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NITI Aayog

Internationalisation of Higher Education in India

PROSPECTS, POTENTIAL, AND POLICY RECOMMENDATIONS

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GLOSSARY

S No	Keyword	Description
1	ABCD centre	The Global Water and Climate Adaptation Centre (ABCD Centre) is a collaborative initiative of leading universities from India, Thailand and Germany, focused on advancing research and solutions for water security and climate change adaptation. It works towards the attainment of the Sustainable Development Goals. Achieving SDG-6 is central to its overall agenda.
2	Academic research Collaboration	Academic Research Collaboration are partnerships between researchers or institutions from different countries to conduct joint research projects. This is a core component of IoHE, leading to shared knowledge, publications and addressing global challenges.
3	ACE	The American Council on Education is a major coordinating body for American higher education institutions that promotes leadership and policy for the benefit of all higher education institutions and in the context of the document, benchmarks professional development programs for international education professionals.
4	ACU	The Association of Commonwealth Universities is an international organisation promoting cooperation and excellence among universities in Commonwealth countries
5	AICTE	The All India Council for Technical Education is a statutory body under the Ministry of Education, India, responsible for the planning and development of technical education. It regulates and facilitates international collaborations in technical higher education.
6	AISRF	Australia-India Strategic Research Fund is a funding program established by the Australian and Indian governments to support collaborative research projects in areas of mutual priority, fostering scientific and technological cooperation and facilitating access to global S&T systems.
7	AIU	The Association of Indian Universities is an apex body representing Indian universities, responsible for evaluating and recognising degrees/ diplomas for equivalence and promoting higher education cooperation
8	APAIE	Asia-Pacific Association for International Education is a non-profit organisation promoting international education in the Asia-Pacific region. It provides a platform for networking, knowledge sharing and collaboration for internationalisation strategies.
9	Articulation programme	Articulation Programme is an agreement between two educational institutions (e.g., an Indian and a foreign) that allows students to transfer credits or smoothly transition from a program at one institution to a related program at the other.
10	ASEAN	The Association of Southeast Asian Nations is a geopolitical and economic union of ten Southeast Asian states. For IoHE in India, it signifies a key region for bilateral academic collaborations and student exchange.

S No	Keyword	Description
11	AYUSH	AYUSH is an acronym for traditional and alternative systems of medicine practiced in India. The Ministry of AYUSH promotes their education, research and global propagation, contributing to holistic health and wellness.
12	Bharatya Gyan Parampara	Bharatya Gyan Parampara refers to the continuous and diverse intellectual and cultural traditions of India, encompassing fields from philosophy and science to art and governance. It emphasizes indigenous wisdom and aims to integrate it into modern education.
13	BIMSTEC	The Bay of Bengal Initiative for Multi-Sectoral Technical and Economic Cooperation is a regional organisation of seven South and Southeast Asian countries, fostering cooperation in trade, technology and education
14	BRICS	Brazil, Russia, India, China and South Africa are an association of five major emerging economies, collaborating on education, research and policy dialogue
15	C-BERT	The Cross-Border Education Research Team is a research team based at the State University of New York, Albany, specializing in data collection and analysis on international branch campuses and cross-border higher education.
16	Canada-ASEAN Scholarships Educational Exchanges for Development (SEED)	The Canada-ASEAN Scholarships and Educational Exchanges for Development is an initiative under Global Affairs Canada that facilitates student mobility and academic partnerships, particularly with ASEAN countries, aiming to support human capital development through international education.
17	Canada's Global Skills Strategy	It is a programme that enables Canadian employers to hire highly skilled foreign talent quickly, with streamlined work permit processing (often within two weeks) and work permit exemptions for short-term work.
18	Chevening Scholarships	Chevening Scholarships are the UK Government's global scholarship program. They enable outstanding emerging leaders from around the world to pursue one-year master's degrees at any UK university.
19	China Scholarship Council (CSC)	The China Scholarship Council is a non-profit institution affiliated with the Ministry of Education of the People's Republic of China, providing scholarships to international students to study in China and supporting Chinese students studying abroad.
20	CII	Confederation of Indian Industry is a non-governmental, not-for-profit, industry-led and industry-managed organisation that plays a proactive role in India's development journey by actively promoting education and skill development, including fostering international collaborations for higher education.
21	CoE	Centre of Excellence (CoE) is a body that provides leadership, best practices, research, support, training of trainers and skill training for a specific sector/s. The literal meaning of a Centre of Excellence is – 'A place where the highest standards are maintained.'

S No	Keyword	Description
22	COIL	Collaborative Online International Learning is a pedagogical approach where students from different countries collaborate on shared projects using online tools. It provides accessible international learning experiences without physical mobility, fostering cross-cultural understanding and teamwork.
23	Collaborative Research	Collaborative Research are research projects jointly undertaken by researchers or research teams from different institutions or countries. It leverages diverse expertise and resources to address complex problems, often leading to shared discoveries.
24	COPREPARE	Collaborative Indo-German Project on Estimating and Predicting Natural Hazards in the Himalayan Region is a joint research project between IIT Roorkee (India) and the University of Potsdam (Germany), funded by UGC and DAAD. It focuses on natural hazard research, building capacity and sharing expertise through international collaboration.
25	CRPE	The Council for Registered Professional Engineers was established following a 1965 motion by engineers from the Institution of Engineers Mauritius (IEM). The CRPE was essentially created to regulate the engineering profession in Mauritius.
26	Curriculum Development	Curriculum Development is the process of designing, planning and implementing educational content, courses and programs. It often involves international collaboration to incorporate global perspectives, best practices and industry relevance.
27	Curriculum Exchange	Curriculum Exchange is the sharing and integration of course materials, syllabi and pedagogical approaches between partner Institutions from different countries. It enhances global perspectives in curricula and facilitates credit transfer.
28	DAAD	Deutscher Akademischer Austauschdienst (German Academic Exchange Service) is the largest funding organisation for international exchange of students and researchers worldwide. It promotes academic collaboration and student mobility between Germany and India.
29	DPIIT	The Department for Promotion of Industry and Internal Trade a government department under the Ministry of Commerce, responsible for promoting foreign direct investment and industrial policy, including education sector investments
30	Dual Degree Programmes	Dual Degree Programmes are academic arrangements where students simultaneously pursue two degree programs, typically at two different institutions (one Indian, one foreign), receiving two separate degrees upon successful completion.
31	EAIE	The European Association for International Education is a non-profit organisation serving international higher education professionals globally. It fosters professional development and networking for internationalisation, facilitating partnerships between European and Indian HEIs.

S No	Keyword	Description
32	EAIE	The European Association for International Education is a non-profit organization that serves international higher education professionals globally, fostering professional development and networking for internationalisation and facilitating partnerships between European and Indian HEIs.
33	ECTS	European Credit Transfer and Accumulation System is a student-centred system facilitating credit recognition and transfer for students moving between India and European Countries, enabling seamless academic mobility
34	EdCiL	Educational Consultants India Limited is a public sector enterprise under the Ministry of Education, providing consultancy and project management services in education and human resource development
35	Erasmus	Erasmus+ Programme is the European Union's program for education, training, youth and sport. It facilitates student and staff mobility between European and Indian HEIs, promoting academic exchange.
36	ETH Centre	ETH Zurich is a leading technical university in Switzerland that leverages substantial endowments for global research and attracts international faculty, serving as a benchmark for institutions seeking to strengthen international outreach through financial stability.
37	EURIE	Eurasia Higher Education Summit is an international platform and annual summit for networking and collaboration among higher education institutions in Eurasia
38	European Education Area (EEA)	The European Education Area is an initiative by the European Commission that aims to create a European space where learning, studying and doing research are not hampered by borders, fostering greater collaboration and quality in education across Europe.
39	Faculty Exchange program	Faculty Exchange Program is an arrangement where faculty members from one HEI teach or conduct research at a partner international institution for a specific period. It fosters shared pedagogical practices, research collaboration and cultural exchange.
40	FDP	Faculty Development Programme is a structured training initiative aimed at enhancing the teaching, research and administrative skills of faculty members in HEIs. International FDPs often involve global experts and best practices for curriculum enhancement.
41	FHEI	Foreign Higher Education Institutions is a university or other educational institution established or recognised in a foreign country that offers academic and research programs at undergraduate and higher levels, both within and outside its home country
42	FICCI	Federation of Indian Chambers of Commerce & Industry is one of the oldest and largest apex business organisations in India, often engaging in policy advocacy for higher education, including internationalisation and facilitating industry-academia linkages with global partners.

S No	Keyword	Description
43	FICORE	The Finnish Indian Consortia for Research and Education is a network of HEIs from Finland and India that collaborates in diverse fields of science and technology. It functions as an 'India Pilot' among Finland's 8 Global Pilots program, contributing to capacity building and institutional strengthening.
44	Franchise programme	Franchise Programme is a model where a foreign educational institution licenses its curriculum, brand and teaching materials to an Indian HEI. The Indian HEI delivers the program and students receive the degree from the foreign institution.
45	Fulbright Programme	The Fulbright is an international academic exchange programme established in 1946 by the U.S Government to increase mutual understanding and foster friendly, peaceful relations between the people of the United States and those of other countries.
46	GIAN	Global Initiative of Academic Networks is a program by the Government of India to augment academic resources by inviting distinguished international academicians to deliver courses and lectures in Indian HEIs.
47	GIFT City	Gujarat International Finance Tec-City is India's first operational smart city and international financial services centre, whose unique regulatory environment aims to attract global financial institutions and educational providers, facilitated through Special Economic Zone (SEZ) provisions.
48	GIFT IFSC	Gujarat International Finance Tec-City International Financial Services Centre is the financial services arm within GIFT City, regulated by IFSCA, providing a platform for global financial activities with specific regulations that facilitate educational ventures, including foreign university campuses.
49	GRDC	Global Research & Development Centres (South Korea) are government-supported centres in South Korea that promote international collaboration, innovation and advanced research partnerships in science and technology, administered by the Ministry of Science and ICT.
50	HEI	Higher Education Institution is an organisation, such as a university or college, providing post-secondary education. It offers degrees and certificates, fostering advanced learning and research crucial for internationalisation.
51	IAU	The International Association of Universities is a UNESCO-affiliated global association fostering collaboration among higher education institutions worldwide
52	IBC	The International Branch Campus is an overseas extension of a higher education institution that offers courses and degrees from the parent institution in a foreign country, operated in the name of the foreign provider to deliver an entire academic program substantially on-site and in India.

S No	Keyword	Description
53	ICCR	The Indian Council for Cultural Relations is an organisation under the MEA, established in 1950 to foster Cultural exchange and strengthen international cultural relations. It administers scholarship programs for foreign students, organises cultural festivals, exhibitions and promotes mutual understanding through educational and artistic collaborations worldwide.
54	ICEF	The International Consultants for Education and Fairs is an organisation specialising in international student recruitment, networking and global education events
55	ICT	Information and Communication Technology encompasses all digital technologies that facilitate the capture, processing, storage and exchange of information and in IoHE, it is leveraged for online learning, virtual collaborations and improving global visibility of HEIs.
56	IFSCA	The International Financial Services Centres Authority is a unified regulatory body that governs the development and regulation of financial products, services and institutions in India's International Financial Services Centres (IFSCs) and whose regulations impact educational ventures within IFSC.
57	IGSTC	The Indo-German Science and Technology Centre is a successful model of research-focused international cooperation that has been operating since 2010, promoting synergy and collaboration through joint projects and mobility of young faculty and researchers between India and Germany.
58	Indian Students Mobility Report	Indian Students Mobility Report is study analyzing trends, patterns and factors of Indian students pursuing higher education abroad. It covers popular destinations and reasons for overseas study.
59	Indology	Indology explores India's rich heritage, often drawing from ancient texts and philosophical traditions. It provides a deeper understanding of Indian civilization for both national and global contexts.
60	INI	An Institution of National Importance is a premier higher education institution in India, granted special status by an Act of Parliament for its pivotal role in developing skilled personnel
61	International Branch Campus	International Branch Campus (IBC) is an overseas extension of a higher education institution that offers courses and degrees from the parent institution in a foreign country. For India, it allows foreign universities to establish a physical presence.
62	IRO	The International Relations Office is an administrative unit in universities or organisations that manages international partnerships, student and faculty exchanges and global engagement

S No	Keyword	Description
63	ISO/ OIA	International Student Office / Office of International Affairs is a dedicated university office that coordinates internationalisation efforts, manages partnerships, supports international students and faculty and serves as the central point for all global academic collaborations and services within the institution
64	JASSO	The Japan Student Services Organization is a Japanese government-affiliated organization that provides comprehensive support services for international students studying in Japan and also assists Japanese students studying abroad.
65	Joint Academic Program	Joint Academic Program is an educational program jointly developed and delivered by two or more HEIs (Indian and foreign). This can lead to joint degrees, dual degrees, or simply shared curriculum and teaching resources.
66	Joint Degree programme	Joint Degree Programme is an academic collaboration where students complete a single program of study designed and delivered jointly by two or more institutions (Indian and foreign), leading to a single degree jointly conferred by all partner institutions.
67	Joint Publication	Joint Publication is an academic paper, book, or other scholarly work authored collaboratively by researchers from different HEIs, typically across national borders. A key output and indicator of successful international research collaboration.
68	Joint Universities	Joint Universities are a Higher Education Institution co-organized and co-founded by both a domestic and a foreign HEI/provider collaborating on academic programmes, with qualifications potentially awarded by either or both institutions. This represents a deep academic collaboration model.
69	KHDA	Knowledge and Human Development Authority is a government body in Dubai, established in 2006, responsible for regulating and improving the quality of private education, including schools, universities and training institutes. It oversees licensing, inspections and school ratings and ensures education aligns with Dubai's development goals. It supports students, parents and educators in building a world-class education system.
70	KOFST	The Korean Federation of Science and Technology Societies is a leading organisation in South Korea promoting scientific and technological advancement. It signifies potential for bilateral scientific and academic collaborations between India and South Korea.
71	KPI	Key Performance Indicator is a measurable value that demonstrates how effectively an organisation is achieving key business objectives.
72	LoI	Letter of Intent is a non-binding document that expresses preliminary interest and outlines the proposed academic collaboration and its implementation timeline. It sets the stage for further negotiation.

S No	Keyword	Description
73	MBRIF	Mohammed Bin Rashid Innovation Fund (MBRIF) is a UAE government initiative designed to support innovators, entrepreneurs and global researchers contributing to the country's knowledge economy.
74	MEA	The Ministry of External Affairs is a government ministry managing India's foreign relations, diplomatic missions and international educational cooperation
75	MEXT Scholarships	MEXT Scholarships are awards provided by the Japanese Government's Ministry of Education, Culture, Sports, Science and Technology (MEXT) to outstanding international students who wish to study at Japanese universities.
76	MMPA	Mobility and Migration Partnership Arrangement is an intergovernmental agreement facilitating academic and professional mobility between countries, supporting international education and workforce exchange
77	MoE	The Ministry of Education is the central government department responsible for formulating and implementing education policy, overseeing all levels of education in India
78	MoF	The Ministry of Finance is the government ministry responsible for managing national finances, fiscal policy and economic regulations
79	MoU/ MoA	Memorandum of Understanding / Memorandum of Agreement are formal documents outlining shared understanding and intentions to cooperate (MoU) or legally binding agreements detailing specific terms of cooperation (MoA) between parties
80	MRQ	Mutual Recognition of Qualifications is a formal agreement between countries to recognise each other's academic qualifications, enabling student and professional mobility
81	MSCA	Marie Skłodowska-Curie Actions are the European Union's funding program for doctoral and postdoctoral training, promoting researchers' mobility. It offers opportunities for Indian researchers to collaborate with European counterparts.
82	MSIT	The Ministry of Science and ICT is a ministry of the South Korean government responsible for science and technology policy and R&D support, overseeing programs like Brain Return 500, aiming to strengthen national R&D capacity and attract talent.
83	NAAC	The National Assessment and Accreditation Council (NAAC) assesses and accredits Higher Educational Institutions (HEIs) like colleges and universities to evaluate their quality status. It measures institutions on parameters such as curriculum, teaching-learning, faculty, research, infrastructure, governance, financial health and student services, ensuring they meet defined quality standards in education.

S No	Keyword	Description
84	NAFSA	The National Association of Foreign Student Advisers is the world's largest non-profit association dedicated to international education and exchange. It provides professional development, advocacy and resources for internationalisation efforts globally.
85	NBA	The National Board of Accreditation is an autonomous body under the Ministry of Education, accrediting technical and professional programs to ensure quality standards in higher education
86	NEP	The National Education Policy is a comprehensive framework by the Indian government guiding education development. The NEP 2020 specifically emphasises and promotes the internationalisation of Indian higher education.
87	New Colombo Plan	The New Colombo Plan is an initiative by the Australian government to strengthen knowledge and relationships between Australia and the Indo-Pacific region, both at the individual level and through expanding university, business and institutional links.
88	NIRF	National Institutional Ranking Framework is a ranking system launched by the Ministry of Human Resource Development (MHRD) on 29th September 2015 to evaluate and rank higher educational institutions in India based on parameters such as teaching, learning, research, graduation outcomes, outreach and perception.
89	NRF	National Research Foundation is a proposed autonomous body in India aimed at fostering a robust research ecosystem across HEIs. it facilitates international research collaborations and funding for joint projects.
90	OEC	Offshore Educational Centre is a centre established as a branch by a Foreign Educational Institution (other than a Foreign University) in the GIFT IFSC on stand-alone basis or in such other form as may be permitted by the Authority for the purpose of delivering courses including research programmes in the permissible subject areas, that are duly accredited under the relevant framework in their respective home jurisdiction and is registered with the Authority
91	PMMMNMTT	Pandit Madan Mohan Malviya National Mission on Teachers and Teaching is a program focused on providing induction training to faculty that was launched in 2014 by PM of India to ensure that newly appointed Assistant Professors in Colleges and Universities are oriented properly.
92	PPP	Public-Private Partnership is a collaborative arrangement between public and private sector entities to finance, build and operate educational infrastructure and services
93	SAARC	The South Asian Association for Regional Cooperation is an intergovernmental organization and geopolitical union of states in South Asia that promotes regional integration, including through educational cooperation and scholarship schemes for higher education.

S No	Keyword	Description
94	SDG	The Sustainable Development Goals are a collection of 17 interlinked global goals set by the United Nations to achieve a better and more sustainable future for all, with internationalisation of higher education often aligning with and contributing to achieving various SDGs, particularly SDG 4 (Quality Education).
95	Semester Exchange program	Semester Exchange Program is an agreement between two or more institutions allowing students to study at the partner institution, typically for one or two semesters, with credits transferable back to the home institution. It promotes short-term international exposure.
96	SERB	The Science and Engineering Research Board is a statutory body of the Department of Science & Technology, Government of India, supporting basic research in science and engineering. It promotes international research collaborations and exchange programs. The SERB has recently been subsumed by the Anusandhan National Research Foundation (ANRF)
97	SEZ	Special Economic Zone refers to geographically delineated areas with economic laws more liberal than the country's typical economic laws, designed to promote rapid economic growth,
98	SII	Study in India is a flagship program by the Ministry of Education, India, designed to attract international students to pursue higher education in India via a single-window platform for admissions and information.
99	SPARC	The Scheme for Promotion of Academic and Research Collaboration is an initiative by the Ministry of Education, India, promoting joint research projects between Indian institutions and top international universities on relevant global issues.
100	SPU	State Public Universities are universities primarily funded and controlled by state governments in India, where revitalising these institutions through better governance and better resource allocation is considered essential for India's internationalisation goals in higher education.
101	STEM	Science, Technology, Engineering and Mathematics are academic disciplines essential for innovation and economic development, emphasising problem-solving and analytical skills
102	Study Abroad Program	Study Abroad Program is a program enabling students to study in a foreign country for a short period, typically for a few weeks to months, to promote global exposure among students. In this report, the study abroad program is used as a general term for outbound student mobility.
103	SWAYAM	Study Webs of Active Learning for Young Aspiring Minds is a government initiative offering free online courses and MOOCs to expand access to higher education in India
104	Technology Transfer	Technology Transfer is the process of sharing skills, knowledge, technologies, methods, samples and facilities among institutions, governments, or companies. It involves moving research innovations from Indian HEIs to global markets or vice versa.

S No	Keyword	Description
105	Thousand Talents Program/ Plan	Thousand Talents Programme/ Plan (TTP) was a flagship initiative of the Chinese Communist Party and the State Council, designed to attract top global talent in science, technology, and innovation.
106	Trans National Programme	Trans National Education (TNE) Programme is the delivery of educational programs by a provider from one country in another country, often through partnerships with local institutions or satellite campuses. It allows students to gain international qualifications locally.
107	Trans-European Mobility programme for University Studies (TEMPUS)	The Trans-European Mobility programme for University Studies was an earlier European Union programme (1990-2013) that supported the modernization of higher education in partner countries, primarily through inter-university cooperation projects, with its objectives now integrated into Erasmus+.
108	Twinning Programme	Twinning Programme is an academic collaboration where students spend part of their study in a home institution and part in a partner international institution, leading to a single degree awarded by either or both.
109	UDISE	The Unified District Information System for Education is a comprehensive database for collecting information on schools in India. While primarily for K-12, its data can inform strategies for higher education internationalisation by identifying potential student pools.
110	UDISE+	The Unified District Information System for Education is a comprehensive database that collects information on schools and educational institutions in India, with its data on student demographics capable of informing higher education internationalisation strategies by identifying potential student pools for inbound mobility.
111	UGC	The University Grants Commission is a statutory body of the Government of India responsible for coordinating, determining and maintaining standards of university education. The UGC formulates guidelines pertinent to internationalisation initiatives.
112	UN DESA	United Nations Department of Economic and Social Affairs is an UN department supporting international cooperation for sustainable development. It contributes to education via SDG 4 (Quality Education) through data and policy advice.
113	Uniciti International Education Hub	A privately-funded, multidisciplinary education cluster in Mauritius, part of the Medine Smart City Project. UIEH hosts internationally recognised institutions to offer high-quality tertiary education to local and international students, positioning Mauritius as a regional hub for global education.
114	UPI	The Unified Payments Interface platform is an instant real-time payment system developed by National Payments Corporation of India that allows inter-bank peer-to-peer and person-to-merchant transactions, cited as a successful digital infrastructure model to be emulated for international academic processes.

S No	Keyword	Description
115	VAIBHAV	VAIshwik BHArtiya Vaigyanik (VAIBHAV) Fellowship supports short-term research collaborations between overseas Indian-origin scientists and Indian academic or research institutions to strengthen India's research ecosystem.
116	VAJRA	The Visiting Advanced Joint Research Faculty Scheme is a Government of India scheme bringing highly accomplished NRIs and foreign scientists to India. It strengthens research capacity through international expertise.
117	Viksit Bharat @ 2047	Developed India by 2047, is the Government of India's ambitious vision to transform India into a developed nation by 2047, marking 100 years of independence. It encompasses economic prosperity, social progress, environmental sustainability and good governance, aiming for inclusive growth.
118	WUN	Worldwide Universities Network is a leading global higher education network promoting research collaboration and academic mobility among member universities
119	YTT	The Youth Thousand Talents programme/plan is a sub-program of China's Thousand Talents Program that specifically targets early-career researchers under 40, with participants demonstrating increased research productivity, particularly in in the STEM field.

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Foreword

In a rapidly evolving global order, where geopolitics increasingly shapes the movement of talent, knowledge, and innovation, India stands at a pivotal moment. With its demographic strength, academic depth, and civilisational ethos, the country is uniquely positioned to emerge as a global hub for higher education and research. As we pursue the vision of Viksit Bharat @2047, building a developed, inclusive, and globally engaged India, the internationalisation of our higher education and research ecosystem must become a core pillar of national strategy.

The National Education Policy 2020 provides a bold and forward-looking framework to reimagine India as both a destination for global learners and a source of world-class talent, innovation, and entrepreneurship. A key instrument in realising this vision is the internationalisation of higher education at home, which enables Indian institutions to integrate global standards, partnerships, and perspectives while strengthening domestic capacity and global engagement.

The macroeconomic case for this transformation is compelling. Reserve Bank of India data highlights a sharp rise in overseas education expenditure under the Liberalised Remittance Scheme over the past decade. Annual outward remittances under the 'studies abroad' category have increased more than twentyfold, from US$0.16 billion in 2013–14 to nearly US$3.4 billion in 2023–24, amounting to over half of the Union's higher education budget in the same year. This does not fully capture the broader costs incurred by students abroad. This sustained outflow of capital underscores the need to develop globally competitive domestic alternatives, positioning higher education as both a national asset and an international bridge.

India's intent to become a global education hub is already reflected in several enabling initiatives. The framework for international institutions in GIFT City, Gandhinagar, and the University Grants Commission guidelines facilitating the establishment of foreign university campuses in India represent important steps in strengthening the knowledge economy and enhancing India's global academic standing.

This report makes a timely and substantive contribution to the discourse on internationalisation. It examines approaches to global engagement, trends in student and faculty mobility, and the role of international academic and research collaboration in advancing academic excellence, economic growth, employment generation, and India's soft power.

I commend the Education Division of NITI Aayog and its knowledge partners, IIT Madras, Acumen and Association of Indian Universities, for their extensive consultations and rigorous analysis. I am confident that the twenty-two policy recommendations outlined in this report will meaningfully inform efforts to internationalise Indian higher education in a manner that is equitable, sustainable, and globally impactful.

(Suman Bery)

Place- New Delhi
Dated- 16th December 2025

स्वच्छ भारत
एक कदम स्वच्छता की ओर

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December 15, 2025

MESSAGE

The NEP 2020 has laid out a transformative blueprint for realising our vision of Viksit Bharat@2047 through a developed, inclusive and knowledge-rich nation. A key pillar of this vision is internationalisation of higher education, which is rooted in our civilisational ethos of "*Vasudhaiva Kutumbakam*", the world is one family.

The future of India's higher education landscape lies in establishing itself as a global higher education hub that democratizes access to affordable and high quality higher education. Our focus must be on creating a robust ecosystem and fostering a generation of future-ready and world-ready students, researchers and faculty.

India has strengthened its position in the global academic landscape by substantially improving its education rankings with 54 Universities in QS World University Rankings 2026. It has also become the second best represented nation in the world in the Times Higher Education (THE) Rankings 2026 with 128 Indian Universities. This rise is closely linked to our efforts in building a robust policy framework for internationalising higher education.

In order to realise our goal of internationalising higher education at home, India must build on its achievements and set concrete targets such as welcoming 1 lakh international students across 100 Indian universities by 2030. This can be achieved by promoting student and faculty mobility, academic and research collaborations with leading global universities, attracting foreign universities to establish campuses in India, and establishing Indian offshore campuses abroad to promote our institutions. The latter has already begun with leading public universities like IIT Delhi establishing its campus in Abu Dhabi, IIT Madras in Zanzibar, IIM Ahmedabad in Dubai, and the National Forensic Sciences University in Jinja.

This Report is an outcome of a yearlong study anchored by the Education Division of NITI Aayog along with the IIT Madras led consortium as a knowledge partner. I applaud the efforts of Dr. Sonia Pant, Programme Director (Education), Dr. Shashank Shah, Director & Senior Specialist (Higher Education), Oshin Dharap (Consultant), Upragya Kashyap, Arunima Goyal and Dr. Richa Kothari (Young Professionals) in this first-of-its-kind initiative on internationalisation of higher education in India. I would like to acknowledge the efforts by the teams of IIT Madras, Association of Indian Universities, and Acumen.

The time for action is now. Let us build a higher education system that is the pride of India and an inspiration for the world.

Vinod Paul

(Vinod Paul)

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B.V.R. Subrahmanyam
मुख्य कार्यकारी अधिकारी
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MESSAGE

India's strategic vision for internationalisation of its higher education and research ecosystem is deeply embedded in the objectives of the National Education Policy (NEP) 2020 and the broader national agenda of Viksit Bharat@2047. As India develops itself as a knowledge economy, the higher education sector must become globally integrated and future-ready to fulfil both domestic and international demands. Our approach must transcend academic reforms and evolve into a comprehensive geopolitical strategy that builds India's intellectual capital, strengthens global networks, and enhances its soft power through education diplomacy.

India hosts the second largest higher education system in the world with over 1,200 universities and nearly 4.5 crore students. Yet, its global footprint remains limited with around 0.1% of its student base consisting of international students. Internationalisation at home must now be pursued as a national imperative to position India as a premier global hub for higher education. This can be a major source of soft power as well as a boost to the economy.

The Indian diaspora presents a powerful opportunity to transform the country's higher education landscape. There are over 3.5 crore people of Indian origin globally, of which a significant portion is classified as highly skilled professionals or academicians. This community, many of whom are alumni of India's higher education system, can act as ambassadors for positioning Indian universities as vibrant centres of global knowledge exchange.

A strategic, well-resourced and coordinated push for internationalisation is essential to position India as a preferred destination for higher education and research. Through robust international academic and research collaborations, India can shape international discourse and offer meaningful solutions to shared global challenges. India's demographic dividend, multilingual proficiency, and rapidly improving infrastructure provide the country with a competitive edge to become the global hub of talent, research, innovation, and entrepreneurship.

I congratulate Dr. Sonia Pant, Programme Director (Education) for bringing this Report to fruition. I commend the excellent efforts of Dr. Shashank Shah, Director and Senior Specialist (Higher Education) and the Higher Education research team for producing this milestone Report. I appreciate the research work of the knowledge partners – IIT Madras, Association of Indian Universities, and Acumen, for their valuable insights. I am confident that this Report will inspire collective efforts by various stakeholders towards internationalisation of higher education in India, in letter and spirit.

16/12

Dated: 16th December, 2025

[B.V.R. Subrahmanyam]

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MESSAGE

This Report is the culmination of valuable inputs and insights gathered through a series of primary consultations with a variety of stakeholders. This included online survey responses from 162 HEIs, key informant interviews (KIIs) and consultations with nearly 50 international HEIs from 16+ countries, and a one-day National Workshop on 'Internationalisation of Higher Education in India' at IIT Madras. The Workshop brought together 40+ speakers from Governments, Public, Private and International Universities, and representatives from several countries to deliberate on challenges, best practices and policy interventions for implementing internationalisation initiatives in Indian higher education at the systemic and institutional levels. I wish to place on record our immense appreciation to all the participants of the surveys, KIIs, consultations, and the National Workshop.

I wish to express our gratitude to Shri Suman Bery, Vice Chairman, NITI Aayog, for his guidance and foreword to this report. I am grateful to Dr. Vinod Kumar Paul, Member (Education), NITI Aayog, for his proactive participation at the National Workshop, and the advice and guidance received from him at various stages of this study. I am thankful to Shri B.V.R. Subrahmanyam, CEO, NITI Aayog, for his visionary leadership and unwavering support throughout the process of producing this Report.

IIT Madras, Association of Indian Universities (AIU), and Acumen were the knowledge partners for this study. I am grateful to Prof. Raghunathan Rengaswamy, Dean (Global Engagement), IIT Madras, and the Principal Investigator (PI) of this study. I wish to thank Dr. (Mrs.) Pankaj Mittal, Secretary General, AIU, for her active participation and inputs. I am thankful to Shri Adrian Mutton, Executive Chairman, Acumen, for providing valuable global perspectives and practices at various stages of the report.

The Education Division of NITI Aayog has spared no efforts in ensuring high quality of findings and comprehensive policy recommendations with action pathways. I wish to appreciate the excellent efforts of the Research and Analysis Team led by Dr. Shashank Shah, Senior Specialist (Higher Education), NITI Aayog and comprising Oshin Dharap, Upragya Kashyap, Arunima Goyal, and Dr. Richa Kothari.

We believe that this Report is a landmark contribution that will enable Indian HEIs to emerge at the forefront of the global higher education discourse through academic and research excellence. This will ensure India-centric internationalisation, and create world-ready talent to enable India to achieve its vision of becoming a Viksit Bharat by 2047.

Sonia Pant. 11.12.25
(Dr. Sonia Pant)
Programme Director (Education)

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Foreword from IIT Madras

IIT Madras, with Association of Indian Universities (AIU) and Acumen as consortium partners, is very pleased to be a part of this NITI Aayog commissioned report. We live in very uncertain times, with wars, protectionism rearing its head in unlikely places, and tremendous technological shifts that are difficult to predict. Education and empowerment through knowledge have never been more important than now. Higher Education Institutions (HEIs) have a significant role to play in this scenario. Through strategic and meaningful internationalization, HEIs can become beacons of hope that engender collaboration, understanding and knowledge exchange. Several factors in internationalization need to be considered to enable HEIs to be effective in these endeavors. This timely effort examines many facets of internationalization from an Indian perspective.

This study explores aspects such as inward and outward mobility, development of curricula that will enable students to become globally employable, offshore campuses, joint degree programs that intensify collaboration, and development of regional, national, and global education hubs. Primary data through surveys and interviews and significant secondary data from extant literature and abstract and citation databases have been used in arriving at the conclusions of the study. It is heartening to note that several Indian and foreign universities have participated in the survey and interviews. This provides a strong basis for the findings of the study and brings in a rich and diverse perspective. Based on the findings, several recommendations have been made with relevant stakeholders identified for implementation.

India is poised to become a global player in the education sector. Students from India travelling abroad for higher education has been a feature for a long time. Faculty from India have also been exploring stints abroad for professional development. With Indian institutions enhancing their research infrastructure and output, inward mobility of student and faculty is witnessing steady growth. India can harness this, both from economic and intellectual viewpoints, to move up in the global educational landscape. This report identifies several opportunities and challenges that need to be addressed for India to seize this opportunity. We believe that the findings from this endeavor will assist in shaping the landscape of globalization of Indian HEIs in the years to come.

Chennai
9th December 2025

(Raghunathan Rengaswamy)

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AIU/SGO/2025
5th December, 2025

Foreword

The global landscape of higher education is undergoing a transformative shift—one that is driven by rapid technological advancement, geopolitical reconfiguration, and the growing imperative to build resilient, inclusive, and sustainable knowledge societies. In this evolving context, the internationalization of higher education is no longer a mere aspiration but a strategic necessity. India, with its ancient civilizational legacy, a vibrant democratic framework, and a rapidly expanding higher education system, stands uniquely poised to become a global hub for affordable quality education.

The Association of Indian Universities (AIU) along with NITI Ayog, Indian Institute of Technology Madras (IITM), and Acumen is pleased to be a part of this significant publication that offers a panoramic view of the internationalization landscape in Indian Higher Education. This report is not only timely but critical in advancing the national ambition of transforming India into a knowledge superpower by 2047, in line with the vision of *Viksit Bharat*. The report contains strong empirical evidence and thoughtful strategic analysis. It draws upon international best practices, case studies, and stakeholder experiences to present actionable insights and recommendations. By examining the various dimensions—from student and faculty mobility to curriculum innovation, joint degrees, and offshore campuses—the report provides a holistic blueprint for institutions, policymakers, and academic leaders.

This report is also an earnest call to democratize internationalisation not as a domain for few but as a means to cultivate mutual respect, shared learning, and impactful global citizenship for majority of the universities. We commend the team of authors of different chapters, and the academic and editorial teams who have conceptualised and compiled this report. It will serve as a guiding document for vice-chancellors, faculty members, regulatory bodies, international relations officers, and all stakeholders interested in the future of Indian higher education.

My best wishes,

(Pankaj Mittal)

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NITI Aayog Report on the Internationalisation of India's Higher Education Sector
India's Leapfrog Opportunity in Global Higher Education

India's education sector already carries the extraordinary privilege—and profound responsibility—of preparing a fifth of the world's young population to address the unimaginable societal challenges ahead and to build a better future for humankind.

Any vision that does not recognize India at the centre of global excellence in learning, research, and innovation is not only incomplete—it represents an injustice to the nation's capability and destiny.

As India strives for *Viksit Bharat @ 2047*, its higher education sector should not settle for merely adopting international norms; it must embed its unique cultural identity, values, and spirit of enterprise into the global higher education landscape. With clear vision and relentless focus, India's universities and colleges can define their own path—and lead confidently on the world stage.

India's public and private institutions must act with both ambition and urgency. They are the custodians of knowledge creation, the cradle of innovation, and the architects shaping the talent that powers industry, government, and society—within India and across the globe.

The evidence of India's potential is already compelling. Indian graduates have powered transformation in IT services and global R&D; in digital payments and fintech; in space exploration; and in pharmaceuticals, healthcare, and vaccine innovation. If India's graduates can drive breakthrough innovation across borders, there should be no lack of ambition from those who govern, teach, and administer its universities at home.

India has repeatedly demonstrated an ability to deliver world-class solutions at a fraction of global costs. It can similarly offer education at a scale, affordability, and quality that the world has yet to fully witness—democratising access and accelerating equitable outcomes in the process.

Now is the time to set a bold vision, think strategically, and execute with confidence. India's universities, industry, and government must collaborate in new and innovative ways, with the intent of making India the pre-eminent engine of global research and innovation, a magnet for entrepreneurial talent, and the destination of choice for world-class education.

Seizing this opportunity today will ensure that the transformative impact arrives sooner—and with far greater global significance—than we can currently imagine.

I encourage all stakeholders to pursue bold reform in higher education, and to consider closely the insights and recommendations presented in this report. I congratulate NITI Aayog, Association of Indian Universities and IIT Madras for their leadership in this regard.

DocuSigned by:
Adrian Mutton
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EXECUTIVE SUMMARY

As India envisions itself as a Viksit Bharat@2047, the internationalisation of higher education is emerging as a defining force in shaping its human capital for national and global leadership. Our nation's ancient legacy of world-class learning and knowledge creation, represented by centres such as Nalanda and Takshashila, Vikramshila and Vallabhi, Kashi and Ujjain, among many others, converges today with its contemporary aspiration to position itself as a global destination offering quality higher education at an affordable cost. The National Education Policy (NEP) 2020 provides a transformative framework for this purpose, identifying "internationalisation at home" as a key priority.

The shifting geopolitical landscape is characterized by the retreat of leading nations of the Global North that have traditionally hosted international students, and Asia's emergence as a new axis of knowledge creation and collaboration. This opens up avenues for India to establish itself as a global higher education and research hub. Domestically, the policy landscape anchored in NEP 2020 and reinforced by the UGC Guidelines on the Internationalisation of Higher Education 2021, the UGC Regulations on Academic Collaborations (2022), Setting up of International Branch Campuses in India (2023), and Grant of Equivalence to Foreign Qualifications (2025), among many others, provides a strong foundation to actualise this vision.

Many of the world's prominent leaders of Indian origin embody the synergy of India's higher education foundation and international exposure across diverse sectors such as technology and finance, education and health, entrepreneurship and governance, among many others. Their success underscores the immense potential of global collaboration in nurturing a globally competent talent rooted in the Indian Higher Education ecosystem. The task ahead is to replicate this model within India by embedding international standards, faculty exchanges, global curricula, and research partnerships across Indian Higher Education Institutions (HEIs), thereby allowing students to experience international ecosystems without necessarily leaving the country for long durations.

To democratize this potential, India must embed internationalisation across its Leading HEIs(i.e., Top 100 NIRF-ranked institutions and Institutes of National Importance), where the capacity to absorb and scale such initiatives already exists. Strengthening India's research capacity and aligning Indian curricula with global standards are crucial pillars to establish India as a leader in international education. To achieve this, it is an opportune time to explore the potential of the internationalisation of India's Higher Education system, for which this study has been undertaken.

This Study Report on 'Internationalisation of Higher Education in India' adopts a mixed method approach with a combination of quantitative and qualitative research methods. 160 Indian HEIs from 24 States responded to a comprehensive online survey of over 100 questions. In addition, Key Informant Interviews (KIIs) were conducted with experts and representatives from nearly 30 international institutions from across 16 countries, to provide a comparative global perspective. These include Australia, France, Germany, Ireland, Israel, Japan, Singapore, South Africa, South Korea, Spain, Sweden, Tanzania, UAE, UK, Uzbekistan, and USA.

A National Workshop on 'Internationalisation of Higher Education in India' was also organised to gain insights from diverse stakeholders. Over 140 participants representing the Centre, States and Union Territories, Central, State and Private Universities, Deemed Universities, and international partners shared their ideas and experiences. The deliberations across 4 technical sessions yielded rich insights on challenges, best practices, and policy imperatives for internationalisation at systemic and institutional levels.

This Report is structured across 9 chapters. Chapters 1A and 1B provide the background and methodology. Chapters 2,3, and 4 examine approaches to internationalisation at the global, national, and institutional levels, and key temporal trends of student and faculty mobility. Chapters 5 and 6 focus on international academic and research collaborations, while Chapters 7 and 8 cover international branch campuses, including foreign campuses in India and Indian campuses overseas. Chapter 9 elaborates on policy recommendations and implementation roadmap. In total, the Report presents 22 Policy Recommendations, 76 Action Pathways, 125 Performance Success Indicators, along with nearly 30 Indian and Global Practices currently pursued. The recommendations are directed toward the Central and State Governments, and Leading Central and State Public Universities.

This study highlights the need for a national strategy supported by flagship initiatives and time-bound goals to fulfil this vision. Flagship initiatives such as international conferences, talent attraction programmes, global fellowships, and cross-border research partnerships would act as key enablers to enhance internationalisation at home. Additionally, in order to become the global destination for higher education and research India requires an increase in the inflow of international students. To provide estimates for these in the short-term (2030), medium-term (2035), and long-term (2047), the study has provided time bound projections based on two distinct forecasting models. The Global Benchmarking Approach based on the Compound Annual Growth Rate (CAGR) has projected the range for international student enrolment in India between 85,000 and 1.3 lakhs in 2030, 1.23 lakhs and 2.44 lakhs in 2035, and 3 lakhs and 11 lakhs in 2047. The Internationalisation Intensity Approach based on the strategic intensity model has estimated international student enrolment at 1.5 lakhs in 2030, 3.59 lakhs in 2035, and 7.89 lakhs in 2047. These projections provide a data-driven roadmap for achieving the aspirational goals of NEP 2020 and positioning India as a higher education and research destination of choice.

India possesses both the intellectual depth and institutional capacity to reimagine itself as a global higher education destination rooted in Bharatiya values while aligned with international benchmarks of excellence. By fostering internationalisation at home, India can strengthen domestic research, innovation, and employability, and create future-ready and world-ready talent. A globally engaged and locally grounded higher education system will undoubtedly enable India to reclaim its historic position as a Vishwa Guru, leading the world through knowledge, research, innovation and entrepreneurship.

Chapter

1A

INTERNATIONALISATION OF HIGHER EDUCATION IN INDIA: IN RETROSPECT AND FUTURE PROSPECTS

1A.1 BACKGROUND TO THE STUDY

India has been one of the pioneers of internationalisation of higher education, with world-class institutions of ancient India such as Nalanda, Takshashila, Vikramshila and Vallabhi setting the highest standards of teaching and research across diverse disciplines, and hosting students from across Asia. The Amrit Kaal is an opportune time for India to reclaim its historic position as a global hub of knowledge and talent, given its favourable demography, scale, multidisciplinary expertise and enabling policy frameworks. The vision of Viksit Bharat@2047 also articulates India's aspiration to emerge as a global leader in education, research, innovation, and entrepreneurship.

Over the last quarter century, the concept of internationalisation has acquired significant cachet in the global higher education landscape. Its definition has evolved in response to shifting global education paradigms, reflecting its increasing relevance. Initially conceived as a concept of 'education-without-borders', fostering the free exchange of academic knowledge, it has now expanded to encompass institutional priorities both nationally and internationally.

The International Association of Universities adopts the following definition of internationalisation of higher education:

"[It is] the intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society."[1]

To realise the vision of Viksit Bharat@2047, India must prioritise internationalisation by strengthening 'internationalisation at home' as envisaged in the National Education Policy (NEP) 2020. This can be achieved by building institutional capacity, fostering global research partnerships, and enabling student and faculty mobility. By espousing global standards while promoting India's unique knowledge traditions (Bharatiya Gyan Parampara), Higher Education Institutions (HEIs) can attract international talent, retain domestic students, and establish India as a globally influential higher education hub. On the economic front, 'internationalisation at home' has the potential to expand employment opportunities across the skill spectrum, spur innovation and technological advancement, stimulate domestic demand and investments, and drive economic growth. Furthermore, it can mitigate the growing foreign exchange burden caused by the large number of Indian students seeking higher education abroad.

The genesis of this study is the stance that given its potential to address critical national priorities and empower India to become a developed nation, 'internationalisation at home' is of strategic importance. The study provides a roadmap for shaping future internationalisation strategies that are rooted in India's strengths, while responding to global challenges.

1A.2 TRACING THE HISTORY OF INTERNATIONALISATION IN INDIA

i. Ancient Roots of Global Learning

The internationalisation of education in India has historical roots, dating back nearly three millennia, when prominent learning centres in ancient India attracted scholars from across Asia and beyond. Takshashila, established as early as the 6th century BCE, offered studies in politics, warfare, and Vedic literature. Founded a millennium later, Nalanda specialised in subjects such as Buddhism, philosophy, medicine, mathematics and was one of the first residential universities in the world. At its peak it had 10,000 students and 2,000 faculty and researchers. Kanchipuram in Tamil Nadu was a significant centre of learning in South India, attracting scholars from various regions, including China.

[1] (De Wit, H., Hunter F., Howard L., Egron-Polak E. (Eds.) (2015) "Internationalisation of Higher Education", European Parliament, Brussels: EU)

With extensive libraries and esteemed scholars, these three centres among many others served as hubs for intellectual and cultural exchange, contributing to national and global knowledge. They played crucial roles in developing advanced pedagogical methods to preserve and expand Bharatiya Buddhist and Vedic knowledge systems across Asia. Such ancient Indian centres defined the ethos of higher education with internationalisation at their core.

ii. Education under the British Colonial Rule

The Western style of education made its way into India during the British colonial era, aligning Indian education more closely with British standards. They introduced formal institutional structures and curriculum models reflective of the Anglo-Saxon world, which significantly altered the traditional systems of learning in India. While this shift marked the beginning of India's modern academic framework, it was largely designed to serve colonial administrative needs rather than foster knowledge creation and global exchange of ideas and innovations.

iii. Post Independence Nation-Building and Academic Priorities

After gaining independence in 1947, India's primary focus was on nation-building. As a result, the scope of internationalisation in education remained limited during this period. However, some efforts laid the groundwork for future recognition. Notably, the establishment of the Indian Institutes of Technology (IITs) and Indian Institutes of Management (IIMs) drew international attention and elevated India's status in the global academic community, especially in science, engineering and management education.

iv. Impact of Liberalisation on Higher Education

The economic liberalisation of the 1990s marked a turning point, catalysing international academic partnerships and foreign collaborations. As India opened its economy, its higher education system also became more outward-looking. This phase positioned India as an emerging destination for international students and a growing participant in global academic exchanges, facilitating the flow of knowledge and talent.

v. Global Aspirations in the 21st Century

NEP 2020 has actively promoted internationalisation of higher education. The policy encourages collaborations between Indian and top global universities, including student and faculty exchanges and the entry of foreign universities into India. It aims to attract more international students by creating supportive environments and recognising foreign academic credits. It also promotes global standards in higher education through international accreditation and curriculum alignment with global best practices. This has been supported by UGC and IFSCA Regulations.

Indian Practice: Global Influence and Impact of Ancient Nalanda[2]

Nalanda's widespread international reputation prompted the establishment of numerous institutions bearing its name across multiple continents. The Nalanda Mahavihara's footprint spans Asia, Europe, North and South America, demonstrating its enduring global influence. Historical examples include Nalanda Gedige in Sri Lanka (8th century) and Phenpo Naendra Monastery in Tibet (1435). European influence is evident through the Nalanda Monastery established at Lavaur, France (1981).

The Nalanda Buddhist Centre in Brazil (1989) was a direct tribute to Nalanda Mahavihara, following the practices of the original monastery. North American establishments include the Nalanda College of Buddhist Studies (2000) in Canada and the Nalanda Institute for Contemplative Science (2007) in the USA. The International Buddhist College (2000) in Hatyai, Thailand was specifically built like Nalanda to bring together various Buddhist traditions. The Nalanda Institute (2007) in Kuala Lumpur, Malaysia was modelled after Nalanda Mahavihara to promote Buddhist studies in the country.

[2] Abhay K. (2025).Nalanda: How it changed the world.Penguin Random House India

Beyond institutional naming, Nalanda Mahavihara's architectural influence is considered to have inspired the courtyard structure of colleges and universities across Europe, including the distinctive quads and courts of the University of Oxford and Cambridge in the UK.

1A.3 CHALLENGES DUE TO CURRENT OUTBOUND MOBILITY

The predominant focus of India so far has been internationalisation abroad, driven by high outbound student mobility. This stems from several systemic challenges such as inadequate infrastructure to provide quality education and deliver world class research, weak industry-academia collaboration and outdated curricula. These structural gaps have contributed to a growing cultural shift, wherein families increasingly aspire for their children to pursue education and careers overseas. This trend has given rise to the following critical concerns for India's education system and its long-term developmental goals:

i. Brain Drain

The current trend of internationalisation in Indian higher education is largely skewed towards promoting international exposure through outbound student mobility. This has contributed significantly to brain drain. In 2021–22, while India hosted only 46,878 inbound international students, it sent over 11.59 lakh students abroad. The number rose to 13.36 lakh by 2024.[3] This trend is indicative of the fact that outbound students outnumber inbound students by nearly 25X, highlighting a serious imbalance.

ii. Economic Loss

The financial implications of this imbalance are substantial. According to the Reserve Bank of India (RBI), outward remittances under the 'studies abroad' component of the Liberalised Remittance Scheme (LRS) surged by over 2,000% from USD 0.16 billion (INR 975 crore) in 2013–14 to nearly USD 3.4 billion (INR 29,000 crore) in 2023-24.[4][5] This outflow is equivalent to around 53% of India's total Union higher education budget of about INR 55, 000 crore for 2023-24.[6] Notably, while this remitted amount supports the education of about 3% of Indian students studying abroad, the domestic education budget serves the remaining 97%. It is also important to consider that RBI data only captures formal remittances and not the total cost of overseas education, which includes tuition, accommodation, and living expenses indicating the true financial outflow is even higher.

