *Vedas, Upanishads, Puranas*, etc. and great masters such as *Charaka, Kanad*, *Bhaskara,* etc.

Prof. Pawan Kumar Sharma, Chaudhary Charan Singh University (CCS) University, Meerut pondered upon *'Bhartiya Gyan Parampara'* and cited various references like *Agastya Samhita* and *Vaimanika Shastra*, how can it be incorporated into the curricula and content writing for achieving the target of NEP–2020.

Prof. Chandra Pal Singh Chauhan, Aligarh Muslim University (AMU), Aligarh stressed the expansion and transformation of the higher education

system to ensure the social relevance of higher education in *Bharat* about NEP–2020. He said that transformative and radical changes in higher education systems like multiple disciplinary and integrated education institutions, ability enhancement courses, MERUs, and research-intensive universities will be helpful to develop the research ecosystem and quality education at every level across the nation.

Prof. Kumar Suresh, Head, Department of Educational Administration (DEA), National Institute of Educational Planning and Administration (NIEPA), New Delhi described different types of leadership, like academic leadership, executive leadership, transactional leadership and creative leadership. He also discussed the skills of academic leadership and its different models.

Prof. Chandra Bhushan Sharma, Former Chairperson, National Institute of Open Schooling (NIOS), Delhi discussed the effect of globalization and internationalization of higher education on the education system and economy of *Bharat*. He also gave examples of the ancient Indian world-class universities like Nalanda, and Taxila's international education practices for understanding the purpose of the internationalization of education which is empowering and enlightening the people of the world through education.

Prof. Brajesh Kumar, CUSB explained how higher education helps to build a good, enriched, and healthy society and provides a quality of life through research, innovation, and employability. Further, he said that there is a need to increase the funds for maintaining the standard of quality education and quality research in the field of education. Prof. Venktesh Singh, Coordinator, Internal Quality Assurance Cell, CUSB, Gaya expressed his views on research quality and networking with global bodies. He also highlighted a comparative analysis of the quality of research in *Bharat* with other countries.

Prof. Durg Vijai Singh, Director, Research and Development Cell, CUSB, Gaya spoke on research proposal development, management and quality publications. He talked about different research funding agencies, opportunities, basic considerations for preparing project proposals, procedures, and criteria for evaluating proposals. Prof. Atish Prashar, Former, CUSB Gaya stressed promoting vocational and entrepreneurial education at higher education across the country which helps to increase employability skills and even helps to make India '*Atamnirbhar Bharat'*. Prof. Nagendra Singh, Regional Institute of Education (RIE), Ajmer highlighted the significance of equity and inclusivity in higher education for promoting access and achieving excellence. Further, he discussed the different policy perspectives, Govt. as well as local level initiatives, and ancient practices to know how educational institutions can be connected with their surroundings and community.

Prof. Rajani Ranjan Singh, Dr. Shankuntala Misra National Rehabilitation University (DSMRU), Lucknow expressed his views on equitable and inclusive education in higher education and cited the different pedagogical practices for inclusion in higher education like UDL, IEP and pedagogical practices like pedagogy, andragogy and heutagogy along with diagnostic assessment.

Prof. Pradeep Kr Misra, NIEPA highlighted the significance of ICT in education in terms of access, inclusion, and quality education and emphasized that technology is a tool or technique to make the teaching-learning process conducive. Prof. Ravi Kant, CUSB Gaya discussed various teaching strategies like LMS, collaboration, inclusive practices, etc. to use in the era of today's digitally and technically sound world.

On the concluding day, Prof. Prakash Chandra Agrawal, Principal, RIE Bhubaneswar suggested reducing the course to the school level and encouraged the students to involve experiential learning, visit the local arts, Rashtriya Avishkar, visit the labs, ITI Polytechnic and higher-level education institutions to promote higher order-thinking skills. Further, he also suggested collaborative efforts to develop the career interest and holistic development of students by visiting educational institutions, industries, and Rojgar mela, integrating the local artisans and industries with school and higher education, community involvement, and linkage between academia and industries, provision of professor of practices, NMMS, NVEQF, innovation hubs, and incubation centers in the education institutions, etc. for radical change in the education system.