Other institutional reports provide insights into the totality of expenses incurred by Indian students overseas. According to ASSOCHAM, about 4.5 lakh Indian students spent over USD 13 billion (INR 96,500 crore) per annum on higher education abroad as of 2020.[7] The Indian Student Mobility Report stated that Indian students collectively spent an estimated USD 37 billion (INR 2.6 lakh crore) on overseas education in 2019 and this rose to approximately USD 47 billion (INR 3.8 lakh crore) in 2022. The report projected that if the sector continues to expand at its current annual growth rate of 14%, the expenditure on foreign education by Indian students would reach

[3] AISHE. (2021-22). AISHE final report. https://aishe.gov.in/aishe-final-report/; Ministry of External Affairs. (2024, August 1). https://www.mea.gov.in/Images/CPV/RS-1194-01-08-2024-en.pdf

[4] Reserve Bank of India. (2025). RBI Bulletin. https://rbi.org.in/scripts/BS_ViewBulletin.aspx?Id=11829#

[5] Average annual exchange rate for INR against USD based on Forbes India data for the years mentioned above: 2014: 60.95, 2019: 72. 15, 2020: 74.31, 2022: 81.62, 2024: 85.56, 2025: 88.73

[6] Union Budget of India (2024-25). Ministry of Education, Department of Higher Education. Ministry of Finance. https://www.indiabudget.gov.in/doc/eb/sbe26.pdf

[7] ASSOCHAM. (2020). Reforms in higher education – Strategy towards global knowledge hub 2020. https://aca-secretariat.be/newsletter/indian-students-spend-usd-13-billion-for-study-abroad/

approximately USD 70 billion (INR 6 lakh crore) by 2025.[8] This is about 10X of the Government of India's higher education budget for 2025-26 and approximately 2% of India's GDP.

iii. Trade and Investment Impact

India's overall trade deficit (including services and merchandise trade) stood at nearly USD 94 billion in FY 2024-25.[9] Expenditure on foreign education by Indian students in 2025 is, therefore, nearly 75% of India's overall trade deficit in FY 2024-25. This trend also underscores the increasing forex burden on the Indian economy due to student demand for overseas education, thereby reinforcing the imperative to strengthen internationalisation efforts within the domestic higher education system. In addition to the obvious advantage of retaining talent, students opting to study in India curtail forex outflow, retaining funds within the economy and contributing to national growth.

iv. Missed Opportunity to Harness Demographic Dividend

India stands at the cusp of a unique demographic advantage, with one of the world's youngest populations having an average age of 28.4 years.[10] However, a large number of skilled and educated youth are choosing to settle abroad in pursuit of better opportunities. This reduces the pool of capable individuals available to drive India's development. If not addressed, the continued outflow of talent will hinder India's ability to fully leverage its demographic dividend.

v. Loss of Research and Development Capacity

The outmigration of skilled students and researchers diminishes India's potential to build a strong indigenous R&D ecosystem. This not only hampers innovation and knowledge creation within the country but also increases dependency on foreign technologies and limits India's ability to address its unique socio-economic challenges through homegrown solutions.

Hence, there is an urgent need to move towards 'internationalisation at home'. Internationalisation may not be limited to mobility alone but must include bringing global standards, practices, and perspectives into Indian campuses. This includes international faculty engagement, joint research programmes, credit transfer mechanisms, and culturally rooted yet globally aligned pedagogy. By doing so, India can retain its talent, attract foreign students, build knowledge capital, and reduce dependency on external systems thus turning its higher education sector into a true engine for national transformation and global influence.

1A.4 ALIGNMENT WITH NATIONAL EDUCATION POLICY (NEP) 2020

As mentioned in section 1A.2, India's higher education system is undergoing a seismic shift guided by the NEP 2020, which emphasises internationalisation of higher education. It envisions that optimal learning environments and support for students will help in attracting larger numbers of international students for studying in India, and provide greater mobility to students in India who may wish to visit, study at, transfer credits to, or carry out research at HEIs abroad, and vice versa.

Salient features of India's internationalisation approach, outlined in NEP 2020 (Sections 12.7 and 12.8), include:

- Courses and programmes 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

[8] University Living. (2024). Beyond beds & boundaries: Indian student mobility report 2023–2024. https://onestep.global/wp-content/uploads/2023/10/The-Beyond-Beds-and-Boundaries-Indian-Student-Mobility-Report.pdf

[9] Ministry of Commerce and Industry. (2025, August). https://dashboard.commerce.gov.in/commercedashboard.aspx

[10] Invest India. (2025, April 25). How demographics make India a prime destination for global investments. https://www.investindia.gov.in/team-india-blogs/how-demographics-make-india-prime-destination-global-investments

support will be fostered to attain this goal of global quality standards, attract greater numbers of international students, and achieve the goal of 'internationalisation at home'.

- An International Students Office at each HEI hosting foreign students will be set up to coordinate all matters relating to welcoming and supporting students arriving from abroad.
- Research/teaching collaborations and faculty/student exchanges with high-quality foreign institutions will be facilitated, and relevant mutually beneficial MOUs with foreign countries will be signed.
- High performing Indian universities will be encouraged to set up campuses in other countries, and similarly, select universities e.g., 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.
- 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.

Thus, NEP 2020 has encouraged several regulatory shifts in India's internationalisation approach. These have been detailed in the subsequent section.

1A.5 UNIVERSITY GRANTS COMMISSION (UGC) GUIDELINES & REGULATION

1A.5.1 UGC Guidelines for Internationalisation of Higher Education, 2021

The guidelines help in achieving the desired outcome of making India's higher education system globally competitive in offering quality higher education. The objectives are mentioned as follows:

- To make India an attractive study destination for foreign students
- To foster international competencies in faculty and students
- To develop a global mindset of learners and shape them as global citizens with deep rooted pride in being Indian
- To promote active linkage between Indian and Foreign HEIs
- To improve global ranking in internationalisation indicators

In order to achieve these objectives and harness the full potential of India's higher education system, these guidelines cover various strategic initiatives for internationalisation of higher education.

i. **Internationalisation at Home:** This means integrating the dimensions of the international learning environment within our HEIs. This will be done through capacity building, collaborative communication between faculties, internationally relevant curricula, offering local language courses and short-term non-degree niche courses to create a global perception.

ii. **Credit Recognition under Twinning Arrangement:** Mobility under Twinning programme will equip the learners with best practices, approaches and methods of teaching and learning in international institutions. This will aid in capacity building of our HEIs and help our students in career choices.

iii. **Global Citizenship Approach:** Internationalisation is not an end in itself but a driver of qualitative change in higher education. One of the foremost qualitative changes is fostering global ethos within our universities and making our learners 'Global Citizens' by developing knowledge, skills and values in students.

iv. **ICT based Internationalisation:** ICT has the potential to transform the internationalisation process by overcoming traditional barriers, addressing access and equity through help of

Massive Online Open Courses (MOOCs) and creation of e-content and offering of online courses beyond physical boundaries.

v. **Academic and Research Collaboration:** To accelerate the progress of our HEIs and enhance the quality of our education, it is essential to collaborate with top global universities. This may include student and faculty exchange programmes, expanding strategic research partnerships and organising academic and research workshops, seminars and conferences.

vi. **Brand Building Abroad:** Systematic brand building campaigns by HEIs are very essential for building their global standing and also for attracting students from abroad. This will include using all forms of communication and outreach, including social media.

vii. **Alumni Connect:** The Alumni are a strong support to HEIs and connecting with them enables HEIs to utilise their services as brand ambassadors to showcase the strengths of the Indian Higher Education system. HEIs in India need to create a culture for alumni to reconnect, devise suitable vehicles for brand building and give due recognition to their contributions.

viii. **Office for International Affairs (OIA):** Establishment of an OIA at institutional levels will facilitate and operationalize effective approaches. An OIA in each University will be a single point contact and an integral part of internationalisation of higher education in India.

1A.5.2 UGC (Academic Collaboration between Indian and Foreign Higher Educational Institutions to offer Twinning, Joint Degree and Dual Degree Programmes) Regulations, 2022

The regulations lay down the minimum standards for academic collaboration between Indian and Foreign HEIs to offer Twinning, Joint Degree and Dual Degree Programmes. These regulations apply toIndian HEIs intending to collaborate with Foreign HEIs (FHEIs) leading to award of degree(s).

1A.5.3 UGC (Setting up and Operation of Campuses of Foreign Higher Educational Institutions in India) Regulations, 2023

These regulations allow the entry of higher-ranked FHEIs to India. As envisaged in NEP 2020, this framework provides an international dimension to higher education, enables Indian students to obtain foreign qualifications at affordable cost and makes India an attractive global study destination. This will apply to all FHEIs seeking approval under these regulations to conduct certificate, diploma, degree, research and other programmes at the undergraduate, postgraduate, doctoral and postdoctoral levels.

1A.5.4 UGC (Recognition and Grant of Equivalence to Qualifications obtained from Foreign Educational Institutions) Regulations, 2025

The Regulations aim to enable smooth mobility of students, a robust and transparent mechanism for recognising foreign qualifications and granting equivalence to such qualifications at both school and higher education levels.

1A.6 CONCLUSION

India has historically been a pioneer of globalised education. The NEP 2020 has significantly accelerated the internationalisation of higher education in India, further reinforced by subsequent UGC Guidelines and IFSCA regulations. Together, these policy measures are fostering an enabling environment for expanding international engagement across the sector. At the same time, the scale of outbound student mobility highlights the urgency for systemic and institution level strategies to strengthen India's capacity to attract, retain, and support international academic and research collaborations and student and faculty inflows.

Chapter 1B

OBJECTIVES AND METHODOLOGY OF THE STUDY

1B.1 INTRODUCTION

This chapter outlines the objectives and methodological approach adopted in this study for generating evidence-based insights to inform policy on the internationalisation of higher education in India. The methodology captures the multifaceted dimensions of international engagement across the higher education ecosystem and adopts a comprehensive approach to assess existing practices, identify challenges and derive actionable recommendations. The following sections describe the study objectives, research methodology and data collection processes.

1B.2 OBJECTIVES OF THE STUDY

The objectives of this study are as follows:

- To study the approaches to internationalisation of higher education at the international, national and institutional levels.
- To analyse the trends of international student mobility, both globally and in India.
- To study models, funding mechanisms and scholarships related to academic mobility and talent attraction programmes at the global and national levels.
- To explore possible avenues for greater academic collaboration including developing and managing twinning, dual and joint programmes, and other short-term programmes.
- To study the impact of international collaborations in research and curriculum development on Indian HEIs, and outline Indian and global case studies.
- To explore the potential of establishing International Branch Campuses in India and building world class Higher Education Hubs in India.
- To study the strategic importance of offshore campuses and formulate steps for establishing offshore campuses of Indian HEIs.
- To provide policy recommendations with action pathways and performance success indicators for relevant stakeholders (such as Central Government, State Governments, regulatory bodies and universities) to transform India into a leading global destination for higher education and research.

1B.3 RESEARCH METHODOLOGY AND DATA COLLECTION

The study has employed a mixed method approach, using quantitative and qualitative research methods. Research methodology includes both secondary and primary sources of data.

1B.3.1 Secondary Data Sources

The secondary sources used in this study include reports and databases published by various public and private organisations, multilateral and other agencies, including but not limited to:

- Government of India - All India Survey on Higher Education (AISHE) reports, various reports of Ministry of Education and Ministry of External Affairs
- Multilateral institutions - UNESCO UIS database
- Non-government agencies - Reports of Universities and Think-Tanks
- Press Releases and Articles
- Reports of Governments of other countries

The findings derived from secondary data are subject to the limitations of the source material.

1B.3.2 Primary Data Sources

The primary data used in this study include online surveys with HEIs, key informant interviews (KIIs) with national and international stakeholders, and a national workshop on 'Internationalisation of Higher Education in India'. The primary data collection methods have been elaborated in the following sections.

i. Primary Survey

A detailed online survey of over 100 questions was administered to a targeted group of 1,000 Indian HEIs, based on NIRF rankings, spanning categories such as Central Universities, State Public and Private Universities, Deemed Universities (Public and Private), Institutes of National Importance, and other autonomous/self-funded institutions. The survey was divided into four key sections:

(i) General Information,

(ii) Current status of Internationalisation and International Collaboration practices,

(iii) Outcome of Internationalisation initiatives, and

(iv) Challenges and Opportunities faced by Indian HEIs on Internationalisation.

Data was collected through online submissions and analysed to identify patterns and derive evidence-based insights to enhance global collaborations. Comprehensive responses were received from 160 HEIs (list provided in the Annexure I). Given below is the state-wise count of HEIs who participated in the survey:

Sr No	State (Alphabetical order)	Number of Participating HEIs	Sr No	State (Alphabetical order)	Number of Participating HEIs
1	Andhra Pradesh	5	13	Madhya Pradesh	7
2	Assam	4	14	Maharashtra	19
3	Bihar	2	15	Meghahlaya	1
4	Chhattisgarh	2	16	Mizoram	1
5	Delhi	6	17	Odisha	10
6	Gujarat	6	18	Punjab	4
7	Haryana	6	19	Rajasthan	9
8	Himachal Pradesh	3	20	Sikkim	2
9	Jammu and Kashmir	2	21	Tamil Nadu	31
10	Jharkhand	1	22	Uttar Pradesh	10
11	Karnataka	15	23	Uttarakhand	2
12	Kerala	10	24	West Bengal	2

ii. Key Informant Interviews (KIIs)

To complement the online survey, KIIs of about 90-120 minutes were conducted with subject matter experts and representatives from nearly 30 national and international institutions representing 16 countries and India. These semi-structured interviews offer a global comparative perspective and valuable qualitative insights into internationalisation trends, challenges, and best practices across continents. The interview transcripts were analysed to extract recurring themes, identify effective strategies, and highlight areas for improvement. A detailed list of KIIs

is provided in Annexure II. Some of the key HEIs and organisations interviewed include:

Sr No	Country	HEIs/Organisation
1	Australia	Curtin University
		Deakin University
2	France	ESCP Business School
3	Germany	Technische Universität Darmstadt
4	India	BITS Pilani
		International Financial Services Centres Authority, GIFT City
		International Organization for Migration
		NMIMS Deemed-to-be-University
5	Ireland	University College Dublin
6	Israel	Ben-Gurion University of the Negev
7	Japan	Japan Science and Technology Agency
		University of Tsukuba
8	Singapore	Nanyang Technological University
9	South Africa	Stellenbosch University International
10	South Korea	Korea University
11	Spain	Bilbao School of Engineering
12	Sweden	KTH Royal Institute of Technology
13	Tanzania	African School of Economics
14	UAE	Higher Colleges of Technology
15	UK	British Council
		Coventry University
		King's College London
		University of Southampton
		University of York
16	Uzbekistan	Tashkent University of Information Technologies
17	USA	Association of Community College
		University of California, Santa Cruz

iii. National Workshop on Internationalisation of Higher Education in India

A National Workshop on 'Internationalisation of Higher Education in India', was organised by NITI Aayog in collaboration with its knowledge partners, IIT Madras, Association of Indian Universities (AIU), and Acumen at the IIT Madras campus in Chennai on Saturday, 29th March 2025. The workshop brought together over 140 participants including officers from the Centre, State and UT Governments, Institutions of National Importance, Central Universities, State Public Universities, Private Universities, Deemed Universities, International Universities, and representatives from several countries to deliberate on challenges, best practices and policy interventions for implementing internationalisation initiatives at the systemic and institutional levels. (Annexure III)

The workshop featured 40 speakers across 4 technical sessions on:

(i) Internationalisation of Higher Education in India (in retrospect and future prospects),

(ii) Academic Mobility for Learning and Research,

(iii) Internationalisation of Curricula & Programmes, and

(iv) Expanding Global Presence of Indian universities through Offshore Campuses and beyond.

Special case studies on successes of Indian and international universities were presented including Indian universities setting up overseas campuses and international universities establishing campuses in India including at the GIFT City. The insights generated at the workshop have fed into this study report. Some of the leading HEIs who shared their insights at the workshop are:

Sr No	Category of Universities	Participating HEIs
1	Institutes of National Importance (INIs)	IIM Bangalore
		IIT Bombay
		IIT Delhi
		IIT Roorkee
		IIT Tirupati
		NIT Trichy
2	Public Universities	Anna University
		Jawaharlal Nehru Technological University Hyderabad
		University of Hyderabad
3	Private Universities	Ashoka University
		Atlast Skilltech University
		MIT ADT University
		SASTRA University
		Sharda University
		VIT Vellore
4	International Institutions	Asia-Pacific Association for International Education (APAIE)
		Australian National University
		Australian Trade and Investment Commission
		Consul General of France
		Glasgow Caledonian University
		University of Auckland
		University of Wollongong
		US Embassy

1B.3.4 TRANSNATIONAL EDUCATION ROUNDTABLE

The Education Division of NITI Aayog was represented at the Roundtable on the 'Future of Transnational Education(TNE) in India' held on July 23, 2025 at the Institute of Directors in London with leading universities from the UK, Ireland and France. The discussion brought together senior leaders from the government, policymakers, academics and experts to deliberate on strategies for strengthening and scaling educational collaborations. The discussions centred

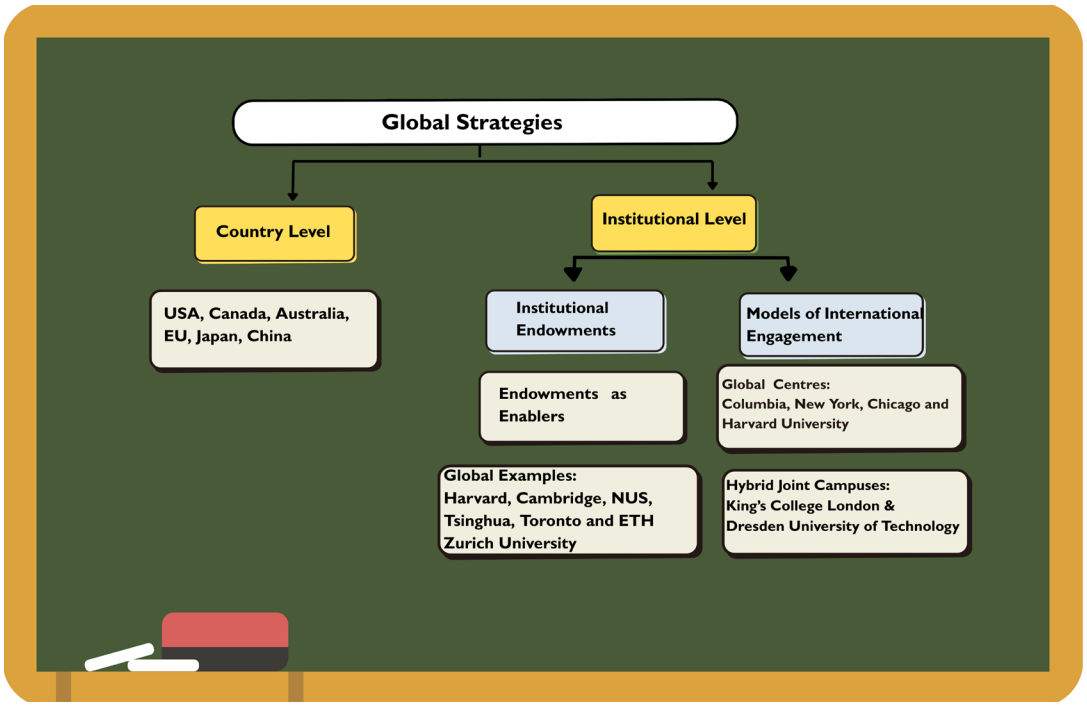
on fostering sustainable partnerships, enhancing regulatory and institutional readiness and aligning transnational initiatives with India's evolving higher education landscape under the NEP 2020 framework. This Report has benefitted from the insights shared at the Roundtable, which included the following leading HEIs:

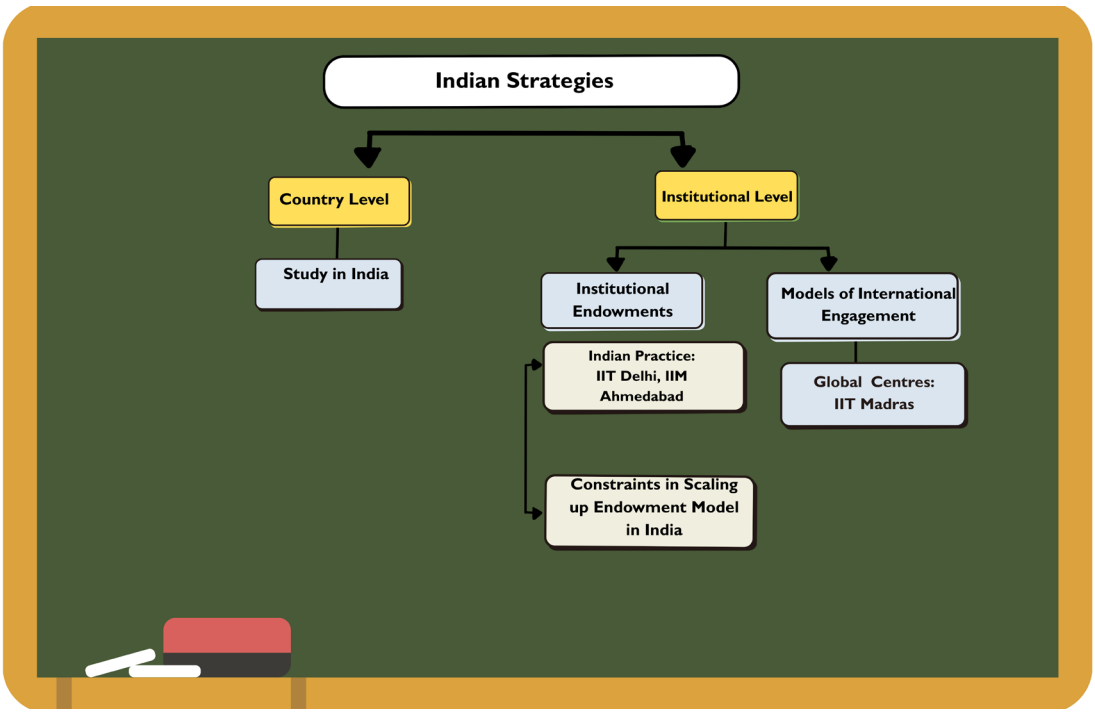
Sr No	Country	Participating HEIs
1	France	Grenoble Ecole de Management
2	Ireland	Trinity College Dublin
3	UK	Aberystwyth University
		Cardiff University
		Edinburgh Napier University
		London School of Economics (LSE)
		Loughborough University
		School of Oriental and African Studies (SOAS)
		University of Aberdeen
		University of Bristol
		University of Exeter
		University of Leeds
		University of Leicester
		University of London
		University of Manchester

Chapter

2

APPROACHES TO INTERNATIONALISATION: INTERNATIONAL, NATIONAL AND INSTITUTIONAL





2.1 OVERVIEW

The internationalisation of higher education unfolds along a spectrum from systemic strategies at the country-level to institutional initiatives at the university-level, with each layer reinforcing the other to create a globally competitive education ecosystem. At the systemic level, countries like USA, Canada, Australia, Japan, China, and the European Union have embedded internationalisation into their national/regional policies through scholarship schemes, post-study work pathways, strategic branding, and regulatory frameworks aligning education with broader national goals such as talent retention, soft power, and economic growth. These national priorities set an enabling environment for institutions to act, shaping their recruitment, research, and partnership models. As internationalisation deepens, countries transition from attracting international students to building

transnational research ecosystems and hybrid campuses. Institutions develop strategies to respond to these trends with targeted investments often with the support of institutional endowments to support global mobility, academic collaborations, faculty exchanges, and global centres.

While India's NEP 2020 outlines an ambitious vision of positioning the country as a global knowledge hub, institutional capacities barring a few leading institutions remain limited, even among the Top 100 NIRF-ranked institutions and Institutes of National Importance (INIs). Nevertheless, emerging models and the growth of strategic endowments in select public and private institutions mark a promising shift towards deeper international engagement.

The analysis of this ecosystem from international to national, and from systemic ambition to institutional implementation reveals how integrated strategies and cross-level alignment are essential for realising meaningful, sustainable internationalisation.

2.2 INTERNATIONALISING EDUCATION: GLOBAL EXPERIENCE

This section provides an overview of the global experience in internationalisation of higher education, setting the context for comparative analysis. The topic is explored in greater depth in the subsequent chapters.

2.2.1 Country Level

i. USA

Over the past decade, USA has witnessed a significant rise in international student enrolment, growing from 8,19,644 in 2012–13 to 11,26,690 in 2023–24, an increase of approximately 37.5%. In 2023–24 alone, the USA hosted around 11.3 lakh international students, with 3,31,602 (~29%) originating from India. Although centralized data on Indian students transitioning to permanent residency is limited, till recently, a large number remained in the US through H-1B visas and other professional pathways especially in STEM fields reflecting the country's long standing strategic focus on high-skilled talent retention.[1] However, a trend reversal is anticipated with the recent imposition of USD 100,000 fee for new H-1B visa applications.[2]

The majority of international students in the US come from Asia, primarily India and China, which together account for more than half of the total. Notably, in 2023–24, India overtook China as the largest source country driven by changing geopolitical dynamics and the increasing preference of Indian students for US graduate and STEM programmes. Institutions in states such as California, Massachusetts, New York, and Texas continue to lead in attracting international students due to their academic prestige, cutting-edge research ecosystems, and robust support structures.

In terms of academic levels, there has been a clear shift. Between 2012–13 and 2023–24, graduate international student numbers rose by over 61%, from 3,11,204 to 5,02,291[3], while undergraduate enrolment remained relatively flat, growing only slightly from 3,39,993 to 3,42,875 a mere 0.8% increase. This reflects a growing emphasis on advanced degrees and research opportunities, supported by initiatives like the Optional Practical Training (OPT) programme, which until recently offered up to three years of post-study work, particularly in STEM disciplines. However, a new immigration bill in the US Congress (Dignity Act of 2025)[4] could end a long-standing tax exemption

[1] IE Open Doors. (2025). IIE Open Doors. https://opendoorsdata.org; Fast Facts (2024) : https://opendoorsdata.org/fact_sheets/fast-facts/ (Accessed in October, 2025)

[2] The White House (October 2025): https://www.whitehouse.gov/presidential-actions/2025/09/restriction-on-entry-of-certain-nonimmigrant-workers/

[3] Statista. (2023). Number of international students in the United States from 2004/05 to 2021/23, by academic level. Retrieved from: (Accessed in October, 2025) https://www.statista.com/statistics/237689/international-students-in-the-us-by-academic-level/

[4] National Immigration Forum (October,2025): https://forumtogether.org/article/the-dignity-act-of-2025-bill-summary/

for international students working under the OPT programme impacting this outcome.

These trends highlight how the US linked internationalisation with broader national priorities such as talent acquisition, innovation-led economic growth, and global influence. Signature initiatives like the Fulbright Programme, a flagship academic exchange for international students and scholars, continue to attract global talent and foster long-term academic and diplomatic ties. Beyond tuition revenue estimated at USD 43.8 billion (INR 3,88,725 crores) annually[5] (~0.16% of U.S. GDP) international students contribute to the country's research output, soft power, and global alumni networks.

US universities are also active in global student enrolment, transnational education, and strategic partnerships. Common institutional goals include:

- Enhancing the quality of higher education and campus diversity
- Building national reputation and competitiveness
- Promoting knowledge creation and innovation
- Preparing students with multicultural competence for the global workforce
- Supporting long-term national economic development

ii. Canada

Canada has emerged as one of the fastest-growing destinations for international students, witnessing a 48.7% increase from 326,120 in 2014 to 4,85,000 in 2024.[6] In 2023, India accounted for 42.9% of all international students in Canada, with 2,33,272 Indian students receiving study permits in Canada, according to official IRCC data[7]. In 2022, international education directly contributed CAD 30.9 billion (~INR 1.92 lakh crore) to Canadian GDP, or ~1.2% of the GDP.[8] Canada's internationalisation strategy is primarily built around long-term immigration and workforce integration.

- **Post-Graduation Work Permit (PGWP):** This permit allows international graduates to work in Canada for up to 3 years, offering valuable experience and a pathway to permanent residency.
- **Student Direct Stream (SDS):** SDS enables faster visa processing for students from countries like India, China, Vietnam, and the Philippines, making Canada an attractive destination for international students.
- **International Education Strategy (2019–2024):** This strategy aimed to diversify international student origin countries, encourage Canadian students to study abroad, and promote lasting global partnerships.
- **EduCanada:** EduCanada is Canada's official global branding initiative that showcases the quality and value of Canadian education worldwide.
- **Global Affairs Canada–SEED Programme:** Through programmes like SEED, Global Affairs Canada has promoted academic mobility and development-focused scholarships with partner countries.
- **High International Student Satisfaction and Retention:** Canada is known for strong student

[5] International Trade Administration. (2025). Education Service Exports. www.trade.gov. https://www.trade.gov/education-service-exports (Accessed in October, 2025)

[6] Immigration, Refugees and Citizenship Canada (IRCC). (2024, October 23). 2024 Annual Report to Parliament on Immigration. https://www.canada.ca/content/dam/ircc/documents/pdf/english/corporate/publications-manuals/annual-report-2024-en.pdf

[7] Immigration, Refugees and Citizenship Canada (IRCC). (2024, June 26). Intake, Output & Issued – February 28, 2024.https://www.canada.ca/en/immigration-refugees-citizenship/corporate/transparency/committees/cimm-feb-28-2024/intake-output-issued.html

[8] Government of Canada. (2024, June 25). Economic impact of international education in Canada 2022 update. GAC. https://www.international.gc.ca/education/report-rapport/impact-2022/index.aspx?lang=eng

support services, and inclusive migration pathways, leading to high satisfaction and retention rates among international students.

iii. Australia

Australia has experienced a ~50.9% increase[9] in international students, growing from 3,47,560 in 2014 to 5,24,514 in 2023. International education has become Australia's third-largest service export, contributing about AUD 51 billion (~INR 2.85 lakh crore) in 2023-24,[10] which accounts for around 1.9% of the country's GDP. Australia's appeal lies in its ability to blend high-quality education with post-study migration opportunities. As of September 2023, there were over 1.2 lakh Indian students in Australia[11]. In the 2023–24 migration programme, Indians were top recipients of permanent residency grants with 49,814 Indians, of which 45,820 were in the Skilled stream and 3,994 in the Family stream[12]. Several motivating factors that influence international students to consider Australia as a preferred higher education destination have been listed below:

- **Temporary Graduate Visa (Subclass 485):** Offers 2 to 4 years of post-study work rights based on qualification level and location, supporting Australia's skilled migration goals.
- **Destination Australia Programme:** Provides scholarships to study in regional institutions and includes incentives for permanent migration, especially in demand-driven regions.
- **Pathways for Indian Students:** Many Indian students move to permanent residency via Subclass 485, followed by skilled migration visas like 189, 190, or 491.
- **Australia–India Migration and Mobility Partnership (MMPA):** This bilateral agreement facilitates migration pathways for Indian students and professionals to support mutual skill needs.
- **Market-Driven, Government-Supported Model:** Australia's international education sector thrives on a combination of strong market appeal and robust national policy support.
- **ESOS Act (Education Services for Overseas Students):** Ensures legal protection and high-quality education standards for international students across Australian institutions.
- **National Code of Practice:** Sets clear responsibilities for universities in supporting international student wellbeing, compliance, and reporting.
- **Study in Australia Initiative:** A global branding and recruitment campaign that promotes Australian education and supports international education fairs.
- **Australian Strategy for International Education (2021–2030):** Focuses on source country diversification, transnational education, alumni engagement, and digital delivery.
- **Transnational Education Investments:** Australian universities lead in offering offshore campuses, online programmes, and academic partnerships across Asia.
- **Comprehensive Student Support Services:** Services such as visa help, housing, language programmes, and mental health support make Australia a preferred global destination for students.

iv. European Union (EU)

The EU's strategy for internationalisation is distinct, focusing on equity, inclusion, and intra-regional integration. Although specific data on Indian student-to-migrant conversion is limited

[9] Australian Government. (2025). Student Data - Department of Education, Australian Government. Department of Education. https://www.education.gov.au/higher-education-statistics/student-data

[10] Australian Government. (2025, January 9). Education export income - Financial Year - Department of Education, Australian Government. Department of Education. https://www.education.gov.au/international-education-data-and-research/education-export-income-financial-year

[11] High Commission of India in Canberra, Australia. https://www.hcicanberra.gov.in/eoi.php?id=guidelines-for-indian-students-wishing-to-study-in-australia

[12] WeAbide (2025). https://www.theweabide.com/post/indian-nationals-lead-australia-s-permanent-residency-outcomes-in-2024

at the EU level, as of 2023, India has been the third largest country of origin for international students in the EU. Germany (10.1%), Ireland (15.3%) and Latvia (17.4%) have the highest number of Indian students among the EU[13]. Many Indian students remain in the EU after completing studies through research, employment, or EU Blue Card pathways, especially in STEM fields. The attraction of EU as a study destination for Indian students includes high quality and affordable programmes, English-medium instruction in select countries, research-focused degrees, and availability of post-study work visas or skilled migration options.

Over the years, the European Commission has strengthened academic partnerships on a global scale by contributing to the development of several tools aimed at facilitating the mobility of students and researchers, including:

- **Europass** – a standardised CV and documentation tool for skills and qualifications
- **ECTS (European Credit Transfer and Accumulation System)** – for harmonising credit recognition in higher education
- **Diploma Supplement** – to ensure transparent qualification recognition across countries
- **European Qualifications Framework for Lifelong Learning (EQF)** – aligning national qualification frameworks
- **ECVET (European Credit System for Vocational Education and Training)** – for credit transfer in vocational learning
- **Youthpass** – a certificate tool for non-formal learning in youth programmes
- **EURAXESS** – a portal supporting researcher mobility and career development
- **Student Visa Directive** – easing visa processes for non-EU students
- **Scientific Visa Package** – to attract and retain international researchers

The Erasmus programme (European Community Action Scheme for Mobility of University Students) was established by the EU in 1987. It aimed to promote closer cooperation between universities and HEIs across Europe. This meant setting up an organised and integrated system of cross-border student interchange. Over time, the programme expanded in its breadth and depth. It was supported by another programme known as the Trans-European Mobility programme for University Studies (TEMPUS) which played a key role in the EU's strategy. TEMPUS, active from 1990 to 2013, supported the modernisation of higher education in partner countries across Eastern Europe, Central Asia, the Western Balkans, and the Mediterranean region, primarily through inter-university cooperation projects. The European Commission launched a strategy in 2013 titled 'European Higher Education in the World', which aimed at ensuring that European graduates acquire international skills needed to work anywhere in the world, while simultaneously promoting Europe's attractiveness to international students.

Since 2014, a new overarching strategy was developed which was known as "Erasmus+" and combined the vision of both Erasmus and TEMPUS while expanding its scope. Erasmus+ is the EU's programme from 2021 to 2027 to support education, training, youth and sport in Europe. It funds students and academic staff across EU and partner countries, and the broader European Higher Education Area (EHEA), which promotes degree recognition and joint quality standards across 49 countries, creating one of the most harmonised academic spaces globally.[14] With an estimated budget of €26.2 billion, it supports transnational cooperation aimed at modernising and strengthening education and training systems in response to the current challenges of employment, economic growth, green and digital transition and participation in democratic life.

Through the Erasmus+ programme, student mobility grew from 7.4 million in 2014 to 15.1 million

[13] Eurostat (2025). https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Learning_mobility_statistics

[14] European Education and Culture Executive Agency (EACEA)

in 2023 (Figure 2.1), representing a 104% increase.[15] While economic contributions aren't directly reported as part of GDP, the EU's commitment is evident in its €26.2 billion (~INR 2.64 lakh crore) Erasmus+ budget for 2021–2027, reflecting strong support for youth mobility, academic collaboration, and cultural integration.

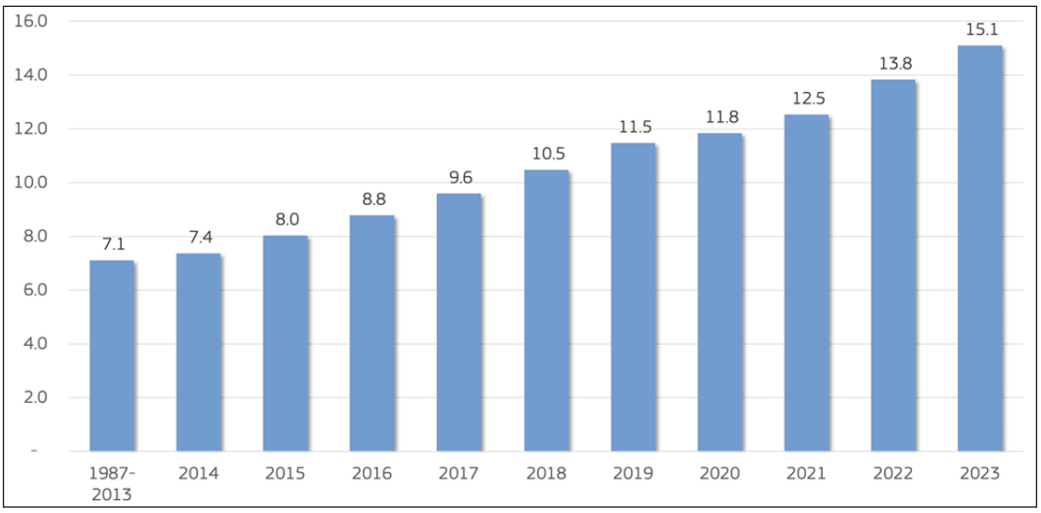


Figure 2.1: Participants in Mobility Activities under the Erasmus+ and its Predecessors since 1987

Source: Erasmus+ Annual Report, 2023

v. Japan

Japan has seen a ~93% increase in international student enrolment from 1,61,848 in 2012 to 3,12,214 in 2019[16]. As of 2024, 3,36,708 international students were studying in Japan, of which 0.5% were Indian students.[17] While the direct contribution of international students to Japan's GDP is not publicly reported, the government considers internationalisation critical to addressing its demographic decline and revitalising regional universities. Key drivers include the Top Global University Project, which seeks to elevate Japanese institutions in global rankings by encouraging international faculty and English-language courses, and MEXT Scholarships, which are fully funded programmes covering tuition and living expenses for international students. These initiatives are part of Japan's broader vision to enhance academic diplomacy and foster international research collaboration.

Japan has recently intensified its efforts to internationalise its higher education sector, aiming to enhance global competitiveness and address domestic demographic challenges. In April 2023, the Japanese Government introduced the J-MIRAI initiative (Japan Mobility and Internationalisation: Re-engaging and Accelerating Initiative for future generations), setting ambitious targets for 2033. These include attracting 4,00,000 international students and sending 5,00,000 Japanese students abroad, encompassing both long-term degree programmes and short-term exchanges. Beyond numerical goals, J-MIRAI emphasises qualitative improvements, such as doubling English-only undergraduate programmes, increasing joint and dual degree offerings, and enhancing support services for international students. The initiative also seeks to raise the post-graduation employment rate of international students in Japan from 48% to 60% by 2033, fostering better integration into the Japanese workforce.

Institutions such as the University of Tokyo are aligning with these national objectives. These efforts reflect Japan's commitment to cultivating a globally engaged higher education environment, positioning itself as a competitive destination for international students while equipping its own students with global competencies.

[15] European Commission – Erasmus+ Annual Report, 2023

[16] Japan Student Services Organization. (2020). Result of an annual survey of international students in Japan 2019. Retrieved from https://www.studyinjapan.go.jp/en/_mt/2020/08/date2019z_e.pdf

[17] JASSO (Japan Student Services Organization), MEXT. https://www.studyinjapan.go.jp/en/_mt/2025/04/data2024z_e.pdf

vi. China

China's international student population increased from 3,97,635 in 2015[18] to 4,92,185 in 2018[19], marking a ~23.7% growth. China's internationalisation is aligned with its foreign policy and innovation strategy. They have emerged as a key player in the global higher education landscape through a state-led, strategically coordinated approach to internationalisation. Major national initiatives that have significantly expanded China's global academic presence include:

- **Double First-Class Initiative:** Aims to develop world-class universities and disciplines by funding elite institutions to improve research capacity, innovation, and global rankings.
- **Belt and Road Education Action Plan:** Promotes educational cooperation with countries along the Belt and Road Initiative through scholarships, student exchanges, and joint programmes, aligning higher education with China's foreign policy and soft power goals.
- **Study in China Strategy:** Seeks to position China as a top destination for international students by expanding English-taught programmes, improving student services, and increasing scholarships through the China Scholarship Council (CSC).

The Government has invested in improving institutional quality, expanding access to English-medium instruction, and enhancing research output to attract students particularly from Asia and Africa. These measures have made Chinese universities increasingly accessible, competitive, and globally relevant. Alongside its efforts to attract inbound students, China also supports large-scale outbound mobility. With over 7 lakh students moving abroad for higher education, it is the second largest source of international students worldwide. Their internationalisation strategy further emphasises global partnerships, academic exchanges, joint research, particularly with institutions in Europe and North America, and participation in international rankings.

The Chinese Education Master Plan (2024-2035) focuses on strengthening global talent development and promoting the "Study in China" brand, encouraging high-level foreign universities in science and engineering to offer programmes in China, expanding international academic exchange and research cooperation, actively participating in global education governance, and building international partnerships and institutions.

2.2.2 Institutional Level

The preceding section focused on country-level approaches and programmes across major international ecosystems. This section provides an overview of institution-level interventions in several countries.

2.2.2.1 Institutional Endowments

Institutional endowments refer to financial assets, typically in the form of donated funds or investments held by HEIs to support their long-term strategic objectives. While the principal amount is generally preserved, the income generated is used to fund academic activities, scholarships, faculty positions, infrastructure, and international initiatives.

At the Institutional level, endowments serve as critical enablers of global academic engagement and institutional development. They provide long-term financial stability and allow universities to invest strategically in initiatives that enhance their global presence and competitiveness. Endowments not only legitimise internationalisation efforts but also ensure their sustainability over time. The size of institutional endowments can positively impact international student enrolment, global research output, the ability to offer scholarships, and expansion through international campuses and partnerships.

[18] Ministry of Education and Training, Australian Government (Aug, 2016). https://internationaleducation.gov.au/research/Research-Snapshots/Documents/China_outbound%20and%20inbound%20tertiary%20students.pdf

[19] Ministry of Education, China (2018). http://en.moe.gov.cn/documents/reports/201904/t20190418_378692.html

i. Endowment as Enabler

Global examples show how endowments can drive educational outcomes and institutional growth by supporting the following key areas:

- **Financial support:** Scholarships for international students, research grants for global collaborations, infrastructure development for international programmes and support for faculty exchange and development.
- **Infrastructure development:** Establishment of international campuses, creation of research facilities, development of technology platforms and building of student housing and facilities.
- **Programme development:** Creation of international curricula, development of exchange programmes, establishment of joint degree programmes, and support for international accreditation.
- **Research support:** Funding for international research projects, support for global research centres, resources for international publications, and grants for collaborative research.
- **Network building:** Development of international alumni networks, creation of global institutional partnerships, support for industry collaborations and building of academic consortia.

ii. Leveraging Institutional Endowments: Global Examples

Table 2.1 provides examples from the USA, UK, Asia, Canada, and Europe on how endowments have supported key international initiatives such as global research centres, joint academic programmes, scholarships for international students, and international faculty recruitment and the outcomes they have achieved in terms of global rankings, student diversity, and cross-border collaboration. Top global universities such as Harvard, Yale, and Stanford strategically utilise their institutional endowments to strengthen internationalisation. The endowments range from USD 27.2 billion to over USD 50 billion and investments contribute directly to global impact, as reflected in the high proportions of international students and international faculty at these institutions.

Table 2.1: Global Practices of Leveraging Institutional Endowments

University	Endowment	INR (In approx. crores)	Exchange Rate (Oct 2025)	Key International Initiatives	International Outcomes
Harvard University (USA)	USD 52.3 billion[20]	4,64,162	1 USD = ₹88.75	20+ global research centres	24% international students
				Financial aid for 50% of international students	Consistently top global ranking
				Partnerships with 57 countries	
				Faculty exchanges in 30+ nations	
Cambridge University (UK)	£2.6 billion[21]	39,890	1 GBP = ₹119.0	Cambridge-Africa Programme	24% international faculty
				Research hubs in Singapore, India, China	40% international students
				Global fellowship programmes	

[20] https://www.harvard.edu/about/endowment/

[21] https://www.cam.ac.uk/about-the-university/how-the-university-and-colleges-work/cambridge-university-endowment-fund

University	Endowment	INR (In approx. crores)	Exchange Rate (Oct 2025)	Key International Initiatives	International Outcomes
NUS (Singapore)	SGD 5.9 billion[22]	39,852	1 SGD = ₹68.5	Yale-NUS College Duke-NUS Medical School Research ties with 20+ countries	Ranked in global top 20
Tsinghua University (China)	USD 3.9 billion	34,612	1 USD = ₹88.75	Belt & Road Initiative collaborations Global Innovation Exchange Southeast Asia partnerships	300% growth in international enrolment (since 2010)
Toronto University (Canada)	CAD 3.15 billion[23]	19,587	1 CAD = ₹63.5	International doctoral scholarships Research in 170+ countries Global innovation hubs	25% international student population
ETH Zurich (Switzerland)	CHF 804 million[24]	14,791	1 CHF = ₹111.0	Singapore-ETH Centre Global research stations International faculty recruitment	40% international faculty

These examples of select top universities in the respective countries, demonstrate the pivotal role of financial endowments in enabling and sustaining international outreach. Institutions with strong endowments are able to fund student scholarships, support international research, build global infrastructure, and foster meaningful partnerships. The outcomes include increased international student enrolment, greater faculty diversity, and enhanced global visibility. These are precisely the goals that many Indian institutions seek to achieve as they pursue internationalisation.

2.2.2.2 Models of International Engagement

Two models in this context are - Global Centres and Hybrid Joint Campuses. Global Centres and Hybrid Joint Campuses represent innovative models of international collaboration that go beyond traditional offshore campuses. Unlike offshore campuses, which require significant capital investment and time to replicate institutional culture and infrastructure, these models operate with smaller physical footprints and can be hosted within existing international offices. They allow HEIs to focus on strategic areas such as collaborative research, joint degrees, and curriculum exchange while expanding global physical presence at a smaller scale. They resolve the international collaboration needs of HEIs as reflected in survey responses without significant investment. (Figure 2.2) By leveraging partnerships, alumni networks, and research collaborations, they offer flexible, cost-effective avenues for sustained international engagement and institutional growth.

[22] https://www.straitstimes.com/politics/parliament-nus-has-largest-endowment-fund-of-59-billion-followed-by-ntu-with-19-billion

[23] https://www.intentionalendowments.org/university_of_toronto

[24] https://report23.ethz-foundation.ch/en/

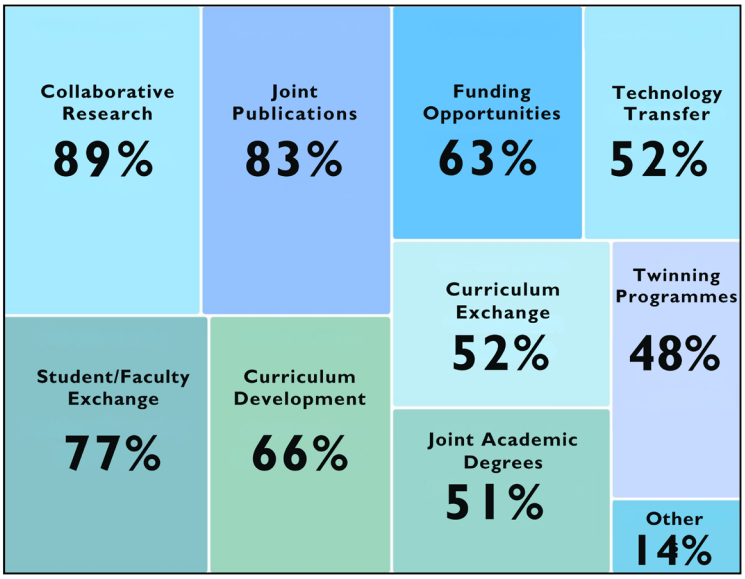


Figure 2.2: Survey Response on Various Objectives for Partnerships

Note: Since the respondents could choose more than one objective, the percentages do not cumulatively add to 100.

i. Global Centres

A Global Centre is loosely defined as an international presence for a university, serving as a nucleus for various activities including providing technology transfer opportunities, undertaking industry or other sponsored research abroad, and enabling academic programmes. The centre leverages the university's strengths to serve the host country's needs and meet global challenges by acting as a local hub.

Top universities have already established global centres to achieve some of these aspirations. Across 11 cities, Columbia University's Global Centres provide an avenue for international collaboration in research, education, and public engagement.[25] Apart from serving as local hubs in India, China, Kenya, and other countries, they also function as an important network that fuels the global aspirations of the University. New York University's 14 Global Centres are each focused on a different theme. For example, the centre in Accra, Ghana, deals with African studies whereas the centre in Paris, France, focuses on French culture.[26] The University of Chicago's Global Centres in 3 cities across the world are more focused on international dialogues with the host countries, apart from academic exchanges. The Global Research Centers of Harvard Business School facilitate faculty research and case development on an international scale across 17 cities. These enable Harvard faculty to work with leaders, industry, government, and academia worldwide, and to learn from business challenges and innovations wherever they occur.[27]

Table 2.2: A comparison of Global Centres Across the World

University/ Centre	Year	Locations (outside home country)	Focus Area	Features and Offerings
Columbia University Global Centres[28]	2009	10 cities including Amman, Athens, Beijing, Istanbul, Mumbai, Nairobi, Paris, Rio de Janeiro, Tel Aviv, Tunis	International collaboration, research projects, academic programming, study abroad	Various programmes in public health, environmental sustainability, architecture, and more.

[25] Columbia University. (n.d.). Global Centers. Columbia Global Centers. https://globalcentres.columbia.edu/

[26] New York University. (n.d.). Global Academic Centers. In Liberal Studies Bulletin. https://liberalstudies.nyu.edu/academics/liberalstudiesbulletin/global-academic-centers.html

[27] https://www.hbs.edu/about/history

[28] Columbia University. (n.d.). Global Centers. Columbia Global Centers. https://globalcentres.columbia.edu/

University/ Centre	Year	Locations (outside home country)	Focus Area	Features and Offerings
NYU Global Academic Centres[29]	2012	12 cities including Abu Dhabi, Accra, Berlin, Buenos Aries, Florence, London, Madrid, Paris, Prague, Shanghai, Sydney, Tel Aviv	Study away programmes, global research initiatives	Undergraduate and graduate programmes across various disciplines in cities like Paris, Berlin, and Sydney.
University of Chicago Global Centre[30]	2003 2010 2013	3 cities including Beijing, Delhi, Paris	Science, energy, medicine, public health; business, economics, policy; culture, society, law	Academic and public programmes addressing global issues, serve as a hub for scholars and alumni.
Harvard Global Research Centres[31]	1999 2000 2002 2003 2006 2013 2017	16 cities including Johannesburg, Lagos, Nairobi, Hong Kong, Shanghai, Singapore, Paris, Mumbai, Tel Aviv, Tokyo, Mexico City, Sao Paulo, Montevideo, Cairo, Dubai, Istanbul	Business and Environment, Business History, Entrepreneurship, Finance, Globalization, Health Care , Human Behaviour and Decision-Making, Leadership, Social Enterprise, Technology and Innovation	Faculty research and international case study development across a variety of subjects and sectors.

ii. Hybrid Joint Campuses

Similar to joint degree programmes, there are many advantages in a combined effort by two or more international partners toward establishing and operating a joint campus. The reputation of both the universities is leveraged in this initiative, and a deep, multidimensional and strategic collaboration is envisaged for transnational impact. Resources are shared, and knowledge and technology transfer of global relevance is made possible through hybrid joint campuses. The physical space requirements are minimal, with offices, laboratories and other spaces distributed across each of the original campuses.

Faculty across the two universities are formally associated with such campuses through joint appointments. Funding for physical mobility for faculty and students between the two institutions is provided. Students in both universities participate in joint campus activities, and the collaboration includes, but is not limited to joint degree programmes. The universities grow together in partnership, with dedicated funding and identified thematic areas for an in-depth collaboration.

Global Practice: TransCampus Initiative

An implementation of this model is the transCampus initiative, a strategic collaboration between King's College London and Dresden University of Technology[32]. Established in 2013, the academic platform includes joint research projects and PhD programmes, focusing on synergy in areas including haematology, diabetes and mental health research. Two separate but coordinated offices are maintained in London (UK) and Dresden (Germany). Several faculty members across both institutions are onboarded as Associated Professors and Project Principal Investigators. The transCampus partnership offers staff exchange and training programmes for students from both universities, thereby creating an international ecosystem of students and faculty collaborating across disciplines.

[29] New York University. (2025, April 2). NYU Global Study Abroad/Away. https://tisch.nyu.edu/special-programs/global-programs.html

[30] University of Chicago. (n.d.). Global campuses and centres. https://www.uchicago.edu/education-and-research/global-campuses-and-centres

[31] https://www.hbs.edu/about/history

[32] TU Dresden.TransCampus: Partnerships and cooperation. Hochschulpartnerschaften - transCampus — Internationales — TU Dresden

2.3 COMPARATIVE ANALYSIS OF INTERNATIONALISATION STRATEGIES AND LEARNINGS FOR INDIA

This section briefly highlights how different countries have built competitive higher education ecosystems. As depicted in Figure 2.3, while the USA focuses on research funding and global recognition, countries such as Germany leverage low-cost, high-quality education. China has made large-scale investments in infrastructure and scholarships, while Australia and the UK have prioritised international student experience and cultural integration.

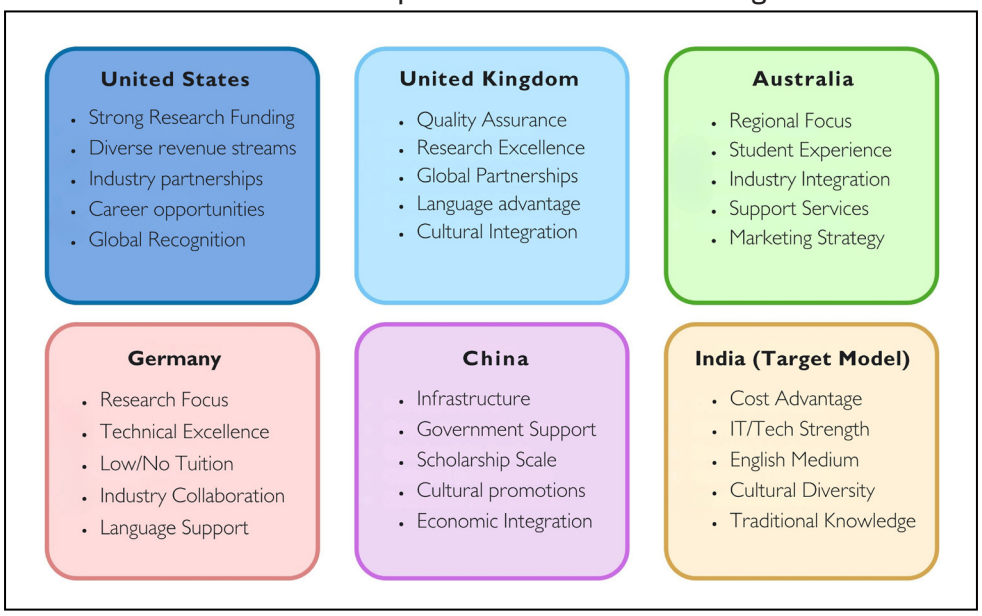


Figure 2.3: Global Internationalisation Strategies

Source: The information is based on extensive stakeholder consultations, including workshops, national and international KIIs and survey responses.

India has a unique opportunity to shape its internationalisation strategy by blending global best practices with its own intellectual and cultural strengths. Its emerging model is being shaped by its cost advantage, expertise in technical and professional education, ICT strength, cultural heritage, and English-medium instruction. As a cost-effective, English-speaking, and tech-savvy nation, India appeals especially to students from the Global South, but its potential extends far beyond affordability. India's expertise in basic sciences, engineering, management, and professional education has built a globally competitive talent pool. Graduates from institutions like the IITs, IIMs, IISc, and other Institutes of National Importance and Eminence have made significant contributions across sectors such as technology, healthcare, finance, and entrepreneurship. This robust foundation has enabled the Indian diaspora to excel in diverse professions worldwide. There is a need to provide visibility to this expertise in order to make India an attractive destination for Higher Education.

Additionally, Indian Knowledge System (IKS) encompassing fields like philosophy and literature, Ayurveda and Yoga, Vedic mathematics and astronomy, arts and architecture, governance and statecraft, and climate and sustainability, among many others, offers globally applicable, and interdisciplinary insights. By integrating IKS with curricula, promoting research collaborations, enabling post-study work opportunities, and aligning academic pathways with global standards, India can position itself as a distinct contributor and destination for global higher education.

2.4 INDIAN EXPERIENCE OF INTERNATIONALISING EDUCATION

As outlined in NEP 2020, India aspires to become a globally attractive destination for higher education.

Between 2012 and 2022, inbound international student numbers grew by 34%, reaching a peak of 46,878 in 2021–22. However, international students have consistently accounted for only a small share between 0.5% and 0.11% of India's total higher education enrollment over the past 25 years. In comparison, leading host countries like the USA (11,26,690), Canada (842,760), the UK (7,58,855), Australia (4,37,485), and China (2,00,892) (cited from Section 2.2) attract significantly higher numbers and feature prominently among the world's top 10 destinations for international students.

This stark contrast underscores that India's current international student inflow remains limited in global terms. To bridge this gap and realise its ambitions, India must scale up efforts to attract international researchers and faculty, strengthen international research collaborations, and forge robust academic partnerships. Some policy-level measures have already been introduced to catalyse this shift as discussed below.

2.4.1 Country Level

i. Study in India Programme

India's ambition to become a global education destination is reflected in the launch of the Study in India (SII) programme in 2018 by the Ministry of Education. Conceived as an initiative to strengthen India's inbound student mobility, SII aims to position Indian HEIs as an attractive alternative to traditional study-abroad destinations particularly for students from the Global South.

However, despite early progress, the SII initiative has not met its target of hosting 2,00,000 international students by 2023. Creating SII 2.0 with comprehensive Branding, Communication, and Outreach (BCO) strategies (as outlined in the policy recommendations of this report) would be essential to attract international students to India. It may also focus on supporting short-term academic exchanges that allow international students to study in India for part of their degree, or Indian students to spend a limited period abroad. This form of mobility can play a vital role in fostering international collaborations.

2.4.2 Institutional Level

2.4.2.1 Institutional Endowments

While Indian HEIs have historically depended primarily on government funding, there has been a growing recognition of the importance of institutional endowments in achieving long-term goals, including internationalisation. In recent years, several leading institutions have launched or expanded endowment initiatives often supported by alumni and private donors to build global partnerships, fund scholarships, and enhance research infrastructure.

i. Indian Practices of Building Institutional Endowments

Table 2.3 highlights select Indian institutions that are pioneering this approach. Though still modest in scale compared to global counterparts, these efforts signal a shift toward greater financial autonomy, strategic international engagement, and institutional innovation.

Table 2.3: Endowment Driven Examples of INIs

Institution	Launch Year	Endowment Fund Amount	Impact / Outcomes	As On
IIT Delhi[33]	2019	• Target Amount: INR 10,000 crore by 2029 supported by alumni and industry • Amount Raised: INR 500 crore pledged donations • No. of donors: 425+	Mittal Sports Complex, Yardi AI School, Duggal Climate Centre, student scholarships, among others	December 2025
IIM Ahmedabad[34]	2020	• Target Amount: INR 1,000 crores by 2025 through donors and alumni • Amount Raised: INR 615+ crores (Total commitment) and INR 400+ crores (Raised) • No. of donors: 360+	1 new school, 5 research centres, 7 endowed chairs, among others	December 2025

These examples demonstrate the emerging potential of Indian endowments to support internationally competitive institutions.

ii. Constraints in Scaling up Endowment Model in India

While there is no single act for endowment funds in India, a combination of central laws (Charitable Endowments Act 1890, Income Tax Act 1961) and sector-specific statutes (such as university or institutional acts or guidelines) collectively provide the regulatory framework for endowment funds in India. Institutions must also ensure compliance with FCRA if handling foreign funds. Institutional endowments hold immense potential to support internationalisation in higher education, but several challenges hinder their effective establishment in the Indian context. Key constraints include:

- **Regulatory Hurdles at Central-level:** The regulatory framework in India is not yet fully conducive to encouraging and facilitating endowment growth in the higher education sector with lack of clear guidelines on deployment of endowment funds and utilisation of endowment income.
- **Limited Fundraising Capacity at Institutional-level:** HEIs struggle with raising significant endowment funds due to a lack of an established culture of alumni donations or low financial capacity among alumni compared to leading HEIs.
- **Lack of Fund Sustainability and Expertise:** Institutions face difficulty in sustaining endowment funds due to absence of professional fund management systems.
- **Absence of Reinvestment Strategy:** There is a lack of defined mechanisms to generate income and reinvest it in alignment with internationalisation priorities.

Addressing these constraints through regulatory reform, capacity building, and strategic financial planning is essential to unlock the full potential of endowments in advancing the internationalisation agenda of Indian higher education institutions.

2.4.2.2 Indian HEIs International Engagement Models

Select Indian HEIs have started espousing the practice of establishing Global Centres, though none have ventured to establish a Hybrid Joint Campus as seen in other countries. While such innovations are new for the Indian higher education system, their success and the rising

[33] https://endowment.iitd.ac.in/

[34] https://endowment.iima.ac.in/

dominance of Indian technology and education on the global stage can spur more Indian HEIs to consider this and other models.

i. Global Centres

IIT Madras Global Centre

IIT Madras was the first Indian public HEI to establish an international centre in Dubai in 2024[35]. The IITM Global Dubai Centre will specialised in cutting-edge fields such as artificial intelligence (AI), data science, robotics, and sustainable energy and create a new bridge to India's entrepreneurial ecosystem. The Institute's plans to establish the Centre in Dubai has been facilitated through an agreement between Indian Institute of Technology, Madras (IITM) and the Dubai Department of Economy and Tourism (DET). Figure 2.4 depicts the pillars of activities on which this centre, termed "IITM Global", is based. It focuses on research, technology transfer and bespoke academic skilling programme opportunities, within the domain of frontier technology. IITM's approach to the Global Centre emphasises connection with global markets for technologies and short-term programmes.

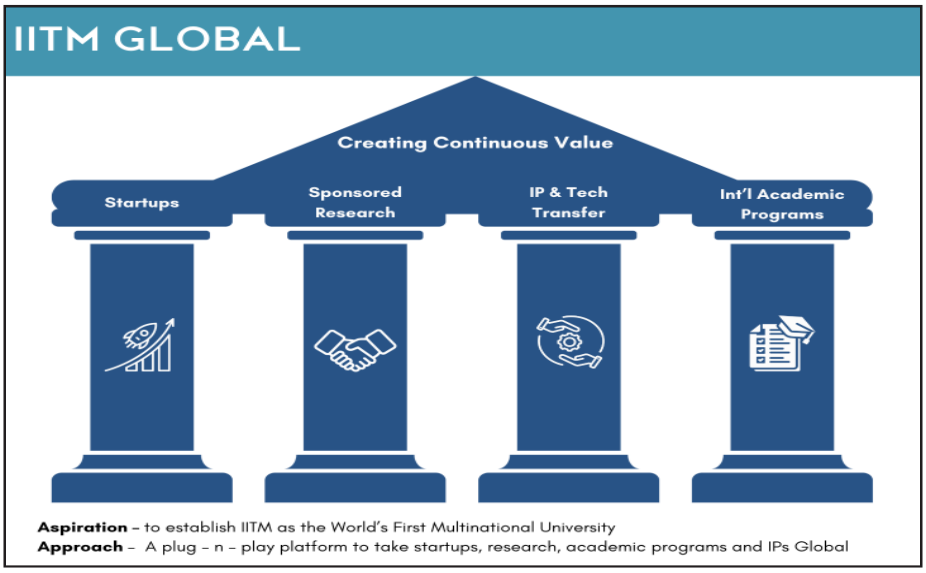


Figure 2.4: Pillars of IITM Global

2.5 CHALLENGES IN INTERNATIONALISATION OF INDIAN HEIs

Based on the primary and secondary data analysed for this study, the key challenges in the effective internationalisation of education in India can be summarised as follows:

i. Systemic-level

The following challenges at the systemic level hinder India's global academic appeal:

- **Academic:** There is a need to match the global academic curricula and industry alignment. Currently, there are limited opportunities for international faculty exchange and research.
- **Administrative:** Complicated visa procedures, lack of a comprehensive branding, marketing and outreach strategy, and limited scholarships.
- **Infrastructural:** Upgradation of infrastructure and technology according to international standards, and the need for enhancing R&D resources.
- **Student Experience:** Challenges with respect to cultural adaptation, language barriers, and job placement.

[35] Times of India. (2024, March 11). IIT Madras to launch first international centre in Dubai focusing on AI and innovation. https://timesofindia.indiatimes.com/education/news/iit-madras-to-launch-first-international-centre-in-dubai-focusing-on-ai-and-innovation/articleshow/114353729.cms

- **Support Services:** housing, and student support services impact the quality of life and impact the overall experience of students in the country.

ii. Institutional-level

According to the survey conducted in Indian HEIs, the following are some of the key hindrances with respect to research collaborations at the institutional level:

- **Lack of Integration of Scholarships with Admissions:** 38% of respondents view scholarships as crucial for student mobility. However, 57% report no coordination between funding bodies and admissions offices. (Figure 2.5)This disconnect limits the effectiveness of financial support in attracting international students.

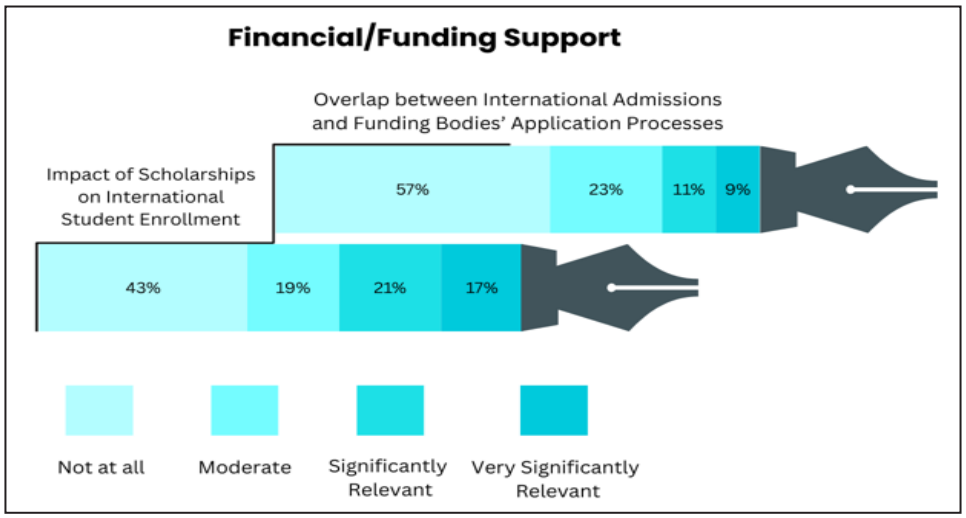


Figure 2.5: Survey Responses to Financial Support Offered through Various Means

- **Faculty Internationalisation is Ad Hoc:** While 73% of institutions cite research relevance, 70% importance of the conference, and 64% expected outcomes when approving faculty funding, only 58% consider fund availability, and 35% account for past participation for faculty-led research (Fig. 2.6). This reflects a lack of strategic, long-term investment in international faculty engagement.

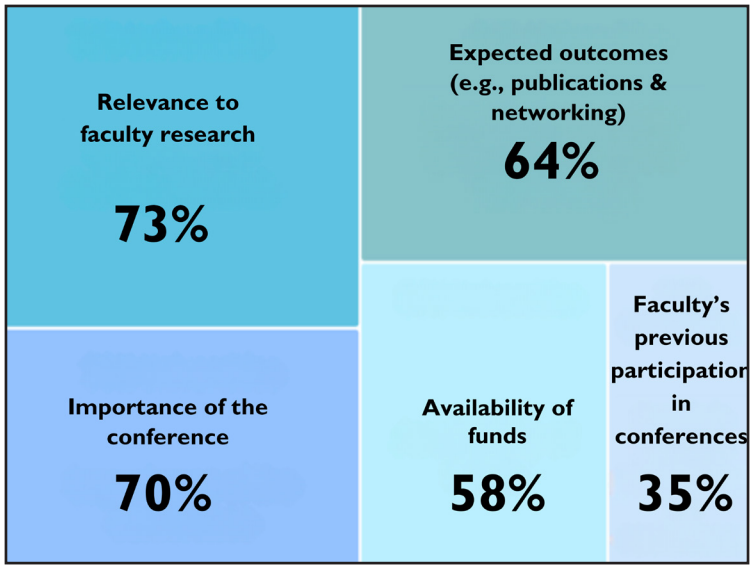


Figure 2.6: Survey Responses to the Various Criteria for Approving Funding Requests

Note: Since the respondents could choose more than one objective, the percentages do not cumulatively add to 100.

These insights underscore the need for institutions to move beyond ad hoc financial decisions and develop coherent, forward-looking funding strategies. Strengthening governance frameworks, aligning funding cycles with strategic goals, and integrating support for both faculty and students

into internationalisation plans will be crucial. Such an approach will be key to unlocking the full potential of institutional endowments and advancing India's aspirations in global higher education. Indian Higher Education has found its way into this model recently as well. With the various NEP 2020 enablements for the possibility of earning academic credits, a strategically evolved effort is important for Indian HEIs.[36]

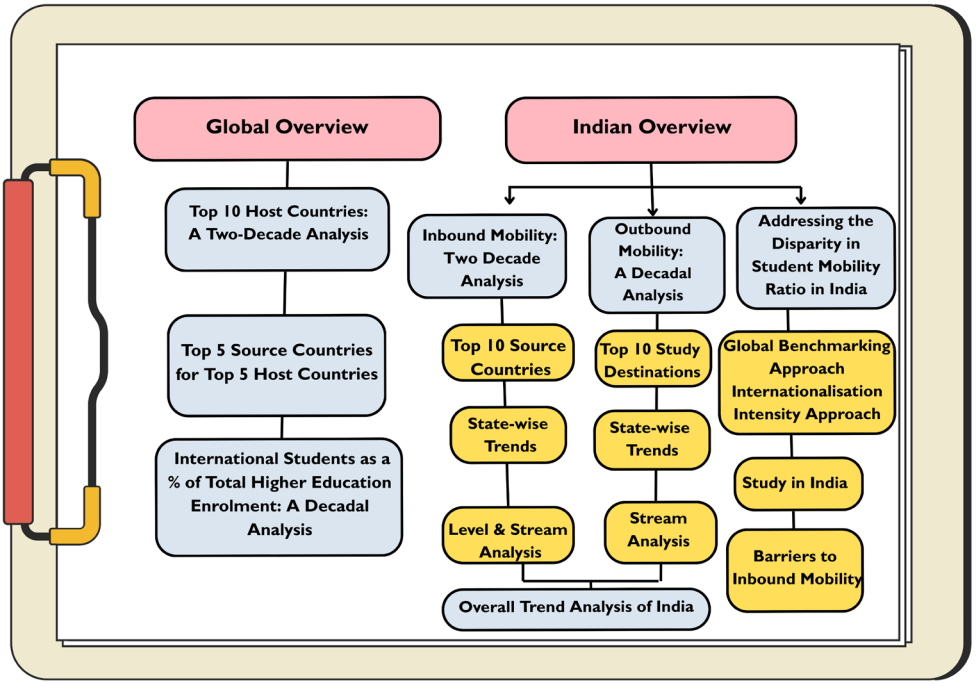
2.6 KEY TAKEAWAYS

An analysis of various country-level and institution-level strategies reveals that those excelling in the internationalisation space have developed context-specific approaches tailored to their unique needs and priorities. India too needs to formulate a comprehensive national strategy for internationalisation of higher education. Its success will depend on leveraging the power of the world's largest diaspora, establishment of clear implementation mechanisms, sustained institutional commitment from universities, and well-coordinated actions to overcome practical challenges. Therefore, both at the systemic and institutional levels, India needs to design contextually grounded strategies informed by global best practices to effectively advance the internationalisation of higher education.

36 TU Dresden. (2023, October 20). Brückenschlag zwischen zwei der innovativsten Wissenschaftsgemeinschaften der Welt: TU Dresden und IIT Madras gründen TransCampus-Partnerschaft. https://tu-dresden.de/tu-dresden/newsportal/news/brueckenschlag-zwischen-zwei-der-innovativsten-wissenschaftsgemeinschaften-der-welt-tu-dresden-und-iit-madras-gruenden-transcampus-partnerschaft?set_language=en

Chapter 3

INTERNATIONAL STUDENT MOBILITY



3.1 OVERVIEW

International student mobility has become a pivotal feature of global higher education in the 21st century. As per the 2019 UNESCO Global Convention on the Recognition of Qualifications concerning Higher Education, mobility refers to the "physical or virtual movement of individuals outside their country for the purpose of studying, researching and teaching". This movement of students and scholars across borders not only reflects the aspirations of individuals seeking quality education and career prospects but also embodies the growing interdependence among educational systems worldwide.

This chapter provides a comprehensive temporal analysis of international student flows, examining both global trends and India's patterns. Through systematic data analysis from the year 2000 to 2024, it traces the shifts in inbound and outbound student flows, host-source dynamics, enrolment percentages and disciplinary preferences. Comparative metrics such as growth rates, percentage share of international students, inbound-outbound ratios and net flow of students have been used to interpret trends.

3.2 INTERNATIONAL STUDENT MOBILITY: GLOBAL OVERVIEW

Over the past two decades, the global landscape of higher education has witnessed a remarkable surge in international student mobility, reflecting the rising demand for globally competitive education. Table 3.1 depicts that there has been a 3x increase in the number of internationally mobile students worldwide, from 22 lakh in 2001 to 69 lakhs in 2022. This upward trajectory underscores the increasing importance of cross-border education in shaping transnational education and fostering international collaboration.

Table 3.1: International Student Mobility (2001-2022)

Year	No. of Students (in lakhs)	Year	No. of Students (in lakhs)
2001	22	2012	41
2002	25	2013	43
2003	26	2014	45
2004	27	2015	48

Year	No. of Students (in lakhs)	Year	No. of Students (in lakhs)
2005	28	2016	51
2006	29	2017	54
2007	31	2018	57
2008	33	2019	61
2009	35	2020	66
2010	38	2021	64
2011	40	2022	69

Source: Migration Data Portal, International Organisation on Migration (IOM)[1]

Note: The data reflects stock figures over the specified time period.

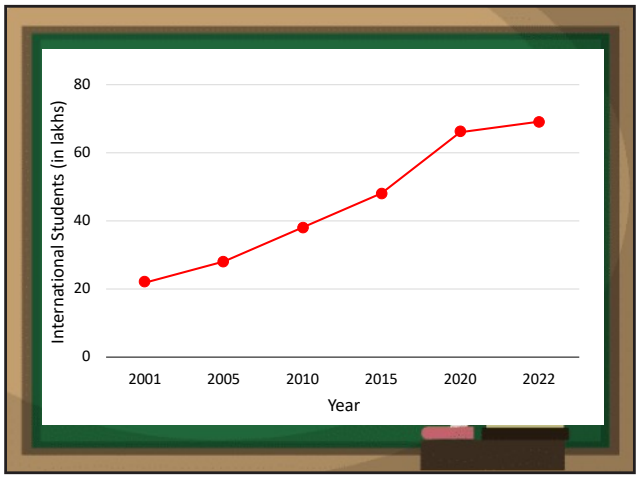


Figure 3.1: International Student Mobility (2001-2022)

Figure 3.1 depicts the number of international students globally between 2001 and 2022, reflecting a 214% rise over 22 years. Between 2001 and 2010, the number rose from 22 to 38 lakhs, an increase of approximately 73%, driven by the early 2000s wave of globalisation and the expansion of higher education systems. From 2010 to 2015, growth continued steadily, reaching 48 lakhs in 2015, a 26% increase over five years aligned with the internationalisation strategies at the government and institutional levels. The period from 2015 to 2020 saw further growth, with numbers rising from 48 to 66 lakhs, a 37.5% increase over five years, reflecting continued global demand.

During the COVID-19 pandemic (2020–2021), the growth rate slowed from 66 to 64 lakhs, indicating a minor decline due to travel restrictions, health concerns and campus closures. However, 2022 marked a strong recovery with student numbers rising to 69 lakhs, a 7.8% increase from the previous year. This is one of the sharpest annual increases of the entire period and can be attributed to pent-up demand, resumption of cross-border mobility and universities adopting hybrid and flexible models.

3.2.1 Top 10 Host Countries for International Students: A Two-Decade Analysis

International student mobility has undergone significant transformation with shifts in the global higher education landscape influencing where students choose to study. Host countries play a crucial role in this dynamic shaped by factors such as quality of education, immigration policies, cultural openness, affordability and employment opportunities. Traditional education destinations have faced growing competition from emerging players that have strategically positioned themselves as attractive alternatives. As students increasingly weigh long-term prospects alongside academic and research quality, the global map of top host countries continues to evolve, reflecting broader political, economic and social trends.

[1] Migration Data Portal. (2022). Internationally mobile students. https://www.migrationdataportal.org/international-data?i=stud_in_&t=2022

Table 3.2: Top 10 Host Countries for International Students (2004-2024)

Year	2004		2014		2024	
Rank	Country	No. of Students	Country	No of Students	Country	No. of Students
1	USA	5,72,509	USA	9,74,926	USA	11,26,690
2	UK	3,00,050	UK	4,93,570	Canada	8,42,760
3	Germany	2,46,136	China	3,77,054	UK	7,58,855
4	France	2,45,298	Germany	3,01,350	Australia	4,37,485
5	Australia	1,51,798	France	2,98,902	France	4,12,100
6	Japan	1,17,302	Australia	2,69,752	Germany	3,67,578
7	China	1,10,844	Canada	2,68,659	Russia	3,21,845
8	Russia	75,786	Japan	1,39,185	South Korea	2,08,962
9	Canada	66,576	Netherlands	90,389	China	2,00,892
10	South Africa	49,979	New Zealand	46,659	Spain	1,49,279

Source: Gosende, R. & Gürüz, K. (2007); Project Atlas 2014, 2024[2]

Note: The data reflects stock figures over the specified time period.

Figure 3.2 depicts the leading host countries for international students over two decades with USA, Canada and UK emerging as the top three destinations in 2024. Other significant destinations include Australia, France, Germany and China, each attracting a globally mobile student population. The USA has consistently remained the top destination with international student numbers rising from 5.73 lakhs in 2004 to 9.75 lakhs in 2014 and reaching 11.27 lakhs in 2024. This sustained lead underscores the enduring appeal of American higher education, driven by globally ranked HEIs with quality education, diverse programmes, research funding, knowledge creation and innovation, career prospects and work permits. By preparing students for the global workforce and supporting long-term national economic development, USA has enhanced its national reputation and competitiveness.

The UK showed steady growth, with student numbers increasing from 3 lakhs in 2004 to 4.94 lakhs in 2014 and rising further to 7.59 lakhs in 2024. This reflects continued efforts to internationalise higher education through short programmes and language benefits, as well as policy shifts like easy visa process and introduction of graduate route visas. Canada, which was not among the top five in 2004, made remarkable gains to host 2.69 lakh students in 2014 and 8.43 lakhs by 2024. This rapid growth of about 1,266% over 20 years can be attributed to several factors, including Canada's recent International Education Strategy (2019–2024), which focuses on diversifying source countries, supporting Canadian students studying abroad, and building sustainable global partnerships, aligning with the country's broader commitment to equity and global citizenship.

Though their relative rankings declined, Germany and France showed consistent yet slower growth, hosting over 3.68 and 4.12 lakh students respectively by 2024. Australia demonstrated significant expansion, growing from 1.52 lakh students in 2004 to 4.37 lakh in 2024, bolstered by targeted recruitment, work rights, PR pathways and regional partnerships. China, a top host in 2014, experienced a relative decline by 2024, while new entrants such as South Korea and Spain reflect evolving student preferences for studying abroad.

[2] Institute of International Education. (2022). Project Atlas: Explore Global Data. https://www.iie.org/research-initiatives/project-atlas/explore-global-data/

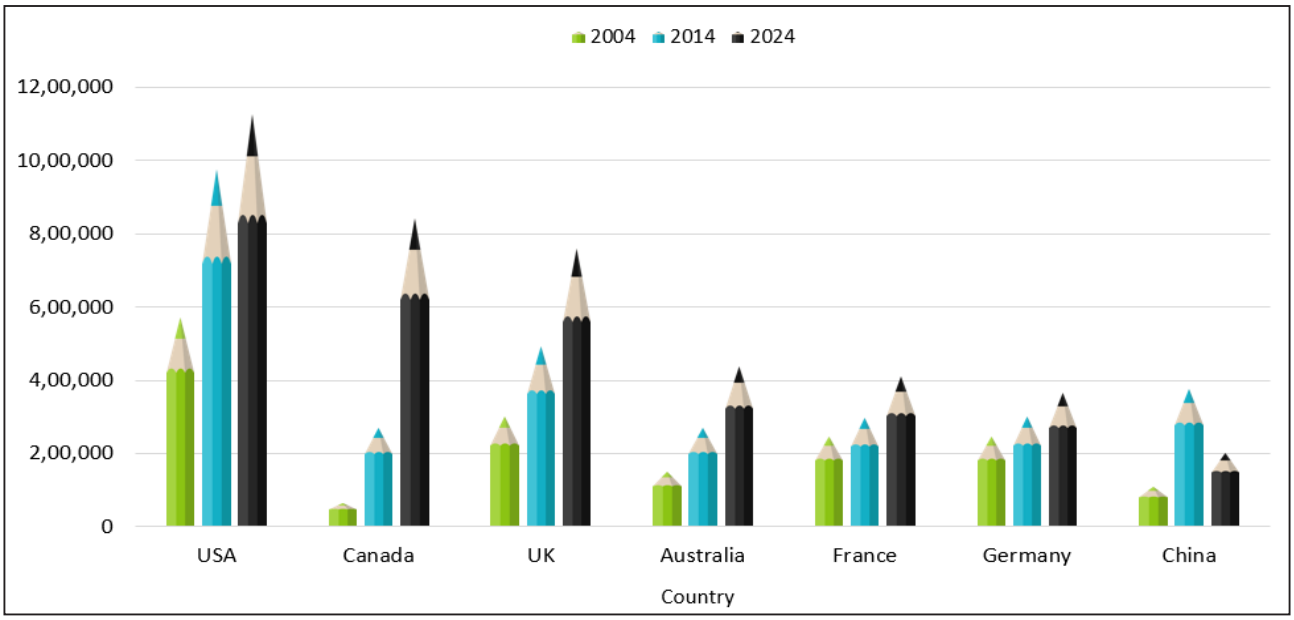


Figure 3.2: Top 7 Host Countries for International Students (2004-2024)

3.2.2 Source Countries of International Students: Leading Places of Origin for Top 5 Host Countries

The patterns of international student mobility are also deeply influenced by the source countries from which students originate. Host countries often receive students from specific regions based on historical ties, language, bilateral agreements and migration networks. While countries like China and India have traditionally been major sources due to their large youth populations, shifts in economic development, domestic education capacity and geopolitical factors have led to diversification in student origins.

Table 3.3: Top 5 Source Countries for Top 5 Host Countries (2014-2024)

Year	2014				2024			
Rank	Top Host Country	Top 5 Source Countries	No. of Students from Top 5 Source Countries	% of Total International Students from Top 5 Source Countries	Top Host Country	Top 5 Source Countries	No. of Students from Top 5 Source Countries	% of International Total Students from Top 5 Source Countries
1	USA	China, India, South Korea, Saudi Arabia, Canada	5,27,448	54.1	USA	India, China, South Korea, Canada, Taiwan	7,04,304	62.5
2	UK	China, USA, India, Nigeria, Germany	1,78,610	36.1	Canada	India, China, Nigeria, Philippines, France	5,53,220	65.6

3	China	South Korea, USA, Thailand, Russia, Japan	1,40,681	37.3	UK	India, China, Nigeria, Pakistan, USA	4,57,030	60.2
4	Germany	Turkey, China, Russia, Austria, Italy	99,431	32.9	Australia	China, India, Nepal, Vietnam, Pakistan	3,00,951	68.7
5	France	Morocco, China, Algeria, Tunisia, Italy	1,07,201	35.8	France	Morocco, Algeria, China, Italy, Senegal	1,38,193	33.5

Source: Project Atlas 2014, 2024[3]

Note: The data reflects stock figures over the specified time period.

As depicted in Table 3.3, the decade from 2014 to 2024 reflects a diversification in the landscape of international student mobility across major host countries with respect to their source countries. In 2014, USA led as the top host country, with China, India, South Korea, Saudi Arabia and Canada accounting for 54.1% of its international students. By 2024, the USA remained the largest host, but with a change in source countries. India overtook China as the leading sender, alongside South Korea, Canada and Taiwan, raising the share of the top five countries to 62.5%.

The UK, which earlier drew its largest cohorts from China, USA, India, Nigeria and Germany, was overtaken by Canada as the second-largest destination by 2024. Canada's international student intake grew substantially, with India, China, Nigeria, Philippines and France forming 65.6% of its students. Meanwhile, China is out of the list of top 5 host countries. The UK rose to the third place in 2024, primarily hosting students from India, China, Nigeria, Pakistan and USA, accounting for 60.2% of its total.

Australia emerged as the fourth major host, attracting students from China, India, Nepal, Vietnam, and Pakistan, who together made up 68.7% of its international cohort. France remained in the top five across both years, but the profile of its student inflows shifted slightly, with Morocco, Algeria, China, Italy and Senegal making up 33.5% of its total in 2024. The trend reflects the rising dominance of India and China as key source countries and an increasing concentration of international enrolments coming from a narrower group of sending nations.

3.2.3 International Students as a Percentage of Total Higher Education Enrolment: Leading Countries and India

International student enrolment as a percentage of total higher education enrolment is a key indicator of a country's global engagement in the academic sector. It reflects how attractive a nation's higher education system is to students from around the world. A higher proportion of international students brings numerous benefits, including enhanced cultural diversity, enriched classroom learning, robust research collaboration and significant economic contributions.

[3] Institute of International Education. (2022). Project Atlas: Explore Global Data. https://www.iie.org/research-initiatives/project-atlas/explore-global-data/

Table 3.4: International Students as a Percentage of Total Higher Education Enrolment (2014-2024)

Year	2014		2024	
Rank	Country	% of Students	Country	% of Students
1	UK	22	Canada	39
2	Australia	21	Australia	31
3	Ireland	16	UK	27
4	Canada	14	Netherlands	16
5	Netherlands	13	France, Finland & Hungary	14
6	Denmark	12.5	Germany	13
7	France	12	New Zealand	12
8	Germany	11	Denmark & Sweden	11
9	New Zealand	10.5	Spain & Poland	9
10	Norway	10	South Korea	7
	India	0.12	India (2022)	0.10

Source: Project Atlas 2014, 2024[4]; India's data from AISHE 2014-15, 2021-22[5]

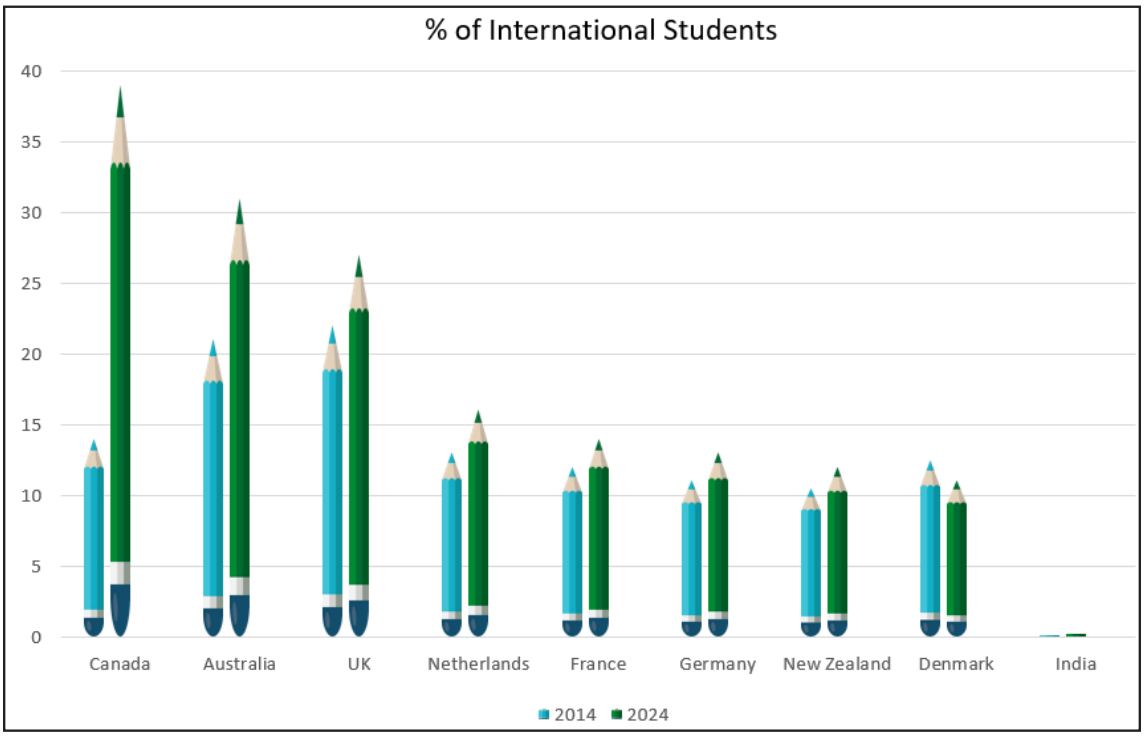


Figure 3.3: International Students as a Percentage of Total Higher Education Enrollment (2014-2024)

Figure 3.3 indicates that Canada witnessed a dramatic rise in international students as a percentage of total higher education enrolment from 14% to 39% between 2014 and 2024, making it the top-ranking country in this category in 2024. This surge reflects Canada's deliberate efforts to attract global talent through supportive immigration policies and globally ranked institutions. Australia demonstrated significant growth from 21% to 31% over the same period, remaining a

[4] Institute of International Education. (2022). Project Atlas: Explore Global Data. https://www.iie.org/research-initiatives/project-atlas/explore-global-data/

[5] AISHE Report (2013-14 to 2021-22). https://aishe.gov.in/aishe-final-report/

preferred destination due to its strong academic offerings, student support systems and strategic positioning in the Asia-Pacific region.

While the UK continues to benefit from its historic academic reputation and globally recognized universities, recent shifts in visa policies and competition from other English-speaking countries has moderated its growth from 22% in 2014 to 27% in 2024. The Netherlands witnessed a smaller but steady increase, from 13% to 16%, aided by the growing availability of English-taught programmes and concerted internationalisation strategies. Similarly, France and Germany experienced modest increases from 12% to 14% and from 11% to 13% respectively, particularly due to affordable tuition fees and research opportunities. In contrast, New Zealand's share grew marginally from 10.5% to 12%, while Denmark's declined from 12.5% to 11%, indicating a loss of momentum in attracting international students.

India, however, remains an outlier with a negligible percentage of international students and a decrease from 0.12% in 2014 to 0.10% in 2022. Despite its ambitions to become a global higher education destination, India's share of international students remains minimal due to challenges such as limited branding, communication and outreach of its higher education system abroad, infrastructure gaps and regulatory barriers that hinder international mobility. This trend underscores the urgent need for reforms to strengthen India's global visibility and institutional capacity.

3.3 INTERNATIONAL STUDENT MOBILITY: INDIAN OVERVIEW

In recent decades, India has aimed to position itself as a preferred destination for learners worldwide with its expanding academic infrastructure, growing emphasis on quality, commitment to affordability, and policy enablers. At the same time, it continues to be a significant contributor to outbound student flows.

3.3.1 Inbound Mobility of Students to India: A Two-Decade Analysis

India's inbound student mobility has undergone significant changes over the past two decades, marked by three broad phases: a gradual build-up in the early 2000s, a sharp rise between 2012 and 2019 and a period of mild fluctuation post-2020. Figure 3.4 displays the inbound mobility trajectory from 2000-01 to 2021-22 revealing a steady expansion in India's higher education footprint and progression in attracting international students.

Table 3.5: Inbound Mobility of Students to India (2000–2022)

Academic Year	No. of International Students Studying in India	No. of Students Enrolled in Higher Education (in crores)	International Students as a % of Total Higher Education Enrolment in India[6]
2000-01	6,896	0.84	0.08
2004-05	13,267	1.04	0.12
2008-09	21,778	2.16	0.10
2012-13	34,774	3.02	0.11
2013-14	39,517	3.23	0.12
2014-15	42,293	3.42	0.12
2015-16	45,424	3.46	0.13

[6] Calculation: Percentage = (x ÷ y) × 100, where x = number of international student enrolments in a given year, and y = total number of students enrolled in higher education in that year

Academic Year	No. of International Students Studying in India	No. of Students Enrolled in Higher Education (in crores)	International Students as a % of Total Higher Education Enrolment in India[6]
2016-17	47,575	3.57	0.13
2017-18	46,144	3.66	0.12
2018-19	47,427	3.74	0.12
2019-20	49,348	3.85	0.12
2020-21	48,035	4.13	0.11
2021-22	46,878	4.33	0.10

Source: Yeravdekar, V. R. (2016)[7]; UGC Annual Report 2000-01, 2004-05[8]; Statistics of Technical and Higher Education 2008-09[9]; AISHE Report 2012-13 to 2021–22[10]

Note: The data reflects stock figures over the specified time period.

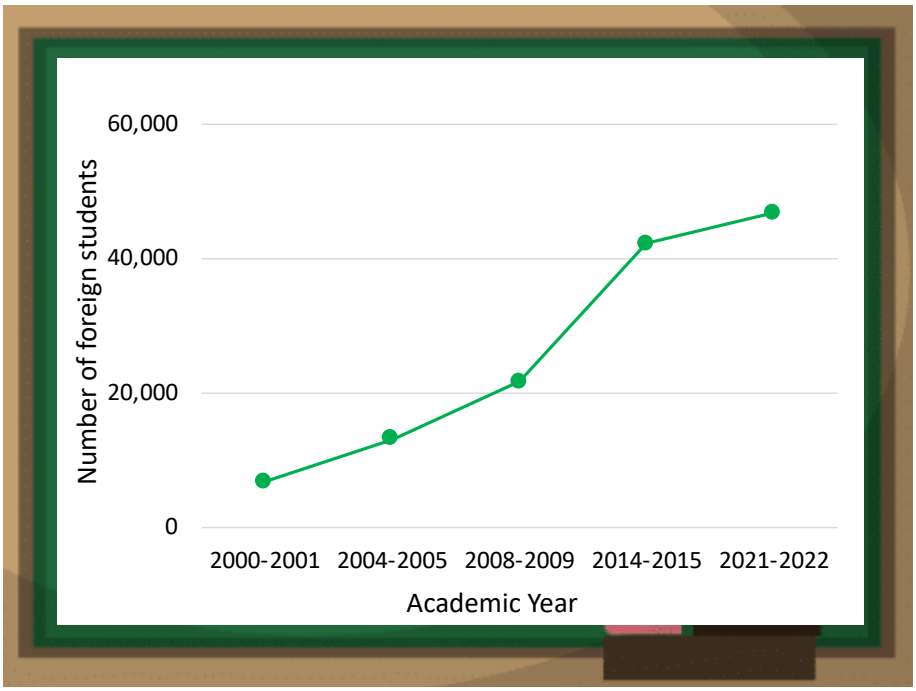


Figure 3.4: Inbound Mobility of Students to India (2000–2022)

Table 3.5 indicates that India hosted just 6,896 international students in 2000–01. This number noted modest but consistent growth in the early years of the 21st century, reaching 21,778 by 2008–09. The momentum picked up more clearly from 2012–13 onwards, with enrolment jumping to 34,774 students and then steadily increasing year-on-year. Between 2012 and 2019, India experienced a 42% increase of inbound international students peaking at 49,348 in 2019-20. This growth phase can be attributed to a mix of pull factors, including affordable tuition, a wide range

[7] Yeravdekar, V. R. (n.d.). Inbound international student mobility in India: Path to achievable success [Discussion Paper No. 2]. Forum for Indian Development Cooperation (FIDC). https://fidc.ris.org.in/sites/fidc.ris.org.in/files/Publication/FIDC_DP2.pdf

[8] University Grants Commission. (2005). UGC annual report 2004–2005. Annual Report 2004-2005_D12794.pdf

[9] Ministry of Education, Government of India. (2009). Statistics of technical and higher education 2008–2009. https://www.education.gov.in/sites/upload_files/mhrd/files/statistics-new/StatHTE_2008-09.pdf Ministry of Education, Government of India. (2009). Statistics of technical and higher education 2008–2009. https://www.education.gov.in/sites/upload_files/mhrd/files/statistics-new/StatHTE_2008-09.pdf

[10] AISHE Report (2013-14 to 2021-22). https://aishe.gov.in/aishe-final-report/

of English-medium programmes, government-led scholarship schemes and quality of education at leading Indian HEIs. India's long standing educational and cultural ties with South Asia and parts of Africa also contributed to sustained flows.

The period 2020-22 witnessed stagnation and mild decline due to the global COVID-19 pandemic's impact on student mobility. Numbers dipped to 48,035 in 2020-21 and 46,878 in 2021-22, a reversal from the pre-pandemic high. This disruption coincided not only with international travel restrictions but also with domestic changes like declining preference for engineering courses, which historically attracted many international students.