Prof. Kameshwar Nath Singh, Vice Chancellor, Central University of South Bihar said that the university is dedicated to *Viksit Bharat @2047* is the Motto of CUSB for the year 2024. He said that there is a need to focus on '*Panchkoshiya Shiksha'* for the holistic development of learners and focus on 'Nationalization, Indianization and

Spiritualisation' and 'GYAN' (*Garib, Yuva, Annadata* and *Nari Shakti*) that leads to achieving the goal of *Viksit Bharat 2047*. The inaugural and valedictory sessions of the event started with '*Saraswati Vandana'* and 'University *Kulgeet*' and ended with the National Anthem. The programme was Coordinated by Dr. Tarun Kumar Tyagi, Director, Malaviya Mission Teacher Training Centre, Central University of South Bihar, Gaya and moderated by Lt (Dr.) Pragya Gupta, Assistant Professor, Department of Education, CUSB, Gaya.

Based on the discourse by eminent resource persons and feedback received by participants, it is concluded that Bharat-centric education, the judicious blend of '*Bhartiya Gyan Parampara'* and 'Modern Education System' will be helpful to ensure equitable and inclusive education for all, cater the need of 21st century learners and fulfill the need and aspirations of the dynamic society.

National Seminar on Reconditioning Indian Tradition and Culture at Chhatrpati Shahu Ji Maharaj University, Kanpur

A two-day National Seminar on 'Reconditioning Indian Tradition and Culture through NEP-2020: Multilingual, Multicultural and Multidisciplinary Educational Approaches' is being organized by the Department of Lifelong Learning and Extension, Chhatrpati Shahu Ji Maharaj University, Kanpur from March 01-02, 2024 through hybrid mode. The Event is sponsored by the Indian Council of Social Science Research (ICSSR), New Delhi. The primary goal of the event aligns harmoniously with the overarching vision delineated in the National Education Policy (NEP) of 2020, which places substantial emphasis on fostering a deep-seated sense of pride and reverence for India's opulent heritage and culture within the realm of educational institutions spanning schools and Higher Education Institutes (HEIs). The event acts as a platform to craft pragmatic strategies for the seamless integration of India's multifaceted indigenous knowledge systems—encompassing tribal lore and local sagacity—into the very foundations of national curricula's pedagogical frameworks.

Observing the NEP as an instrument for conserving India's cultural heritage, the event envisions a realm wherein novel ideas are incubated to reinvigorate imperiled languages, arts, and traditions by reconceptualizing their roles within our modern educational policies. Ultimately, it is committed to deliberating upon strategies that facilitate the effective execution of a comprehensive, multicultural, and multidisciplinary educational paradigm, one that seamlessly accommodates the array of socio-economic backgrounds amongst scholars and academicians. At the heart of the seminar's agenda lies the cultivation of a multidisciplinary ecosystem that reveres the multicultural tapestry of Indian society within the modern pedagogical landscape. It will cast a spotlight on the existing state of 'Humanities and Social Science' within the contours of Indian curricula, accentuating the richness and inclusivity that define the integration and teaching of liberal arts disciplines across both public and private educational establishments. The Subthemes of the Event are:

- NEP—2020: Prospects, Challenges, and Implementation Strategies.
- Fostering *Atmanirbhar Bharat*: Nurturing Youth for Tomorrow's Trials via NEP.
- Vocalizing Local Voices: Embracing NEP for Cultural Expression.
- Skill Development in a Globalized Era: Imperatives and Significance.
- ICT's Role in Pedagogical Training: Empowering Educators.
- Resurrecting Lost Traditions: A Journey with NEP.
- Reviving Indian History and Culture in the Modern Context.
- Indigenous Knowledge Systems: Indian Scriptures and Societal Relevance.
- Interdisciplinary Horizons: Theories, Practices, and Values in Education.

For further details, contact Convenor, Dr. Manas Upadhyay, Assistant Professor, Department of Lifelong Learning and Extension/Sociology, Chhatrapati Shahu Ji Maharaj University, Kanpur – 208024, Uttar Pradesh, Mobile No: 09936262920, 09026014470, E-mail: *conference2024@csjmu.ac.in.* For updates, log on to: *https://sites.google.com/csjmu.ac.in/national-seminar-nep2020/*

International Conference on Artificial Intelligence

A two-day International Conference on 'Artificial Intelligence for Society' is being organised by the IIMT, Bhubaneswar, Odisha from May 18-19, 2024. The event provides a platform to discuss and share

knowledge on information technologies, humanities, social sciences, arts, and sciences. It includes broader societal and cultural impacts of Artificial Intelligence on people. The primary goal of the event is to invite original papers from academicians, researchers, and industry practitioners across the world from the fields of Artificial Intelligence for growth and development in society. The objective of the event is to promote scientific research and developmental activities in the fields of Artificial Intelligence for growth and development in society.

The digital revolution has already changed the way people live, work and communicate. And that's just the beginning. But the same technologies that have the potential to help billions of people live happier, healthier, and more productive lives are also creating new challenges for citizens and governments around the world. From election meddling to data breaches and cyberattacks, recent events have shown that technology is changing the way we think about privacy, national security, and perhaps even democracy itself. The Topics of the Event are:

Societal Diversity

- Society Research Agenda.
- Society Challenges and Opportunities.
- Human-centered Society.
- Drivers and Enablers for Transformation.
- Human Skills in Society.
- New Leadership.
- Gendering of Skills.
- Stereotypes (Age, Gender, (Dis)Abilities).
- Accessibility of Technologies Across Borders (Countries, Societal Levels, Disciplines).
- Inequality in Software Development.
- Democratization in Technological Development.

Innovation in the Digital Age

- Open Innovation.
- Big Data Analysis.
- Innovation Development.
- Online Collaboration for Design and Innovation.
- Knowledge Visualization.
- Collaborative Online International Learning (COIL).
- Creative Teaching.
- Cross-Cultural Teaching and Learning.
- Institutional Structures for Education.
- New Learning Methods.

Healthcare Systems

- AI for Drug Development.
- Personalized Medicine.
- Electronic Patient Records.
- Care Robots, Therapy Robots.

Human-system Interaction Scenarios

- Collaboration between Humans and AI.
- Automating Knowledge Work.
- Conversational AI.
- Resilient Socio-technical Systems.
- Social Robots.
- Human-interpretable and Machine-Interpretable Modeling.
- Autonomous Driving.
- Mobility as a Service.
- Smart City.

International Collaboration

- Cultural Differences in Business.
- Cross-cultural Communication and Trust.
- Collaboration Across Borders, Cultures, and Languages.
- Digital Supply Chain.
- Future Banking.
- Sustainable Finance.
- Digital Financial Management.
- Cryptocurrency.

Business Information Systems

- Cyber Security and Resilience**.**
- Data Privacy.
- Risk Management.
- Business Continuity Management.
- Whistle Blowing.
- Cyber-physical Systems.
- Internet of Things.
- Digital Twins.
- Digitalization of Business Processes.
- Conceptual Modeling.
- Business Integration Strategy.
- Digitalization of Products.
- Emerging Markets.

- Human Capital.
- Business Agility.
- Digital Transformation.
- Circular Economy.

For further details, contact Ms Soma Mitra, ConferenceSecretary,InterscienceInstituteofManagement and Technology, Bhubaneswar-752024. Mobile No: 07978030110, E-mail: *secretary@interscience.ac.in.* For updates, log on to: *www.iimt.ac.in/event/*

AIU News

AIU Delegation Visit to Higher Education Institutions in Taiwan

On the invitation of the Taipei Economic and Cultural Center in India, the Ministry of Education and Culture, Taiwan, a seven-member delegate from the Association of Indian Universities (AIU), New Delhi visited Higher Education Institutions/Corporates in Taiwan during October 08-14, 2023. The delegation comprised of Prof G D Sharma, President AIU and Vice Chancellor, USTM, Meghalaya, Prof V K Pathak, Vice President AIU and Vice Chancellor, Central University, Kanpur, Uttar Pradesh, Prof Pankaj Mittal, Secretary General AIU, Prof Neelima Gupta, Vice Chancellor, Dr H S Gaur Central University, Sagar, Madhya Pradesh, Prof S P Bansal, Vice Chancellor, Central University of Himachal Pradesh, Prof R M Pant, Vice Chancellor, Central University, Assam, and Prof K K Raina, Vice Chancellor, MS Ramaiah University of Applied Sciences, Bangalore.