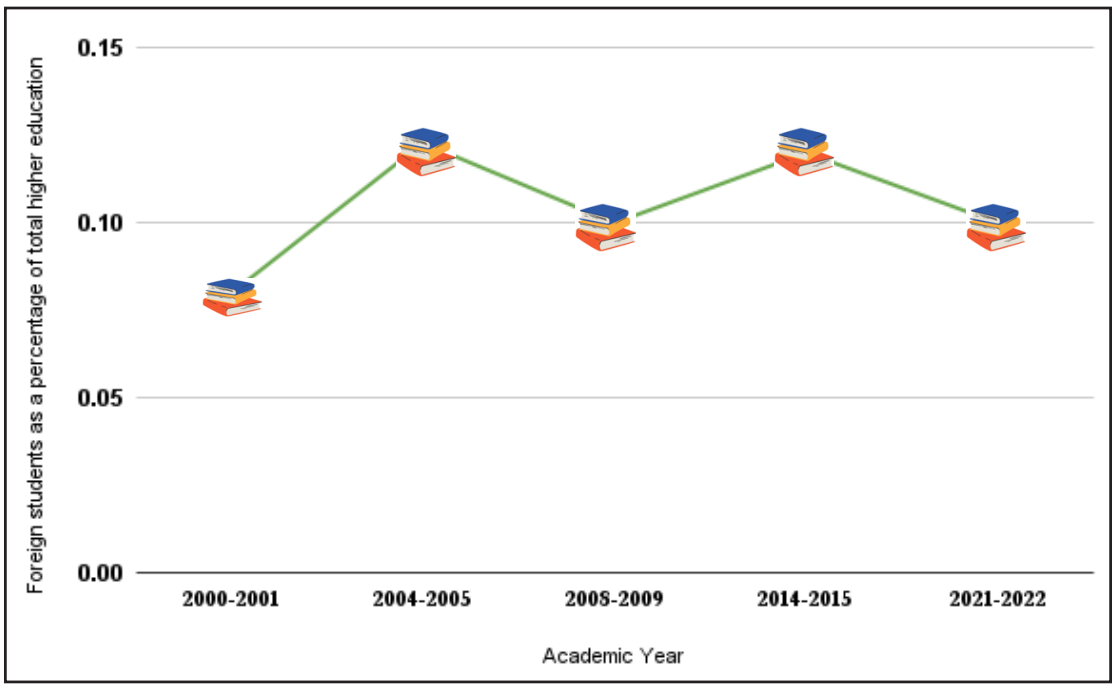


Figure 3.5: International Students as a Percentage of Total Higher Education Enrolment in India (2000-2022)

The inbound mobility of international students to India has historically remained a small fraction of total higher education enrolment. Figure 3.5 depicts international students as a percentage of total higher education enrolment in India from 2000-01 to 2021-22, showing a generally stable but modest trend with a slight decline in the latter years. In 2000-01, international students constituted only 0.08% of total enrolments. The early 2000s recorded modest percentages, with a rise to 0.12% by 2004-05, reflecting nascent internationalisation efforts and limited global appeal of Indian HEIs at the time.

By the mid-2010s, there was a gradual rise in the proportion of international students. From 0.11% in 2012-13, the share grew to a peak of 0.13% in 2016-17. This period corresponds with increased efforts by Indian institutions and policymakers to attract international students, improvements in institutional quality and expanding bilateral educational ties. Between 2017-18 and 2019-20, the percentage of international students hovered around 0.12%, indicating gradual growth in international student numbers aligned with an expanding overall higher education sector.

However, from 2020-21 onwards, there is a noticeable dip in the share of international students, falling to 0.11% in 2020-21 and further to 0.10% in 2021-22, reflecting the impact of the COVID-19 pandemic which disrupted international travel, created uncertainty in cross-border mobility and affected global student flows. While the total number of students in India's higher education system continued to grow during these years, the international student population did not keep pace, leading to a reduced proportion.

3.3.1.1 Top 10 Source Countries of International Students in India: A Decadal Analysis

Over the past decade, India has witnessed evolving patterns in the inflow of international students, reflecting broader geopolitical, economic and educational shifts. This section presents

a decadal analysis of the top source countries sending students to India, offering insights into regional trends and emerging partnerships. Understanding these dynamics is crucial for shaping future internationalisation strategies.

Table 3.6: Top 10 Source Countries of International Students in India (2012-13 to 2021-22)

Year	2012–2013		2017-18		2021–2022	
Rank	Country	No of Students	Country	No of Students	Country	No of Students
1	Nepal	7,167	Nepal	11,521	Nepal	13,126
2	Bhutan	2,468	Afghanistan	4,378	Afghanistan	3,151
3	Afghanistan	2,330	Sudan	2,220	USA	2,893
4	Iran	2,109	Bhutan	1,999	Bangladesh	2,606
5	Malaysia	1,874	Nigeria	1,866	UAE	2,287
6	Iraq	1,747	Bangladesh	1,566	Bhutan	1,562
7	Sudan	1,649	Iran	1,558	Nigeria	1,387
8	Rwanda	1,027	Yemen	1,471	Tanzania	1,264
9	Sri Lanka	1,001	USA	1,418	Zimbabwe	1,058
10	USA	852	Sri Lanka	1,248	Sudan	982

Source: AISHE Report 2012-13, 2017-18 & 2021-2022[11]

Note: **The data reflects stock figures over the specified time period.**

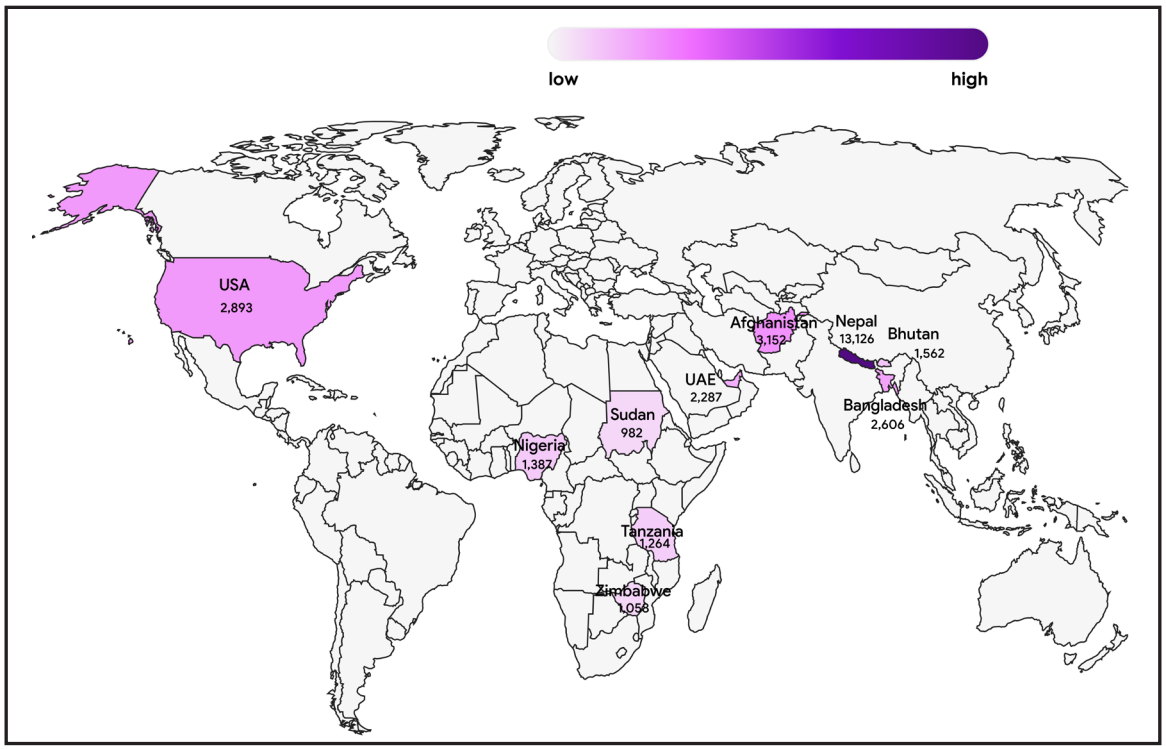


Figure 3.6: Top 10 Source Countries of International Students in India (2021-22)

Table 3.6 illustrates the changing profile of international students in India over the decade from 2012-13 to 2021-22. Nepal has consistently been the leading source country, with student numbers

[11] AISHE Report (2013-14 to 2021-22). https://aishe.gov.in/aishe-final-report/

increasing steadily from 7,167 in 2012-13 to 13,126 in 2021-22. This reflects strong historical, cultural and educational ties, geographical proximity and favourable bilateral arrangements between the two countries. Afghanistan also featured prominently throughout the period, rising from 2,330 in 2012-13 to 4,378 in 2017-18 but witnessed a decline to 3,151 in 2021-22 influenced by domestic instability and evolving migration dynamics.

Countries such as the UAE, Nigeria, Zimbabwe, and Tanzania entered the top 10 list by 2021-22, indicating broader outreach and India's increasing appeal as a higher education destination. Conversely, some countries that were once among the top contributors such as Iran, Iraq, Malaysia, Rwanda and Sri Lanka no longer appear in the latest rankings, suggesting shifts in geopolitical contexts and student preferences. Despite some fluctuation, nations like the USA, Bhutan, and Sudan maintained a presence throughout the decade, reflecting enduring educational linkages. The marginal increase in share suggests a steady if not accelerated growth, potentially through exchange programmes, research collaborations or niche interests.

A significant observation is that many of India's top source countries like Afghanistan, Sudan, Nigeria and Yemen have experienced prolonged political or economic instability. While India has served as an important higher education haven for students from conflict-affected regions, a more balanced strategy would involve expanding its internationalisation efforts toward stable and emerging economies across Southeast, Central and West Asia, Anglophone Africa, Europe and Oceania. This would strengthen India's global academic reputation and reduce volatility in enrolment trends.

3.3.1.2 Inbound International Student Trends: State-wise Overview

The State-wise distribution of international students in India between 2012 and 2022 reveals regional variations in international student concentration, with certain States emerging as consistent leaders in attracting inbound mobility. These patterns point to the influence of factors such as institutional capacity, regional connectivity and targeted State-level policies.

Table 3.7: Top 10 States with International Student Enrolment in India (2012–13 to 2021–22)

Year	2012-13		2017-18		2021-22	
Rank	State	No of Students	State	No of Students	State	No of Students
1	Karnataka	13,182	Karnataka	11,947	Karnataka	5,954
2	Tamil Nadu	4,323	Maharashtra	4,297	Punjab	5,847
3	Maharashtra	3,841	UP	4,371	Maharashtra	4,818
4	Telangana	2,700	Punjab	3,719	UP	4,231
5	UP	1,829	Tamil Nadu	3,532	Tamil Nadu	3,866
6	Delhi	1,803	Telangana	2,802	Gujarat	3,422
7	Punjab	1,397	Delhi	2,165	AP	3,106
8	West Bengal	790	AP	2,087	Delhi	2,727
9	AP	679	Haryana	2,012	Odisha	2,320
10	Gujarat	555	Gujarat	1,682	Haryana	1,689

Source: AISHE Report 2012-13, 2017-18, 2021-22[12]

Note: The data reflects stock figures over the specified time period for UG, PG, M.Phil, PhD, Diploma & PG Diploma courses.

[12] AISHE Report (2013-14 to 2021-22). https://aishe.gov.in/aishe-final-report/

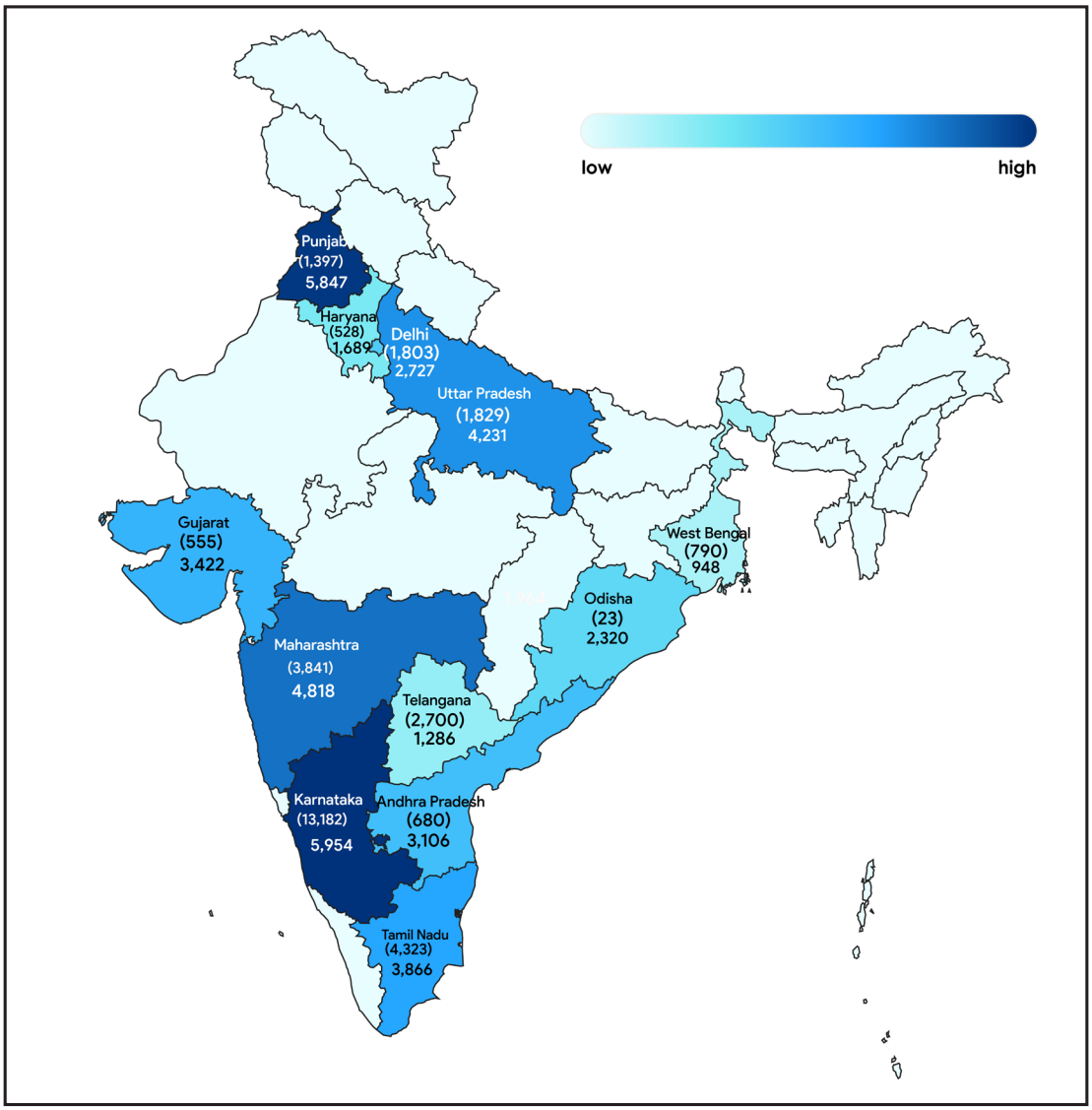


Figure 3.7: Transition in International Student Enrolment Across Top 10 Indian States (2012-13 to 2021-22)

Note: Bracketed figures refer to 2012–13; unbracketed to 2021–22.

Table 3.7 displays data on international student enrolment in Indian States from 2012-13 to 2021-22 highlighting important trends in international student preferences and institutional outreach in India. One of the most striking observations is the significant decline in overall international enrolment numbers in States that were previously major hubs. For instance, Karnataka experienced about 55% decrease from 13,182 students in 2012–13 to 5,954 in 2021-22. This may be attributed to increased competition and a plateau in institutional capacity to attract international students. Similarly, Tamil Nadu's enrolment declined from 4,323 to 3,866 over the same period, suggesting a need for renewed internationalisation efforts.

In contrast, some States witnessed a sharp rise in international student numbers, indicating emerging hubs for international education. Punjab experienced a 300% increase from 1,397 students in 2012-13 to 5,847 in 2021-22 with enhanced outreach and better alignment of courses with international demand. Uttar Pradesh, Andhra Pradesh and Gujarat also recorded strong growth in enrolments, reflecting a wider dispersion of international students across India. Traditional destinations like Delhi and Maharashtra have a relatively stable overall presence.

States like Odisha and Haryana notably emerged as new and important destinations by 2021-22, pointing to the growing role of State-level higher education policies and institutional development in attracting international students. Despite the presence of top HEIs in Kolkata and

Hyderabad, West Bengal and Telangana have dropped out of the top 10 States for international student enrolment between 2012-13 and 2021-22, indicating shifting regional dynamics.

3.3.1.3 Inbound International Student Trends: Analysis by Level & Stream

An analysis of international student preferences by academic levels and streams offers valuable insights into how global learners are navigating choices in higher education, showing both continuity and transformation in enrolment patterns. Emerging shifts in stream preferences could be understood by examining enrolment patterns across levels such as PhD, M.Phil. Undergraduate and Postgraduate, Diploma and PG Diploma, Certificate and Integrated in disciplines such as engineering, business, health sciences, social sciences and humanities amongst others.

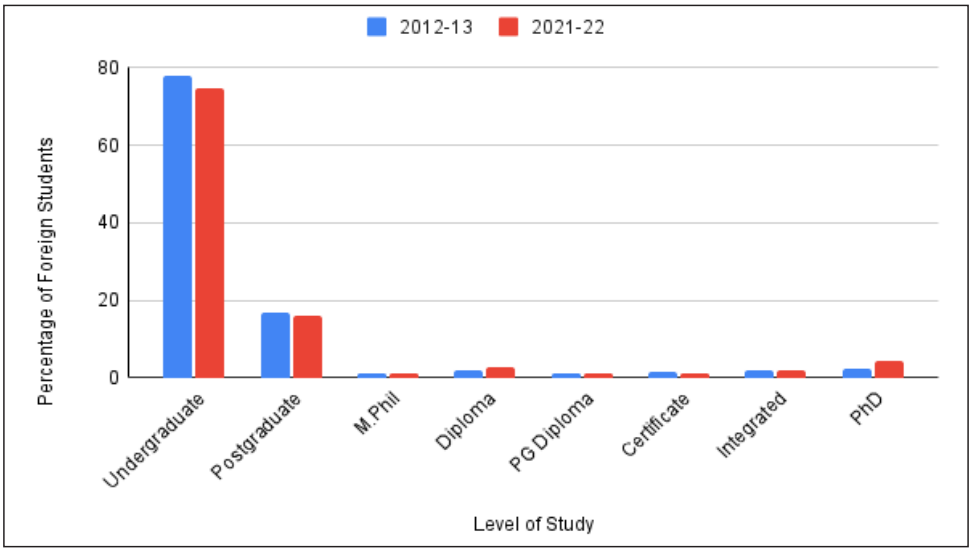


Figure 3.8: Enrolment of International Students across Levels (2012-13 to 2021-22)

Source: AISHE Report (2012-13, 2021-22)

Figure 3.8 shows international student enrolments across levels such as PhD, M.Phil., Undergraduate and Postgraduate, Diploma and PG Diploma, Certificate and Integrated courses in the years 2012-13 and 2021-22. It is observed that the undergraduate programmes have attracted the highest number of international students over the past decade. According to AISHE Report 2021-22, there are 13 programmes with 1,000+ enrolment of which the highest number of students are enrolled in Bachelor of Technology (11,461), followed by Bachelor of Business Administration (3,346) and Bachelor of Science (3,289) programmes.

Table 3.8 Inbound Students to India: By Stream (2012-13 to 2021-22)

Year	B.Tech	BBA	B.Sc.	B.E.	PhD	B.Pharm	B.Com	B.A.	MBA	BCA	MBBS	Others
2012-13	2,733	1,668	1,849	1,591	832	2,625	2,157	2,623	1,056	2,010	2,289	13,341
2013-14	4,132	2,120	2,204	1,864	917	2,583	2,318	2,244	1,020	2,216	2,734	11,209
2014-15	4,478	2,803	2,623	1,881	1,142	2,683	2,598	3,450	1,270	2,227	2,357	14,362
2015-16	5,941	3,228	2,913	2,332	1,139	2,762	2,776	3,113	1,445	2,478	2,164	15,124
2016-17	6,818	4,192	3,152	2,453	1,482	2,526	2,691	2,758	1,439	2,262	1,853	15,335
2017-18	7,610	35,89	3,002	2,490	1,493	2,629	1,992	26,59	1,330	2,667	1,719	13,886
2018-19	8,861	3,354	3,320	2,576	1,560	2,498	1,734	2,226	1,574	1,873	1,429	14,098
2019-20	9,503	3,290	3,964	2,596	1,614	2,451	1,928	2,295	1,707	1,820	1779	13,620
2020-21	11,245	3,314	3,439	2,541	1,444	2,021	2,605	1,817	2,099	1,918	944	12,661
2021-22	11,461	3,346	3,289	2,978	2,012	1,954	1,935	1,798	1,717	1,517	840	12,840

Source: AISHE Report 2012-13 to 2021-2022[13]

Note: The data reflects stock figures over the specified time period.

[13] AISHE Report (2013-14 to 2021-22). https://aishe.gov.in/aishe-final-report/

Table 3.8 displays notable shifts in the academic preferences (by stream) of international students coming to India between 2012-13 and 2021-22. Programmes like B.Tech, B. Pharma, B.A. and MBBS were the most popular in 2012-13, with B.Tech enrolments rising over 4x from 2,733 in 2012–13 to 11,461 in 2021–22. This strong performance reflects India's reputation for cost-effective, English-medium technical education. The sharp growth of B.Tech suggests a broader market preference for specific institutions or formats of engineering education.

Business and Management programmes such as BBA and MBA experienced steady and moderate growth. BBA enrolments grew from 1,668 to 3,346 and MBA numbers rose from 1,056 to 1,717 over the decade, reflecting growing interest in industry-oriented and globally transferable managerial skills. Science and humanities disciplines such as B.Sc. and B.A. maintained consistent appeal, though their numbers fluctuated year to year. Interestingly, MBBS enrolments declined from 2,289 in 2012–13 to just 840 in 2021–22 due to regulatory hurdles and rising competition from other destination countries.

The data also highlights a gradual rise in interest in applied and vocational disciplines such as B.Pharm., BCA, and PhD programmes. While absolute numbers in these streams remain modest, their stability suggests a broadening of India's appeal beyond traditional STEM fields. Additionally, the large and fluctuating 'Others' category ranging from 11,209 to over 15,000 students across the years points to a growing number of students opting for diploma, certificate or non-conventional courses. This evolving trend indicates that while Engineering remains a cornerstone of India's inbound education market, international students are increasingly drawn to a more diverse array of academic opportunities aligned with global employment trends.

3.3.2 Outbound Mobility of Students from India: A Decadal Analysis

The outbound mobility of Indian students has shown a sharp and sustained upward trend over the past decade, reflecting India's transformation into the world's largest source of international students. This analysis seeks to understand the dynamics behind this surge in outbound mobility, including shifts in destination countries and emerging patterns such as preference for specific programmes, institutions and geographies.

Table 3.9: Outbound Mobility of Students from India (2016-2024)

Academic Year	No of Outbound Students	% Change (YoY) in Outbound Mobility[14]
2016	6,84,823	-
2017	8,06,326	17.74
2018	6,20,156	-23.08
2019	6,75,541	8.93
2020	6,85,097	1.41
2021	11,58,702	69.09
2022	9,07,404	-21.72
2023	13,18,955	45.35
2024	13,35,878	1.28

Source: Ministry of External Affairs[15]; data.gov.in[16]

Note: The data reflects stock figures over the specified time period.

[14] Calculation: Percentage change in Outbound Mobility = [(n1 - n2) ÷ n2] × 100 where n1 = no of outbound students in present year and n2 = no of outbound students in previous year

[15] Ministry of External Affairs. (2024, August 1). Parliament question response RS-1194. https://www.mea.gov.in/Images/CPV/RS-1194-01-08-2024-en.pdf

[16] Ministry of External Affairs, Bureau of Immigration. (n.d.). Data.gov.in. https://www.data.gov.in/search?title=abroad&type=resources&sortby=_score

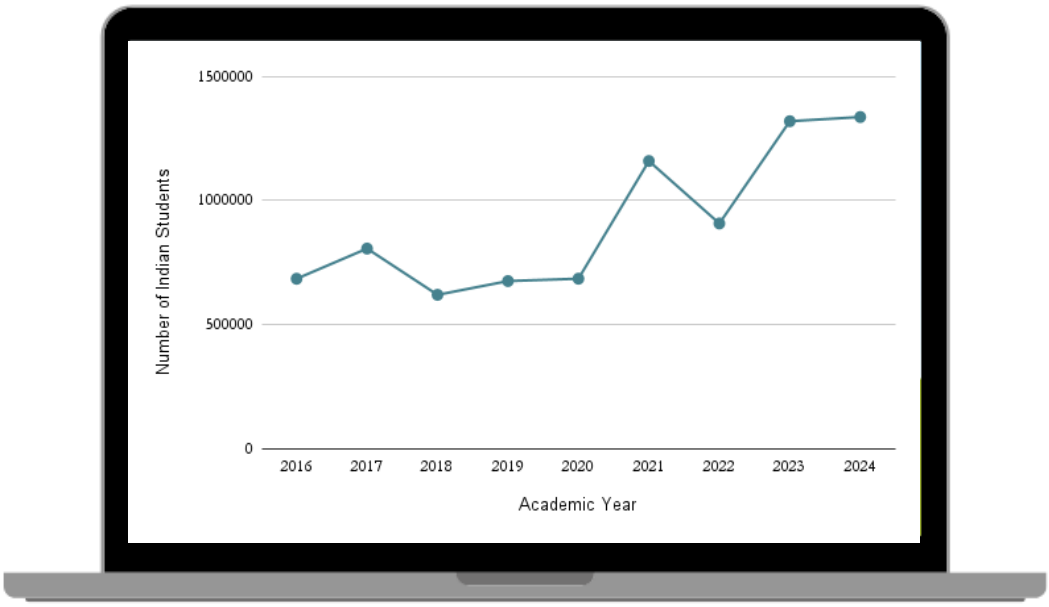


Figure 3.9: Outbound Mobility of Students from India (2016-2024)

Table 3.9 provides year-wise data of the number of Indian students pursuing education abroad from 2016 to 2024, along with the corresponding percentage change (YoY) in outbound mobility. In 2016, 6,84,823 Indian students went abroad. This number increased significantly in 2017 to 8,06,326, marking a 17.74% rise. However, 2018 recorded a sharp decline to 6,20,156 students, a 23.08% decrease from 2017. The count recovered modestly in 2019 to 6,75,541 students, up by 8.93% and edged up again in 2020 to 6,85,097, a marginal rise of 1.41%. The most dramatic shift came in 2021, with a jump to 11,58,702 students, translating to a 69.09% surge likely driven by post-pandemic reopening. However, 2022 experienced a significant dip to 9,07,404. This was followed by a strong recovery in 2023, which recorded 13,18,955 outbound students, an increase of 45.35%. In 2024, the number increased to 13,35,878, suggesting a potential plateau or stabilization after years of volatility. The outbound student mobility from India recorded a compounded annual growth rate (CAGR) of 8.84% between 2016 and 2024.[17]

3.3.2.1 Outbound International Student Trends: Top 10 Study Destinations of Indian students

There has been a significant transformation in the landscape of international higher education for Indian students over the past decade. With globalization and increasing aspirations for quality higher education, the number of Indian students pursuing studies abroad has surged. A comparison of data from 2014 and 2024 illustrates a dramatic shift not just in volume but also in preferred study destinations.

Table 3.10: Top 10 Study Destinations of Indian Students (2016-2024)

Year	2016		2020		2024	
Rank	Host Country	No. of Indian Students	Host Country	No. of Indian Students	Host Country	No. of Indian Students
1	USA	4,23,863	Canada	1,79,480	Canada	4,27,000
2	Canada	94,240	USA	1,67,582	USA	3,37,630
3	Australia	78,103	Australia	1,15,137	UK	1,85,000
4	UK	16,559	UK	90,300	Australia	1,22,202
5	Ukraine	10,963	Germany	35,147	Germany	42,997
6	Germany	10,820	Ukraine	18,429	UAE	25,000
7	Philippines	8,500	Russia	14,370	Russia	24,940

[17] Calculation of CAGR: Percentage change in Outbound Mobility = (E/B)^(1/N)-1 where E = ending year value, B = beginning year value and N = no of years

Year	2016		2020		2024	
Rank	Host Country	No. of Indian Students	Host Country	No. of Indian Students	Host Country	No. of Indian Students
8	Russia	6,903	Philippines	13,227	Kyrgyzstan	16,500
9	France	3,291	Georgia	5,992	Georgia	16,093
10	Georgia	3,000	Italy	4,634	Philippines	9,665

Source: Ministry of External Affairs[18]; data.gov.in[19]

Note: The data reflects stock figures over the specified time period.

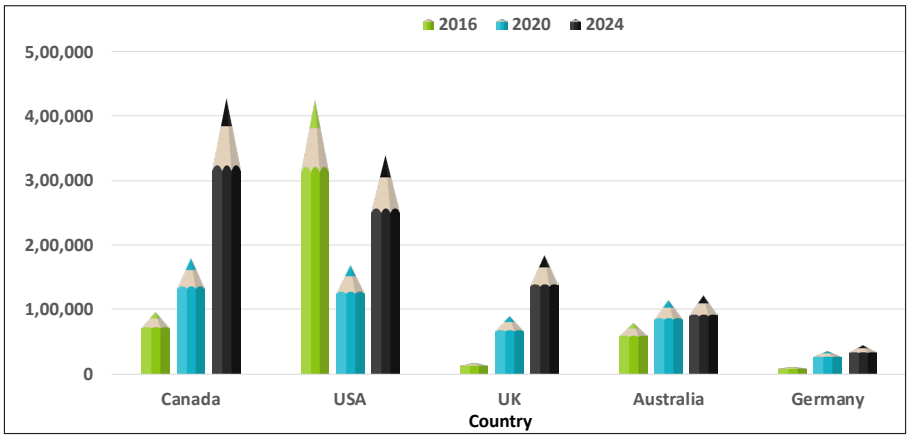


Figure 3.10: Top 5 Study Destinations of Indian students (2016-2024)

Table 3.10 presents data on the top study destinations for Indian students from 2016 to 2024 revealing trends that reflect changing geopolitical dynamics, immigration policies and students' evolving priorities regarding affordability, post-study work opportunities and quality of education. USA consistently remained a top destination, leading with 4.24 lakh Indian students in 2016, 1.68 lakh in 2020 and 3.38 lakh in 2024. Canada showed a remarkable increase of 350% in popularity, climbing from 94,240 students in 2016 to top position in both 2020 and 2024, hosting 1.79 lakh and 4.27 lakh students respectively. Australia held third place in both 2016 with 78,103 students and 2020 with 1.15 lakh students, but slipped to fourth despite a modest increase to 1.22 lakh students in 2024. The UK witnessed a dramatic rise in Indian student numbers, growing from just 16,559 in 2016 to 90,300 in 2020 and further to 1.85 lakh by 2024. This significant upward trajectory indicates renewed interest possibly due to changes in visa policies and the introduction of post-study work opportunities. Germany has also experienced consistent growth with 10,820 students in 2016 to 35,147 students in 2020, reaching 42,997 by 2024.

Beyond the top five destinations, other countries such as UAE, Russia, Georgia, Philippines, Ukraine and Kyrgyzstan have consistently featured among the top choices for Indian students, though at significantly lower volumes. These trends suggest a diversification in the choice of study destinations among Indian students, with a growing preference for countries offering affordable education, particularly in medicine and technical fields. While these countries do not yet rival the major Anglophone destinations in scale, they are increasingly catering to niche demands and specific academic interests.

UAE presents an interesting case, overtaking Canada in 2021 to be at the top with 3.25 lakh students. However, the number decreased to 25,000 in 2024, indicating that its attractiveness may have been temporary and more linked to pandemic-era travel restrictions and regional preferences than to long-term academic factors.

[18] Ministry of External Affairs. (2024, August 1). Parliament question response RS-1194. https://www.mea.gov.in/Images/CPV/RS-1194-01-08-2024-en.pdf

[19] Ministry of External Affairs, Bureau of Immigration. (n.d.). Data.gov.in. https://www.data.gov.in search?title=abroad&type=resources&sortby=_score

3.3.2.2 Outbound Indian Student Trends: State-wise Overview

India has long been a major source of international students, with lakhs of students seeking higher education opportunities abroad. A state-wise analysis of outbound student mobility offers valuable insights into regional trends, priorities and socio-economic factors driving international education.

Table 3.11: Top 10 Source States of Indian Students Going Abroad (2016–2020)

Year	2016		2018		2020	
Rank	State	No of Students	State	No of Students	State	No of students
1	AP	46,818	AP	62,771	AP	35,614
2	Maharashtra	45,560	Punjab	60,331	Punjab	33,412
3	Punjab	36,743	Maharashtra	58,850	Maharashtra	29,079
4	Tamil Nadu	27,518	Gujarat	41,413	Gujarat	23,156
5	Delhi	27,016	Tamil Nadu	38,983	Delhi	18,482
6	Gujarat	24,775	Delhi	35,844	Tamil Nadu	15,564
7	Chandigarh	18,916	Karnataka	26,918	Kerala	15,277
8	Kerala	18,428	Kerala	26,456	Chandigarh	13,988
9	Karnataka	17,719	Chandigarh	26,211	Karnataka	13,699
10	UP	13,776	UP	20,246	UP	8,618

Source: Ministry of External Affairs[20]

Note: The data reflects flow figures over the specified time period as per students' place of issuance of passport.

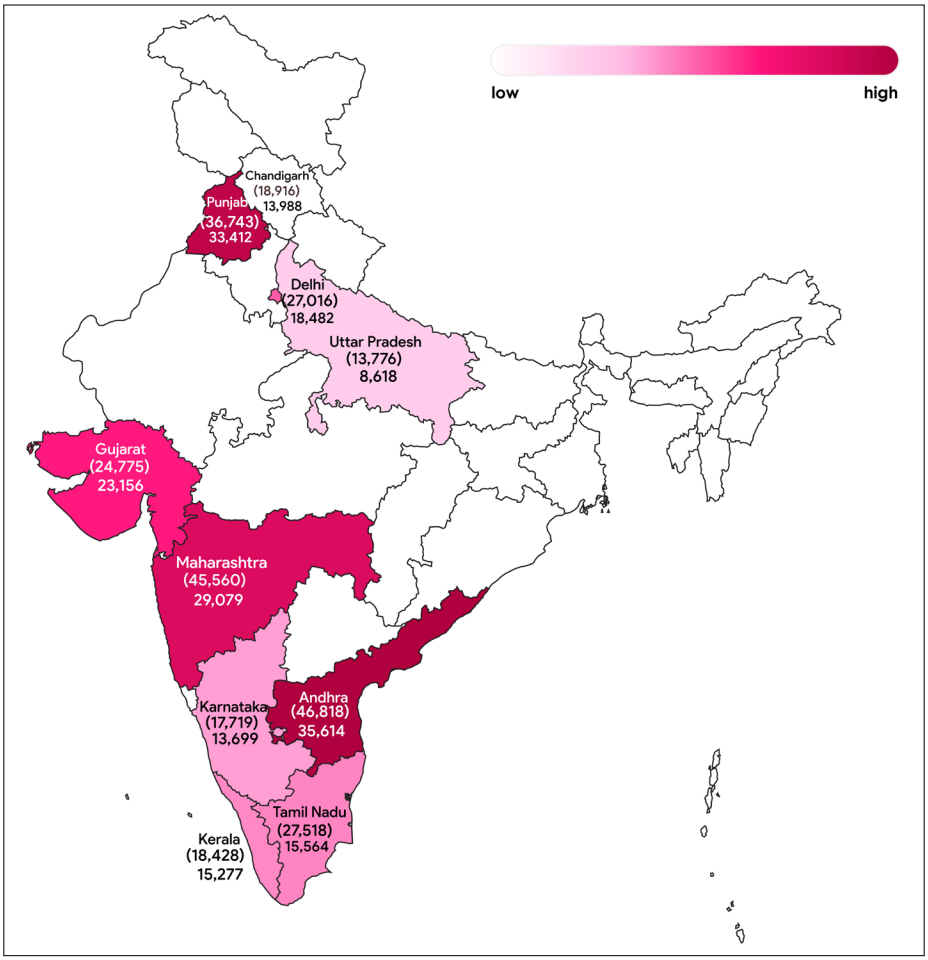


Figure 3.11: Transition in Top 10 Source States for Indian Students Going Abroad (2016-2020)

Note: Bracketed figures refer to 2016; unbracketed to 2020.

[20] Ministry of External Affairs. (n.d.). Lu4709_01 [PDF document]. https://www.mea.gov.in/Images/arebic/lu4709_01.pdf

Table 3.11 presents a State-wise analysis of the top ten Indian States sending students abroad during the years 2016, 2018 and 2020. Andhra Pradesh (AP) consistently emerged as the leading source of outbound students across all three years. The number of students from the State rose from 46,818 in 2016 to 62,771 in 2018, before declining sharply to 35,614 in 2020 likely due to the onset of the pandemic. Punjab followed a similar trajectory, moving from third position in 2016 to second in 2018 and maintaining that position in 2020, though its student numbers dropped from 60,331 in 2018 to 33,412 in 2020. Maharashtra, which was the second-largest contributor in 2016, slipped to third in subsequent years, with its numbers decreasing from 45,560 in 2016 to 29,079 in 2020. Gujarat showed upward mobility, climbing from sixth place in 2016 to fourth in 2018 and 2020. Tamil Nadu and Delhi also remained significant contributors. Southern States such as Karnataka and Kerala featured consistently in the top ten. Uttar Pradesh (UP), while present in all three years, consistently had the lowest numbers among the top ten States and experienced a significant decline from 13,776 students in 2016 to just 8,618 in 2020.

The data reflects both regional concentrations in outbound student numbers dominated by southern and western States and a general decline across all States in 2020, highlighting the disruptive impact of the global pandemic on international student mobility.

3.3.2.3 Outbound Indian Student Trends: Analysis by Stream (2020-21)

An analysis of outbound international student trends by academic stream reveals how students from India are making strategic decisions about their global higher education journeys. Tracking enrolment patterns across disciplines such as Engineering, Business, Health Sciences, Social Sciences and the Humanities between 2018 and 2022 highlights both persistent preferences and evolving aspirations. These trends offer insights into how Indian students respond to global academic opportunities, labour market signals and shifting geopolitical contexts.

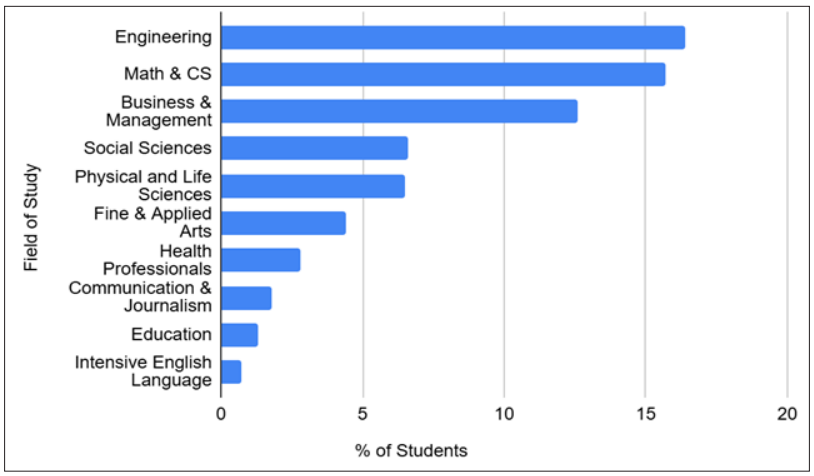


Figure 3.12: Outbound Students from India: By Stream (2021-22)

Source: Oxford International Digital Institute,2021[21]

Figure 3.12 depicts the trend in outbound Indian student enrolment by field of study in 2020-21. It reveals a strong preference for STEM and career-oriented disciplines. Engineering (16.4%), and Math & Computer Science (15.7%) together account for over one-third of students, reflecting India's strong interest in technical education and the global demand for IT and engineering professionals. Business & Management (12.6%) is also a major draw, given the popularity of MBAs and related programmes as pathways to international careers. In contrast, fields like Social Sciences (6.6%), Fine & Applied Arts (4.4%), and Communication & Journalism (1.8%) remain less pursued. Health professions (2.8%) also attract a relatively small share, likely due to high costs, stringent licensing requirements, and sufficient domestic options.

[21] Oxford International Digital Institute. (n.d.). Indian students abroad. https://oidigitalinstitute.com/news/indian-students-abroad/

3.3.3 International Student Mobility: Overall Trend Analysis of India

India's international student mobility trends between 2016 and 2022 reveal an increasingly outward-bound trajectory, with outbound student numbers significantly outpacing inbound flows. This pattern underscores India's growing footprint in global higher education markets while also indicating challenges in attracting international students domestically. Table 3.12 provides insights into annual trends, net outflows and fluctuations in the balance of mobility, reflecting both global disruptions and domestic policy responses.

Table 3.12: International Student Mobility of India (2016-2022)

Year	Inbound (i)	Outbound (o)	i:o Ratio[22]	Net Outflow [23]
2016	45,424	6,84,823	1:15	6,39,399
2017	47,575	8,06,326	1:17	7,58,751
2018	46,144	6,20,156	1:13	5,74,012
2019	47,427	6,75,541	1:14	6,28,114
2020	49,348	6,85,097	1:14	6,35,749
2021	48,035	11,58,702	1:24	11,10,667
2022	46,878	9,07,404	1:19	8,60,526

Source: AISHE Report 2016-17 to 2021-22; Ministry of External Affairs

Note: The data reflects stock figures over the specified time period.

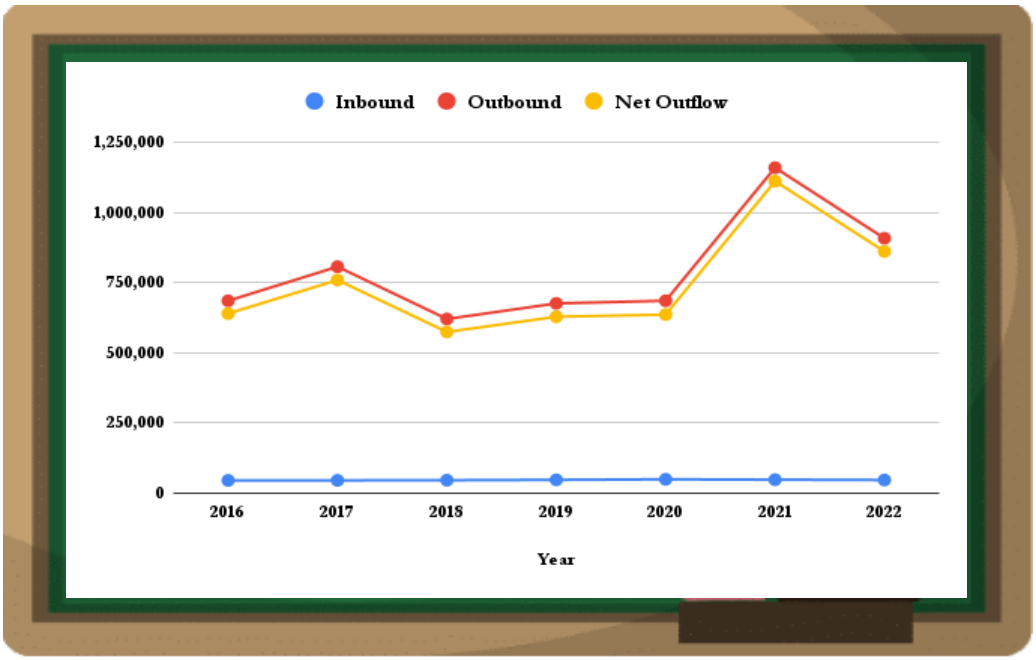


Figure 3.13: International Student Mobility of India (2016-2022)

Figure 3.13 depicts India's international student mobility from 2016 to 2022, revealing a clear divergence between inbound and outbound trends. The number of international students coming into India remained relatively stable from 45,424 in 2016 to 46,878 in 2022, indicating a stagnant growth trajectory in attracting international students. In contrast, the number of Indian students going abroad for higher education displayed significant variation and overall growth from 6.84 lakh in 2016 to 11.58 lakh in 2021. The trend indicates a strong and increasing demand among Indian students for international higher education opportunities.

[22] Calculation: Inbound to Outbound Ratio = i ÷ o, where i = inbound mobility of students to India, and o = outbound mobility of students from India in a given year

[23] Calculation: Net Outflow (n) = o-i, where i = inbound mobility of students to India, and o = outbound mobility of students from India in a given year

The imbalance between inbound and outbound mobility is clearly reflected in the i:o ratio. In 2016, for every international student coming to India, 15 Indian students went abroad. This imbalance intensified over time, peaking at a ratio of 1:24 in 2021. Although the ratio slightly narrowed to 1:19 in 2022, it still underlines a significant outflow of students with minimal corresponding inflow. The persistent skew in the ratio points to challenges in India's ability to retain and attract international talent. The net outflow of students i.e. difference between outbound and inbound mobility mirrors the trends in the i:o ratio. It increased from approximately 6.39 lakh in 2016 to over 11.10 lakh in 2021, before declining to 8.60 lakh in 2022.

3.3.4 Addressing the Disparity in Student Mobility Ratio in India

The net outflow of students i.e., the difference between inbound and outbound mobility mirrors the trends in the inbound to outbound ratio (i:o) ratio. This sustained high net outflow and i:o ratio over the past decade, highlights a major gap in India's internationalisation strategy, particularly in making its higher education system attractive to international students.

Inflow of international students is a prerequisite for becoming a global knowledge hub, yielding substantial economic and cross-cultural benefits. However, an objective analysis of global data reveals a stark gap between India's aspirations and its current standing. To bridge this gap and provide a data-driven roadmap, two distinct forecasting models have been developed to project inbound international student enrolment for the short-term (2030), medium-term (2035), and long-term (2047). Firstly, the Global Benchmarking Approach which is based on the Aspirational Growth Model using the Compound Annual Growth Rate (CAGR) lens. Secondly, the Internationalisation Intensity Approach which is based on the Strategic Intensity Model using the internalisation intensity lens.

i. Global Benchmarking Approach

The first approach utilises the Compound Annual Growth Rate (CAGR), a standard methodology in economic forecasting and public policy that smoothens periodic volatility to reveal a steady underlying growth trend. Its application is well-established in the international education sector; for instance, the education intelligence unit HolonIQ employed a CAGR to forecast the doubling of the global market to over 8 million students by 2030.[24] This approach provides a quantitative, path-dependent "corridor of possibility" for future enrolment.

This Report applies the CAGR lens in two distinct ways to define this corridor:

- **A Conservative Lower Bound:** By projecting India's own historical CAGR of 7.71% in attracting international students, a conservative "business-as-usual" forecast is established. This represents a realistic baseline achievable if past momentum is maintained.
- **An Aspirational Upper Bound:** To define an aspirational yet achievable target, the framework benchmarks against the historical CAGR of Canada (13.53%) from a period when its international student population was at a comparable absolute level to India's today. Canada's subsequent success, driven by a deliberate national strategy, offers an empirically validated model of the growth velocity possible when a nation commits to a coordinated, whole-of-government approach to internationalisation.

The projected range for international student enrolment under this model assuming lower bounds as a continuation of India's historical CAGR of 7.71% and the upper bound as the benchmark 13.53%, is as follows:

Year	Lower Bound Target	Upper Bound Target
2030	84,907	1,29,397
2035	1,23,077	2,44,073
2047	3,00,013	11,19,314

[24] Refer to https://www.holoniq.com/notes/196b-international-education-market-set-to-reach-433b-by-2030-7-4-cagr. Date accessed: 19 October 2025.

This approach is motivated using global benchmarking standards whereas the next approach is more proactive and policy-driven.

ii. Internationalisation Intensity Approach

Complementing the growth-rate projections, the second approach sets policy targets based on internalisation intensity as a percentage of India's total higher education enrolment. This shifts the strategic focus from "how fast can we grow?" to "where do we want to stand on the world stage?" and utilizes the concept of "internationalisation intensity"—the percentage of international students within the total higher education population. This metric is a globally recognised standard, used by organisations like the OECD,[25] to measure a nation's integration into the global education landscape and the competitiveness of its higher education system. The approach is proactive and designed to align with the NEP goal of achieving a 50% GER by 2035, based on the youth population estimates (18-23 years) from the UN Population Prospects 2024 Report. The key assumption here is that the GER target is achieved in a linear and phased manner.[26]

The proposed intensity targets and the corresponding number of international students are given below:

Year	Internationalisation Intensity	Target International Students
2030	0.25%	1,55,514
2035	0.50%	3,59,254
2047	1.0%	7,89,037

To align with global standards, a phased increase in India's internationalisation intensity is proposed. The targets are to elevate the current rate of 0.1% to 0.25% by 2030, 0.50% by 2035, and ultimately 1.0% by 2047. These objectives are conservative when compared to international standards, yet achieving 1% intensity in a system of India's scale would translate into over 8 lakh international students, firmly establishing the nation as a leading global destination for higher education. Currently, the average intensity of the top 10 host countries is 17.9%, whereas that of other Asian nations such as South Korea and Japan are 7% and 4% respectively.

The two approaches provide a clear, data-backed range of targets for elevating India's global academic standing. Achieving these targets aiming for at least 1,50,000 international students in Indian HEIs by 2030 and scaling to 8,00,000 internationalisation students in Indian HEIs by 2047 is desirable and will require a dedicated and coordinated implementation strategy.

3.3.4.1 India's Flagship Inbound Mobility Initiative: Study in India

The Study in India (SII) programme launched in 2018 by the Ministry of Education is an initiative to strengthen India's inbound student mobility and make India a global study destination. SII positions Indian HEIs as attractive alternatives to traditional study-abroad destinations, particularly for students from the Global South. It aligns with NEP 2020's vision of internationalising Indian higher education with the goal of projecting India as an accessible, diverse and affordable global education hub.

Core Objectives:

- Increasing international student enrolment, with ambitious milestones of 2,00,000 students by 2023 and 5,00,000 by 2047.
- Utilising surplus capacity in Indian HEIs by reserving 10-15% supernumerary seats for foreign students in participating HEIs without displacing domestic candidates.
- Enhancing India's global academic brand by promoting the country's educational heritage,

[25] Refer to https://www.oecd.org/en/data/indicators/international-student-mobility.html

[26] This translates into a GER of 42% in 2030 and the aspirational GER of 60% in 2047.

cultural vibrancy, and expanding higher education ecosystem.