The Delegation visited the National Kai-shek Memorial Hall followed by a visit to Dadaocheng area in Taipei on October 10, 2023, the National Day of Taiwan to understand the cultural heritage of Taiwan. The Delegation also attended Yushan Forum: Asian Dialogue for Innovation and Progress. Mr Sujit Kumar, Hon'ble Member of Parliament, Government of India, and other leaders across Asia met the delegates. The theme 'Talent Conservation in Asian Countries and its Sustainability' was in focus.

The Vice President of the National Taipei University of Technology (Taipei Tech) hosted the delegates. Taipei Tech is one of the prominent Technology Universities in Taiwan with a strength of about 25,000 students. The various teaching and innovation laboratories were also targeted during the visit. The interaction with Deans of faculties led to exploring the areas of mutual interest between the two countries. Further, Mr Mon-chi Lio, Deputy Minister of Education hosted the dinner of Senior Presidents and Vice Chancellors of various top Universities of Taiwan.

During the visit to National Central University, Taiwan, Mr Jou, University President introduced the delegates to the Senior leadership team of the University followed by a visit to various University facilities and laboratories. Later on visit to National Tsing Hua University and National Yang Ming Chiao Tung University, Taiwan was indeed very fruitful and interactions led to exploring opportunities for tie-ups in the frontier areas of Semiconductor Technologies. The delegation also visited National Chung Hsin University and National Cheng Kung University. The observations of the delegation are:

1. All Universities are very cooperative and extended full support and warm welcome.
2. Some of the Universities have Indian students who pursue PhD and Postdoctoral works in the futuristic area. The delegation met a group of students who were very happy and enthused. They expressed satisfaction with the work they carry out. We invited them to visit our universities after their return to India. They are brand ambassadors of the Indian Education system overseas.
3. There is a great scope of partnering between Indian Universities and Taiwanese Universities especially in the domain areas of semiconductor device Fabrication, Packaging, Computer Science, and allied areas like Artificial Intelligence, Machine cum Deep Learning, Data Analytics, and Environment cum Forestry.
4. The environment for collaboration is very conducive to the thought process and love they showed for the Indian Education System.
5. A few Indian Universities can sign MoUs with Taiwan Universities once their delegation visits India in one of the forthcoming months.
6. Any other ❑

Announcement
Special Issue of 'University News'

A **Special Number of the University News** on the theme ***'Higher Education@2047'*** is being brought out in the Month of April, 2024.

The **Special Issue** will cover the articles of eminent educationists on the afore-mentioned theme. Readers of the University News are also invited to contribute to the Special Number by submitting papers/articles on the above theme by **March 15, 2024**. The papers will be published in the Issue subject to the approval of the Editorial Committee of the University News. The contributions are invited on the following Subthemes:

Digital Transformation in Higher Education

- The Future of Credentialling: Digital badges, Micro-credentialing and Online Degree
- AI and Analytics in Higher Education: Transforming Decision Making
- Faculty Development and Digital Pedagogies: Empowering Educators

Integrating Bhartiya Knowledge System (BKS) with Higher Education

- Using Bhartiya Knowledge System-based Approach for Teaching-learning for Holistic Development.
- Bhartiya Knowledge System in Sustainable Development.
- Embedding Bhartiya Knowledge System for Futuristic Education.
- Ancient Bharatiya Wisdom in Modern Context: Everlasting Relevance of Indian Knowledge System Heritage for Human Development.
- Return of the Vishwa Guru Status: Strategies to Maintain and Propagate Ancient Indian Wisdom for Global Welfare.
- Embedding Indian Traditional Knowledge into Advanced Scientific Research and Futuristic Technology to Optimise the Advantages.
- Traditional Tribal Knowledge Treasure in India: How to Make Best Use of.
- Challenges in Communication and Dissemination of Traditional Knowledge.

Future of Work and Skill Development

- Sustainable Careers: Navigating a Dynamic Workplace.
- Human-centered Skills in a Tech-driven World: Soft Skills and Emotional Intelligence.
- Resilience & Adaptability: Impact of Gig Economy on Higher Education.

Nurturing Research and Innovation Ecosystem

- Collaborative Research Networks: Fostering Interdisciplinary Research.
- Entrepreneurship and Innovation: From Idea to Impact.
- Innovative Funding Models for Research.