- Improving global competitiveness by internationalising Indian campuses and facilitating cross-border academic exchange.
- Simplifying admissions and support through a centralised digital portal, application tracking, scholarship access and visa guidance.

Strategic Mechanisms:

- **Centralised Online Platform:** Designed as a one-stop solution, this portal offers institution listings, course directories, scholarship information, application processes, and visa guidance.
- **Academic Quality Standards:** Institutions onboarded to the portal must be NAAC-accredited or ranked in the NIRF, ensuring a baseline of academic credibility.
- **Institutional Incentives:** Participating HEIs are encouraged to allocate supernumerary seats and receive performance-based recognition for enrolling international students.
- **Scholarship Framework:** The programme offers tiered fee waivers 100%, 50%, and 25% based on merit, tied to institutional ranking and disciplinary strength.
- **Marketing and Branding Campaigns:** India has hosted education fairs and launched digital campaigns across Africa, Southeast Asia, and Central Asia, in collaboration with Indian embassies and select EdTech partners.
- **Student Support Infrastructure:** Pre-arrival orientation, helpline services, and limited post-arrival support have been introduced to assist international students in navigating Indian institutions and society.

Despite its strong policy backing and strategic initiatives, SII has not achieved its enrolment goals. With just over 46,000 international students currently in India, it is far short of the identified target of 2,00,000 inbound students by 2023, the initiative presents an instructive case of how good intentions need to be supported by systemic readiness and strategic execution.

3.3.4.2 Barriers to Inbound Mobility of Students

Drawing on the survey insights and policy analyses, several structural and systemic barriers continue to hinder India's ability to attract and retain international students:

- **Infrastructure and Ecosystem Gaps:** International students expect globally benchmarked campus facilities, housing, safety measures and support services. Fewer than 15% of Indian HEIs meet these expectations. Even basic needs such as visa support, grievance redressal, and access to banking remain underdeveloped.
- **Visa and Regulatory Bottlenecks:** Complex visa procedures, coupled with average processing time, act as significant deterrents to prospective international students. Students face documentation issues, unresponsive embassies and unclear guidance. The lack of a fast-track academic visa category undermines India's appeal.
- **Insufficient Student Support Ecosystems:** Fewer than 10% of surveyed HEIs provide comprehensive pre-arrival guidance, cultural orientation, or dedicated international student support services.
- **Curricular Inflexibility:** Rigid academic structures, a lack of interdisciplinary offerings, and limited modular or credit-based programmes hinder academic alignment with global trends.
- **Scholarships and Deliver Gaps:** Although scholarships are advertised, students reported unclear eligibility criteria, non-transparent selection, and delays in receiving fee waivers.
- **Weak Global Visibility and Outreach:** Inadequate branding, limited participation in global education fairs and underutilised alumni networks have left Indian HEIs underrepresented in the international education landscape.
- **Weak Strategic and Diplomatic Alignment:** In contrast to global initiatives by countries like

Australia (New Colombo Plan), or the UK (Erasmus Model), India has not integrated SII into broader foreign policy, trade negotiations, or regional development strategies.

- **Limited Stakeholder Collaboration:** Public-private partnerships especially in areas such as international promotion, visa logistics, student onboarding, and infrastructure development – remain underutilised. India has yet to fully leverage the experience of private actors that have led successful campaigns in other contexts.

Hence critical reform in domains such as infrastructure development, curriculum innovation, industry partnerships and research expansion that are linked to short, medium and long-term implementation strategies is vital to increase Inbound Mobility to higher levels.

3.4 CONCLUSION

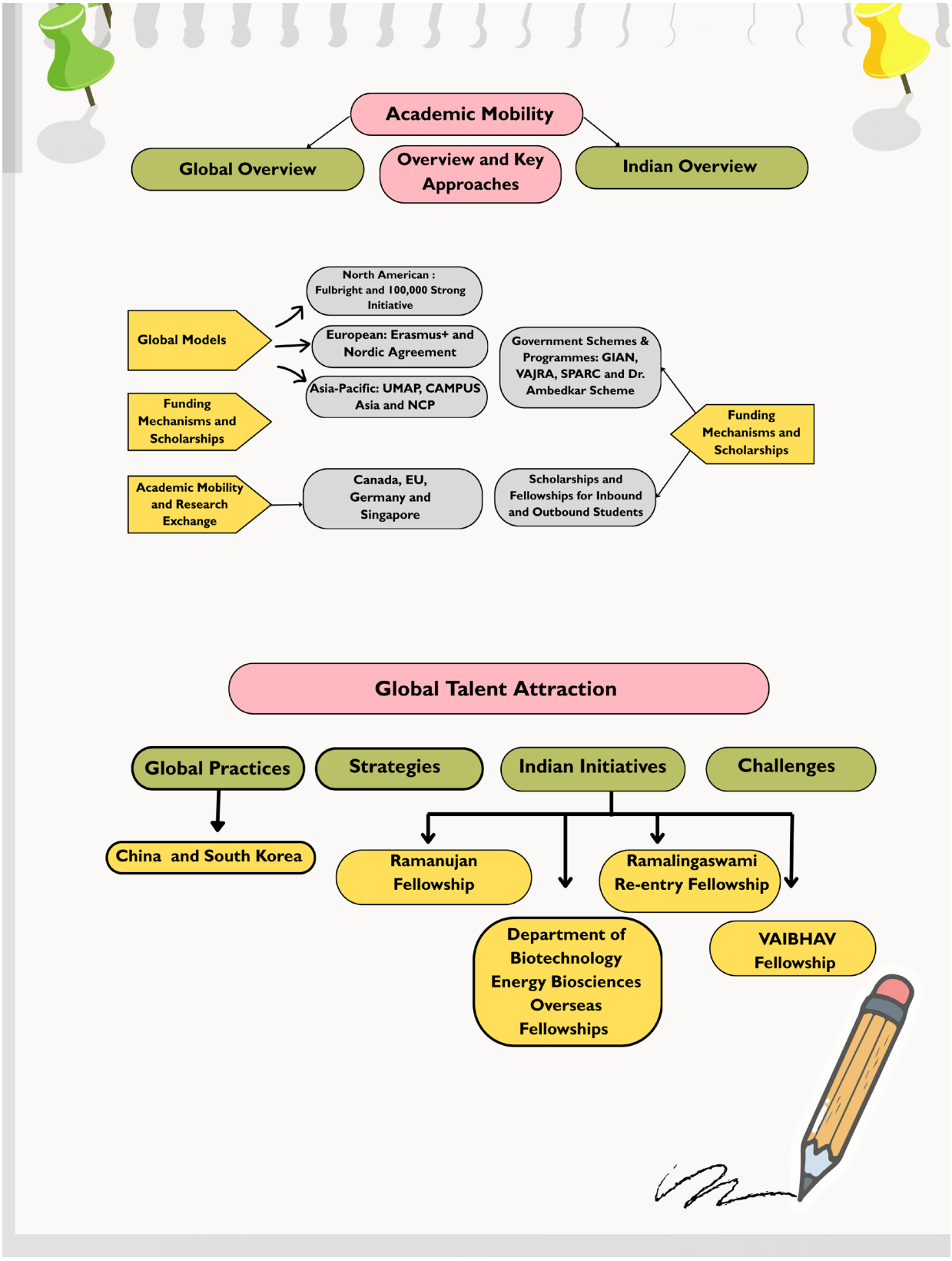
The global overview of international student mobility shows a 214% increase in the number of mobile students over the last 25 years. The patterns explored in this chapter reflect the evolving aspirations of students, strategic priorities of nations and growing interdependence of the global higher education system.

The internationalisation of higher education has witnessed substantial changes globally and within India over the last two decades. For India, the inbound mobility remains modest while the outbound mobility has surged with India being the world's leading source country for international students. However, the combined trend analysis reveals a consistent imbalance between inbound and outbound mobility, highlighting the need for a more balanced and strategic internationalisation approach at the systemic and institutional levels.

Chapter

4

GLOBAL ACADEMIC MOBILITY AND TALENT ATTRACTION



4.1 ACADEMIC MOBILITY: OVERVIEW

International academic mobility encompasses the movement of students, researchers and faculty across borders in pursuit of educational, research and professional opportunities. It is a cornerstone of global higher education, fostering cross-cultural exchange, enhancing knowledge transfer, and encouraging collaborative research. Global student and faculty mobility not only raises academic standards but also facilitates the sharing of best practices and nurtures global

citizens who are equipped to address complex, transnational challenges. In the 21st century, academic mobility is driven by globalisation, internationalisation strategies at systemic and institutional levels, and demand for globally relevant skills. Students, researchers and faculty participation in academic mobility programmes and research exchanges are now recognized as critical pathways for academic excellence and innovation.

India, with its rich history as a centre of learning, has traditionally attracted scholars and welcomed intellectuals, philosophers and students from regions as far as Central, West and East Asia. Notable scholars who traveled to India include, Xuanzang (Hiuen Tsang), Chinese Buddhist monk and scholar who studied and taught at Nalanda University in the 7th century, Faxian, Chinese pilgrim of the 5th century, who visited Indian centres of learning for scriptural studies, and Al-Biruni, renowned Persian scholar and polymath, who traveled extensively in India in the 11th century, studying science, culture and religions.

In the modern era, India continues to serve as an important destination for academic and research collaboration. NEP 2020 marked a significant shift in India's approach to international academic mobility by encouraging systemic and institutional collaborations for student and faculty exchanges. It initiated enabling mechanisms such as the National Credit Framework (NCrF) and the Academic Bank of Credit (ABC) to facilitate seamless credit transfers and permitting dual, twinning and joint degree programmes between HEIs and FHEIs. Building on this momentum, the UGC has issued the Recognition and Grant of Equivalence to Qualifications obtained from Foreign Educational Institutions Regulations, 2025. This streamlines the process of granting equivalence to foreign degrees, diplomas and certificates which in turn supports inward mobility and strengthens India's position as a global academic destination.

Figure 4.1: Role of International Academic Mobility

4.2 KEY APPROACHES TO ACADEMIC MOBILITY

Academic mobility encompassing student, researcher and faculty movement across international borders is driven by key enablers that ensure their smooth transition across institutions, disciplines, and borders.

Table 4.1: Key Approaches to Academic Mobility

Pillar	Main Function	Example
Memorandum of Understanding (MoU)	Cooperation in the field of higher education	India has signed MoUs for Higher Education with 54 countries (Annexure 1)
Mutual Recognition of Qualifications (MRQ)	Academic qualification equivalence and acceptance of educational and vocational credentials	Bilateral: India-UK MRQ
Migration & Mobility Partnership (MMPA)	Two-way student and professional mobility; mostly bilateral arrangements	Bilateral: India-Australia MMPA
Uniform Credit Frameworks	Creditisation of learning across academic, vocational, and skill sectors	National Level: National Credit Framework (NCrF)

Pillar	Main Function	Example
Credit Transfer Mechanisms	Standardised transfer of academic credits at global level	National Level: Choice Based Credit System (CBCS) International Level: European Credit Transfer and Accumulation System (ECTS)
Credit Transfer Mechanisms	Standardized transfer of academic credits at global level	National Level: Choice Based Credit System (CBCS) International Level: European Credit Transfer and Accumulation System (ECTS)
Joint, Twinning and Dual Degree Arrangements	Cross-institutional transfer, dual/ joint/twinning degree structures	MoUs at institutional level

4.3 ACADEMIC MOBILITY: GLOBAL MODELS

Academic mobility has evolved into a multi-layered global phenomenon shaped by diverse models that reflect national and international educational priorities. This section outlines the major academic models that have emerged across North America, Europe and the Asia-Pacific and highlights the diversity of approaches to international academic mobility and their role in advancing educational, cultural and diplomatic objectives. In North America, initiatives have largely focused on strengthening bilateral exchanges and fostering mutual understanding through people-to-people connections. Europe has developed highly structured and regionally coordinated frameworks that facilitate credit recognition, institutional partnerships and cross-border student flows. The Asia-Pacific has advanced collaborative schemes that emphasise regional integration, capacity-building and intercultural learning opportunities.

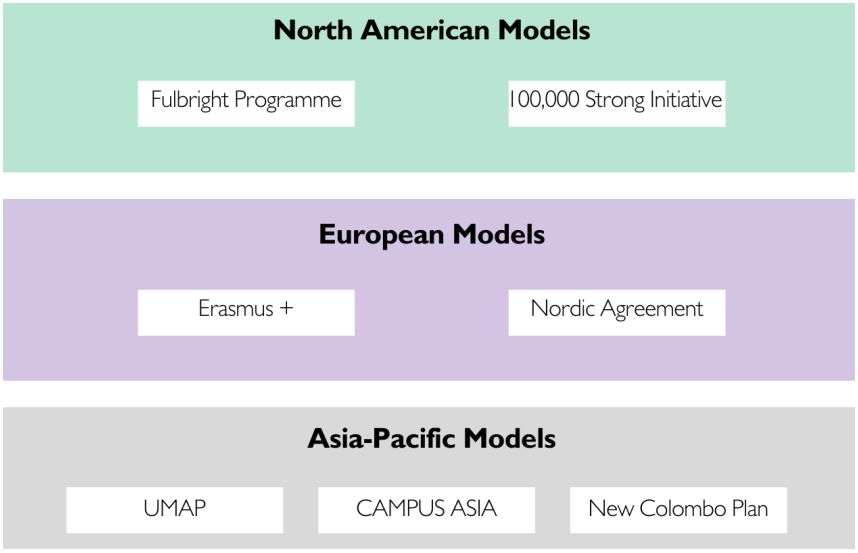


Figure 4.2: Global Academic Mobility Models

4.3.1 North American Models

i. Fulbright Programme

Established in 1946, it is a prominent international academic exchange initiative supported by the US Government to promote mutual understanding and foster peaceful, friendly relations between the US and other countries. It operates in partnership with 160+ nations and has binational Fulbright Commissions with 49 countries. These are jointly funded by the US and host governments and manage essential functions such as setting priorities, selecting participants, working with local institutions, supporting US scholars abroad, engaging alumni, fundraising and offering public information on study opportunities.

Beneficiaries:

Students, Scholars, Educators, Professionals (US and Non-US Citizens) and HEIs

Key Features:

- Administered by the Bureau of Educational and Cultural Affairs (ECA), US Department of State.
- Funded primarily by the US Congress, with additional support from foreign governments, host institutions, corporations and foundations.

Impact and Outcome:

- The Programme awards ~9,000 grants annually. ~2,000 US students, 4,000 foreign students, over 800 US scholars, and 900 visiting scholars receive awards, in addition to several hundred teachers and professionals.[1]
- More than 4,00,000 individuals from 160+ countries have benefited from the programme since its inception.[1]
- Promotes cross-cultural exchange, academic collaboration, and international understanding.
- Contributes to global diplomacy by building long-term professional and personal networks across borders.

ii. 100,000 Strong Initiative

The 100,000 Strong Initiative was launched in 2009 by President Barack Obama citing the strategic importance of the US-China relationship. It was a national effort designed to increase the number and diversify the composition of American students studying in China. It was later transitioned into an independent, non-profit organisation external to the State Department.

In 2011, the President launched the 100,000 Strong in the Americas, an initiative to increase international study and exchange of students in Latin America and the Caribbean (LAC) region. The US Department of State implemented it through partnerships with foreign governments, universities and colleges and with the private sector.

The 100,000 Strong in the Americas Innovation Fund is a public-private collaboration between the US Department of State, US Embassies, Partners of the Americas, corporations and foundations working together to stimulate new higher education partnerships between the US and Western Hemisphere.

Beneficiaries:

Students and HEIs

Key Features:

- Focused on increasing both the number and diversity of US students studying abroad.
- Established to support and sustain partnerships among education-related institutions.
- Foundation funding mainly from the private sector, complemented by limited government backing.
- Functioned as a network switcher, linking diverse organisations involved in study abroad programmes.

Impact and Outcome:

- The initiative surpassed the goal of sending 100,000 American students in 2013. The effort has since evolved into the US-China Strong Foundation, focusing on deeper engagement.[2]
- The initiative also expanded to incorporate Mandarin language learning, with the goal of

[1] Fulbright Programme.(2025, September).https://www.fulbrightprogram.org/

[2] Institute of International Education. (2013). U.S. students in China: Meeting the goals of the 100,000 Strong Initiative. A pilot study on U.S. student participation in education abroad activities in China.

having one million Americans learning Mandarin by 2020.[3]

- The Americas initiative created 100,000 new exchange opportunities for students between the US and LAC region, building institutional capacity and public-private partnerships for educational innovation.[4]
- A total of 321 Innovation Fund grants have been awarded to teams of 585 HEIs from 26 countries and in 49 U.S. states as of 2025.[4]

4.3.2 European Models

i. Erasmus Model (Erasmus+)

As a successor to the previous Erasmus Model 1987, the Erasmus+ Programme was launched in 2014. It is the European Union's flagship academic mobility initiative supporting education, training, youth and sports in Europe. Managed by the European Commission, Erasmus+ consolidates multiple schemes to create an integrated approach to academic mobility and cooperation. Erasmus+'s current funding period runs from 2021-2027, following its first funding period from 2014-2020. It places a strong focus on social inclusion, green and digital transitions and promoting young people's participation in democratic life with an estimated budget of €26.2 billion (~INR 2.7 lakh crore).[5]

Beneficiaries:

Students, Trainees, Teaching and Training Staff, Adult Learners, Sports Staff, Volunteers and Youth Workers

Key Features:

- A standardised credit transfer system (ECTS) that ensures academic recognition.
- Integrated funding mechanism covering travel and living expenses.
- Established partnerships between more than 5,000 institutions.
- Digital infrastructure for seamless administration.
- Quality assurance frameworks and monitoring systems.

Impact and Outcomes:

- Erasmus+ is a lasting EU success story, with nearly 40 years of impact on the personal and professional growth of over 16 million people.[6]
- Erasmus+ supported 1.3 million opportunities abroad in 2023.[6]
- According to the European Commission, 80% of Erasmus+ graduates find employment within three months of graduation, with nearly half securing jobs with their host companies.
- Additionally, the programme fosters a sense of European identity and social cohesion, with 90% of participants reporting improved collaboration skills and a more positive view of the EU.[7]

ii. The Nordic Agreement on Higher Education

The Nordic Agreement on Higher Education, specifically the agreement on access to higher education, was established in 1996 to enable seamless academic mobility across Denmark,

[3] The PIE News.(2016, June). US–China 100,000 strong foundation rebrands. https://thepienews.com/us-china-100000-strong-foundation-rebrands/#:~:text=The%20foundation%20was%20established%20as,Natalie%20Marsh

[4] 100,000 Strong Initiative.(2025, September).https://www.100kstrongamericas.org/about/

[5] Erasmus+.(2025,September).https://erasmus-plus.ec.europa.eu/about-erasmus/what-is-erasmus

[6] Erasmus+.(2025,September).https://erasmus-plus.ec.europa.eu/news/erasmus-supported-13-million-opportunities-abroad-in-2023

[7] Erasmus+ Montenegro. (2019, July 17).Getting a job much faster with the "EU degree". https://eras.webexperts.me/getting-a-job-much-faster-with-the-eu-degree/?lang=en

Finland, Iceland, Norway and Sweden. The agreement guarantees that applicants from any Nordic country can apply for admission to higher education institutions in another Nordic country on the same terms as domestic applicants. It also secures the right to credit transfer between institutions across Nordic countries, ensuring parity with local students. Furthermore, it allows individuals to seek admission based on prior education obtained in any Nordic country.[8]

Beneficiaries:

Students

Key Features:

- Automatic recognition of qualifications between Nordic countries.
- Shared funding mechanisms.
- Integrated student services and housing support.
- Joint degree programmes and research initiatives.

Impact and Outcome:

- In the academic year 2019-20, more than 10,000 Nordic students chose to obtain their full education in another nordic country.[9]
- Harmonized systems for the recognition of academic credentials, ensuring a seamless academic journey for students across the region.
- A significant proportion of research papers produced in the Nordics are co-authored cross-border, fueling innovation and contributing to high university rankings.

4.3.3 Asia-Pacific Models

i. University Mobility in Asia and the Pacific (UMAP):

UMAP was founded in 1991 to promote academic mobility among HEIs in the Asia-Pacific region across 25 Asia-Pacific member countries. Initiated by the Australian Vice-Chancellors' Committee, its first conference was held in Hong Kong in April 1991, followed by another in Australia in September 1991. UMAP is a consortium of HEIs and partners, collaborating to increase opportunities for student and staff exchange through a variety of short and long-term in-person and virtual exchange programmes, as well as Collaborative Online International Learning (COIL) experiences.

Beneficiaries:

Students, Academic and Administrative Staff and HEIs

Key Features:

- A credit transfer scheme similar to ECTS, tailored for Asia-Pacific institutions.
- Multilateral agreements that reduce bureaucratic barriers to mobility.
- Support for virtual exchange and blended learning modalities.
- Cultural integration initiatives to ease transition and build community.

Impact and Outcomes:

- Each university sends and receives 2 students per semester under the semester programme A; with 250+ universities, ~1,000 students are exchanged annually.[10]
- Semester programme B and short-term programme C add further students beyond the multilateral exchange count; benefiting over 1,00,000 students cumulatively since its inception.

[8] Nordic Cooperation. (2025, September). Nordic education agreements and programmes. https://www.norden.org/en/info-norden/nordic-education-agreements-and-programmes-0

[9] Nordic Statistics. (2021, December 10). Mobility in the Nordic region III – Studying abroad. https://www.nordicstatistics.org/news/mobility-in-the-nordic-region-iii-studying-abroad/

[10] University Mobility in Asia and the Pacific. (2025, September). Programs.https://umap.org/programs/

- Increased opportunities for students to study abroad, fostering cultural competence and global perspectives.
- Established UCTS, credit transfer system enabling wide academic recognition and facilitating easier mobility.

ii. Collective Action for Mobility Programme of University Students in Asia (CAMPUS Asia):

Launched in 2010 at the 3rd Korea-Japan-China Summit in South Korea, CAMPUS Asia is a cross-border student and staff mobility programme among Korea, Japan and China. The programme aims to strengthen networks among HEIs in Asia and promotes student exchanges through joint and double degree programmes and collaborative research to strengthen higher education ties across Asia.

Beneficiaries:

Students, Faculty and HEIs

Key Features:

- Trilateral Collaboration jointly operated by universities in Japan, China and South Korea, with some programmes expanding to Southeast Asia.
- Dual/Degree and Joint Programmes with credit transfer arrangements across partner institutions.
- Curriculum Integration by innovative, collaboratively-developed courses that address regional social issues, diversity and the UN SDGs.
- Emphasis on language training, sociocultural understanding, and hybrid (online and campus-based) modules.
- Internship and collaborative opportunities with governments, businesses, and local communities enhance real-world understanding.

Impact and Outcomes:

- By 2022, about 6,625 students had participated in the programme, with 500 students from the three countries obtaining dual or multiple degrees.[11]
- Enhanced students experience living and learning in neighbouring countries every year, creating regional academic networks.
- Deepened institutional partnerships and collaborations, joint research and curriculum innovation among Asia's leading universities.
- Global Competence due to language proficiency, broader cultural awareness, and practical experience, boosting employability and leadership potential across Asia.

iii. New Colombo Plan (NCP):

NCP is an Australian Government initiative that provides opportunities for Australian undergraduate students to develop their Indo-Pacific capability and Asia literacy through immersive, structured learning and internships in 40 Indo-Pacific countries. It is structured with three programmes - NCP Scholarships Programme, Semester Programme, and the Mobility Programme.

Beneficiaries:

Students and HEIs

Key Features:

- Supports Australian undergraduate students for study, internships, and language training in up to 40 Indo-Pacific countries.

[11] University World News. (2022, January 21). New CAMPUS Asia initiative extends to ASEAN countries.https://www.universityworldnews.com/post.php?story=20220121090616128#:~:text=CAMPUS%20Asia%20or%20Collective%20Action,agreed%20as%20early%20as%202020

- Offers both short-term mobility grants and long-term, prestigious scholarships (up to 19 months), including academic study, work placements, and mentorships.
- Universities partner with host institutions, businesses, and communities to deliver a wide range of academic and professional opportunities.
- Strong post-programme engagement through an active NCP alumni community fosters ongoing intercultural and professional connections.

Impact and Outcomes:

- Over 10,000 Australian students participate in NCP programmes annually; around 120 receive major scholarships each year.[12]
- Since its inception, NCP has supported over 55,000 Australian undergraduate students through study, internships and language training.[13]
- NCP Mobility Programme alone offered over 4,000 student grants to 40 Australian universities for 30 projects in the Indo-Pacific.
- 219 Australian undergraduate students from 33 universities across Australia have been offered NCP scholarships for 2025.[14]

4.4 FUNDING MECHANISMS AND SCHOLARSHIPS

Globally, countries and regional blocs have developed targeted funding mechanisms and scholarship based on geopolitical interests, regional integration goals and academic priorities. These serve as strategic tools for soft power, academic diplomacy and global talent acquisition. Table 4.2 highlights examples of countries that have used international scholarships as a key pillar of their academic models for facilitating faculty and student mobility in higher education, presenting key programmes and approaches that have demonstrated success globally.

In addition to scholarships, support services and opportunities for academic mobility are designed to help students, researchers and faculty gain valuable international experiences by providing guidance on opportunities, scholarship information, application assistance, preparatory events, pre-departure counseling, advisory services, centralized information platforms, intercultural and language preparation and mentoring during the stay abroad. This also includes post study work opportunities like visa extensions and residence permits that make academic mobility accessible, inclusive and successful.

[12] Australian Government Department of Foreign Affairs and Trade. (2025, September). Australia Awards Scholarships.https://www.dfat.gov.au/people-to-people/australia-awards/australia-awards-scholarships

[13] Wong, P. (2025, July 30). New Colombo Plan reforms to build Australia's Asia capability. https://www.foreignminister.gov.au/minister/penny-wong/media-release/new-colombo-plan-reforms-build-australias-asia-capability

[14] Australian Government Department of Foreign Affairs and Trade. (2025, January). https://www.dfat.gov.au/people-people/new-colombo-plan/news/record-number-new-colombo-plan-awardees-develop-indo-pacific-capabilities-and-asia-literacy

Table 4.2: International Funding Comparison

Region	Country	Scholarship	Funded By	Funding Details (Monthly/Annual)	Types	No. of Beneficiaries (Annual)
North America	Canada	Vanier Canada Graduate Scholarships[15]	Government of Canada	CAD 50,000/year (~INR 32 lakhs/ year)	Doctoral	~166
	USA	Fulbright Scholarships[16]	ECA, US Department of State and Partner Governments	USD 25,000-50,000/year (~INR 22 lakhs-44 lakhs/year); varies by region and type	Graduate, Postgraduate, Doctoral, Teaching and Training	~9,000
Europe	EU Countries	Erasmus+ Scholarships[17]	European Commission, EU Budget	€850-€1,000/ month (~INR88,500-1,00,000/month) for graduates €1,400/month (~INR1,46,500/ month) for postgraduate and doctoral students	Graduate, Postgraduate, Doctoral, Teaching and Training	~13,00,000
	Germany	DAAD (German Academic Exchange Service) Scholarships[18]	German Federal Government Ministries and the EU	€900-1000/month (~INR 95,000-1 lakh/month) for postgraduates €1,200-1,300/ month (INR 1.25-1.36 lakhs/ month) for doctoral students	Graduate, Postgraduate, Doctoral, Research Grants, Short-term study visits	~1,40,000
	UK	Chevening Scholarships[19]	UK Government	£1,200-1,400/ month (~INR 1.4-1.6 lakhs/month); varies by type	Postgraduates, Mid-career professionals	~1,500

[15] Canadian Institutes of Health Research. (2020, September). Vanier Canada Graduate Scholarships Program Evaluation Report. https://cihr-irsc.gc.ca/e/documents/vanier_evaluation_report_2020-en.pdf

[16] U.S. Department of State. (2022). Fulbright Foreign Scholarship Board Annual Report 2022 - https://www.state.gov/wp-content/uploads/2025/05/FFSB-Annual-Report-2022.pdf

[17] European Commission. (2024, November 26). Erasmus+ supported 1,3 million opportunities abroad in 2023 - https://erasmus-plus.ec.europa.eu/node/5356

[18] German Academic Exchange Service. (2025, May 19). Annual Report 2024 - German Academic Exchange Service - https://www.daad.de/en/the-daad/communication-publications/press/press_releases/annual-report-2024/

[19] Chevening. (2024, February). Chevening Impact Report 2022-2023. https://www.chevening.org/wp-content/uploads/2024/02/Chevening-Impact-Report-2022-2023.pdf

Region	Country	Scholarship	Funded By	Funding Details (Monthly/Annual)	Types	No. of Beneficiaries (Annual)
Asia-Pacific	Australia	NCP Scholarships[20]	Australian Government	AUD 30,000/year (~INR 18 lakhs/year)	Undergraduates	~220
	China	China Scholarship Council (CSC) Scholarships[21]	Government of China	CNY 30,000-100,000/year (~INR 3.6-12 lakhs/year); varies by type	Graduate, Postgraduate, Doctoral	~60,000
	Japan	MEXT Scholarships[22]	Japanese Government	¥143,000-145,000/month (~INR 85,000-86,500/month); varies by type	Graduate, Postgraduate, Doctoral, Research Students	~4,500+

Source: Respective government and scholarship websites, and other publicly available sources; accessed September 2025

4.5 GLOBAL PRACTICES IN ACADEMIC MOBILITY AND RESEARCH EXCHANGE

Researcher and faculty mobility supports temporary academic placements, fellowships and researcher exchanges which are distinct from permanent immigration. These are exchange-oriented (short-to-medium term) or long-term talent migration strategies (longer periods). Effective faculty mobility models share three common features: competitive funding, research infrastructure support and institutional integration pathways. Four country specific examples across North America, Europe and Asia have been provided here, each of which is funded by their respective government.

4.5.1 Canada: Research Chairs Programme

Canada's Research Chairs Programme incorporates international mobility through the following:

- Tiered, competitive fellowships that attract global researchers.
- Long-term, renewable contracts that align with national research goals.
- Opportunities for collaboration with Canadian universities, labs, and industries.

The programme provides approximately CAD 300 million (~INR 1,960 crores) in annual funding to support research excellence in Canadian post-secondary institutions. Additionally, the Canada 150 Research Chairs Programme has invested CAD 117.6 million (~INR 770 crores) in one-time funding to attract international researchers.[23] The programme distinguishes between Tier 1 and Tier 2 Chairs, allowing both senior and early-career scholars to engage in high-impact research while supporting cross-border institutional partnerships.

[20] Department of Foreign Affairs and Trade. (2025). 2026 NCP Scholarship Program Guidelines. https://www.dfat.gov.au/sites/default/files/2026-ncp-scholarship-program-guidelines.pdf

[21] Georgetown University Center for Security and Emerging Technology. (2020). The China Scholarship Council: An Overview. https://cset.georgetown.edu/wp-content/uploads/China-Scholarship-Council-Overview.pdf

[22] Ministry of Education, Culture, Sports, Science and Technology (MEXT). (2024, March 27). Japanese Government (MEXT) Scholarship for Research Students 2025. https://www.mext.go.jp/content/20240327-mxt_kotokoku02-000034995-02.pdf

[23] Canada Research Chairs. (2013, November 14).Government of Canada invests in research excellence at Canadian universities. https://www.chairs-chaires.gc.ca/media-medias/releases-communiques/2013/november-novembre-eng.aspx

4.5.2 European Union: Marie Skłodowska-Curie Actions (MSCA)

The MSCA is one of the EU's most established mobility frameworks:

- Provides cross-border and intersectoral mobility grants for researchers.
- Emphasises industry secondments, career development, and network-building.
- Facilitates mobility across EU member states and beyond, with structured support for both early-stage and experienced researchers.

MSCA also funds global partnerships through consortia, doctoral networks, and co-funding mechanisms, making it highly scalable and adaptable across disciplines. Its flexible structure has made it a model for fostering academic cooperation and research excellence through mobility.

4.5.3 Germany: Research Cluster-Based Mobility

Germany offers targeted mobility schemes embedded within its research clusters and centres of excellence. These include:

- Substantial funding for visiting scholars and research collaborators.
- International recruitment packages that support short- and medium-term mobility.
- Integration support such as housing assistance, onboarding, and access to labs and technical staff.

These schemes are often aligned with Germany's Excellence Strategy and German Research Foundation (DFG) supported research centres, facilitating academic mobility through structured, merit-based collaboration. This model enables German institutions to host global researchers while maintaining research continuity and excellence.

4.5.4 Singapore: NRF Fellowship

The NRF Fellowship is a prestigious scheme that enables early-career international researchers to conduct independent research in Singapore:

- Open to researchers of all nationalities across scientific disciplines.
- Offers up to SGD 3.25 million (~INR 21.93 crores) in research funding over a period of 5 years.[24]
- Includes mentorship, access to top facilities, and industry engagement opportunities.
- Fellows must take up a full-time position at a local host institution, ensuring institutional integration.

The fellowship fosters both academic excellence and commercialisation, linking research outcomes to national innovation goals. This model effectively supports high-quality academic mobility while reinforcing Singapore's strategic R&D priorities.

4.6 ACADEMIC MOBILITY: INDIAN OVERVIEW

India does not have a single, unified national mobility programme. Most initiatives are decentralized, bilateral, or institution-driven, rather than pan-Indian and multilateral. India's approach to student and faculty mobility has evolved rapidly in recent years and is being shaped by a combination of policy-driven guidelines, bilateral programmes, institutional partnerships and targeted schemes.

At the systemic level, India's approach to student and faculty mobility is guided primarily by the NEP 2020, which prioritizes internationalisation by encouraging Indian HEIs to collaborate

[24] National University of Singapore.(2025).NRF Fellowship Information Sheet. https://nus.edu.sg/research/docs/default-source/nrf-rf/nrf-fellowship-information-sheet-(class-of-2025).pdf

globally, facilitate student and faculty exchanges, and streamline processes for international student enrollment and credit transfer. The Ministry of Education, Ministry of External Affairs and UGC operationalize these goals through regulations, frameworks and actively pursuing MoUs, MRQs and MMPAs with other countries to foster academic collaboration and mobility. The Study in India programme is one such initiative.

At the institutional level, Indian HEIs are increasingly embedding student and faculty mobility into their operations. This includes joint, dual, and twinning programmes, semester exchanges, faculty exchange and short-term faculty transfers often funded through institutional or bilateral agreements. Collaborative research projects and joint publications are becoming more common, and some HEIs are leveraging technology for virtual mobility and transnational education.

There is significant potential for India to consolidate and streamline its mobility initiatives under a coherent national framework or mobility programme. This would require coordinated policymaking, increased investment from both public and private sectors and clearer pathways for student and faculty participation. Such a move could enhance India's global academic footprint and better align its higher education goals with broader diplomatic and developmental objectives.

4.7 FUNDING MECHANISMS FOR ACADEMIC MOBILITY IN INDIA

India's approach to fostering international academic mobility is supported by a mix of government schemes, targeted programmes, and scholarships, designed both for Indian students going abroad and for attracting foreign students to India. This section details mechanisms that enhance global academic mobility, increasing India's visibility, and connectivity in the international education landscape.

4.7.1 Government Schemes and Programmes

This section outlines the major Indian Government funding schemes and programmes available for student and faculty mobility. The focus is on sustainable, scalable frameworks that enhance academic exchange while addressing common challenges.

i. Global Initiative for Academic Networks (GIAN):

GIAN was launched in 2015 to enhance the quality of higher education in India by leveraging international expertise from renowned global institutions. Over the last decade, a wide range of courses, workshops and lectures have been organised across multiple disciplines, including science, technology, and humanities.

Key Features:

- The Central Government allocated INR 126 crore towards supporting foreign faculty at the time of its inception. These funds cover travel expenses and honorarias for teaching.
- Each foreign faculty member receives USD 8,000 (~INR 7 lakh) for a week-long course and USD 12,000 (~INR 10.6 lakh) for a two-week course.[25]
- Around 41.4% of visiting academicians were from the US, followed by experts from the UK, Germany, Canada, France, Italy, Nordic countries, China, Japan, Taiwan, ASEAN countries, among others.
- In Phase I-III of the scheme, 2,163 courses were approved, 1848 were completed with participation from 72,000+ students taught by 1,654+ foreign faculty. Phase IV has received 779 proposals till date.[26]

[25] Porecha, M. (2023, December 3). After COVID break, Centre approves fourth phase roll-out of GIAN scheme. The Hindu. https://www.thehindu.com/news/national/after-covid-break-centre-approves-fourth-phase-roll-out-of-gian-scheme/article67599029.ece

[26] Global Initiative of Academic Networks. GIAN. https://gian.iith.ac.in/

ii. Visiting Advanced Joint Research (VAJRA):

The VAJRA Scheme, launched in 2017 is a dedicated programme exclusively for overseas scientists and academicians with emphasis on Non-resident Indians (NRIs) and Persons of Indian Origin (PIOs)/ Overseas Citizen of India (OCIs) to work as adjunct/visiting faculty for a specific period of time in Indian Public funded academic and research institutions.

Key Features:

- The faculty undertakes research in national S&T priority areas requiring capacity building and engage in collaborative research in public funded institutions.
- The faculty residency period in India is for a minimum period of 1 month and a maximum of 3 months a year.
- A lump-sum amount of USD 15,000 (~INR 13.30 lakh) is paid in the first month of residency and USD 10,000 (~INR 8.8 lakh) per month in the other two months to cover travel and honorarium.[27]

iii. Scheme for Promotion of Academic and Research Collaboration (SPARC):

SPARC is a flagship programme of the Ministry of Education launched in 2018. It encourages academic mobility between top Indian HEIs (Top 100 overall NIRF ranking) with leading FHEIs ranked within the top 800 of QS World University Rankings from 28 selected nations (USA, UK, Germany, Australia, Austria, Denmark, France, Canada, Italy, China, Hong Kong, Japan, Singapore, Russia, Israel, Switzerland, Sweden, Netherlands, South Africa, South Korea, Norway, Portugal, New Zealand, Taiwan, Belgium, Spain, Brazil, and Finland).

Key Features:

- 12 themes have been identified for collaborative funding under SPARC: i) Advanced Materials; ii) Rare-earth & Critical Minerals; iii) Energy, Sustainability and Climate Change; iv) Agri & Food Technologies; v) Semiconductors; vi) Advanced Computing (Supercomputing, AI, Quantum Computing); Healthcare & MedTech; vii) Space and Defence; viii) Next-Gen Communications; ix) Disaster Management & Resilient Infrastructure; x) Blue Economy; xi) Smart Cities & Mobility; and xii) Manufacturing & Industry 4.0.
- A budget outlay of INR 418 crores has been dedicated to the project from 2021-2026.

iv. Dr. Ambedkar Scheme of Interest Subsidy on Educational Loan for Overseas Studies for OBCs & EBCs

Launched in 2001, it is a Central Sector Scheme for interest subsidy on educational loans for overseas studies for Other Backward Classes (OBCs) and Economically Backward Classes (EBCs). The objective is to provide them with better opportunities for higher education abroad and enhance their employability.

Key Features:

- The interest payable by the students availing the education loans of the Indian Banks' Association (IBA) for the period of moratorium (i.e. course period, plus one year or six months after getting a job, whichever is earlier) is borne by the Government of India.
- For a student, the eligible loan component is the actual loan taken subject to a maximum of INR 20 lakhs for the purpose of an interest subsidy claim.
- Between 2020 and 2023, 15,000 beneficiaries received a total of INR 95 crores across all States and UTs.[28]

4.7.2 Scholarships and Fellowships

India has taken active steps to expand its scholarship offerings for outbound mobility (Indian

[27] VAJRA (Visiting Advanced Joint Research) Faculty. https://www.vajra-india.in/index.php/about-vajra

[28] Ministry of Social Justice & Empowerment. (2024, February 7). Dr. Ambedkar Scheme of Interest Subsidy on Educational Loans. PIB. https://www.pib.gov.in/PressReleasePage.aspx?PRID=2003439

students and faculty going abroad) and inbound mobility (foreign students and scholars coming to India), through bilateral and multilateral partnerships, as well as new government-led initiatives. However, the scale and coherence of these programmes remain limited when compared to global success stories. This section outlines India's key inbound and outbound scholarship strategies, identifying strengths and areas for improvement.

4.7.2.1 Inbound Scholarship and Fellowships

India offers a range of scholarship programmes and fellowships to attract international students, researchers and faculty focusing on strengthening cultural ties, regional cooperation and academic exchange. These initiatives are particularly targeted at students from developing countries in Africa, South Asia and Southeast Asia, with some programmes extending globally. Table 4.3 outlines key schemes and their focus areas:

Table 4.3 : Inbound International Scholarships and Fellowships

S No	Name of the Scholarship	Year of Estab-lishment	Target Region / Countries	Focus Area	Key Features
1	ICCR Scholarships[29]	1950	Africa, ASEAN, SAARC, Middle East	Cultural and Academic Exchange	3,000 scholarships offered through 21 schemes to foreign students from 180+ countries. Out of these, 6 schemes are funded by ICCR, while the remaining are funded by the Ministry of External Affairs and the Ministry of Ayush.
2	Commonwealth Scholarship Scheme[30]	1959	Commonwealth countries	Postgraduate Education	700 students awarded for bilateral cultural exchange and academic collaboration.
3	Indian Technical and Economic Cooperation (ITEC Programme[31]	1964	161+ countries including Africa, Asia, Latin America, East Europe, Pacific region, including some island countries	Capacity building for professionals	12,000+ scholarships offered each year with capacity building activities through personnel training in fields like banking, IT, science, and personnel management.
4	SAARC Scholarships[32]	1987	SAARC countries	Regional academic cooperation	Support for regional integration via higher education.
5	Mekong-Ganga Cooperation Scholarships[33]	2000	Cambodia, Laos, Myanmar, Thailand, Vietnam	Regional collaboration	Scholarships for Master's studies at Indian universities.

[29] Indian Council for Cultural Relations. (2025, January 10). ICCR Scholarship Schemes. https://www.iccr.gov.in/scholarship

[30] Commonwealth Scholarship Commission. (2024, December). Commonwealth Master's & PhD Scholarships. https://cscuk.fcdo.gov.uk/scholarships

[31] Ministry of External Affairs, India. (2025). ITEC Programme - https://www.mea.gov.in/itec

[32] SAARC Secretariat. (2023, November). SAARC Scholarship Scheme - http://www.saarc-sec.org/scholarships

[33] Ministry of External Affairs, India. (2022, July). Mekong-Ganga Cooperation Programme - https://www.mea.gov.in/megexpo

S No	Name of the Scholarship	Year of Estab-lishment	Target Region / Countries	Focus Area	Key Features
6	COMPEX[34]	2001	Nepal	Undergraduate education	For Nepalese students to pursue Undergraduate courses (Engineering, Agriculture, Nursing and Pharmacy) in Indian HEIs.
7	AYUSH Scholarships[35]	2005	Global	Traditional Indian medicine (AYUSH)	Awards various scholarship amounts to support studies in Ayurveda, Yoga, Unani, Siddha & Homeopathy.
8	Scholarship Programme for Diaspora Children (SPDC)[36]	2006-07	India	Undergraduate education	150 scholarships awarded to students from 66 countries who fall under the categories of PIOs (Persons of Indian Origin) and NRIs (Non-Resident Indians) to help them pursue undergraduate courses in Indian universities.
9	ASEAN-India Research Training Fellowship (AI-RTF)[37]	2008	ASEAN countries	Research	50 Fellowships to support young researchers from ASEAN countries to conduct research at Indian institutions.
10	Africa Scholarship Scheme (now, India-Africa Maitri Scholarship Scheme)[38]	2009	African countries	Higher Education & Research	1,068 fully-funded scholarships for UG/PG/PhD.
11	ASEAN Scholarships[39]	2014	ASEAN countries	Postgraduate Education	20 scholarships per year for ASEAN students to pursue Master's programmes at Nalanda University.
12	ASEAN Fellowships[40]	2019	ASEAN countries	Higher Education & Research	Awards 1,000 ASEAN students to pursue PhD in IITs.

[34] University Grants Commission, India. (2024). COMPEX for Nepalese Students. https://www.ugc.ac.in/compex

[35] Ministry of Ayush, India. (2025, February). AYUSH Scholarship Guidelines. https://www.ayush.gov.in/scholarship

[36] Ministry of External Affairs, India. (2023). SPDC Scheme - https://www.mea.gov.in/spdc

[37] ASEAN-India Centre. (2024, May). AI-RTF Fellowship - https://aic.mea.gov.in/airt-fellowship

[38] Ministry of External Affairs, India. (2025, March). India-Africa Maitri Scholarship - https://www.mea.gov.in/maitri-scholarship

[39] Nalanda University. (2025, June). ASEAN Scholarships - https://nalandauniv.edu.in/asean-scholarship

[40] Ministry of Education, India. (2024, December). ASEAN-IIT PhD Fellowship Scheme. https://www.education.gov.in/asean-iit-fellowship

Despite these efforts, structural and institutional barriers, operational and resource constraints, differences in curricula and credit systems, insufficient support for foreign languages, weak industry-academia linkages, lack of outreach and promotional efforts continue to limit the scope and success of inbound mobility of students to India. By addressing challenges and fostering inclusive policies, India and its HEIs can maximize the benefits of mobility for individuals, institutions and society as a whole.

4.7.2.2 Outbound Scholarship and Fellowships

The Government of India supports a range of outbound scholarship schemes through both government-funded and bilateral/multilateral initiatives. These scholarships aim to support postgraduate education, collaborative research, and faculty development abroad. Most of these are offered by the Ministry of Social Justice & Empowerment, Ministry of Science & Technology and various other Ministries.

Apart from these, the Scholarship Division, Department of Higher Education, Ministry of Education (MoE) coordinates scholarships provided by foreign countries to Indian students. The Ministry either nominates candidates for scholarships as requested by the foreign government/institution or disseminates information about the scholarships offered by them. The final selection of the nominated candidates rests with the donor country or institution.

Table 4.4 : Outbound International Scholarships where MoE invites Applications

S No	Country offering the Scholarship	Year of Establishment	Name of the Scholarship	Target Group	Field	Scholarship Amount
1	New Zealand	1959	Commonwealth Scholarship[41]	Postgraduate and PhD students	STEM, Health, Innovation and Entrepreneurship, Security and Governance	Tuition fee along with various allowances.
2	UK	1959	Commonwealth Master's Scholarship[42]	Postgraduate students	STEM, Health, Innovation and Entrepreneurship, Security and Governance	Monthly stipend is £1,347 (~INR 1.56 lakhs), but it increases to £1,652 (~INR 1.92 lakhs) for universities in the London metropolitan area.
3	Thailand	2005	Chulaborn Graduate Institute[43]	Postgraduate students	Environmental Toxicology, Biological Sciences and Chemical Biology	Tuition Fee, accommodation, airfare, visa fees, and provide a monthly stipend.

[41] New Zealand Scholarships. (2025). Commonwealth Scholarship. https://www.nzscholarships.govt.nz/scholarships/commonwealth-scholarship/

[42] Commonwealth Scholarship Commission. (2024). Commonwealth Master's Scholarships. https://cscuk.fcdo.gov.uk/scholarships/commonwealth-masters-scholarships/

[43] Chulabhorn Graduate Institute. (2025). Scholarships and Financial Support. https://www.cgi.ac.th/admissions/scholarship/

S No	Country offering the Scholarship	Year of Estab-lishment	Name of the Scholarship	Target Group	Field	Scholarship Amount
4	Slovenia	2015	Slovenian Government Scholar-ship[44]	Undergraduate and Postgraduate students	Medicine, Engineering, Natural Sciences, Humanities and Political Sciences	Monthly allowance of €1,000 (~INR 1 lakh)
5	Brunei	2017-2018	Brunei Darussalam Scholar-ship[45]	Diploma, Undergraduate, Postgraduate students	STEM, Arts, Business, Health	Full tuition fee alongwith various allowances.

Table 4.5: Outbound International Scholarships where MoE disseminates Information

S No	Country offering the Scholarship	Year of Estab-lishment	Name of the Scholarship	Target Group	Field	Scholarship Amount
1	Czech Republic	1950	Czech Republic Scholar-ships[46]	Graduate and Postgraduate students	Natural sciences, Engineerin, Technolog, and Social sciences	Tuition Fee CZK 12,000 (~INR 50,000) per month for graduate students. CZK 13,000 (~INR 54,000) per month for postgraduate students. Accommodation and Food at a discounted rate. No visa application fee.
2	Japan	1954	Japanese Government (MEXT)[47]	Undergraduate, Postgraduate and PhD students	Social Sciences and Humanities, Natural Sciences, STEM, Geology and Geoinformatics	Airfare, tuition fee and allowances Yen 1,17,000 (~INR 69,000) per month.

[44] Government of Slovenia, Ministry of Education. (2024). Slovenian Government Scholarship. https://www.gov.si/en/topics/scholarships/slovenian-government-scholarship/

[45] Brunei Ministry of Education. (2025). Brunei Darussalam Scholarship. http://www.moe.gov.bn/SitePages/BruneiDarussalamScholarship.aspx

[46] Ministry of Education, Youth and Sports of the Czech Republic. (2024). Czech Republic Scholarships. https://www.msmt.cz/areas-of-work/international-cooperation/czech-scholarship-service

[47] Ministry of Education, Culture, Sports, Science and Technology (MEXT). (2025, March 27). Japanese Government (MEXT) Scholarship for Research Students. https://www.mext.go.jp/content/20240327-mxt_kotokoku02-000034995-02.pdf

S No	Country offering the Scholarship	Year of Establishment	Name of the Scholarship	Target Group	Field	Scholarship Amount
3	Israel	2004	Israel Government Scholarship[48]	Postgraduate and Fellowship students	STEM, Humanities & Social Sciences	Tuition fee, monthly allowance USD 750 (~INR 65,000), and basic health insurance
4	South Korea	2010	Global Korea Scholarship (GKS)[49]	Graduate Students	Engineering, Humanities and Social Sciences, Arts and Physical Education, Natural Science	Airfare, tuition fee & stipend of KRW 900,000 (~INR 56,000)
5	Italy	2015	Italian Government Scholarship[50]	Postgraduate and PhD students	STEM, Arts, Music, Dance, Italian Language and Culture Course.	Tuition fee, Health Insurance, & monthly allowance €900 (~INR 91,000).
6	UK	2018	British Council Scholarships for Women in STEM[51]	Women Postgraduate students	STEM	Full tuition fees, Living stipend, Travel costs, Visa and health coverage fees.