Globalization and Internationalization of Higher Education

- International Collaborations and Partnerships: Building Bridges for Higher Education.
- Global Higher Education Policy and Regulation: Harmonizing Standards.
- Student Mobility and Diversity: Enhancing International Experience.

Any Other Relevant Subthemes

Guidelines for contributors are placed on the AIU Website. Manuscripts may be sent to the Editor, University News, Association of Indian Universities, AIU House, 16 Comrade Indrajit Gupta Marg (Kotla Marg), New Delhi- 110 002 through E-mail: ***ramapani.universitynews@gmail.com*** with a copy to: ***universitynews@aiu.ac.in*** on or before **March 15, 2024.**

THESES OF THE MONTH

HUMANITIES

A List of doctoral theses accepted by Indian Universities
(Notifications received in AIU during the month of Dec 2023-Jan 2024)

Geography

1. Band, Archana Mahadeo. **Solapur Jilhyateel Mada va Sangola Tehseelamdhel loksankhya va gramin vasticha bhogolik abhyas**. (Dr. N T Deshmukh), Department of Geography, Swami Ramanand Teerth Marathwada University, Nanded.
2. Bhavankar, Gajanan Gangadharrao. **Manar kho-yateel gramin vasahteecha bhogolik abhyas**. (Dr. Pastapure B N), Department of Geography, Swami Ramanand Teerth Marathwada University, Nanded.
3. Kamble, Kamlesh Ramchandra. **Socio-economic status of scheduled castes in Sindhudurg District: A geographical analysis**. (Dr. Bhise D P), Department of Geography, Swami Ramanand Teerth Marathwada University, Nanded.
4. Kanade, Pallavi Kanteppa. **Bidar Jilhyateel paryatan sthalancha bhogolik abhyas**. (Dr. Kalaskar S N), Department of Geography, Swami Ramanand Teerth Marathwada University, Nanded.
5. Khadke, Surekha Baburao. **Udgir va Ausa talukyateel panshucha tulnatamak abhyas**. (Dr. R S Dhanushwar), Department of Geography, Swami Ramanand Teerth Marathwada University, Nanded.
6. Rathore, Gajender Singh. **Aadhunik takneek ka krishi vikas evam utpadkta par prabhav: Sardarshehar Tehseel ka ek bhogolik adhyayan**. (Dr. Dharmendra Singh), Department of Geography, IASE Deemed University, Sardarshahr.
7. Vinod Kumar. **Impact assessment of green revolution on water resources in Western Haryana plains of Northern India**. (Dr. K Nageswara), School of Sciences, Indira Gandhi National Open University, New Delhi.

History

1. Chikate, Vyankat Dagadu. **Mahatma Gandhi yanchya vichar va karyacha nivdak antarrashtriye vyaktivareel prabhav san 1915 te 2015**. (Dr. Omshiva Vishwanath Ligade), Department of History, Swami Ramanand Teerth Marathwada University, Nanded.
2. Manham, Shomkai. **Indo-Myanmar trade relations: A historical study of Eastern Arunachal Pradesh**. (Prof. Ashan Riddi and Prof. S K Singh), Department of History, Rajiv Gandhi University, Itanagar.
3. Narzary, Bardwi Chila. **Traditional religious beliefs and practices of the Bodos**. (Dr. Nushar Borga), Department of History, Bodoland University, Kokrajhar.
4. Sunil Kumar. **Gandhi darshan ke prabhav: Dr S N Subba Rao ka ek adhyayan**. (Dr. Aijaz Ahmad), Department of History, Maharshi Dayanand University, Rohtak.
5. Umare, Chhaya Bhimrao. **Nanded Jilhyateel dalit Chaalliavleeche dalit istriyancha vikasateel yogdan (Isvi 1920 te 2011)**. (Dr. Pawar S S), Department of History, Swami Ramanand Teerth Marathwada University, Nanded.

Languages & Literature

Assamese

1. Mishra, Parishmita. **Manastattvik tattvar adharat Manikuntala Bhattacharyar upanyas: Ek bishleshnatamak adhyayan (Nirbasito upanyasar bishesh ullikhasaha)**. (Dr. Ratul Deka), Department of Assamese, Bodoland University, Kokrajhar.

English

1. Bhatt, Kshiti Siddharthbhai. **Northeast Indian tribal fiction: In the light of postcolonial cultural studies**. (Dr. Dushyant Nimavat), Department of English, Gujarat University, Ahmedabad.
2. Borgoiary, Martin. **Colonization and evangelization: Impact of Christianity upon the Bodos**. (Dr. Zothanchhingi Khiangte), Department of English, Bodoland University, Kokrajhar.
3. Dhillon, Deepak. **Narrating the nation in the era of liberalization: A study of non-fictional works of Gurcharan Das, Shashi Tharoor and Arundhati Roy**. (Dr. Jalbir Hooda), Department of English, Maharshi Dayanand University, Rohtak.
4. Girbide, Shubhangi Sudhakar. **Understanding the Fabric of Power, Sexuality and Caste: A study of P Sivakami's The Grip of Change and The Taming of Women and Bama's Karukku and Sangati**. (Dr. Sachin L Patki), Department of English, Swami Ramanand Teerth Marathwada University, Nanded.
5. Kapse, Maharudra Keshav. **A critical study of major themes in Kazuo Ishiguro's select novels**. (Dr. S T Haibatpure), Department of English, Swami Ramanand Teerth Marathwada University, Nanded.

6. Khirao, Manisha Gangadharao. **Remedial implications in the dramas of T S Eliot**. (Dr. Mirza Sultan Baig), Department of English, Swami Ramanand Teerth Marathwada University, Nanded.

7. Kathyayini, S. **Translating responsible government: D V Gundappa's translations and other literary works**. (Dr. Swaralipi Nandi), Department of English, Jain University, Bangalore.

8. Mazumdar, Gunajeet. **Afghan-American experience in Khaled Hosseini's fiction: A perspective on literary historiography**. (Dr. Chandrima Sen), Department of English, Bodoland University, Kokrajhar.

9. Muliyana, Henna Bharatbhai. **Holocaust Memoir: A critical study through new historicism**. (Dr. Sanjay Mukherjee), Department of English, Saurashtra University, Rajkot.

10. Pardeep. **Working of the residual and the unconscious: A literary study of the folk songs of Haryana**. (Dr. Manjeet Rathee), Department of English, Maharshi Dayanand University, Rohtak.

11. Pathan, Altaf Mahatab Khan. **Women empowerment as a major theme in the selected plays of Rabindranath Tagore: A critical study**. (Dr. P D Shitole), Department of English, Swami Ramanand Teerth Marathwada University, Nanded.

12. Renu. **Popular culture and popular literature: A study of select works of Shobhaa De and Chetan Bhagat**. (Dr. Randeep Rana), Department of English, Maharshi Dayanand University, Rohtak.

13. Salve, Raju Raosaheb. **An analytical study of the effectiveness of music method in teaching poetry at under-graduate and post graduate level**. (Dr. Mahendra Shinde), Department of English, Swami Ramanand Teerth Marathwada University, Nanded.

14. Shitole, Vaishali Bajirao. **Novel titles as the noun phrases: A structural analysis in aptness, taxonomy and thematic relevance (1837-1901)**. (Dr. R D Kamble and Dr. Kamlakar Gavane), Department of English, Swami Ramanand Teerth Marathwada University, Nanded.

15. Suhasini, B S. **The tigers of the Raj: Understanding the construction of the British identity in selected 19th and 20th century British Tiger Narratives**. (Dr.Yogananda Rao), Department of English, Jain University, Bangalore.

16. Vibha, B. **Interrogating issues of identity: Violence and conflict in writings of North-East India**. (Dr. D.Yogananda Rao), Department of English, Jain University, Bangalore.

Hindi

1. Bhadule, Nayan Audumber. **Rachnakaar Sharad Singh: Ek mulyankan**. (Dr. Satish Yadav), Department of Hindi, Swami Ramanand Teerth Marathwada University, Nanded.

2. Bidkar, Sarita Babasaheb. **21vi sadi ke Hindi upanyasoan mein chitrit third gender kee samasyaye**. (Dr. Savita Kirte), Department of Hindi, Swami Ramanand Teerth Marathwada University, Nanded.

3. Chalikwar, Smita Kalyanrao. **Devkinandan Shukla ke sahitye mein mulyoan ka adh patanh: Ek adhyayan**. (Dr. Ramesh S Kure), Department of Hindi, Swami Ramanand Teerth Marathwada University, Nanded.