Table 4.6: Outbound International Scholarships and Fellowships Funded by Government of India

S No	Country offering the Scholarship	Year of Establishment	Name of the Scholarship	Target Group	Field	Scholarship Amount
1	National Overseas Scholarship (NOS)[52]	2014-15	MoSJE	SC, ST, OBC, minorities, women in STEM, first-gen learners	Global	• 20 scholarships awarded to PG and PhD. (SC:17 & PVTGs: 3) • Tuition fee, annual Maintenance allowance of USD 15,400 (~INR 13 lakh), Contingency Charges of USD 1,532 (~INR 1.3 lakh), Poll Tax, Visa Fee, Medical Insurance, Cost of Air journey, Incidental Journey expenses.

[48] Council for Higher Education, Israel. (2023). International Scholarships and Fellowships. https://che.org.il/en/scholarships/

[49] National Institute for International Education (NIIED). (2025). Global Korea Scholarship. https://www.studyinkorea.go.kr/en/sub/gks/allnew_invite.do

[50] Italian Ministry of Foreign Affairs and International Cooperation. (2025). Invest Your Talent in Italy & Italian Government Scholarships - https://studyinitaly.esteri.it/en/home_borse

[51] British Council. (2024). Scholarships for Women in STEM Programme. https://www.britishcouncil.org/study-work-create/opportunity/scholarships/women-stem

[52] Ministry of Social Justice and Empowerment. (2024, August). National Overseas Scholarship Scheme Guidelines - https://socialjustice.gov.in/national-overseas-scholarship

S No	Country offering the Scholarship	Year of Estab-lishment	Name of the Scholarship	Target Group	Field	Scholarship Amount
2	Overseas Visiting Doctoral Fellowship[53]	2018	DST	Indian applicants who are fresh PhD (not earlier than preceding 2 years)	Global	• To undertake research training in frontier areas of Science and Engineering • Monthly fellowship is equivalent to INR 1.7 lakh, one-time Contingency/Preparatory allowances of INR 60,000 to cover visa fees, airport transfer charges, medical insurance, etc.

Table 4.7: Outbound International Scholarships and Fellowships Bilaterally Funded

S No	Name of the Initiative	Year of estab-lishment	Funded By	Target Group	Target Country	Key Features
1	UK-India Education Research Initiative[54]	2006	Bilateral (India and UK)	Researchers, faculty	UK	• For collaborative research and innovation. • Maximum of £200,000 (~INR 2.3 crore) over the duration of the project.
2	Fulbright-Nehru Fellowships[55]	2008	Bilateral (India and USA)	Postgrad-uates, scholars, mid-career profession-als	USA	• Academic exchange, research, leadership training fellowship. • Provides J-1 visa support, round-trip economy class air travel from a fellow's home city to the host institution in the USA, funding for tuition and fees, living and related costs, and accident and sickness coverage per USA.
3	Indo-US Science & Technology Forum[56]	2009	Bilateral (India and USA)	Students, scientists, faculty	USA	• For joint R&D, innovation programmes annually. • Budget of ~ $2-3 million (~INR 17.5-26.28 crores) per year.
4	Raman-Charpak Fellowship[57]	2013	Bilateral (India and France)	PhD stu-dents in science and technology	France	• For joint research and mobility. • For an Indian Fellow Fellowship Support of €1,500 (~INR 1.5 lakh) per month for daily expenses, local travel, accommodation charges plus Social Security charges.

[53] Department of Science & Technology. (2025). Overseas Visiting Doctoral Fellowship Programme. https://dst.gov.in/overseas-visiting-doctoral-fellowship

[54] UK–India Education and Research Initiative. (2025). Overview. https://ukieri.org/about/

[55] U.S.–India Educational Foundation. (2025). Fulbright–Nehru Fellowships - https://www.usief.org.in/Fulbright-Nehru-Fellowships.aspx

[56] Indo–US Science and Technology Forum. (2025). Programmes - https://www.iusstf.org/programmes

[57] Indo–French Centre for the Promotion of Advanced Research. (2024). Raman–Charpak Fellowship. https://www.ifcpar-francindia.org/raman-charpak

S No	Name of the Initiative	Year of establishment	Funded By	Target Group	Target Country	Key Features
5	Newton-Bhabha Fund[58]	2014	Bilateral (India and UK)	Researchers, scientists	UK	• For joint research, training, policy engagement. • £735 million fund (~INR 8,528 crores) for 7 years for different courses
6	Indo-US Fellowship for Women in STEMM (Science, Technology, Engineering, Mathematics and Medicine)[59]	2024	Bilateral (DST, India and IUSSTF, USA)	Women Scientists, Engineers and Technologists	USA	• To undertake international collaborative research in US HEIs. • Monthly stipend of USD 3,000 (~INR 2.6 lakh). Additionally, airfare up to USD 2,500 (~INR 2.2 lakh), health insurance up to USD 1,000 (~INR 88,000), contingency funds up to USD 750 (~INR 66,000), and conference allowances up to USD 1,000 (~INR 88,000).

Table 4.8: Outbound International Scholarships and Fellowships Multilaterally Funded

S No	Name of the Initiativs	Year of Establishment	Funded By	Target Group	Target Country	Purpose
1	Commonwealth Scholarship	1959	Multilateral (Commonwealth of Nations)	Indian citizens	UK (via Commonwealth)	Postgraduate and doctoral studies
2	Marie Skłodowska-Curie Actions	1996	Multilateral (European Commission)	Early-stage researchers	EU	Research training and career development
3	Erasmus+	2014	Multilateral (European Commission)	Students, faculty	EU	Academic mobility, credit transfer, capacity building

India's outbound scholarship efforts, while expanding, remain fragmented across multiple ministries and agencies and often lack the scale seen in leading international models. This fragmentation can result in inefficiencies in outreach, application processes, and long-term planning. In contrast, leading host countries for international students have adopted unified, well-funded approaches for funding international students. Programmes like Fulbright, Commonwealth and Erasmus+ demonstrate how academic mobility is embedded within broader strategies for global engagement and soft power projection.

4.8 GLOBAL TALENT ATTRACTION PROGRAMMES

Faculty mobility programmes are often framed as short-term academic exchanges or research collaborations. Moving beyond temporary relocation and reintegrating diaspora scholars into

[58] British Council. (2024). Newton–Bhabha Fund - https://www.britishcouncil.org/education/he-science/newton-bhabha

[59] Department of Science & Technology and IUSSTF. (2025). Call for Proposals – Women in STEMM Fellowship - https://www.dst.gov.in/indous-women-stemm-fellowship

domestic academic ecosystems, countries have institutionalised long-term return programmes building sustained capacity for teaching, research and leadership. The Global Talent Attraction Programmes attract, recruit and retain high-potential individuals with advanced degrees to fill critical capability gaps, strengthen sovereign research capacity, and accelerate innovation across sectors of national interest in a country. Two programmes in Asia that have been in operation for more than 15 years have been elaborated below.

4.8.1 Global Best Practices for Talent Attraction

In a knowledge-driven global economy and increasingly multipolar world, governments are focused on recruiting top scientists and technologists not just to boost their economies but as part of their broader national agendas. The EU launched its 'Choose Europe for Science' initiative in 2025, which offers a €500 million (~INR 5,000 crores) package for 2025-2027 to make Europe a magnet for researchers. The UK Government launched the Department for Science, Innovation and Technology Programme (Global Talent Fund) in 2025 allocating £54 million (~INR 620 crores) to move 10 research teams to their country.[60]

4.8.1.1 China: Thousand Talents Programme (TTP)

i. Background and Rationale

Launched in 2008, TTP was a flagship initiative of China, designed to attract top global talent in science, technology, and innovation. The programme aimed to address China's brain drain by incentivising the return of overseas Chinese scholars and recruiting foreign experts, thereby accelerating the country's transition into a knowledge-driven economy. It was part of a broader national innovation strategy aligned with policies such as Made in China 2025 and the Innovation-Driven Development Strategy. Similarly, China's Youth Thousand Talents Programme (YTT) targets faculty under 40 and has recruited PhDs from globally top 100 STEM programmes.[61]

ii. Programme Design and Implementation

The TTP offered significant financial and professional incentives to researchers, entrepreneurs, and technologists, including:

- **Remuneration:** For full-time appointments, the programme offers signing bonuses between ¥3–5 million (~INR 72 lakh-3.6-6 crores), research grants of ¥3–5 million (~INR 3.6-6 crores), tax-free salaries ranging from ¥600,000–¥1million (~INR 75 lakhs-1.2 crores) annually
- **Bonuses:** One-time relocation bonuses of up to ¥1 million (~INR 1.2 crores)
- **Professional Opportunities:** Access to advanced research facilities, leadership roles in projects, and opportunities to establish new research centres.
- **Personal Support:** Assistance with housing, schooling for children, and streamlined administrative processes.

iii. Target Group and Areas:

- Long-term experts, recruited for full-time academic or research roles; short-term or part-time roles, including sabbaticals or joint appointments.
- Youth programmes, targeting early-career researchers under 40.

The TTP primarily targeted sectors deemed critical to national interest and global competitiveness,

[60] European Commission. (2025, July). Choose Europe: Advance your research career in the EU. https://commission.europa.eu/topics/research-and-innovation/choose-europe_en

UK Research and Innovation. (2025, June 23). UK launches scheme to attract world-class researchers. https://www.ukri.org/news/uk-launches-scheme-to-attract-world-class-researchers/

[61] Shi, D., Liu, W., & Wang, Y. (2023, September 22). Evaluating the success of China's "Young Thousand Talents" STEM recruitment program. Stanford Center on China's Economy and Institutions. https://sccei.fsi.stanford.edu/china-briefs/evaluating-success-chinas-young-thousand-talents-stem-recruitment-program

including, AI and big data, quantum information science, aerospace and advanced manufacturing, biotechnology and medical innovation, green energy technologies, and cybersecurity and military-civil fusion (MCF) domains.

iv. Success and Impact of the TTP

The TTP has significantly contributed to China's scientific and technological advancement:

- **Talent Acquisition:** Attracted over 7,000 high-level experts globally in the first decade.
- **Research Output:** Participants in the Young Thousand Talents (YTT) programme demonstrated increased productivity, particularly in resource-intensive fields like chemistry, life sciences, and engineering.[62]
- **Institutional Development:** Enhanced the global rankings of Chinese universities and established cutting-edge research centres in key technological areas.
- **Innovation Clusters:** Supported the growth of national innovation hubs, such as Zhongguancun Technology Hub, Beijing and the Suzhou Industrial Park, Jiangsu.

v. Reform and Rebranding

The Chinese Government restructured the TTP post-2018:

- **Decentralization:** Transitioned from a centralized programme to localized initiatives managed by universities and provincial governments.
- **Rebranding:** Introduced new programmes like the "High-End Foreign Experts Programme" and institutional talent plans.
- **Continued Focus:** Maintained the core objective of attracting global talent to bolster China's innovation ecosystem.

4.8.1.2 South Korea: Talent Attraction Programmes

i. Background and Rationale

South Korea has long recognised the critical role of human capital in sustaining its transformation from a manufacturing-led to a knowledge-based economy. To counteract the outmigration of Korean scientists and researchers in the 1980s and 1990s, the South Korean government launched a series of programmes aimed at attracting homegrown talent back to the country.

One of the most notable efforts was the "Brain Return 500 Project", launched in 1994 under the Ministry of Science and Technology (now MSIT). This was followed by complementary initiatives such as the KOFST Returnee Programme, supported by the Korean Federation of Science and Technology Societies (KOFST) and the National Research Foundation of Korea (NRF).

These programmes aimed to reverse brain drain, strengthen national R&D capacity, and position South Korea as a global hub for innovation, especially in sectors like biotechnology, ICT, nanotechnology, and green energy.

ii. Programme Design and Implementation

a. Brain Return 500 (1994–2002)

Goal: Bring back 500 elite Korean researchers from abroad.

Target Group: Korean nationals with PhDs and postdoctoral experience abroad, especially in the U.S., Europe, and Japan.

Benefits:

- Initial Research Grants: ~$100,000–$300,000 (~INR 87 lakh-2.6 crore) for lab setup and equipment.

[62] Snyder, A. (2023, January 10). China's talent program increased young scientists' productivity, study says. Axios. https://www.axios.com/2023/01/10/china-funding-young-scientists-productivity

- Institutional Placement: Priority hiring in national universities, government labs, and strategic R&D centres.
- Relocation Assistance: Housing and family integration support (including schooling and spousal employment services).

The programme surpassed its goal and significantly bolstered faculty strength at Korea's top institutions, including Korea Advanced Institute of Science & Technology (KAIST), Pohang University of Science and Technology (POSTECH), and Seoul National University (SNU).

b. Korean Federation of Science and Technology Societies (KOFST) Returnee Programme (Ongoing)

Support Provided:

- Salary subsidies and competitive fellowships for returnees
- Funding for joint research with domestic scientists
- Mentorship and networking support to ease re-integration
- Links with industry partners for technology transfer or entrepreneurship.

iii. National Research Foundation (NRF) Returnee Tracks (Ongoing)

- Research Professor Tracks for postdoctoral returnees.
- Mid-career fellowships for scientists joining from top global labs.
- Specific quotas set aside for overseas Koreans in flagship R&D projects (especially under Korea's "Third S&T Basic Plan").

These programmes have been particularly effective in enhancing capacity in Semiconductors and ICT, Biotechnology and Biomedical Engineering, Nuclear and Renewable Energy, Artificial Intelligence and Robotics, and Space and Defense Technologies. They align with national priorities under the Korean New Deal, K-Research Infrastructure, and Innovation Growth Engine Initiatives.

iv. Success and Impact

- **Reversal of Brain Drain:** Over 1,200 high-level researchers returned through Brain Return 500 and affiliated programmes by the early 2000s.
- **Faculty Excellence:** Returnees now form a significant portion of tenured faculty at institutions like KAIST, SNU, and Yonsei University.
- **R&D Boost:** South Korea's GERD (Gross Expenditure on R&D) as a % of GDP rose from 1.87% in 1995 to over 4.8% by 2022 — one of the highest globally.
- **Global Rankings:** South Korean universities and labs rose in international citation indexes, aided by returnee-led publications and patents.
- **Industrial Linkages:** Many returnees transitioned into leadership roles in Samsung, LG, Hyundai, and state-funded think tanks.

4.8.2 Strategies for India to Attract Global Talent

India must plan to scale its existing programmes to include long-term or permanent supernumerary positions in India. The following lessons can be drawn from global talent attraction programmes:

i. **Scale and Targeting:** China and Korea both identified strategic disciplines and clear numerical targets (e.g., 500 scientists), enabling focused recruitment efforts accordingly.

ii. **Integration, not Transaction:** Both countries embedded returnees into faculty positions, research leadership, and national labs, rather than viewing them as short-term visitors.

iii. **Strong Government-University Partnership:** National ministries coordinated closely with elite universities and R&D centres, ensuring institutional readiness.

iv. **Incentive Structures:** Programmes included relocation grants, lab funding, family support, and clear tenure pathways, often missing in Indian schemes.

v. **Long-Term Vision:** These were not standalone fellowships but part of broader innovation and education strategies (e.g., Made in China 2025, Korea's S&T Plans).

India should deepen its investment in research and development, fortify its higher education institutions, and create expansive opportunities for entrepreneurship and innovation. This includes establishing globally benchmarked universities, instituting competitive research funding, and fostering collaborative ecosystems with international academic and industry partners. It should also create fast-track academic re-entry pathways for Indian PhDs and postdocs abroad, establish return-based mobility tracks, and enable dual appointments or joint faculty roles between Indian and foreign HEIs to attract Indian diaspora.[63]

4.8.3 Indian Initiatives for Diaspora Talent Attraction

India has launched faculty mobility and diaspora-focused initiatives such as the GIAN, VAJRA, and various fellowships mentioned in Table 4.9 to attract global Indian talent to national institutions. However, these programmes are yet to achieve the scale, visibility and institutional integration seen in the global best practices.

Table 4.9: Fellowship Offered To Indian Orgin Scientists By Government Of India

S No	Name of the Scholarship	Year of Establishment	Offered By	Target Countries	Key Features	Key Features
1	Ramanujan Fellowship[64]	2005-06	DST	Global	UK	• For Indian scientists and engineers from outside India to take up scientific research positions in India. • It provides a monthly amount of INR 1,35,000 (including HRA). Additionally, fellows receive an annual research grant of INR 7 lakh and INR 60,000 as overhead charges to the host institute.
2	Department of Biotechnology (DBT) Energy Biosciences Overseas Fellowships[65]	2006-07	DBT	Global	USA	• For young scientists of Indian origin working overseas to pursue, complement and enhance the quality of R&D in energy related biosciences in Indian HEIs. • It provides INR 75, 000 per month and a contingent grant of INR 5 lakhs /year, international and domestic travel, hiring of manpower. • Indian host institutions can consider giving additional benefits as applicable to regular faculty.

[63] The Daily Star. (2025, February 20). How to build a conducive environment for innovation and research. Future Forged: Youth at the Helm. https://www.thedailystar.net/supplements/anniversary-supplement-2025/future-forged-youth-the-helm/news/how-build-conducive-environment-innovation-and-research-3827956

[64] Department of Science & Technology. (2025). Ramanujan Fellowship Guidelines. https://dst.gov.in/ramanujan-fellowship

[65] Department of Biotechnology. (2024). Energy Biosciences Overseas Fellowships. https://dbtindia.gov.in/energy-biosciences-overseas-fellowships

S No	Name of the Scholarship	Year of Establishment	Offered By	Target Countries	Key Features	Key Features
3	Ramalingaswami Re-entry Fellowship[66]	2006-07	DBT	Global	USA	• For Indian scientists working abroad in biotechnology and life sciences to return to India and pursue research careers. • The Fellow will receive a grant of INR 1,35,000 per month, research support grant of INR 13,00,000 per annum for purchase of consumables, minor equipment, domestic travel, engaging project staff and other contingent expenditure to be incurred in connection with the implementation of the project. • The Host institute will receive INR 50,000 per annum towards institutional overhead under the project.
4	VAIshwik BHArtiya Vaigyanik (VAIBHAV) Fellowship[67]	2023	DST	Global	France	• Awards outstanding scientists and technologists of Indian origin (NRI/OCI/PIO) to engage in research activities with Indian HEIs. • It offers a stipend of INR 4,00,000 per month for a minimum of 1 month and a maximum of 2 months per year, with a total fellowship duration not exceeding 3 years.

The Scientists/ Technologists of Indian Origin (STIO) in Indian research Laboratory is a provision to appoint Scientists and Technologists of Indian Origin (STIO) on a contractual basis at Council of Scientific and Industrial Research (CSIR) laboratories to nurture a research field in their area of expertise. The Senior Research Associateship (SRA) Scientist's Pool Scheme is primarily meant to provide temporary placement to highly qualified Indian scientists, engineers, technologists, and medical personnel returning from abroad, who are not holding any employment in India. Both are led by the Ministry of Science & Technology. DBT under the Ministry of Science and Technology, in collaboration with the Wellcome Trust supports a three-tier fellowship programme on biomedical research at post-doctoral level.

4.8.4 Challenges faced by Diaspora Talent in India

Since 2011, over 16 lakh individuals have renounced Indian citizenship, highlighting concerns over talent outflow.[68] In 2024 alone, 13 lakh students pursued higher education abroad, largely driven by the availability of superior research and academic infrastructure. A 2023 study found

[66] Department of Biotechnology. (2025). Ramalingaswami Re-entry Fellowship. https://dbtindia.gov.in/ramalingaswami-re-entry-fellowship

[67] Department of Science & Technology. (2025). VAIBHAV Fellowship Scheme. https://dst.gov.in/vaibhav-fellowship

[68] The Hindu. (2023, February 14). https://www.thehindu.com/news/national/over-16-lakh-people-renounced-indian-citizenship-since-2011-says-government-data/article66489409.ece

that 36% of the top 1,000 and 62% of the top 100 JEE scorers had emigrated.[69] This sustained migration of high-performing individuals poses a challenge to India's global competitiveness in critical sectors. For resolving this, some of the key challenges that need to be resolved include:

- **Economic Incentives and Work-Life Balance:** Many professionals migrate in pursuit of significantly higher salaries and improved working conditions. In India, low wages, inadequate facilities, and intense competition often drive skilled individuals to seek better work-life balance abroad.
- **Limited Academic and Research Infrastructure:** Despite ongoing improvements, Indian institutions lag behind global standards in research and innovation. As a result, professionals in academia and R&D often relocate to countries offering better infrastructure and opportunities.
- **Governance and Institutional Challenges:** Political instability and bureaucratic inefficiencies hinder professional growth. Concerns related to quality of life also influence decisions to emigrate.
- **Restricted Career Advancement and Recognition:** Limited prospects for career progression and insufficient recognition in certain sectors discourage talent retention. In contrast, countries that prioritise meritocracy and professional development attract Indian professionals.

4.9 CONCLUSION

The landscape of academic mobility is rapidly evolving in response to technological advancements, environmental imperatives, and the need for more inclusive and adaptable models. Emerging trends are shaping the next generation of academic mobility programmes, providing a foundation for more flexible internationalisation practices. Embedding equity, diversity and inclusion goals into these programmes is also essential to expand access and foster global collaboration. India should proactively design and implement mobility programmes that facilitate the inbound movement of students and faculty and attract global talent to its HEIs.

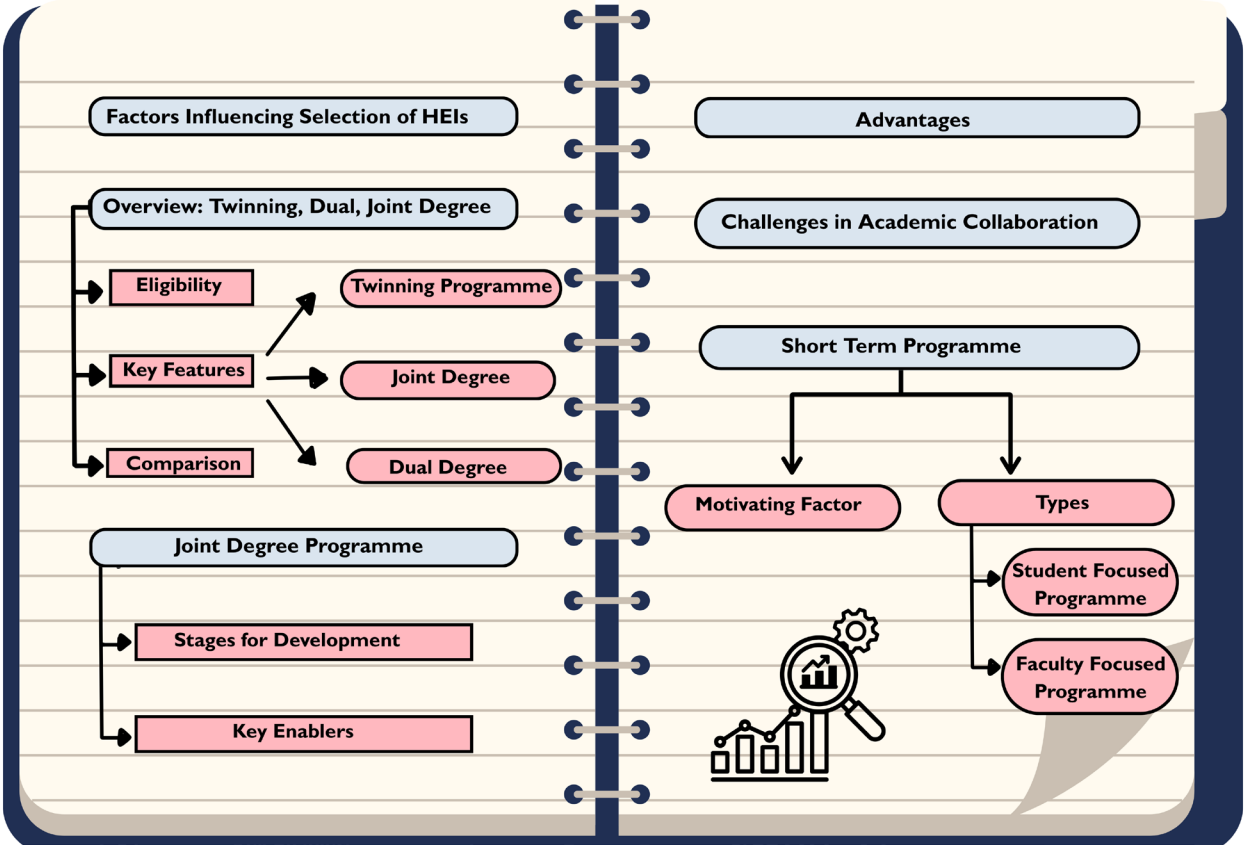
One-third of the tech workforce spearheading innovation in Silicon Valley comprises Indians, with nearly 40% of the region's CEOs or founders having roots in South Asia, particularly India.[70] This diaspora represents an unparalleled intellectual and entrepreneurial resource that can be mobilized to mentor, invest in and directly contribute to building India's knowledge economy. To realize the vision of Viksit Bharat@2047 and meet the ambitious goals set out in NEP 2020, India must strategically reposition itself as a global magnet for talent with robust Global Talent Attraction Programmes that not only retain high-potential Indian professionals but also attract leading minds from across the world.

Kumar, S., & Bhatacharjee, S. (2025, July). The exodus of talent: Understanding brain drain from India. University News, Association of Indian Universities (AIU).

[70] Goyal, P. (2024, September 17). Piyush Goyal proposes indigenous Silicon Valley to promote startup ecosystem. The Economic Times. https://economictimes.indiatimes.com/tech/technology/piyush-goyal-proposes-indigenous-silicon-valley-to-promote-startup-ecosystem/articleshow/113414607.cms

Chapter 5

INTERNATIONAL ACADEMIC COLLABORATIONS



5.1 OVERVIEW

In an increasingly interconnected world, academic collaborations between Indian and foreign HEIs have emerged as a key pillar for achieving India's vision of creating world-ready talent. Twinning, joint degree, and dual degree programmes offer structured pathways for students to access global educational experiences while also strengthening academic and research capacity of Indian HEIs. Compared to branch campuses, hybrid joint campuses, and global centres, they offer cost and time advantages as they do not require physical infrastructure, demand significantly lower investment, and provide flexibility to operate on either a short-term or long-term basis. These models can help reshape curricula and pedagogy, and realise institutional aspirations of meeting global standards and practices. This introduction of academic collaborations is being supported at the systemic, institutional and student levels as elaborated below.

i. Vision of NEP 2020 and UGC Regulations

NEP 2020 provides a transformative framework that encourages Indian HEIs to become globally engaged institutions. It underscores the need to equip students with the competencies necessary to succeed in a dynamic global workforce. For achieving this, it explicitly supports the idea of student exchanges, international research partnerships, and mutual recognition of qualifications. It advocates for the facilitation of international students studying in India, as well as Indian students accessing learning opportunities abroad. It encourages Leading Public and Private HEIs to develop mutually beneficial MoUs with reputed foreign institutions, to promote a vibrant exchange of ideas, faculty, and academic programmes.

To operationalise the goals outlined in the NEP 2020, UGC has issued the Academic Collaboration between Indian and Foreign Higher Educational Institutions to offer Twinning, Joint Degree, and Dual Degree Programmes Regulations, 2022. These guidelines enable:

- Seamless academic partnerships between Indian and foreign HEIs.

- Flexibility in course delivery, credit recognition, and dual certification.
- Frameworks for quality assurance and institutional autonomy in designing collaborative programmes.

To establish a framework for recognizing and granting equivalence to qualifications obtained from foreign educational institutions at both school and higher education levels, UGC has also issued the Recognition and Grant of Equivalence to Qualifications obtained from Foreign Educational Institutions Regulations, 2025.[1] These guidelines enable smooth academic mobility and ensure foreign qualifications are evaluated fairly and consistently.

ii. Institutional Aspirations for Academic Collaboration

Based on insights gathered from stakeholder consultations held as a part of this study, the following motivations emerged from Indian HEIs to invest in academic collaborations:

- **Global Rankings and Visibility:** International collaborations can improve global rankings by boosting indicators such as international student and faculty ratios, and collaborative research output.
- **Curriculum Internationalisation:** Exposure to global academic practices enables Indian HEIs to redesign curricula that meet international benchmarks.
- **Diverse Perspectives:** A multicultural classroom can enrich the learning environment, promote critical thinking and global citizenship among students.
- **Alumni Networks:** Returning international students often form alumni chapters that enhance India's soft power and global presence.
- **Revenue Diversification:** International students contribute to internal revenue through higher tuition fees. Diversifying student cohorts can reduce financial dependence on domestic sources.

iii. Student Demand for International Exposure

Twinning, joint, and dual degree programmes reflect a paradigm shift in the role of Indian HEIs from preparing students primarily for national roles to equipping them for a global future along with the capability to research and contribute to global challenges. For these initiatives to succeed, Indian HEIs must adopt a strategic approach in identifying compatible foreign partners, designing relevant curricula, and building institutional capacity to manage such programmes effectively.

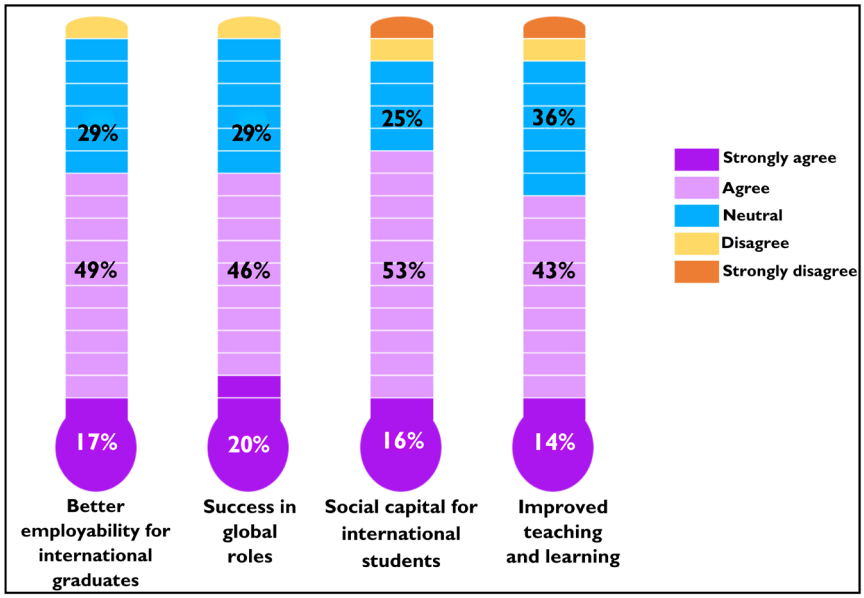


Figure 5.1: Survey Responses on Perception of HEI on the Impact of Internationalisation on Learning Outcomes and Employability of Graduates

[1] University Grants Commission (Recognition and Grant of Equivalence to Qualifications Obtained From Foreign Educational Institutions) Regulations, 2025 Retrieved from https://equivalence.ugc.ac.in/uploads/regulation.pdf

The following motivating factors for students to search for avenues of learning beyond their national boundaries have emerged from the survey responses:

- **Enhanced Employability:** Exposure to international pedagogies and work environments can boost students' readiness for global careers.
- **Access to Global Knowledge Systems:** Students can benefit from cross-border faculty expertise, interdisciplinary learning, and state-of-the-art facilities.
- **Social Capital:** International degrees and multicultural experiences can add to students' social capital and open doors to global opportunities.
- **Cost Efficiency:** Twinning models allow students to complete part of their studies in India, thereby significantly reducing the tuition and living costs associated with a foreign degree.
- **Research Exposure:** Dual and joint degree programmes often include research collaboration, enabling students to publish and co-author with global faculty.

5.2 FACTORS INFLUENCING SELECTION OF HEIs BY INTERNATIONAL STUDENTS

International students consider a range of academic, financial, and cultural factors when selecting a foreign university that aligns with their goals and circumstances.

Academic programmes are often more attractive to international students as they involve lesser time and financial commitments. Affordability and scholarships play a crucial role, since high tuition fees can be a major deterrent.[2,3] The availability of financial aid and scholarships such as Fulbright, DAAD, or Commonwealth scholarships can therefore significantly enhance international enrolment. Students are also guided by the discipline and specialisation offered, often opting for international HEIs to pursue degrees in highly competitive fields that are underrepresented in their home countries, such as medicine or data science. Post-study work opportunities are another key consideration, with countries offering clear post-study pathways (e.g., UK and Australia) proving especially attractive to students seeking international careers.[4,5]

The language of instruction also shapes student preferences, as the availability of English-medium programmes, increases accessibility and global appeal. Institutional reputation and rankings remain a major influence on perceptions of quality, while recognition and entry criteria, including ease of credit transfer and degree recognition, determine eligibility for further studies such as Master's or PhD programmes. Finally, campus inclusion and integration, supported by formal and informal student support mechanisms and a high quality of campus life, are essential for fostering an inclusive and enriching academic experience.

5.3 TWINNING, JOINT DEGREE AND DUAL DEGREE PROGRAMMES IN INDIA: AN OVERVIEW

UGC (Academic Collaboration between Indian and Foreign Higher Educational Institutions to offer Twinning, Joint Degree and Dual Degree Programmes) Regulations, 2022,[6] offer a roadmap for

[2] Times Higher Education. (n.d.). Scholarships for African students to study abroad. Retrieved from https://www.timeshighereducation.com/student/advice/scholarships-african-students-study-abroad

[3] Ndofirepi, E., Farinloye, T., & Mogaji, E. (2020). Marketing mix in a heterogeneous higher education market: A case of Africa. Retrieved from https://core.ac.uk/download/266983021.pdf

[4] British Council. (n.d.). Graduate route: After your studies. Retrieved from https://study-uk.britishcouncil.org/after-your-studies/graduate-route

[5] World Education Services. (2017, October). Career expectations, experiences, and outcomes of U.S.-educated international students: What we learned. Retrieved from https://wenr.wes.org/2017/10/career-expectations-experiences-and-outcomes-of-u-s-educated-international-students-what-we-learned

[6] University Grants Commission. (n.d.). UGC regulations to offer twinning, joint degree, and dual degree programmes. Retrieved from https://www.ugc.gov.in/pdfnews/4555806_UGC-Acad-Collab-Regulations.pdf

Twinning, Joint Degree and Dual Degree Programmes in India. The Degree awarded under these Regulations shall be equivalent to any corresponding degree with no further requirement of seeking equivalence from any authority. The degree shall have all benefits, rights and privileges as obtained in the case of a degree ordinarily awarded by an Indian HEI. The programmes offered under these Regulations shall not be allowed in online and ODL mode.

5.3.1 Eligibility of Indian and Foreign HEIs for the Programmes:

- Indian HEIs must be accredited by NAAC with a minimum score of 3.01/4, or be in the top 1000 of Times Higher Education or QS World University Rankings, or top 100 in NIRF university rankings at the time of application.
- Foreign partner institutions must be in the top 1000 of Times Higher Education or QS World University Rankings.

5.3.2 Key Features of the Programmes:

Based on the UGC Regulations, following are the key features of Twinning, Joint Degree and Dual Degree Programmes in India:

5.3.2.1 Twinning Programme

A Twinning Programme is a collaborative arrangement where students enrolled in an Indian HEI undertake their programme partly in India and partly in a Foreign HEI (FHEI). Twinning offers flexibility and cost-effectiveness by allowing students to start in India and finish abroad, gaining international exposure without the full financial burden of studying overseas.

i. **Degree Award:** The degree is awarded solely by the Indian HEI, even though students complete part of their studies in the FHEI.

ii. **Credits:** Credits earned at the FHEI shall count towards the final degree, but must not exceed 30% of the total programme credits and must be acquired through the conventional mode i.e., face-to-face interaction in a regular classroom environment, although supplementary online instruction is allowed.

iii. **Fee Structure:** The fee for the full duration of the programme, including courses delivered by the FHEI, must be publicly disclosed at the time of admission and should remain reasonable and affordable to ensure equitable access to quality higher education.

iv. **Regulatory Compliance:** Degrees awarded must conform to Section 22(3) of the UGC Act, 1956, and meet all academic and procedural norms of the relevant statutory authorities authorized to confer degrees. The right of conferring or granting degrees shall be exercised only by a University established or incorporated by or under a Central Act, a Provincial Act or a State Act or an institution deemed to be a University under section 3 or an institution specially empowered by an Act of Parliament to confer or grant degrees.

v. **Curriculum Overlap:** Credits earned from the FHEI must not be based on overlapping content already offered by the Indian HEI, ensuring academic distinction between modules.

vi. **Transcript:** Each participating HEI must issue transcripts for their respective course components, with remarks indicating modules completed at the partner institution.

vii. **Exit Option:** Participating HEIs must define clear exit options for students unable to complete the Twinning Programme, specifying how the earned credits will be considered in future academic pathways.

5.3.2.2 Joint Degree Programme

In a Joint Degree Programme, the curriculum is jointly developed and delivered by an Indian HEI and a FHEI, and upon successful completion, a single joint degree certificate is awarded by both HEIs. Joint degrees offer a comprehensive academic experience combining faculty and

infrastructure from both HEIs. Students benefit from international perspectives, diverse academic environments, and cross-border collaboration, enriching their global employability.

i. **Degree Award:** The degree is jointly conferred by both the Indian HEI and the FHEI through a single certificate upon completion of all academic requirements.

ii. **Credits:** Students must earn a minimum of 30% of total credits from each HEI, and all credits must be earned through conventional mode (classroom-based, face-to-face interaction). Courses must not have overlapping content, and evaluation must be conducted only by the HEI where the student has registered for that course.

iii. **Fee Structure:** The complete fee structure, including components related to the FHEI, must be announced at the time of admission and should be reasonably structured to ensure affordability and access.

iv. **Regulatory Compliance:** The Joint Degree Programme must comply with Section 22(3) of the UGC Act, 1956, including the prescribed nomenclature, duration, eligibility norms, and standards for degree programmes.

v. **Doctoral Degree:** For joint doctoral programmes, the student must have supervisors from both HEIs, spend at least one semester at each HEI, and submit a single thesis based on a jointly developed framework.

vi. **Transcript:** Each HEI must issue a transcript for their respective courses, with a remark indicating that the student has taken certain modules at the partner HEI.

5.3.2.3 Dual Degree Programme

The Dual Degree Programme is a jointly designed programme in the same discipline or subject area and level, where the Indian HEI and FHEI independently confer their respective degrees to students after completion of each institution's degree requirements. Dual degrees enable students to gain two internationally recognized qualifications in a shorter timeframe than pursuing them independently, boosting their skillset, cross-cultural exposure, and global career prospects.

i. **Degree Award:** Both the HEIs award their own separate degrees simultaneously, and this cannot be confused with two degrees in unrelated disciplines or levels pursued at the same time.

ii. **Credits:** Students must earn at least 30% of the total credits from the Indian HEI, and all credits must be acquired in the conventional mode (face-to-face classroom instruction). Credits earned at one HEI will be considered toward degree requirements of both HEIs, provided there is no curricular overlap, and students are evaluated once per course by the HEI delivering it.

iii. **Fee Structure:** The total programme fees, including the FHEI components, must be declared upfront during admission and should remain equitable and affordable for broader accessibility.

iv. **Regulatory Compliance:** Degrees awarded must comply with Section 22(3) of the UGC Act, 1956, and fulfil the degree requirements of both participating HEIs, in accordance with the applicable academic regulations.

v. **Admission Requirements:** Students must meet the eligibility criteria of both HEIs and are required to apply and gain admission separately to both HEIs.

vi. **Doctoral Degree:** In a dual doctoral programme, the student must be supervised by faculty from both HEIs, complete at least one semester of residence at each, and submit a unified thesis under a jointly agreed framework.

vii. **Transcript:** Each of the HEIs must issue a transcript for its respective courses, with a remark indicating that the student has taken certain modules at the partner HEI.

5.3.3 Comparison between Twinning, Joint Degree and Dual Degree Programmes

Table 5.1: Comparison between Twinning, Joint Degree and Dual Degree Programmes

S.No.	Aspect	Twinning Programme	Joint Degree Programme	Dual Degree Programme
1	Definition	Study split between Indian HEI and FHEI	Jointly designed curriculum with one joint certificate	Jointly designed same-discipline programme with 2 degrees
2	Degree Awarded By	Indian HEI only	Indian HEI and FHEI (joint single certificate)	Indian HEI and FHEI (separate degrees)
3	Credit Requirements	Max 30% credits from FHEI	Min 30% from each HEI	Min 30% from Indian HEI
4	Mode of Learning	Conventional mode only	Conventional mode only	Conventional mode only
5	Evaluation	As per HEI offering the course	One exam per course, by offering HEI	One exam per course, by offering HEI
6	Transcript	Separate transcripts with module remarks	Separate transcripts with module remarks	Separate transcripts with module remarks
7	Admission Requirement	Admission to Indian HEI only	Typically coordinated/ adapted	Separate admission to both HEIs
8	Doctoral Requirement	Not specified	1 semester in each, joint supervisors, 1 thesis	1 semester in each, joint supervisors, 1 thesis
9	Fee Disclosure	At admission	At admission	At admission
10	Fee Autonomy	Institutional autonomy with fairness	Institutional autonomy with fairness	Institutional autonomy with fairness
11	Major Benefit	Cost-effective, allows students to start in India and finish abroad with global exposure	Combines academic strength of both HEIs, offers international faculty and academic diversity	Two full qualifications in less time, international exposure, improved global employability

5.4 JOINT DEGREE PROGRAMMES: COMPREHENSIVE ANALYSIS

Joint degree programmes are the most complex to implement compared to twinning and dual degree programmes due to their requirement for academic, administrative, and legal integration between partnering institutions. Unlike dual degrees, which allows students to pursue two separate degrees from each institution independently, joint degrees necessitate the creation of a single, co-designed curriculum that must be jointly delivered, assessed, and accredited. This involves harmonizing academic calendars, grading systems, credit equivalence, and regulatory compliance across national and institutional boundaries, often entailing time-consuming negotiations and legal agreements.

Additionally, the issuance of a single diploma with logos and official seals from multiple universities adds another layer of regulatory complexity. In contrast, twinning programmes are

relatively simpler, as they primarily involve credit transfer from one institution to another without the need for a unified credential or full curriculum integration. Hence the following section highlights certain factors that are essential to keep in mind while formulating a joint degree.

5.4.1 Stages for Development of a Joint Degree Programme

Based on extensive stakeholder consultations, the following stages have emerged:

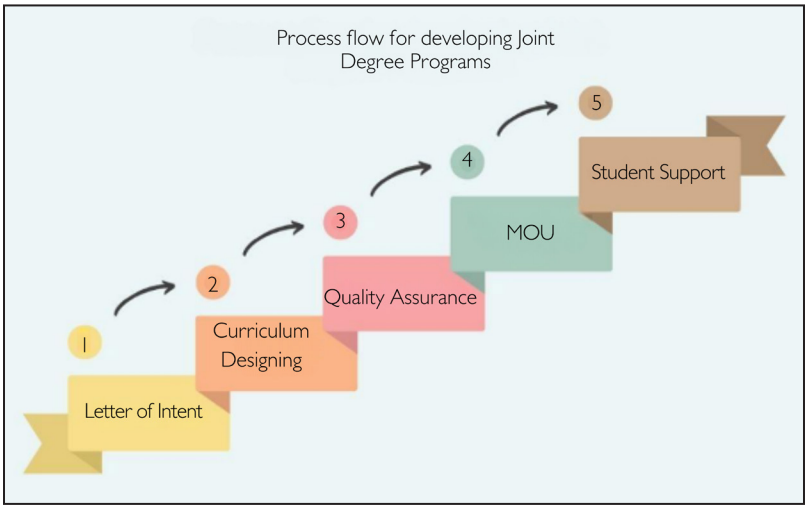


Figure 5.2: Process Flow for Developing Joint Degree Programmes

Stage 1: Letter of Intent (LoI): A non-binding declaration expressing mutual interest in developing a joint programme, outlining the initial proposal and implementation timeline.

Stage 2: Curriculum Design: Partners align on academic structure, credit system, and learning outcomes, forming the basis of the formal MoU.

Stage 3: Quality Assurance: Academic standards, accreditation, and global benchmarks are ensured across all institutions involved.

Stage 4: Memorandum of Understanding (MoU) / Memorandum of Agreement (MoA): A binding agreement detailing roles, responsibilities, academic framework, governance, finances, degree structure, IP rights, and dispute resolution.

Stage 5: Student Support and Logistics: Covers travel, accommodation, visas, and cultural orientation to ensure a smooth transition and integration for students.

5.4.2 Key Enablers for Effective Joint Degree Implementation

i. Develop clear and standardised articulation agreements

- The formal agreements with partner HEIs should mention the equivalence of credits. Credits earned at one HEI should be transferable to another either 'as is' or with an agreed formula.
- European Credit Transfer and Accumulation System (ECTS) and US Credit Transfer are well-established frameworks to standardise credit values and avoid discrepancies in credit hour conversions.

ii. Create detailed course catalogues

- Catalogues that clearly define course descriptions, learning outcomes, and how they align with the joint degree's objectives.
- Provide access to course syllabi that describe the content, teaching methods, and assessment standards, allowing each HEI to evaluate alignment with their academic requirements.

iii. Implement centralized credit transfer systems

- Tracking and managing credit transfers in real-time can be established via digital platforms.

Automation can expedite the evaluation and approval of transferred credits, reducing administrative burdens.

- Maintain a shared database of courses pre-approved for transfer across institutions to avoid repetitive evaluations of standard courses.

iv. Streamline communication between institutions

- Establish cross-institutional advisory teams comprising faculty members and administrators who regularly address and resolve course equivalency and transfer credit issues. Open communication channels ensure all partners stay informed about changes in curricula or policies.
- Coaching by the student affairs/ foreign office must ensure students are given accurate, timely guidance on which courses to take for optimal credit transfer.

v. Flexible credit transfer policies

- Develop flexible credit transfer policies that reflect the unique nature of joint programmes, especially in cases of internships, study abroad experiences, or non-traditional learning pathways (e.g., online courses).
- Allow credit for prior learning or professional experiences relevant to the joint programme and ensure these can be transferred efficiently between the participating HEIs.

vi. Clarify admission and transfer deadlines

- Ensure that credit transfer and course registration deadlines are clearly defined and communicated in advance to avoid delays in the transfer process, especially when students move between HEIs during different terms.
- Align academic calendars across HEIs in the joint programme or offer flexible options for students to begin or complete their coursework at different times.

vii. Transparency and student support

- Provide transparent and consistent guidelines for students regarding credit transfer processes, eligibility, and possible restrictions on credit acceptance.
- Offer dedicated support staff who are well-versed in the nuances of joint programmes and credit transfers to help students navigate the system efficiently.

viii. Monitor and assess credit transfer effectiveness

- Regularly evaluate the transfer process by collecting feedback from students, faculty, and administrative staff to identify potential challenges or inefficiencies.
- Continuously update articulation agreements and course equivalencies based on evolving academic standards, programme changes, and participant feedback.

ix. Encourage more cross-institutional recognition of assessment practices

- Align the assessment methods (such as grading rubrics, examination formats, etc.) across participating HEIs so that students' achievements are assessed in a way that allows them to be easily transferable between HEIs without ambiguities.
- Educate end-users on these differences, including implementing various conversion tools or equivalency charts that help translate grades between HEIs where differences exist.

x. Encourage cultural and institutional integration

- Encourage cultural and academic integration activities between HEIs, such as joint seminars, student forums, and collaborative projects that enhance students' ability to engage with different educational and cultural contexts.
- Jointly engage academic counselling to help students navigate the cultural and institutional obstacles that might impact their educational progression and credit recognition.

5.5 ADVANTAGES OF INTERNATIONAL ACADEMIC COLLABORATIONS

Several Leading Indian HEIs recognise the significant opportunities that internationalisation presents. Figure 5.3 indicates that according to the survey conducted, 51% of universities report that their collaborative academic programmes have been successful and effective. This success is further evidenced by increased participation, with 26% of universities seeing an increase in the number of students participating in exchange programmes and 15% noting more faculty engagement in international exchange programmes, indicating a positive trajectory for academic collaborations and global mobility within the Indian higher education system.

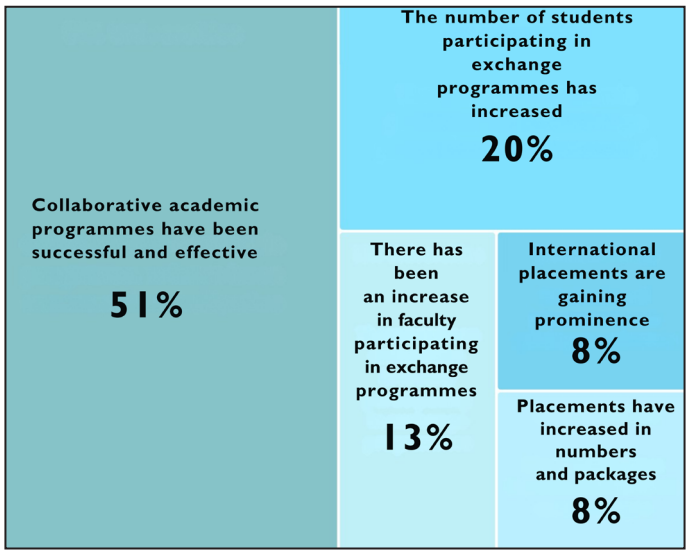


Figure 5.3: Survey Response on Positive Impacts of Internationalisation as articulated by Indian Universities

Note: Since the respondents could choose more than one objective, the percentages do not cumulatively add to 100.