4. Chauhan, Payal Harshadbhai. **Sudama Pandey 'Dhoomil' ke chayenit kavyoan ka bhavpaksh evam kalapaksh: Ek anusheelan**. (Dr. S K Mehta), Department of Hindi, Saurashtra University, Rajkot.

5. Deshmukh, Nayyar Hamidmiyan. **Mehrunnisa Parvez ke upanyasoan mein vyakat nari samvedna**. (Dr. P D Chilgar), Department of Hindi, Swami Ramanand Teerth Marathwada University, Nanded.

6. Hinsu, Mallika Vinodray. **21vi sadi kee pramukh mahila kahanikaroan kee kahanioan mein nari aatam-sangharsh**. (Dr. Kamlesh C Desai), Department of Hindi, Saurashtra University, Rajkot.

7. Pawar, Santosh Shivraj. **Uttar adhunikta ke paripreksheY mein pratinidhi Hindi upanyasoan ka anusheelan (San 1980-2015 tak ke pratinidhi upanyas)**. (Dr. Baban R Bodke), Department of Hindi, Swami Ramanand Teerth Marathwada University, Nanded.

8. Shah, Rajni. **Kathaa lekhan kaa yuvaa stree swarah stree samvedana kaa vikaas**. (Dr. Bhanwar Singh Shaktawat), Department of Hindi, Jain University, Bangalore.

9. Singh, Vineeta. **80ke baad ka samey aur Akhilesh ka katha sahitye**. (Prof. Jitendra Kumar Srivastava), School of Humanities, Indira Gandhi National Open University, New Delhi.

10. Yadav, Shyamoo. **Virendra Jain ke upanyas: Samvedna aur shilp**. (Dr. Premlata Chutel), Department of Hindi, Vikram University, Ujjain.

Marathi

1. Gitte, Baban Annasaheb. **Marathwadyateel stri auvigeetantateel prateeke ani pratimancha chikitsak abhyas**. (Dr. Santosh Hankare), Department of Marathi, Swami Ramanand Teerth Marathwada University, Nanded.

2. Korde, Sandeep Ramhari. **Swatantrayacha dashkateel Marathi Kadambariteel samaj vastav (1940-1950)**.

(Dr. Shankar Vibhute), Department of Marathi, Swami Ramanand Teerth Marathwada University, Nanded.

3. Rangari, Sandhya Ashokrao. **Prof Datta Bhagat yancha wadmayatun prakat honachya jeevanvisheak drishtikonacha vivechak abhyas**. (Dr. Anant Raut), Department of Marathi, Swami Ramanand Teerth Marathwada University, Nanded.

Sanskrit

1. Anita. **Sarga aura pratisarga: Eka samiksatmaka adhyayana (Bharatiya dharma aura darsana ke paripreksya mein)**. (Dr. Vibha Aggarwal), Department of Sanskrit, Kurukshetra University, Kurukshetra.

2. Sushma. **Harinarayanadiksita Racita Srigvalladevacaritam Mahakavya mein dharmika evam darsanika tattva**. (Dr. Vibha Aggarwal), Department of Sanskrit, Kurukshetra University, Kurukshetra.

3. Yadav, Neelam. **Pandit Balkrishan rachit Shardamanileelacharitam Mahakavye ka kavyeshastriye adhyayan**. (Dr. Sushma Nara), Department of Sanskrit, Maharshi Dayanand University, Rohtak.

Urdu

1. Navghade, Sanmitranand Devanand. **Marathwada mein Urdu adab (Azadi ke baad)**. (Dr. Irshad Ahmed Khan), Department of Urdu, Swami Ramanand Teerth Marathwada University, Nanded.

Performing Arts

Music

1. Gurjeet Singh. **Khyal Gayan shaili ke sanrakshan tatha samvardhan mein Banaras gharane ka yogdan: Ek adhyayan**. (Dr. Shuchismita Sharma), Department of Music, Kurukshetra University, Kurukshetra.

2. Karmakar (Basu), Debverna. **Aesthetical analysis of selective published and unpublished compositions by Pt Chinmoy Lahiri**. (Dr. Pourniama Dhumale), Department of Music, S.N.D.T. Women's University, Mumbai.

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