Internationalisation of higher education need not rely solely on capital-intensive models like International Branch Campuses (IBCs) or offshore campuses. Collaborative academic models such as twinning, joint, and dual degree programmes offer an agile, cost-effective, and academically enriching alternative. These models enable HEIs to harness the benefits of international partnerships without the significant financial, operational, and regulatory burdens associated with establishing a physical presence abroad.

By leveraging joint academic collaborations, HEIs can partner with multiple FHEIs simultaneously, each bringing domain-specific expertise. This flexibility allows Indian HEIs to offer diverse, globally aligned curricula and reach broader student markets. Listed below are the advantages of International Academic Collaborations:

- **Multi-Institutional Collaboration:** Unlike IBCs that tie an institution to one geographic location or partner HEI, joint and dual degree models allow simultaneous collaboration with multiple globally reputed HEIs, each excelling in different disciplines.
- **Wider Student Reach:** These models attract students from a wider geographic pool, both domestic and international, especially those seeking globally recognised degrees at a fraction of the cost.
- **Cost-Efficient Internationalisation:** They eliminate the need for physical campuses abroad, reducing financial, legal, and operational risks while achieving similar internationalisation goals.
- **Strengthened Academic Collaboration:** These programmes enable collaborative teaching, shared research, and exchange visits with top-tier universities enhancing curriculum quality and global exposure.
- **Improved Student Performance:** Exposure to diverse academic environments and cultures improves student adaptability, global competencies, and employment outcomes.

- **Built-In Internationalisation Credentials:** The presence of collaborative degrees itself signals a strong commitment to internationalisation, a core criterion in global rankings like QS and THE.
- **Enhanced Research Productivity:** These partnerships often lead to joint research projects and co-authored publications in high-impact journals, improving citation scores and research visibility.
- **Expanded Global Visibility**: Co-branded degrees with prestigious FHEIs increase the home university's visibility and enable further academic collaborations worldwide.
- **Increased Institutional Attractiveness:** By offering globally oriented programmes, HEIs can attract top-performing students and faculty, enhancing competitiveness and academic quality.
- **Scalable and Adaptable Model:** Unlike fixed-location campuses, collaborative models can be scaled, adapted, or diversified based on emerging academic trends or partner availability.

5.6 CHALLENGES THAT HINDER INTERNATIONAL ACADEMIC COLLABORATIONS IN INDIA

Competition in this space is fierce, with most reputed FHEIs investing significant funds and resources towards it. For this reason, Leading HEIs desirous of international academic collaborations need to make substantial investments to appeal to a global audience. However, they face multiple roadblocks, which emerged during the extensive stakeholder consultations. These have been elaborated below:

- **Regulatory Complexity:** Navigating domestic and international regulations, accreditation norms, and recognition frameworks can be time-consuming and administratively burdensome.
- **Academic Alignment:** Harmonising curricula, credit systems, grading structures, and learning outcomes across HEIs with different academic traditions is challenging.
- **Quality Assurance and Compliance:** Maintaining consistent academic standards across HEIs and ensuring mutual recognition of degrees requires robust quality assurance mechanisms.
- **Coordination Delays:** Institutional bureaucracies, differing academic calendars, and slow decision-making processes can delay programme design and implementation.
- **Limited Institutional Capacity:** Many HEIs lack the administrative and academic infrastructure (e.g., dedicated international offices, experienced staff) needed to manage complex international collaborations.
- **Funding Constraints:** While less capital-intensive than IBCs, academic collaborations still require financial resources for faculty mobility, joint governance, programme development, and student support.
- **Faculty Resistance:** Faculty may be reluctant to adopt co-teaching models, modify curricula, or engage in joint supervision due to increased workload or lack of incentives.
- **Student Mobility Challenges:** Visa restrictions, cost of living abroad, and cultural adjustment issues may hinder Indian students participation in international components.
- **Sustainability and Continuity:** Ensuring long-term commitment from both partners and updating agreements in line with evolving academic and regulatory standards can be difficult.
- **Recognition and Credit Transfer Issues:** Problems in the recognition of credits or degrees by local regulatory bodies or future employers can undermine the credibility of such programmes.
- **Marketing:** Overseas outreach and awareness-building machinery for FHEIs has been active for decades. A Branding, Communication, and Outreach (BCO) strategy is required for the same.

- **Infrastructure:** HEIs need to upgrade to 'international quality' infrastructure including classrooms, auditoriums, student dorms, dining facilities, recreation and library/workspaces (Figure 5.4).

Overall, HEI leadership has to make a concerted effort to plan a growth strategy that includes the internationalisation of its programmes as a critical and necessary component.

5.7 MOTIVATING FACTORS FOR SHORT-TERM PROGRAMMES

Many Indian HEIs tend to prefer short-term, flexible forms of international collaboration over relatively longer-term arrangements like twinning/joint/dual degrees Short-term initiatives do not require intensive institutional collaborations with respect to degree award, modes of learning, admission requirement and other regulatory hurdles. They are relatively easier to execute, offer immediate visibility, and help build a global academic reputation without high resource investment. These collaborations also attract international students and researchers, contributing to long-term benefits like enhanced global rankings, increased funding, and opportunities for future long-term partnership.

According to the survey findings, Indian HEIs prefer short-term programmes such as research collaborations, student and faculty exchange and study abroad initiatives, due to their flexibility and regulatory ease along with high return in terms of international mobility, cross-cultural exposure, and institutional branding as compared to long-term models like joint or dual degree programmes.

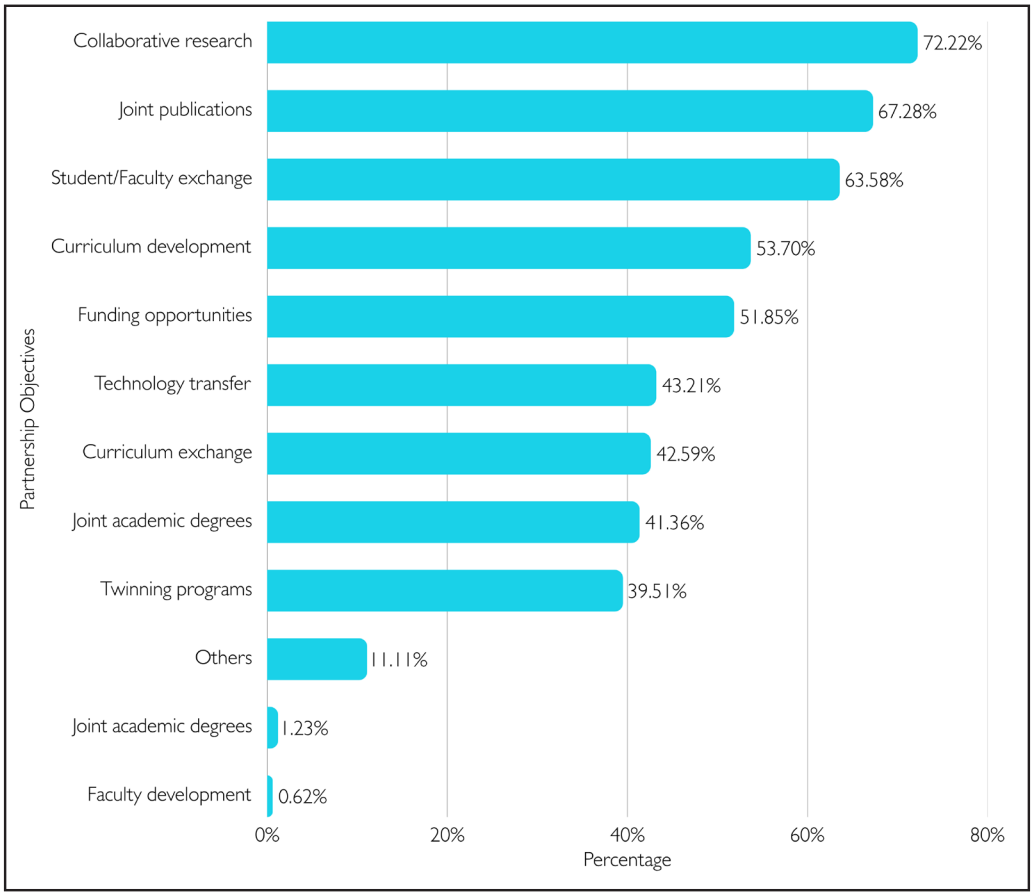


Figure 5.4: Survey Response on Primary Partnership Objectives of Indian HEIs

As depicted in Figure 5.5, research collaborations (53.70%) and student/faculty exchanges (41.36% and 33.95%) account for the majority of formal MoUs. Joint and dual degree programmes account for only 10% and 17% respectively.

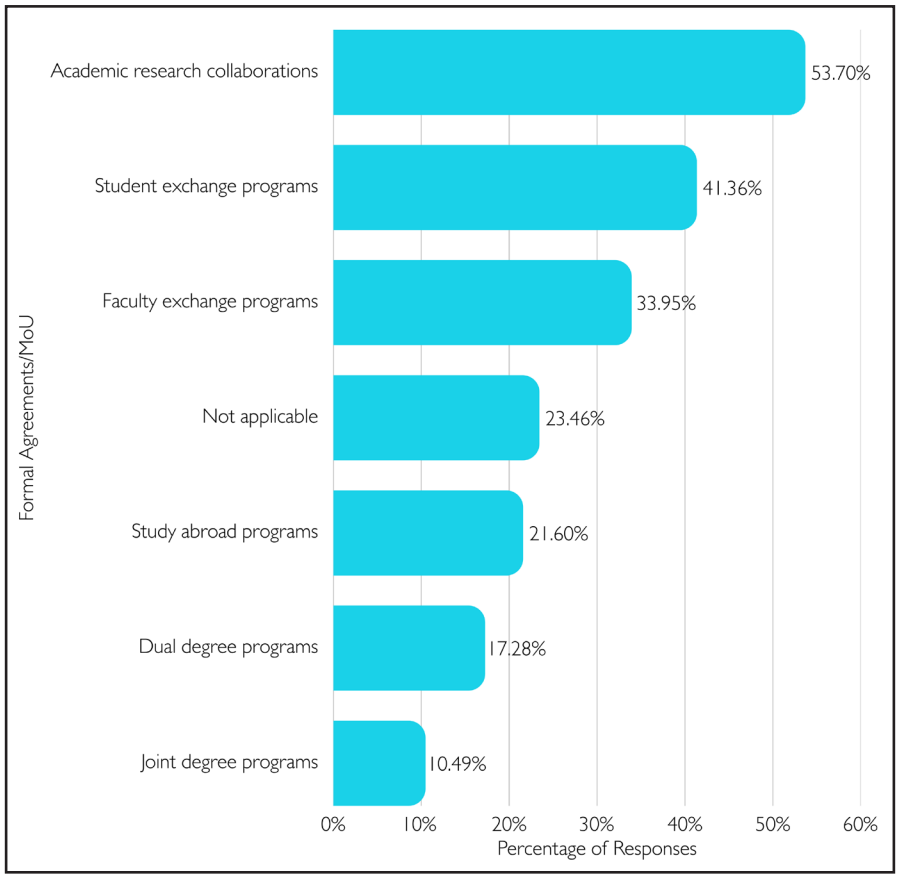


Figure 5.5: Survey Response on Formal Agreements/MoUs between Indian and Foreign HEIs in the last 3 years

5.8 TYPES OF SHORT-TERM PROGRAMMES

5.8.1 Student-focused Programmes

The following is a list of types of short-term programmes for students:

- **Student Exchange Programmes:** Students spend a semester or academic year at a partner HEI abroad, gaining international exposure. These are credit-transfer based and promote cultural exchange and academic enrichment.
- **Study Abroad Programmes:** Indian students undertake part of their education at a foreign university, usually outside formal degree structures. It boosts international experience without requiring curriculum harmonisation.
- **Short-term Training or Capacity-Building Workshops:** Focused workshops, summer schools, or skill-building programmes are hosted with partner HEIs. They are easy to implement and enhance institutional and student capacity.

5.8.2 Faculty and Researcher-focused Programmes

The following are some specific initiatives undertaken to support faculty and researchers through short-term programme by Indian HEIs according to this study's survey:

Table 5.2: Initiatives to Support Faculty in Internationalising Curricula by the Indian HEIs

Category	Examples of Initiatives	% of HEIs Undertaking
Conferences and Workshops	Participation and organisation of international conferences, career fairs, research seminars, and workshops.	28

Category	Examples of Initiatives	% of HEIs Undertaking
Collaborative Research	Joint publications, research projects, collaborative teaching, and jointly funded mobility programmes.	22
Faculty Exchange Programmes	Visiting international universities, advisory roles, teaching assignments, and exchange programmes.	20
Faculty Development Programmes (FDP)	Biannual FDP, domain-specific FDP, enrichment programmes, subject lectures, and faculty workshops.	18
Global Exposure Opportunities	Teaching abroad, visits to foreign universities, immersion programmes, networking events, and participation in international bodies (e.g., NAFSA, EAIE, APAIE).	15
International MoUs	Signing of agreements with FHEIs, academic linkages, and partnerships for mobility and research.	14
Online and Remote Initiatives	Online meetings, webinars, COIL (Collaborative Online International Learning), and virtual collaborations.	10
Curriculum Design	Syllabus mapping with global standards, integrating global challenges, collaborative course design, and curriculum review by international faculty.	10
Training Programmes	Training on internationalisation best practices, pedagogy, and cultural exposure.	8

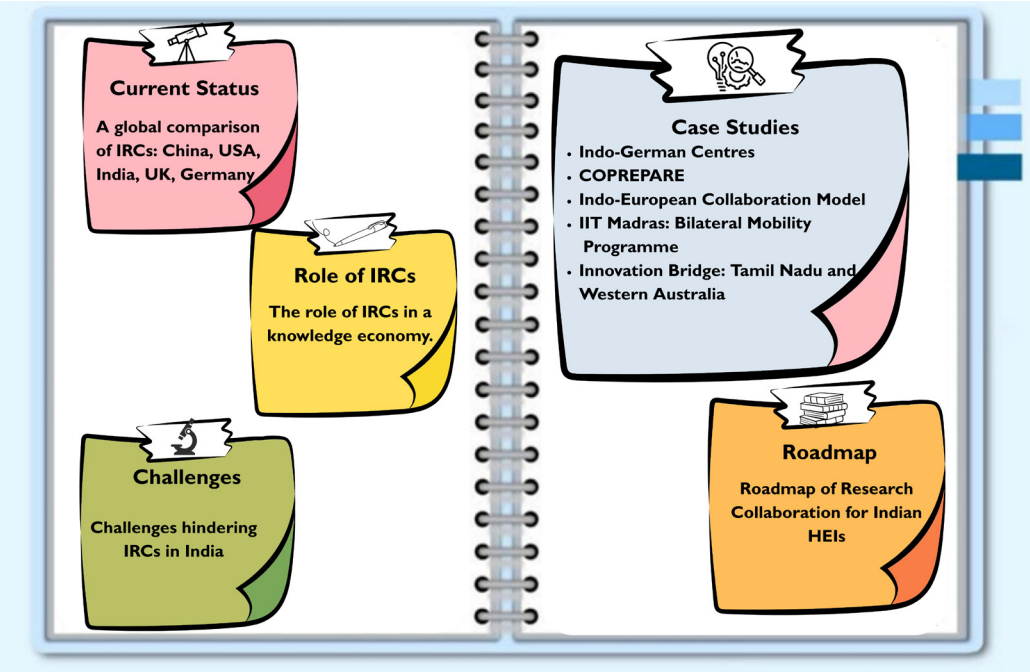
5.9 WAY FORWARD

The Top 100 NIRF-ranked universities and all INIs may be actively encouraged to pursue IACs through a balanced mix of both short-term and long-term initiatives. Emphasis may be placed on collaborative efforts with shared objectives, which not only strengthen institutional partnerships but also cultivate a sense of global academic community.

Priority may be given to building long-term, sustainable partnerships with FHEIs. Such collaborations can significantly enhance the academic reputation, global visibility, and international appeal of Indian HEIs by offering high-quality programmes aligned with global standards. Over time, this approach will contribute to the emergence of globally competitive, world-class universities within India.

Chapter 6

INTERNATIONAL RESEARCH COLLABORATIONS



6.1 OVERVIEW

India's Gross Expenditure on Research and Development (GERD) has remained steady in the range of 0.6-0.7% of GDP for nearly a decade. However, in absolute terms the GERD has been consistently increasing over the years and has more than doubled from Rs. 60,196.75 crore in 2010–11 to Rs. 127,380.96 crore in 2020–21. GERD is mainly driven by the Government sector comprising Central Government (43.7%), State Governments (6.7%), Higher Education (8.8%) and Public Sector Industry (4.4%) with Private Sector Industry contributing 36.4% (2020–21). India stands in contrast with several developed and emerging economies with around 50% investment in GERD being made by the Central and State Governments. Moreover, the investment of Higher Education in GERD in India is low as compared to several countries (Figure 6.1). In most developed and emerging economies, the investment by the private sector in GERD is generally more than 50%. In China, Japan, South Korea and the USA it is more than 70%.[1] Despite a low GERD, India accounted for about 4.48% of the world's total citations in the year 2019.[2]

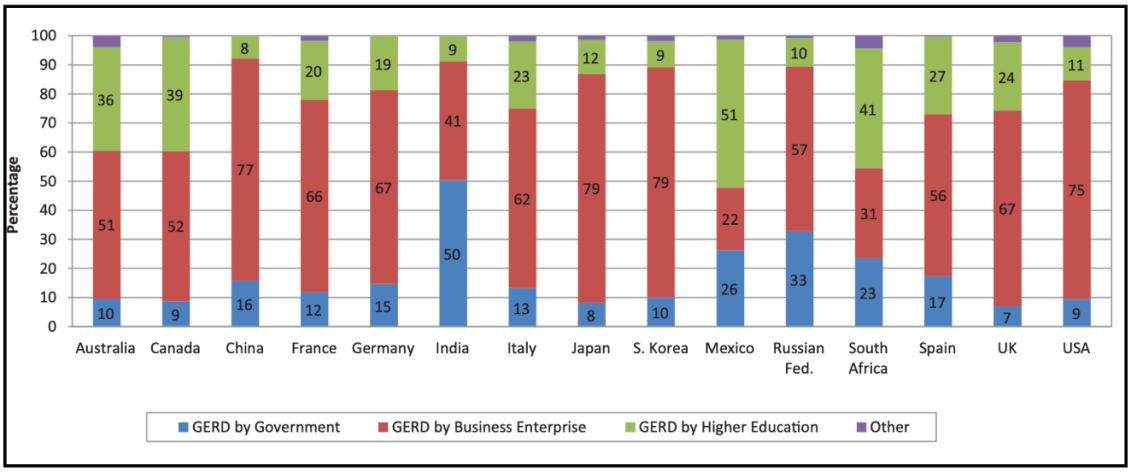


Figure 6.1: Participation of Government, Business Enterprises and Higher Education Sector in GERD of various countries in 2020

Source: DST, Research & Development Statistics at a Glance 2022-23

[1] DST, Research & Development Statistics at a Glance 2022-23 (March 2023) https://dst.gov.in/sites/default/files/Updated%20RD%20Statistics%20at%20a%20Glance%202022-23.pdf

[2] Indian Science Reports, (accessed in October, 2025) https://www.indianscience.net/citation.php#:~:text=Similarly%2C%20India's%20contribution%20in%20top,countries%20during%202010%20and%202019.

Research and Development is significant for driving innovation, enhancing quality and strengthening the global standing of Indian HEIs. By fostering a robust research and innovation ecosystem, HEIs can better address socio-economic challenges, fuel economic progress and enrich the academic experience for both faculty and students. In this context, International Research Collaborations (IRCs) are pivotal for making Indian higher education more resilient, globally competitive, and impactful. By connecting Indian researchers with global peers, these collaborations help bring diverse perspectives, increase access to resources and funding, and raise the international profile of Indian research outputs. This exposure not only strengthens academic excellence but also prepares students and faculty for participation in a highly interconnected global research community. Positioning IRCs as essential to Indian higher education offers a path to making research more robust and internationally relevant. Strengthening support and infrastructure for international research collaborations can effectively boost India's research output and citation metrics.

IRCs are made clear through citation metrics by comparing India with global benchmarks (Table 6.1). Papers authored solely within India receive an average of 7.95 citations per paper, while those with international collaborators average 18.65 citations, more than double the impact. Furthermore, 89% of internationally co-authored Indian papers are cited at least once, compared to 76.75% for domestic-only papers. The share of high-impact papers (≥10 citations) also rises sharply from 15% for domestic publications to 30% for internationally collaborative ones. In contrast, global leaders like Switzerland achieve 24.3 citations per paper, with 92% of papers cited and 45% falling into the high-impact category. These numbers underscore that international collaboration is not merely additive but multiplicative; it accelerates the visibility, credibility, and policy relevance of research.

Table 6.1: Citation Impact Comparison

Metric	Indian Papers (Domestic)	Indian Papers (International)	Global Benchmark (Switzerland)
Avg. Citations/Paper[3]	7.95	18.65	24.3
% Papers Cited[2]	76.75%	89%	92%
High-Impact Papers (≥10 cites)[2]	15%	30%	45%

Switzerland is used here as a global benchmark as it consistently maintains a high impact indicator of 128, which is 28 points above the world average (100) and ranks third globally.[4]

Data shows that of India's total publications, IITs contribute 15.86%, Central Universities account for 10.12%, while all State Universities collectively contribute 14.7%. This highlights the need to strengthen research capacity in Central and State Universities. While centrally funded institutions tend to be quality-centric, SPUs have traditionally been access-centric, serving vast regional populations. To enhance their contribution to national research output without compromising their role in widening access, a three-pronged strategy may be pursued for SPUs: granting greater autonomy for collaboration with national and international institutions, developing robust research ecosystems, and driving internationalisation to boost global competitiveness.[5]

In this context, IRCs can play a critical role for Indian HEIs. Through strategic research partnerships, Indian HEIs can augment their strengths for more effective research. It is to be noted that IRC in

[3] 2025 Elsevier B.V. All rights reserved. SciVal, RELX Group and the RE symbol are trade marks of RELX Intellectual Properties SA, used under license - https://www.scival.com/landing

[4] State Secretariat for Education, Research and Innovation. (2024). Scientific publications in Switzerland, 2008–2022: A bibliometric analysis of scientific research in Switzerland. https://www.sbfi.admin.ch/dam/en/sd-web/q8ipJxjamhqC/bibliometrie_sbfi_2008_2022_en.pdf

[5] Research Contribution of major Centrally Funded Institution Systems of India https://arxiv.org/pdf/2208.0158

HEIs is increasingly considered as a key feature of 'global' universities[6,7]. Hence such collaboration can impact global university ranking along with enhancing high impact research. It is also essential to address some of the world's pressing problems in health and wellness, frontier tech and cyber security, climate change and sustainable development,[8] among many others.

6.2 CURRENT STATUS OF IRCs: A GLOBAL COMPARISON

Table 6.2: Joint Publications Comparison (2022)[9]

Country/Region	Total Publications	International Collaborations (%)	Key Partners
China	9,71,389	19% (1,82,305 papers)	USA, UK, Australia, Germany
USA	5,99,834	40% (2,41,823 papers)	China, UK, Canada, Germany
India	2,35,977	24.2% (57,227 papers)	USA, UK, Germany, South Korea
UK	1,90,554	67% (1,27,771 papers)	USA, Germany, China, Australia
Germany	1,75,012	56% (98,072 papers)	USA, UK, France, Switzerland

Table 6.2 shows that the share of internationally collaborated research publications in India has steadily increased, from around 20% in 2010 to 24.2% (57,227 papers) in 2022. While this reflects growing engagement with global research networks, countries like the UK (67%), Germany (56%), and USA (40%) have a much higher collaboration intensity. China, despite leading in total publications (9,71,389), has a slightly lower international collaboration rate of 19%. Countries with comparatively lesser total publications, such as the UK and Germany, outperform in collaboration ratios. USA emerges as a central partner, consistently appearing as a key collaborator for all major research-producing nations.[10] For India, whose key partners currently include USA, UK, Germany, and South Korea, strategic scaling of IRCs especially in high-impact thematic areas and with innovation-driven nations can be a powerful lever to boost not just publication quantity, but citations, institutional visibility, and long-term academic excellence.

USA's longstanding dominance in scientific research is rooted in its post-World War II investments in science and innovation infrastructure, offering valuable lessons on the transformative power of sustained research collaboration.[11] For India, systematic and targeted international collaborations are not just a tool for increasing publication count; it is a strategic imperative for boosting citations, global visibility, institutional reputation, and long-term academic excellence. As India aspires toward global leadership in knowledge creation, intensifying high-quality international partnerships will be vital.

6.3 ROLE OF IRCs IN A KNOWLEDGE ECONOMY

IRCs can have multiple impacts, especially for countries desirous of emerging as knowledge

6 Adams, J. The rise of research networks. Nature 490, 335–336 (2012). The rise of research networks | Nature

7 Simon Marginson (2022) What drives global science? The four competing narratives, Studies in Higher Education, 47:8, 1566-1584, DOI: 10.1080/03075079.2021.1942822

8 Harvard Business School. (n.d.). Collaboration is crucial to accelerating climate solutions [Key insights]. Harvard Business School. Retrieved from https://www.hbs.edu/environment/climate-change/Pages/key-insights.aspx?item=collaboration-crucial-accelerating-climate-solutions

9 National Science Board, National Science Foundation. (2023). Publications output: U.S. trends and international comparisons (NSB-2023-33). National Center for Science and Engineering Statistics - https://ncses.nsf.gov/pubs/nsb202333

10 Isfandyari-Moghaddam, A., KarimSaberi, M., Tahmasebi-Limoni, S., Mohammadian, S., & Naderbeigi, F. (2023). Global scientific collaboration: A social network analysis and data mining of the co-authorship networks. Journal of Information Science, 49(4), 1126–1141. https://journals.sagepub.com/doi/10.1177/01655515211040655

11 Nelson, R. R. (1990). U.S. technological leadership: Where did it come from and where did it go? Research Policy, 19(2), 117–132. https://www.sciencedirect.com/science/article/abs/pii/0048733390900425?via%3Dihub

economies. They can become a critical tool in quickly developing research competence.[12] Some of the key benefits that emerged during stakeholder consultations have been listed below:

i. **Addresses Larger and Complex Problems:** IRCs expand the scale and complexity of research problems that can be tackled, by pooling expertise, infrastructure, and diverse scientific perspectives.

ii. **Improves Access to World-Class Facilities:** IRCs enable access to high-end research facilities where scientists from multiple nations jointly conduct cutting-edge research with co-authorship as the norm.The European Organisation for Nuclear Research (known as CERN), headquartered in Geneva, Switzerland, is a notable example of collaborations across nations. At CERN, facilities are accessible to the scientific community from across the world, with a culture of co-authorship on publications.

iii. **Boosts Research Output and Citations:** Research output, measured through publications and citations, improves significantly with international collaborations. Citations are a key indicator of research quality and are linked to institutional rankings and reputation. Collaborative papers reportedly have significantly higher citations.[13] Studies show international collaborations significantly raise citation counts, especially when involving countries recognised as innovation leaders.[14]

iv. **Benefits Younger Institutions:** According to a 2016 study,[15] citations per paper for newer institutions (<50 years) are lower than those for well-established institutions (>100 years). However, international collaborations have a significant impact on relatively newer institutions, pulling up their citations per paper by 5%.

v. **Increases Visibility for Younger Researchers:** Even indirect collaborative networks (e.g., through acknowledgements in papers) can significantly increase visibility and citation impact, which are especially useful for early-career researchers. A study on wind energy indicates that even a network established through acknowledgements in published articles can drive up the citation count.[16]

vi. **Enhances Research Quality and Scope:** IRCs increase research quality, broaden thematic scope,and attract greater funding.

6.4 CHALLENGES HINDERING IRCs IN INDIA

Indian HEIs recognise the potential benefits of internationalisation (Figure 6.2), particularly in securing more research grants (46% agree or strongly agree) and expanding funding and industry connections (33% agree and strongly agree).

[12] Royal Academy of Engineering. (2017). The Internet of Things: Opportunities and challenges [Report]. Retrieved from https://raeng.org.uk/media/iotgllsc/uk-national-academies-report-final-280417.pdf

[13] Dua, J., Singh, V.K. & Lathabai, H.H. Measuring and characterizing international collaboration patterns in Indian scientific research. Scientometrics 128, 5081–5116 (2023). https://link.springer.com/article/10.1007/s11192-023-04794-3

[14] Wang, J., Frietsch, R., Neuhäusler, P., & Hooi, R. (2024). International collaboration leading to high citations: Global impact or home country effect? Journal of Informetrics, 18(4), 101565. https://www.sciencedirect.com/science/article/abs/pii/S1751157724000786?via%3Dihub

[15] Khor, K. A., & Yu, L. G. (2016). Influence of international co-authorship on the research citation impact of young universities. Scientometrics, 107(3), 1095–1110. https://link.springer.com/article/10.1007/s11192-016-1905-6

[16] Tian, S., Xu, X., & Li, P. (2021). Acknowledgement network and citation count: The moderating role of collaboration network. Scientometrics, 126, 7837–7857. https://link.springer.com/article/10.1007/s11192-021-04090-y

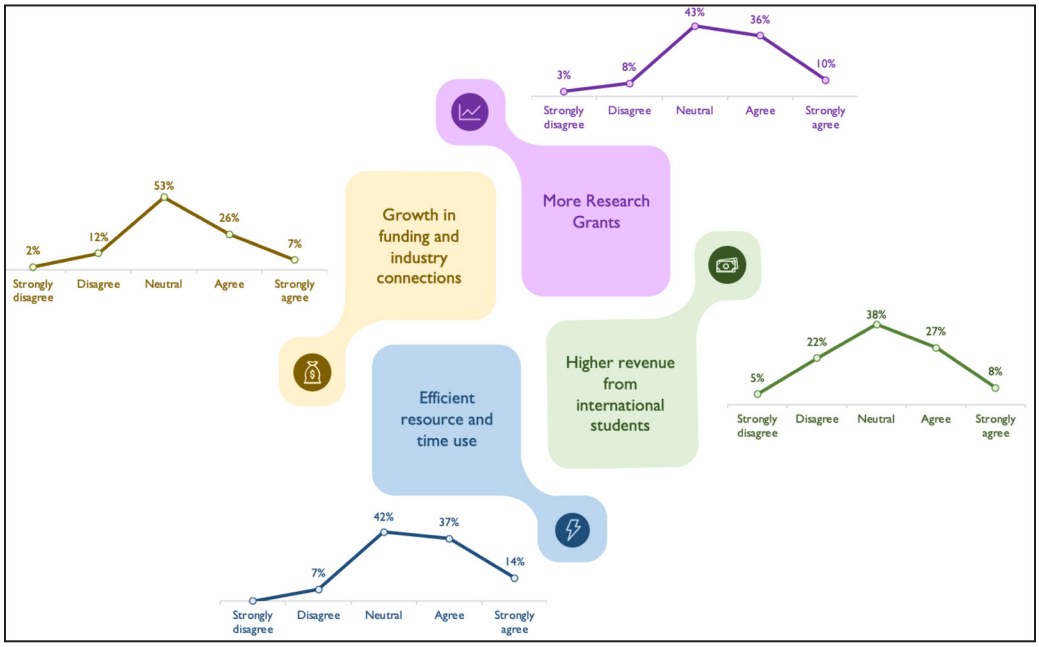


Figure 6.2: Survey Responses on Financial Benefits of Internationalisation

However, as depicted in Figure 6.3, significant challenges remain as the HEIs perceive internationalisation as resource-intensive, with 48% citing high staff training requirements, 46% highlighting additional service expenses, and 45% are concerned about the cost of maintaining partnerships. These insights point to a need for streamlined processes, targeted funding, and structural support to make IRCs both viable and valuable for Indian HEIs.

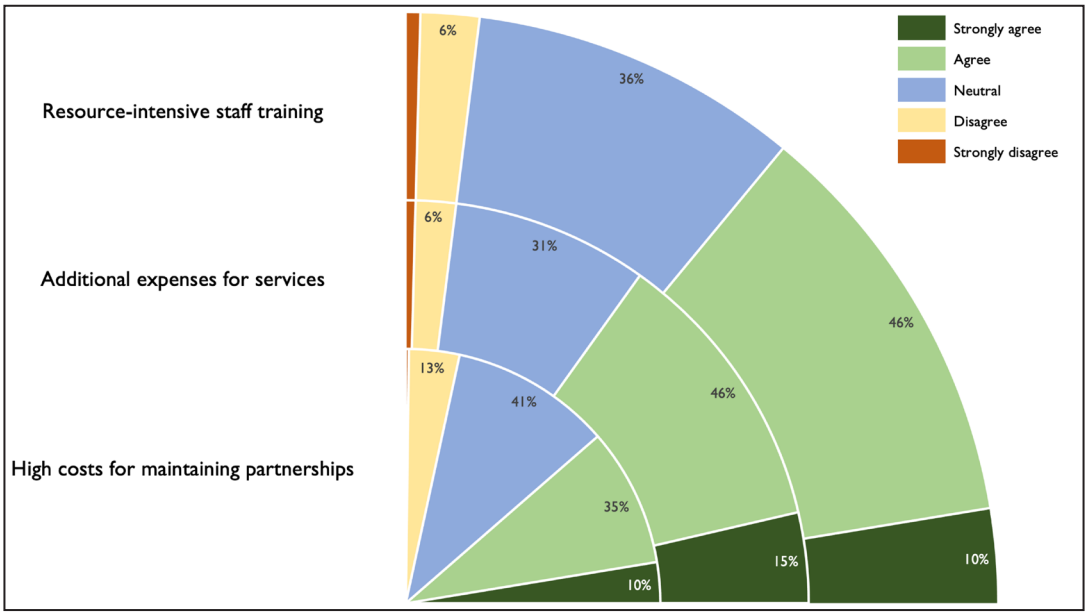


Figure 6.3: Survey responses on Resource-Intensive Nature of Internationalisation

Several key challenges were shared by experts during stakeholder consultations and in responses to the survey administered as part of this study. These include:

i. Institutional Positioning and Strategic Vision

- **Lack of Institutional Strategy:** Many HEIs lack a defined roadmap for internationalisation aligned with their identity and research goals.[17, 18]

[17] British Council. ISPF awards over £35 m funding to 36 UK institutions. Retrieved August 2025 from https://opportunities-insight.britishcouncil.org/short-articles/news/ispf-awards-over-ps35m-funding-36-uk-institutions

[18] Hoving, S. (2024, February 15). Global research collaboration strategies that support researchers: Bibliometric insights. The Link. Springer Nature. Retrieved from https://www.springernature.com/gp/librarians/the-link/open-science-blogpost/global-research-collaboration-strategies-bibliometric-insights/26727938

- **Unclear Research Focus Areas:** HEIs often lack specific thematic strengths to anchor global collaborations.
- **Fragmented Research Efforts:** Absence of collaboration clusters or collective research initiatives reduces negotiation power with global partners.
- **Misalignment with Institutional Priorities**: Teaching-centric institutions may not see value in prioritising research-oriented internationalisation.

ii. Capacity, Skills and Infrastructure

- **Faculty Capacity and Training Gaps:** Faculty may lack experience in publishing internationally or conducting collaborative research.
- **Limited Infrastructure for Research Collaboration:** Absence of state-of-the-art labs or digital tools constrain participation in advanced research.
- **Low Global Visibility of Research Output:** Weak international publishing presence reduces attractiveness to global collaborators.
- **Delayed Internal Decision-Making:** Administrative bottlenecks lead to missed time-sensitive international opportunities.

iii. Partnerships and Processes

The following information on the Importance of Partnership with International Institutions is based on extensive stakeholder consultations including workshop, national and international KIIs and survey responses.

- **Attractiveness to International Partners:** Even though the survey findings indicate that 55% of Indian HEIs (Figure 6.4) recognise partnership with international institutions as 'relevant', they often fail to position themselves as priority institutions for international partnerships.

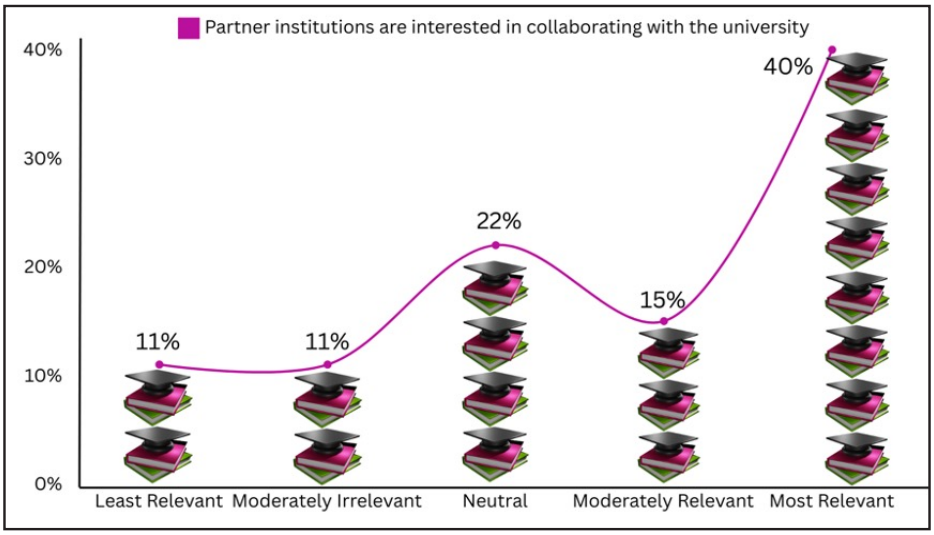


Figure 6.4: Importance of Partnership with International Institutions

- **Complicated Regulatory and Visa Processes:** Visa delays and compliance issues restrict mobility and engagement.
- **Security and Monitoring Capacity Gaps:** Institutions are not fully equipped to monitor international scholars post-entry, limiting approvals.
- **Weak Industry–Academia Linkages:** Lack of meaningful domestic partnerships reduces the appeal of international tie-ups.

iv. Resources and Incentives

- **Insufficient Funding for Collaboration:** Systemic and institutional budgetary limitations make HEIs hesitant to initiate or sustain international partnerships.

- **Perceived High Cost of Internationalisation:** HEIs view global engagement as resource-intensive, impacting buy-in from administrators.
- **Inadequate Incentive Structures:** Faculty are not adequately rewarded or recognised for international research efforts.
- **Limited Awareness of Long-Term Gains:** Decision-makers may underestimate the academic, reputational, and financial returns from internationalisation.

6.5 FOSTERING COLLABORATIVE RESEARCH: CASE STUDIES

While there is no doubt that IRCs are crucial, structural components for envisaging such collaborations tend to be complex, particularly when considering long- term viability. This section highlights some of the Indian and international case studies for fostering collaborative research.

6.5.1 Indo-German Centres

A vibrant set of initiatives between India and Germany articulate the depth and diversity of research collaborations between the two countries. For example, the Indo-German Science and Technology Centre (IGSTC) has been operating since 2010. It has emerged as a successful model of research-focused international cooperation. Over 50 projects in many thematic areas, with a distinct emphasis on the mobility of young faculty and researchers across the two nations, indicate the impact of an institution such as IGSTC in promoting synergy and collaboration.[19] DAAD's bilateral student mobility programme has been operational for several years and has helped establish connections across Indian and German institutions in many ways.[20] Government's involvement on both sides has been instrumental in driving positive results.[21]

6.5.2 COPREPARE: An Indo-German Research Collaboration Model

The COPREPARE project exemplifies a successful IRC that grew from bilateral academic engagement into a broader state-level cooperative model. Focused on water, climate, geohazards, and disaster risk reduction, the project highlights the potential of Indo-German partnerships in addressing real-world environmental and societal challenges.

Partnering Institutions: IIT Roorkee, India and University of Potsdam, Germany

Project: COPREPARE – Collaborative Research on Water, Climate, and Disaster Management

Funding: University Grants Commission (UGC), India & German Academic Exchange Service (DAAD)

i. Key Features:

- **Initial Academic Alignment:** IIT Roorkee and the University of Potsdam aligned early through shared strengths in geosciences, water systems, and disaster management, supported by a strong foundation in research and internationalisation.
- **Strategic Use of Institutional Channels:** Both institutions involved their International Relations Offices from the start, ensuring smooth administrative and departmental coordination to sustain project momentum.
- **Bottom-Up Approach to Policy Engagement:** The collaboration scaled from academic departments to university leadership, with active involvement of directors and presidents of both HEIs leading to recognition as strategic partners.

[19] Indo-German Science & Technology Centre. (n.d.). The Indo-German Science & Technology Centre. Retrieved August 2025 from https://www.igstc.org/

[20] DAAD India. (n.d.). German Academic Exchange Service (DAAD) India. Retrieved August 2025 from https://www.daad.in/en/

[21] Ministry of Science & Technology, Government of India. (n.d.). Last 10 years have witnessed manifold rise in Indo-German collaboration, says Jitendra Singh. Retrieved August 2025 from https://dst.gov.in/last-10-years-have-witnessed-manifold-rise-indo-german-collaboration-says-jitendra-singh

- **Expansion Beyond Academia:** The partnership expanded to 8 universities with joint agreements, diplomatic support from the Indian Embassy in Berlin, and consultations with stakeholders in Uttarakhand.
- **Transition to State-Level Cooperation:** State-level meetings formalised wider cooperation, backed by ongoing dialogue with policymakers to ensure long-term sustainability.

ii. Research and Academic Outcomes

The collaboration has yielded over 45 research publications in high-impact journals, along with 16 joint master's theses and 4 jointly supervised PhDs. It facilitated 25 PhD short-term exchanges and 33 faculty exchanges, and organised 4 Indo-German field schools in the Himalayas. Notably, the partnership made significant contributions to disaster response research, including studies on the Chamoli and Joshimath disasters (2021) and the Himachal floods (2023).

iii. Challenges

The collaboration faced several challenges that required careful navigation. Leadership turnover posed a risk of discontinuity, highlighting the need for strong institutional frameworks to ensure long-term commitment. The administrative complexity of dual degree programmes created hesitation, as the high effort required often yielded low student volume (typically 2–3 students). Ensuring sustainability beyond funding cycles called for strategic alignment and broad stakeholder engagement. Additionally, administrative hurdles necessitated a mix of bottom-up and top-down coordination to secure consistent multi-level buy-in across institutions and government bodies.

iv. Key Takeaways

- Involvement of local industry and government stakeholders for co-investment in long-term capacity-building.
- Establishment of a self-sustaining model to reduce dependency on individual leadership or temporary funding.

COPREPARE showcases how a well-planned, research-driven collaboration can scale from bilateral academic ties to multi-institutional and governmental partnerships. By aligning academic excellence with local relevance and administrative strategy, IIT Roorkee and the University of Potsdam have laid a blueprint for resilient and international scientific cooperation.

6.5.3 Indo-European Collaboration Model

Collaborative research has been routinely found to increase the quality and quantity of output in the UK.[22] Top UK universities are actively seeking international research partners. In a recent analysis, it has been revealed that a good proportion of research in the UK involves collaboration with international co-authors.[23] The European Collaboration Model has also grown enormously in recent years,[24] fueled by national and EU-level policies that encourage and promote collaborations. EU funding also enforces the participation of multiple countries in scientific proposals. These funding opportunities span a large proportion of research in HEIs in Europe and indicate the importance of interventions at the policy level.

A bigger scale of research collaboration, through faculty mobility and joint proposals, can be envisaged by leveraging academic networks. For example, the Heritage Network includes 30 top institutions across India and Europe within its framework. The goal is to promote cooperation in

[22] Adams, J. (2013). The fourth age of research. Nature, 497, 557–560. https://doi.org/10.1038/497557a

[23] Universities UK International. (n.d.). Power in international collaboration. Retrieved July 10, 2025, from https://www.universitiesuk.ac.uk/universities-uk-international/insights-and-publications/uuki-blog/power-international-collaboration

[24] Kwiek, M. (2021). What large-scale publication and citation data tell us about international research collaboration in Europe: Changing national patterns in global contexts. Studies in Higher Education, 46(12), 2629–2649. https://doi.org/10.1080/03075079.2020.1749254

research, particularly focused on young researchers' mobility and other grants.[25] The members have annual meetings, which include thematic conferences and deliberations. The network works on joint proposals and collaborations on areas of common national interest and positive impact on society.

6.5.4 Bilateral Mobility Programme of IIT Madras

The "Jointly Funded Bilateral Mobility Programme of IIT Madras" is a flagship initiative launched in 2022. Working with its strategic partner institutions, the programme funds faculty and student mobility, bi-directionally. The two institutions contribute equally to the funding. Built-in systems for driving jointly guided research programmes including masters and PhDs ensure the efficacy of funds usage, and represent a very direct way of facilitating IRC and joint publications.[26] Within a short span, 30+ young researchers have benefitted from the programme. It now includes 12+ partner institutions across Australia, Asia, and Europe, across myriad themes of mutual interest including sustainability, hydrogen, climate change, quantum computing, batteries and public policy.[27, 28]

6.5.5 Tamil Nadu and Western Australia: Innovation Bridge

Tamilnadu Technology (iTNT) Hub signed an Innovation Exchange Statement with Western Australia (WA) in 2024 to foster collaborations and create opportunities for innovators and entrepreneurs between the two states. It expands on the previous MoU signed in March 2023 between the iTNT Hub and WA Data Science Innovation Hub. This collaboration makes use of Western Australia's proficiency in data science, AI, and IT, as well as Tamil Nadu's network of 570+ engineering colleges. An important milestone that catalysed this process was the establishment of its investment and trade office in Chennai by Western Australia in 2022, becoming the first Australian state to do so in Tamil Nadu. The partnership focuses on cross-border cooperation, mentorship programmes, and the creation of startup and innovation bridges.[29, 30, 31]

- The effectiveness of direct state-to-state engagement was a part of the Western Australia-Tamil Nadu innovation bridge, which was conceived and put into action in a comparatively short amount of time. This approach by Tamil Nadu exemplified a scalable strategy for skill development and research, using its network of engineering colleges to form innovation partnerships.

6.5.6. Other Research Collaborations

The strategic partnerships between global institutions have proven to be powerful drivers of innovation (Table 6.3). The collaboration between MIT Media Lab and NTT DATA (Japan–USA) in Affective Computing led to the development of AI diagnostic tools. Similarly, IITs and Stanford University (India–USA) jointly advanced renewable energy storage resulting in next-generation battery prototypes. The DAAD Germany's partnership with IIT Delhi under the Industry 4.0 initiative enabled the creation of Smart Manufacturing Systems.

[25] Heritage Network. (n.d.). Heritage Network. Retrieved from https://heritagenetwork.org/

[26] Indian Institute of Technology Madras. (n.d.). Faculty mobility / joint faculty mobility programme. Retrieved July 10, 2025 from https://ge.iitm.ac.in/programmes/faculty-mobility/jfbmp

[27] The Hindu. (2023, February 4). IIT Madras inks pact with Leeds varsity for research on sustainability. The Hindu. Retrieved 10 July 2025 from: https://www.thehindu.com/news/national/tamil-nadu/iit-madras-inks-pact-with-leeds-varsity-for-research-on-sustainability/article68332197.ece

[28] India Today. (2024, January 8). IIT Madras and Australia's Deakin University establish joint research academy. India Today. Retrieved 10 July 2025 from: https://www.indiatoday.in/education-today/news/story/iit-madras-and-australias-deakin-university-establish-joint-research-academy-2486001-2024-01-08

[29] Curtin University. (2023, March 23). New agreement to build innovation bridge from India to WA. https://research.curtin.edu.au/news/new-agreement-to-build-innovation-bridge-from-india-to-wa/?type=media

[30] Curtin University. (2023, March 23). New agreement to build innovation bridge from India to WA. https://www.curtin.edu.au/news/media-release/new-agreement-to-build-innovation-bridge-from-india-to-wa/

[31] Open Government Asia. (2023, March 25). Western Australia and Tamil Nadu hubs ink innovation agreement. https://archive.opengovasia.com/2023/03/25/western-australia-and-tamil-nadu-hubs-ink-innovation-agreement/?c=in

Table 6.3: Technology Collaboration Examples

Institutions Involved	Country Pair	Technology Focus	Outcome
MIT Media Lab & NTT DATA[32]	Japan-USA	Affective computing, robotics	AI diagnosis tools
IITs & Stanford University	India-USA	Renewable energy storage	Advanced battery prototypes
DAAD Germany & IIT Delhi	India-Germany	Industry 4.0	Smart manufacturing systems

6.6 ROADMAP FOR RESEARCH COLLABORATION BY INDIAN HEIs

The following roadmap may be utilised by Indian HEIs for identifying and collaborating with FHEIs:

- **Budget Development and Resource Mobilisation:** Develop a budget for international collaboration efforts and identify sources of funding for such an effort. The funding can come from institutional allotment or through CSR and alumni.
- **Internal Resource Mapping and Assessment:** Conduct an internal assessment of areas of strength of the university. Specific pockets of excellence that reside in the institute may be identified. Areas of research that have local relevance and interest may be included as well. Based on this, a list of target areas may be developed.
- **Branding and Outreach:** Identify the strengths of the university in the chosen target areas. It may include publications, translational work done and profiles of faculty members involved in such work. The achievements may be clearly quantified and articulated.
- **Partner Identification:** Identify top universities internationally that have matching expertise in the areas of interest through scientometric analysis utilizing commonly available databases and other open-source material. International offices of these universities may be reached out.
- **Facilitation of Faculty Interactions and Workshops:** Facilitate faculty-level interaction that may further lead to faculty workshops, first virtually and then physically, where in-depth discussions may be pursued. These workshops should lead to clear roadmaps in terms of what work will be pursued and budgetary requirements for such work.
- **Monitoring and Evaluation:** Monitoring and evaluation of the progress made by these collaborations may be done on a quarterly basis.

6.7 KEY TAKEAWAYS

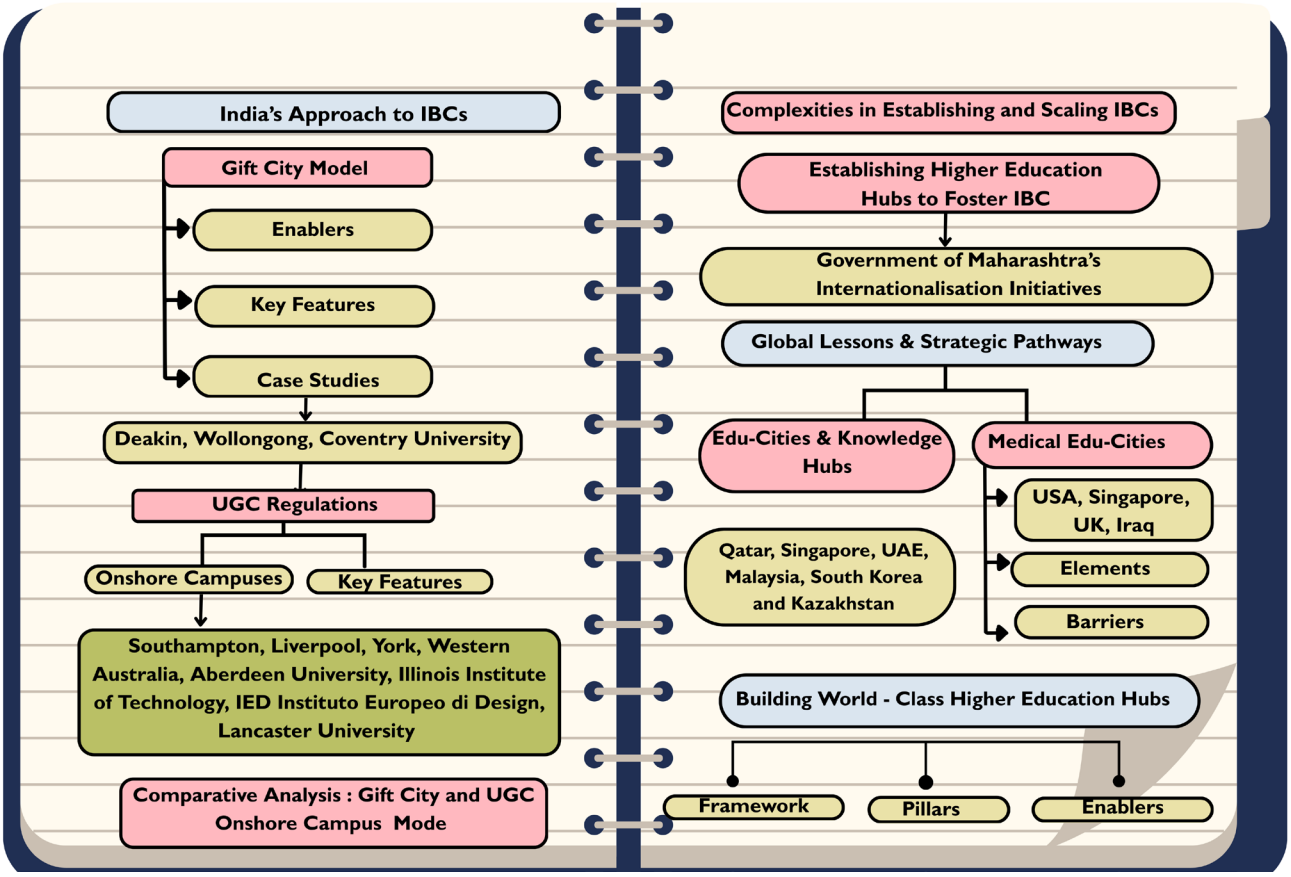
IRCs are of strategic importance for Indian HEIs to enhance research quality, global visibility, and institutional competitiveness. Evidence shows that internationally co-authored papers gain higher citations and impact, especially when tied to innovation-driven nations. Yet challenges persist in the Indian context with reference to institutional strategy gaps, regulatory complexity, limited funding, and faculty capacity hinder widespread adoption. Leveraging internationalisation at home through joint research, faculty exchanges, and global networks can democratise access to global research ecosystems and position Indian HEIs as active contributors to solving global challenges.

[32] MIT Media Lab. (2019). Technology Will Help Us Learn About Emotions for Personal Well-Being. NTT DATA Academic Collaborations. https://www.nttdata.com/global/en/insights/technology/academic-collaborations/mit-media-lab-rosalind-picard

Chapter

7

INTERNATIONAL BRANCH CAMPUSES AND HIGHER EDUCATION HUBS



7.1 OVERVIEW

An International Branch Campus (IBC) is an entity that is owned, at least in part, by a foreign higher education provider; operated in the name of the foreign provider; and offers a full academic programme delivered substantially on-site, leading to a degree awarded by the foreign provider.[1]

Also referred to as Foreign Higher Educational Institutions (FHEIs), IBCs represent a relatively recent development. The sector was included as a tradable service under the General Agreement on Trade in Services (GATS) in 1995. From just 5 IBCs globally before 1970, the number rose to 82 by 2006, and 333 by 2023, reflecting a 6,000% growth in half a century.

As of March 2023, there were 333 IBCs worldwide, spread across 80 countries.[2] The USA has the largest number of universities with IBCs, accounting for 25% of such institutions, followed by the UK, France, and Russia, each contributing between 11% and 14%. The countries hosting the maximum IBCs are China (14%) and UAE (9%), followed by Singapore, Malaysia, and Qatar (each accounting for between 3% and 5%).[3] While IBCs are globally dispersed, they largely originate from a small group of countries.

Prominent IBC branch campus models around the world vary significantly in their organisational structures and academic objectives,[4] as outlined below.

[1] Mathews, E. (2021, July). Establishing international branch campuses in India. National Institute of Educational Planning and Administration (NIEPA).

[2] C BERT (2023) https://www.google.com/url?q=https://www.cbert.org/intl-campus&sa=D&source=docs&ust=1761647105344279&usg=AOvVaw2kJDQ8XYwv6ik-jfc1t5gj

[3] Karishma, K., & Goyal, S. Y. (2023, October). Foreign universities in India: Lessons and learnings from global experiences. Observer Research Foundation.

[4] Mathews, E. (2021, July). Establishing international branch campuses in India. National Institute of Educational Planning and Administration (NIEPA).

Table 7.1: Types of IBCs, with features and examples

S.No	Type of IBC	Features	Example
1	Self-funded	The home institution sets up a branch campus in the host country independent of external support.	US-based Webster University in The Netherlands.[5]
2	External funding from host country governments	Partially supported by the host country in terms of buildings, facilities, or scholarships.	UK's University of Nottingham in Ningbo, China.[6]
3	Support from private companies/ organisations	Partially supported by private companies, in terms of buildings, facilities, or scholarships under the host country's specific regulations.	Partnership between the UK-based University of Nottingham, and private companies like Boustead Holdings Berhad and YTL Corporation Berhad for the University of Nottingham campus in Malaysia.[7]
4	Facilities lease	The branch campus functions from leased facilities provided by the host government or private sector in designated zones	Dubai International Academic City, UAE[8]
5	Academic collaboration with a local partner	The branch campus is built within the partner's campus in the host country	Singapore Institute of Management's partnership with the School of Management, State University of New York, at Buffalo, USA for its B.Sc in Business Administration at Singapore. [9]

7.2 INDIA'S APPROACH TO IBCs

India has a high potential for hosting IBCs with a positive demographic dividend, increasing demand for quality education, and government initiatives aimed at attracting foreign universities. IBCs can act as enablers for HEIs in India and widen the Higher Education ecosystem of India. In 2024, India recorded over 13.35 lakh outbound students, a 95% increase since 2016, highlighting a strong preference among Indian students for globally recognised education.

Hosting IBCs within India can help address this growing demand by domestically offering international quality education from a global university. Employability in India has seen significant improvements over the past decade, rising from 33.95% in 2015 to 54.81% in 2025, an overall

[5] Webster Leiden.(October 2025). Netherlands | Webster Leiden. https://www.webster.nl/

[6] The University of Nottingham. (2017, January 20). Submission to House of Commons Foreign Affairs Committee: UK relations with China inquiry. https://www.nottingham.ac.uk/about/government-relations/documents/response-to-uk-china-relations-inquiry.pdf

[7] Boustead Holdings Berhad. (2021, August 17). Press release – Boustead exits University of Nottingham in Malaysia (UNM) venture. https://boustead.com.my/wp-content/uploads/2023/10/Press_release_-_BHB_UNM_17082021.pdf

[8] N R Doshi & Partners. (2025, March 25). Dubai International Academic City: Business setup in DIAC. https://www.nrdoshi.ae/dubai-international-academic-city-business-setup-in-diac/

[9] University at Buffalo, School of Management. (October 28, 2025). BS in Business Administration (Singapore). https://management.buffalo.edu/degree-programs/abroad/bs-singapore.html

increase of 61.4%.[10] To sustain and build on this upward trajectory, integrating international exposure into higher education is essential. International experience has been shown to enhance job readiness and employability across both domestic and global job markets. Research indicates that college graduates with study-abroad experience earned, on average, USD 7,000 more per year than their peers without such exposure.[11] IBCs not only provide Indian students with greater access and affordability but also mitigate the financial and social costs associated with overseas mobility. As elaborated in Chapter 1, the RBI and various industry reports have highlighted the rising trend of outward remittances for education, pointing to the broader economic and forex implications of this imbalance as well.

In this context, hosting IBCs presents a strategic opportunity for India to internationalise its higher education landscape, retain talent, attract global faculty and research collaborations, and create a more inclusive and globally competitive academic ecosystem. This will further the NEP 2020 objective of internationalisation at home.

India's approach to hosting foreign university campuses has evolved through two distinct regulatory pathways as outlined below.

7.2.1 GIFT City - IFSC Model

The first significant step towards permitting Foreign Universities to set up IBCs in India was undertaken through Union Budget announcement for FY 2022-23, wherein it was announced that FUs would be permitted to offer courses in the International Financial Services Centre (IFSC) in Gujarat International Finance Tec-City (GIFT City), Gandhinagar, Gujarat, free from domestic regulations, except those by the IFSCA. GIFT City-IFSC is a path breaking financial sector reform being implemented by Government of India to develop a modern, agile and globally competitive international financial centre. Recognising the potential of higher education for augmenting the supply of highly skilled human resources, the Government of India and the International Financial Services Centres Authority (IFSCA) carried out a slew of policy and regulatory reforms for allowing Foreign Universities (FUs) and Foreign Education Institutions (FEIs) to set up campuses in the GIFT City-IFSC. Given below are 2 possible pathways for FUs and FEIs to invest in the GIFT City:

i. Standalone IBC of a Foreign University in the form of a Branch

ii. IBC of a Foreign University collaborating with an Academic Infrastructure Service Provider (AISP)

Universities opting to establish IBCs in GIFT City-IFSC can offer a range of Undergraduate, Post Graduate Courses, Doctorate Programmes and other Executive Programmes under the permissible subject areas as mentioned in the regulations. Further, GIFT City-IFSC offers regulatory ease with governance under the International Financial Services Centres Authority (IFSCA), as a one stop regulator.[12]

As of December 2025, 4 FUs have formally established their presence at GIFT IFSC. In 2024, 2 Australian institutions, i.e. Deakin University and University of Wollongong , commenced academic operations with the launch of Post Graduate courses. Thereafter, 2 Universities from the UK, Coventry University and Queen's University Belfast, are set to commence their academic operations from 2026, after obtaining final registration from IFSCA.[13]

[10] Wheebox, CII, AICTE, AIU, and Taggd, India Skills Report 2025: https://wheebox.com/assets/pdf/ISR_Report_2025.pdf

[11] IES Abroad. (10 May 2012). Research shows college grads who study with IES Abroad get jobs sooner, higher salaries. https://www.iesabroad.org/news/research-shows-college-grads-who-study-ies-abroad-get-jobs-sooner-higher-salaries

[12] International Financial Services Centres Authority (IFSCA). (n.d.). Foreign universities in GIFT City. IFSCA.

[13] GIFT City. (n.d.). Foreign university permissible businesses. Retrieved July 2025 from https://giftgujarat.in/business/ifsc?tab=permissible-businesses&section=foreign-university

GIFT City, Gandhinagar, Gujarat

7.2.1.1 Enablers of GIFT City Educational Ecosystem

i. **Academic Infrastructure Service Providers (AISPs):** Currently, three AISPs are operational in IFSC i.e. Global University Systems (GUS), GEDU Education (UK), and Education Centre (Australia), which support FUs by managing non-academic operations such as infrastructure setup and maintenance, student services, and marketing services.

ii. **IFSC SEZ Status:** GIFT City SEZ is India's only notified International Financial Services Centre (IFSC), which is being developed as a new age global financial centre with growing concentration of financial and technology companies, This unique status enables strong industry-academia integration by co-locating universities with financial institutions and other companies, offering practical exposure.

iii. **Non-Resident Status under FEMA :** An IBC in GIFT IFSC is given a non-resident status under Foreign Exchange Management Act, this unique legal dispensation allows IBCs to operate in 15 freely convertible and notified foreign currencies including USD, GBP, Yen, Euro, etc.

iv. **Dedicated Foreign University Building:** A centralized academic hub equipped with classrooms, labs, libraries, innovation centres, and student lounges designed specifically for multiple foreign universities.

v. **Single-Window Clearance Mechanism:** Simplified approval and establishment process by IFSCA for FUs, reducing bureaucratic delays.

vi. **Favourable Regulatory Framework under IFSCA:** Special and globally aligned education regulations tailored for FUs streamline operations and ensure compliance.

vii. **Autonomy in Programme Design:** Full autonomy in curriculum design, admissions, and fee structures.

viii. **Competitive Tax regime:** Being an IFSC entity, IBC's can avail 10-year tax holiday under Sec. 80 LA of Income Tax Act 1961

7.2.1.2 Key Features[14]

i. **Eligibility:**

- **FU:** It should have secured a position within Top 500 in global overall ranking and / or subject ranking in the latest QS World Universities ranking.

[14] International Financial Services Centres Authority. (2022). Setting up and operation of International Branch Campuses and Offshore Education Centres Regulations, 2022. https://ifsca.gov.in

- **FEI:** It should be a reputed Institution in its home jurisdiction.

The applicant FU or FEI is required to put in place suitable infrastructure and facilities to conduct the courses including research programmes.

ii. Permissible Subject Areas:

Financial Management, FinTech, Science, Technology, Engineering and Mathematics have been permitted as programmes that FUs and FEIs can deliver through their IBCs in GIFT IFSC.

iii. Course Recognition:

- Any programme conducted by a registered entity in the GIFT IFSC must be identical in all respects with the programme conducted by the Parent Entity in its home jurisdiction and identical degree, diploma or certificate would be conferred upon the students as the home jurisdiction on the students.
- The degree, diploma or certificate issued with respect to programmes conducted in the GIFT IFSC would enjoy the same recognition and status as if they were conducted by the Parent Entity in its home jurisdiction.

Therefore, the degree is recognised as a foreign degree and will be subject to the requirements of the agency vested with the responsibility of academic equivalence to the qualifications awarded by such FUs or FEIs.

iv. Financial Implication

The Parent Entity has been permitted to repatriate profit, if any, without any restriction.

7.2.1.3 Case Studies

i. Deakin University, Australia

Deakin University, a public research university headquartered in Victoria, Australia and ranked 207th in the latest QS World Universities Rankings 2026, was the first FU approved to set up a campus in GIFT City-IFSC, India. Its first academic session began by mid-2024.

The GIFT City IBC features a hybrid faculty model, with approximately 80% of faculty members from India and 20% from Australia. Key factors enabling Deakin's early launch included the availability of schools, affordable housing, hotels, and recreational facilities within GIFT City, offering a supportive environment for international education.

While students completing their postgraduate degrees at Deakin's India campus will not be eligible for Australia's post-study work visa which requires a minimum of two years of study in Australia, the mutual recognition of degrees can still benefit those seeking international employment. Graduates will be eligible to apply for Australian skilled migration visas, as holding a degree from an Australian university earns additional points in the visa application process.

Deakin's GIFT City campus concluded its first placement in 2025 with nearly a quarter of its first cohort of Master of Business Analytics students securing job offers from the National Australia Bank (NAB).

ii. University of Wollongong, Australia

The University of Wollongong (UOW), a public research university headquartered in New South Wales, Australia, and ranked 184th in the QS World Universities Rankings 2026, became the second FU to establish a campus in GIFT City-IFSC. Building on its global experience in UAE, Malaysia, and China, UOW welcomed its first postgraduate cohort in November 2024.[15] A 2022 India–Australia bilateral agreement on the qualification recognition laid the groundwork, followed by UOW's internal approvals and infrastructure planning.The campus has focused on

[15] University of Wollongong. (n.d.). Study at UOW India GIFT City, India. https://www.uow.edu.au/india/study/

postgraduate programmes such as a Master's in FinTech and a Master's in Computing and Data Analytics chosen for their relevance to GIFT City's finance and tech ecosystem.

Despite being a foreign university, UOW India actively integrates with the local education landscape. Students benefit from global faculty exchanges, opportunities to study at other UOW campuses, and partnerships with Indian HEIs. The campus has also facilitated cross-cultural learning

Beyond academics, UOW India has hosted masterclasses, seminars, and panel discussions ranging from AI and FinTech to cyber resilience while collaborating with a range of industry players, including startups, stock exchanges, and BFSI firms.

iii. Coventry University, UK

Coventry University, a public research university headquartered in the UK, with 25+ years of experience in transnational education, has prioritised innovative models of delivery, including branded campuses worldwide. In 2024, Coventry launched its Global Hub in New Delhi, employing 70+ staff to support recruitment, admissions, and regional partnerships. The hub also facilitated a research collaboration and acted as a base for visiting UK academics. It marked a strategic commitment to India to deepen research and enterprise links between both countries.

Coventry was the first UK university to announce plans to open an IBC in GIFT City, with student enrolment expected to begin by 2026. Initial offerings include:

- BSc (Hons) in International Business Management
- BSc (Hons) in Business and Finance

Coventry's IBC strategy is embedded within a broader global vision, with recent or upcoming campuses in Kazakhstan, Singapore, and India, supported by a network of Global Hubs (Africa, Brussels, China, Singapore, and India). These hubs act as regional development nodes for business, research, and student support. The University has also formed a partnership with L&T Technology Services to deliver engineering solutions for the automotive and manufacturing sectors, illustrating how academic-industry collaboration is integrated into their India strategy.

In the cultural domain, their Research Centre for Creative Economies is leading a digitisation project in collaboration with Hamilton Studios and the National Institute of Design (NID), Ahmedabad. This initiative aims to preserve India's post-partition heritage, supported by the Modern Endangered Archives Programme at UCLA Library. The project includes Indian student interns and offers public exhibitions, engaging youth in digital archiving, storytelling, and cultural preservation.

7.2.2 UGC (Setting up and Operation of Campuses of Foreign Higher Educational Institutions in India) Regulations, 2023

Building on GIFT City's momentum, the UGC introduced a broader framework in November 2023 to allow FHEIs to establish campuses across India. This marked a significant policy shift from zone-specific experimentation to nationwide regulatory openness.

The FHEI may establish an IBC or may enter into a joint venture with an Indian HEI or an Indian company. However, the FHEI is required to have its independent campus with physical, academic and research infrastructure and facilities required to conduct its academic and research programmes. Institutions may establish multiple campuses through separate applications.

The first Letter of Intent (LoI) under this scheme was issued to the University of Southampton, UK, in August 2024, signalling growing interest from globally ranked institutions in India's higher education market.[16] Since then 12 Universities listed below have signed LoIs for their campuses in different parts of India.

[16] University of Southampton. (2024, August 29). University of Southampton awarded licence to establish India

Table 7.2: On Shore Campuses in India under UGC Regulations

S. No.	On-Shore Campus/IBC	Location	Year of Establishment	Programmes Offered
1	University of Southampton, UK	Gurugram	2025	UG, PG
2	University of Liverpool, UK	Bengaluru	2026	UG, PG
3	Lancaster University, UK	Bengaluru	2026	UG, PG
4	University of York, UK	Mumbai	2026	UG, PG
5	University of Western Australia, Australia	Mumbai	2026	UG, PG
6	University of Aberdeen, UK	Mumbai	2026	UG, PG
7	Illinois Institute of Technology, USA	Mumbai	2026	UG, PG
8	IED Istituto Europeo di Design, Italy	Mumbai	2026	UG
9	Victoria University, Australia	Noida	2026	UG, PG
10	Western Sydney University, Australia	Greater Noida	2026	UG, PG
11	La Trobe University, Australia	Bengaluru	2026	UG
12	University of Bristol, UK	Mumbai	2026	UG, PG

Source: Ministry of Education, Government of India

7.2.2.1 Key Features[17]

i. Eligibility:

The FHEIs are required to fulfil any of the following criteria at the time of application:

a. It should have secured a position within the top 500 in the 'overall' category of global rankings at the time of application, as decided by UGC from time to time; or

b. It should have secured a position within the top 500 in the 'subject-wise' category of global rankings at the time of application or should possess outstanding expertise in a particular area, as decided by UGC from time to time.

ii. Admission and Fee Structure:

a. Full autonomy in admission criteria, curriculum design, and fee structures.

b. Based on an evaluation process, the FHEI may provide full or partial merit-based or need-based scholarships from funds such as endowment funds, alumni donations, tuition revenues and other sources.

c. FHEI may give tuition fee concessions to students who are Indian citizens.

iii. Appointment of Faculty and Staff:

The FHEI shall have the autonomy to recruit faculty and staff from India and abroad as per its recruitment norms.

iv. Permissible Programmes and Subject Areas:

The FHEI does not have any restriction with respect to subjects that can be offered and the programmes that can be offered from UG level till Post Doctoral level.

v. Course Recognition:

a. The FHEI shall ensure that the education shall be imparted in a similar manner in aspects like curricula, pedagogy, assessment and other aspects, as that of the main campus in the country of origin.

[17] University Grants Commission (UGC). (2023). Setting up and operation of campuses of foreign higher educational institutions in India regulations 2023.

b. The programme shall not be allowed to be offered online or in Open and Distance Learning modes. However, lectures in online mode not exceeding 10% of the programme requirements may be allowed.

c. The qualifications offered in the campus of the FHEI in India under these regulations shall be awarded under the name and seal of the Institution in the country of origin.

d. The qualifications awarded to the students in the Indian campus shall enjoy the same recognition and status as if they were conducted in its home jurisdiction. The qualifications awarded under these regulations shall be equivalent to any corresponding degree awarded by Indian HEIs for all purposes, including higher education and employment.

Therefore, there is no further requirement of seeking equivalence from any authority and the degree would have all benefits, rights, and privileges as obtained in the case of a degree awarded by an Indian HEI.

vi. Financial Implication

Cross-border movement of funds and maintenance of Foreign Currency Accounts, mode of payments, remittance, repatriation, and sale proceeds, if any, are required to be in accordance with the provisions of the Foreign Exchange Management Act, 1999 (42 of 1999).

7.2.3 GIFT City and UGC Onshore Campus Models: A Comparison

Following the establishment of two distinct regulatory pathways the GIFT City and the UGC Nationwide Framework, a comparison of their key features helps clarify how FHEIs can engage with India's evolving internationalisation agenda. While both models aim to attract globally ranked universities, they differ in terms of scope, regulatory flexibility, and operational conditions. Table 7.3 outlines the key differences between these two models:

Table 7.3: Comparison of GIFT City and UGC Onshore Campus Guidelines for Hosting Foreign Higher Education Institutions in India

S. No.	Key Feature	GIFT City Model	UGC Onshore Campus Model
1	Governing Authority	IFSCA	UGC
2	Launch Year	February 2022	November 2023
3	Total Universities (As of 2025)	4 FHEIs (2 operational in 2024, 2 starting in 2026)	12 FHEIs with LoIs issued and campuses underway
4	Eligibility Criteria	FU: QS Top 500 overall/ subject ranking FEI: Reputed in home jurisdiction	Top 500 overall or subject-wise in world rankings or exceptional expertise as decided by the committee
5	Permissible Legal Structure	1. Standalone 2. Collaboration with AISP	1. Independent IBC 2. JV with Indian HEI/company (Must maintain own campus)
6	Course Level	UG to Post-Doctoral programmes	UG to Post-Doctoral programmes
7	Permitted Subject Areas	Financial Management, FinTech, STEM	No restriction on subjects
8	Programme Design	Full autonomy in curriculum, admission, fees	Full autonomy in curriculum, admission, fees

S. No.	Key Feature	GIFT City Model	UGC Onshore Campus Model
9	Course Recognition	Degree identical to parent university, recognised as foreign qualification	Degree same as parent university
10	Equivalence	Equivalence subject to Indian agency approval	Automatically equivalent to Indian degrees for all purposes
11	Industry-Academia Linkages	Co-located with financial institutions in SEZ; strong integration	Partnerships possible but not location-linked
12	Approval Validity	5 years + renewal every 5 years in perpetuity	Perpetual (as long as compliant)
13	Financial Regulations	Profits can be repatriated freely	Subject to FEMA 1999 provisions on cross-border transactions
14	Mode of Delivery	Not specified	Physical mode only; Online delivery capped at 10%
15	Other Enablers	SEZ benefits, single-window clearance, AISPs, dedicated academic buildings	Follows general UGC framework
16	Overseas Employment	No post-study work visa eligibility in origin country, but skilled migration points awarded	Treated as equivalent to Indian HEI degrees

This dual-pathway approach reflects India's ambition to balance innovation with regulation. GIFT City offers a high-autonomy, sector-specific entry point for FUs, while the UGC framework provides a broader, nationally integrated route for long-term academic collaboration.

7.2.4 Establishing and Scaling IBCs in India: Complexities

While the idea of establishing IBCs in India has gained momentum thanks to the country's vast student population and growing demand for quality higher education it also presents formidable challenges. Despite India's potential as a host market, a range of regulatory, financial, operational, and socio-cultural factors can deter even the most prestigious global institutions. The process of setting up a campus in India is complex and highly context-dependent as elaborated by the stakeholders during extensive consultations undertaken as part of this study. Some of the complexities are listed below:

- **Financial Viability and Brand Integrity:** Setting up a financially sustainable campus while maintaining the academic standards and institutional identity of the home country is a challenge.
- **Public Perception and Government Approval:** Gaining regulatory approval and public acceptance in India can be complex and time-consuming due to sensitivities around foreign education providers.
- **Affordability vs. Accessibility:** Indian higher education emphasizes inclusivity and affordability. High tuition fees may conflict with the national emphasis on accessible education.
- **Risk of Academic Dilution:** Ensuring teaching standards are consistent with the home campus requires significant investment in training and capacity-building of local faculty and staff.

Given these complexities, many FUs choose to first enter the Indian higher education space through articulation agreements, joint programmes, or collaborate with colleges to understand the market before committing to a full-fledged campus.

7.2.5 Establishing Indian Higher Education Hubs to Foster IBC Presence

GIFT City model and the UGC's National Guidelines have laid the regulatory groundwork for attracting top-ranked global universities. However, global experience indicates that standalone initiatives are not sufficient. The long-term success and impact of IBCs depend equally on their integration within well-designed ecosystems that enable collaboration, innovation, and place-based development. Therefore, a key limitation to the Indian model of Internationalisation is the absence of designated education hubs or knowledge cities in India. Globally, IBCs tend to cluster within such hubs, with nearly one-third of all IBCs located in established education or knowledge cities particularly across West and East Asian regions. India is located in the centre of this growth region which underscores the need for it to strategically develop global higher education hubs to attract and sustain a greater presence of international universities in India. Hence a clear roadmap for the establishment of education hubs to expand the footprint of IBCs in the country is necessary.

Education hubs commonly referred to as EduCities or Knowledge Hubs offer more integrated, systemic advantages. These purpose-built clusters are designed not just for co-location, but for collaboration, innovation, and national development impact. The following dimensions illustrate the comparative advantages of Higher Education Hubs over standalone IBCs:

i. **Economies of Scale and Shared Infrastructure:** One of the most immediate benefits of education hubs is the cost efficiency gained through shared physical and service infrastructure. Common facilities such as student housing, digital networks, libraries, laboratories, and recreational centres reduce duplication and lower per-institution operational costs. For example, EduCity Johor's centralised stadium, shared library, and student village support multiple institutions while creating a cohesive student experience.

ii. **Cross-Institutional Collaboration and Academic Synergy:** EduCities promote academic integration across institutions through joint degree programmes, cross-registration, and faculty exchange. Education City in Qatar exemplifies this model, where universities such as Georgetown, Carnegie Mellon, and Northwestern enable cross-institutional enrollment, allowing students to benefit from the combined strengths of multiple global institutions under one governance umbrella.

iii. **Innovation Ecosystems and Research Commercialisation:** By embedding universities within broader innovation districts alongside start-up accelerators, corporate R&D labs, and funding agencies EduCities create environments where academic research can rapidly translate into real-world impact. In Boston's Longwood Medical Area and Singapore's One-North, universities like Massachusetts Institute of Technology (MIT) and National University of Singapore (NUS) have catalysed deep-tech spinouts, biotech patents, and collaborative ventures, backed by strong private sector and venture capital ecosystems.

iv. **Destination Branding and Global Talent Attraction:** Education hubs serve as national or regional brands for higher education, enhancing a country's visibility and competitiveness in the global student market. Dubai International Academic City (DIAC), for instance, is marketed as a pan-regional education destination for South Asia, West Asia, and Africa helping the UAE build its soft power and diversify its economy.

v. **Urban Development and Place-Making:** EduCities often anchor larger urban and economic development plans, contributing to smart cities, financial corridors, and industrial zones. GIFT City in India demonstrates how education, fintech, and global investment can be co-located to reinforce each other, positioning the campus not just as an academic site but as a node of broader economic transformation.

vi. **Regulatory Innovation and Policy Experimentation:** Hubs can also serve as test beds for governance autonomy, new academic models, or blended learning frameworks. Nazarbayev University in Kazakhstan, granted full academic autonomy under a unique legal statute,

has functioned as a live pilot for reforms in curriculum design, quality assurance, and international partnerships many of which are now being considered for wider replication across the national higher education system.

vii. **Vibrant Student Life and Multicultural Exchange:** The critical mass of students from diverse backgrounds across institutions in a single hub supports an enriching academic and social environment. Cities like Boston and Cambridge, home to MIT, Harvard, Boston University (BU), among many others, exemplify how shared urban space fuels cross-disciplinary dialogue, cultural programming, networking, and a globally engaged student culture.

viii. **Industry Engagement and Research-Workforce Integration:** Education hubs enhance institutional linkages with industry. The London Knowledge Quarter, centered around University College London (UCL) and the Francis Crick Institute, provides a model of how universities, start-ups, hospitals, and public agencies can work together on research, workforce development, and public policy. Similarly, the Texas Medical Center in Houston, USA, links medical research with the world's largest concentration of hospitals, clinical trials, and biotech innovation.

Therefore, analysis of Global Education Cities and Knowledge Hubs can provide valuable insights to build a contextual roadmap for India.

Indian Practice: Government of Maharashtra's Internationalisation Initiatives

In line with NEP 2020's Vision to promote India as a global study destination providing premium affordable education and facilitate top-ranked foreign universities to operate in India, the Government of Maharashtra has initiated several activities for internationalising higher education:

a. **Navi Mumbai International Education City (NMIEC):** In 2025, it launched the NMIEC, India's first global, multi-university education hub. This project featured in the Growth Hub Plan of the Mumbai Metro Region prepared in 2024 in collaboration with NITI Aayog. It has been undertaken under the 'Mumbai Rising: Creating an International Education City' initiative and is led by CIDCO (City and Industrial Development Corporation), a state-run planning authority. Being developed across 250 acres in PPP mode near the upcoming Navi Mumbai International Airport, NMIEC is designed to host some of the world's top universities. At a grand ceremony on 14 June, 2025, the Government of Maharashtra granted LoIs to 5 international universities: University of Western Australia (Australia), University of York (UK), University of Aberdeen (UK), Illinois Institute of Technology (USA), and Istituto Europeo di Design (Italy). International universities establishing branch campuses in NMIEC can operate with complete autonomy in determining their curriculum, fee structures, and academic calendars and design and implement their own independent scholarship mechanisms. These branches have been granted a 18-month window to begin operations.

b. **MoU with British Council for Capacity Building:** The British Council and Government of Maharashtra launched a Capacity Building initiative for International Officers programme in 2024. The initiative aimed to enhance the capacity of Indian universities to engage in internationalisation efforts while leveraging the expertise of the British Council in this area. The programme aimed to offer modules to build skills and competencies of international officers, facilitating knowledge sharing and practical outcomes to support the internationalisation agenda of participating HEIs.

c. **Global Expansion of State Universities:** HEIs in the state, including State Public Universities (SPUs) such as the Savitribai Phule Pune University (Qatar campus) have expanded internationally.

7.3 IBCs IN HIGHER EDUCATION HUBS: GLOBAL LESSONS AND STRATEGIC PATHWAYS FOR INDIA

Across the world, education cities and knowledge hubs have evolved as an instrument that concentrates academic excellence, industry-academia linkages, and fosters regional development. These clusters offer more than co-location; they provide infrastructure, governance models, and community environment needed to transform branch campuses into engines of economic and social value.

This section draws on global case studies of IBCs within such hubs, examining diverse models ranging from high-performing clusters to underperforming experiments. It also outlines key lessons and forward-looking recommendations to guide India in embedding IBCs into sectoral, urban, and national priorities ensuring that transnational education becomes not just accessible, but transformative.

7.3.1 EduCities and Knowledge Hubs: A Global Experience

Countries have increasingly turned to the clustering of foreign universities, research institutions, and industry partners within strategically designed education zones as a means to scale the impact of transnational higher education.

By leveraging shared infrastructure, fostering cross-institutional collaboration, and aligning with national economic and development strategies, EduCities have enabled some nations to become global higher education destinations. While several models have succeeded in creating vibrant knowledge economies, others have struggled due to poor integration, top-down planning, or limited local relevance.

This section explores a diverse set of international examples ranging from Education City in Qatar to the Astana Hub in Kazakhstan highlighting the enabling conditions, structural limitations, and policy choices that have shaped their trajectories. These lessons offer valuable insights for India as it seeks to design its own next-generation higher education hubs.

i. Education City, Qatar

Education City, Qatar

- **Location:** Doha, Qatar
- **Year of Establishment:** 1997
- **Concept:** A 12 sq.km. campus led by the Qatar Foundation, attracting globally recognised FHEIs with branch campuses of several US-headquartered universities including Georgetown University, Carnegie Mellon University, Texas A&M University, Weill Cornell Medicine, Northwestern University, and Virginia Commonwealth University.
- **Strategic Advantage:** Enabled cross-registration among top global universities, for creating an integrated student experience. Supported emerging sectors such as digital media and finance as Qatar diversifies beyond hydrocarbons.
- **Success:** The Edu City attracts global talent through scholarships, globally relevant curricula, strategic partnerships and research centres aligned with industry needs, positioning Qatar as a regional centre of research and innovation.
- **Challenges:** High subsidies, limited graduate absorption in the local labour market, and academic freedom concerns have prompted reassessment by some universities.

ii. The Singapore Global Schoolhouse

The Singapore Global Schoolhouse, Singapore

- **Location:** Singapore
- **Year of Establishment:** 1998
- **Concept:** It is a coordinated national platform with a distributed innovation ecosystem engaging foreign university branch campuses, local public universities, private education providers, research institutes and Industry partners. The 3-Tier University Model comprises: (i) an Apex tier led by top FHEIs such as MIT and Duke University (USA), and INSEAD (France) offering R&D-intensive programmes; (ii) a Middle or Bedrock tier represented by national universities like NUS, Nanyang Technological University (NTU), and Singapore Management University (SMU) focused on serving national priorities through research and skill development; and (iii) a Base tier consisting of private and foreign-linked institutions.
- **Strategic Advantage:** Designed as a policy-driven model to build global education presence. Aligned academic programmes with economic priorities like biotech, finance, and logistics.
- **Success:** High international student satisfaction, strong integration with Singapore's economy and world-class research from institutions like NUS and NTU.
- **Challenges:** Recent years have seen constraints due to rising costs, strict visa policies, and strategic realignment by foreign institutions.

iii. Dubai International Academic City (DIAC) and Knowledge Village, UAE

DIAC & Knowledge Village, UAE

- **Location:** Dubai, UAE
- **Year of Establishment:** 2007
- **Concept:** A free zone that has attracted foreign universities including Heriot-Watt University and University of Birmingham (UK), Amity University (India), and Murdoch University (Australia), aligned with Dubai's strategy to build a diversified knowledge economy.
- **Strategic Advantage:** DIAC helps UAE diversify its higher education landscape by offering vocational and applied degrees in media, engineering, and business. It supports Dubai's services and logistics economy, and is a global study destination for South and West Asia and Africa.
- **Success:** The model has attracted over 27 branch campuses with 28,000+ students over 500+ courses.
- **Challenges:** Perception of commodification, variable institutional quality, and weak pathways to local employment.

iv. EduCity, Malaysia

EduCity, Malaysia

- **Location:** Iskandar, Malaysia

- **Year of Establishment:** 2012
- **Concept:** Considered Asia's first multi-campus education city, spread over 350 acres, it hosts 4 international HEIs, 2 local HEIs and 1 training academy for higher education. IBCs include University of Reading and Newcastle University (UK) and Netherlands Maritime Institute of Technology.
- **Strategic Advantage:** The EduCity offers a career-ready curriculum aligned with labour market needs and has master-planned for talent retention and innovation. It shares a central stadium, library and student village across multiple universities.
- **Success:** Leveraged proximity to Singapore from PPP that has enabled infrastructure growth.
- **Challenges:** Low enrolment numbers, withdrawal of universities, high opex and lesser brand visibility among regional students.

v. Songdo Global University Campus, South Korea

vi. Songdo Global University Campus, South Korea

- **Location:** Incheon, South Korea
- **Year of Establishment:** 2012
- **Concept:** A planned 'smart city' education hub based in the Incheon Free Economic Zone, it was established with the vision to reduce brain drain by offering transnational education by 'going global at home'. The initial partners included George Mason University and University of Utah (USA), and Ghent University (Belgium).
- **Strategic Advantage:** Private sector partnership in smart infrastructure and housing, investments in retail, and hospitality has been facilitated in and around the EduCity.
- **Success:** The model attracts global talent by supporting US and European dual-degrees and selective admissions focused on academic merit.
- **Challenges:** Heavy state-led planning, lack of academic autonomy, and weak demand have hampered success. Issues include high costs, limited urban vibrancy, and friction due to English instruction in a primarily Korean-speaking setting.

vii. Nazarbayev University and Astana Hub, Kazakhstan

Nazarbayev University & Astana Hub, Kazakhstan

- **Location:** Nur-Sultan, Astana, Kazakhstan
- **Year of Establishment:** 2018
- **Concept:** A Western-style research university funded by the Kazakh Government to modernise the national higher education system and attract international talent. Nazarbayev University (NU) operates with academic and legal autonomy and is co-located within the Astana Hub. NU partners with Duke University and University of Wisconsin–Madison (USA), and University of Cambridge (UK).
- **Strategic Advantage:** NU & Astana Hub attract foreign investment in renewable energy, tech, and engineering. International research presence has aligned national innovation efforts with global standards.
- **Success:** Strong partnership with top institutions, English taught programmes, strong focus on R&D in STEM, energy and policy have been critical success factors. Astana Hub fosters a growing start-up ecosystem, aiming to position Kazakhstan as a Central Asian Innovation Leader.
- **Challenges:** Despite its strengths, NU faces issues around elite scalability, talent migration and long-term financial sustainability due to heavy state funding.

7.3.2 Global Medical EduCities: Sector-Specific Innovation Clusters

Among the various thematic models of education hubs, Medical EduCities stand out as strategically focused clusters that address pressing national healthcare needs while leveraging global academic and clinical standards. These hubs bring together universities, hospitals, research institutes, and life sciences industries in co-located environments that foster translational research, medical innovation, and workforce development.

This section presents global examples of Medical EduCities, offering insights that can inform India's efforts to develop similar hubs within its health and education policy landscape. From post-conflict regions like Erbil in Iraq to advanced ecosystems in Singapore, Boston, and London, Medical EduCities have demonstrated how targeted infrastructure, regulatory alignment, and academic-industry collaboration can create high-impact models of international engagement.

7.3.2.1 Successful Global Medical EduCities

i. Boston Longwood Medical and Academic Area, USA[18]

Boston Longwood Medical & Academic Area, USA

- **Location:** Boston, Massachusetts, USA
- **Year of Establishment:** 1972
- **Concept:** This district links academia with biotech and clinical research and comprises Harvard Medical School, Brigham and Women's Hospital, Dana-Farber Cancer Institute, and the Broad Institute.
- **Strategic Advantage:** Situated near MIT and Kendall Square, the area leads global innovation in life sciences, biotech investment, and translational research. It has produced over 30,000 start-ups, and leads the world in biotech Venture Capital investment, life sciences patents, and partnerships between academia and pharmaceutical companies such as Pfizer, Novartis and Moderna.

ii. HealthCity Novena, Singapore[19]

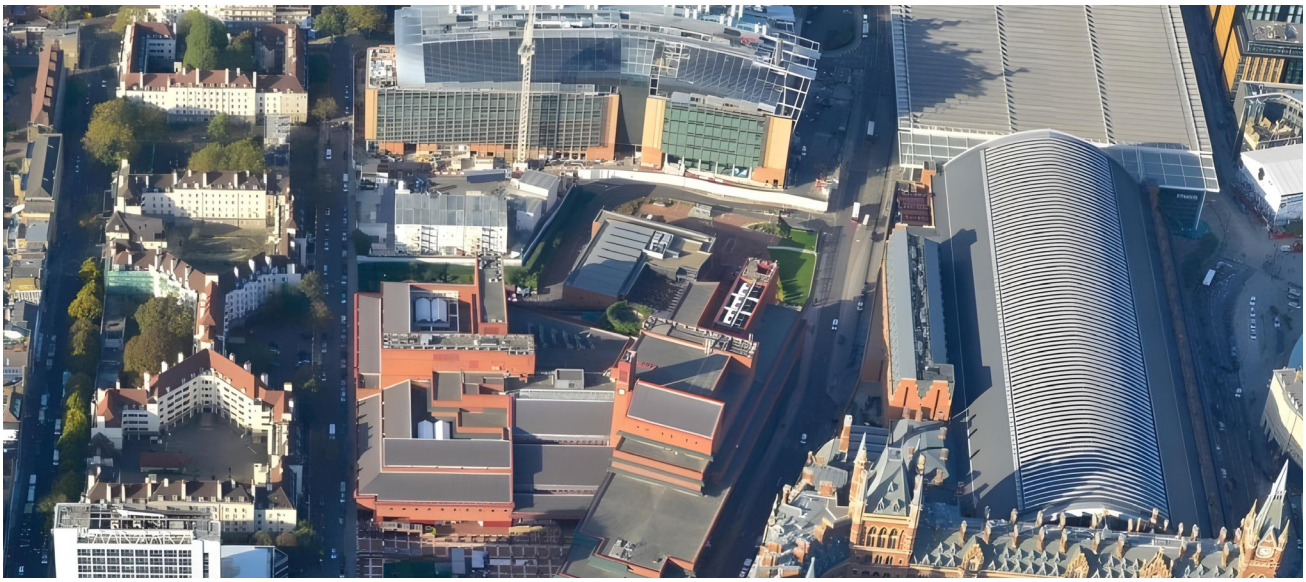
Health City Novena, Singapore

[18] University of Massachusetts Donahue Institute. (2021, April). The Longwood Medical and Academic Area's Economic Contributions to Boston and Massachusetts. https://donahue.umass.edu/documents/The_LMAs_Economic_Contributions_to_Boston_and_Massachusetts_-_Final_to_Client.pdf

[19] Tan Tock Seng Hospital. (n.d.). HealthCity Novena. https://www.ttsh.com.sg/About-TTSH/healthcitynovena/Pages/default.aspx

- **Location:** Novena, Singapore
- **Year of Establishment:** 2013
- **Concept:** A 17-hectare campus integrated with Tan Tock Seng Hospital, NTU's Lee Kong Chian School of Medicine and research labs.
- **Strategic Advantage:** The model, dubbed 'hospital without walls', focuses on holistic care, education, preventive medicine and biomedical R&D.

iii. London Knowledge Quarter, UK[20]



London Knowledge Quarter, UK

- **Location:** King's Cross, London, UK
- **Year of Establishment:** 2014
- **Concept:** This cluster includes UCL, the Francis Crick Institute, Great Ormond Street Hospital, and the London School of Hygiene & Tropical Medicine.
- **Strategic Advantage:** Co-location enables interdisciplinary collaboration in cancer, infectious disease, and data-driven research, supported by National Health Service (NHS) and United Kingdom Research and Innovation (UKRI) partnerships.

iv. British International University (BIU), Iraq[21]

British International University (BIU), Iraq

[20] Knowledge Quarter London. (2017, March). Annual Report 2016. https://www.knowledgequarter.london/wp-content/uploads/2017/03/KQ-AR-2016-website.pdf

[21] British University – Kurdistan. (n.d.). Home. https://www.britishuniversity.krd/

- **Location:** Erbil Governorate, Iraq
- **Year of Establishment:** 2017
- **Concept:** BIU is a collaboration between Global Education Management Systems (GEMS) Education and the University of Surrey (UK). The partnership has expanded to Ajman (UAE) and Colombo (Sri Lanka).
- **Strategic Advantage:** It offers a British-style pre-clinical medical science degree programme, with options for progression to medical school. BIU became the first UK-degree-granting institution in Iraq.

7.3.2.2 Elements of Successful Medical Education Hubs

Successful models often feature a strong triad of universities, hospitals, and research institutions, supported by government or private sector funding and strategic planning. These ecosystems maintain close ties with biotech and pharmaceutical industries, fostering innovation and collaboration. A strong emphasis on translational medicine and clinical trials bridges the gap between laboratory research and patient care. Additionally, many institutions, particularly in Europe and Asia, offer English-taught medical degrees to attract international students.

7.3.2.3 Barriers to Success of Medical EduCities

Several attempts, particularly in emerging economies, highlight the risks of weak hospital linkages, underdeveloped research capacity, and misaligned planning. This section presents illustrative global examples of challenged Medical EduCities, offering insights that can inform India's efforts to develop similar hubs within its health and education policy landscape.

i. EduCity Johor, Malaysia: Limited Clinical Integration and Weak Industry Anchoring

- **Location:** Johor and Kuala Lumpur, Malaysia
- **Year of Establishment:** 2008
- **Concept:** Originally envisioned as a flagship regional hub for transnational education to host multiple international institutions.
- **Barriers:** EduCity Johor faced significant structural challenges[22]:
  a. **Weak university–hospital linkages:** Medical and life sciences hubs like those in the EduCity lacked direct, formal partnerships with leading clinical hospitals. Students often had limited access to real-world clinical training, weakening translational research potential.
  b. **Limited involvement of global biotech firms**: While infrastructure was built, international pharmaceutical and biotech companies did not co-locate or invest significantly, reducing industry pull for innovation and internships.
  c. **Insufficient research culture:** Many branch campuses lacked a strong research mandate or funding, and faculty were often on teaching-only contracts.
  d. **Student recruitment and retention issues:** Students preferred better-established hubs (Singapore, UK, Australia), and local students often sought traditional public universities for medicine.

ii. Guangzhou Bio Island, China: Infrastructure-Led Development Without Academic Anchors

- **Location:** Haizhu District, Guangzhou, China
- **Year of Establishment:** 2011
- **Concept:** Launched as a flagship biotechnology and life sciences innovation zone, supported by significant government investment in infrastructure, lab facilities, and tax incentives.

[22] Wan, B. C.-D., Weerasena, B., Wan, C.-D., & Weerasena, B. (2018). In EduCity, Johor: A Promising Project with Multiple Challenges to Overcome (pp. 1–21). chapter, ISEAS–Yusof Ishak Institute

- **Barriers[23]:** These include:
  a. **Lacked academic anchors:** Bio Island was infrastructure-led, with significant government investment; however, it lacked medical schools or teaching hospitals that typically drive research ecosystems.
  b. **Overemphasis on real estate and incentives:** Focussed on attracting companies with tax breaks and lab space rather than building sustainable academic-industry research pipelines.
  c. **Language and regulatory barriers:** Chinese taught programmes, R&D and regulatory uncertainty in biotech (e.g., IP protection, data sharing, etc.) limited participation and discouraged foreign collaborations.
  d. **Weak innovation outcomes:** Despite major investments, few globally significant biotech breakthroughs or start-ups have emerged from the Island.

iii. Nazarbayev University Medical School, Kazakhstan: Academic Isolation from National Health Systems

- **Location:** Astana, Kazakhstan
- **Year of Establishment:** 2015
- **Concept:** Nazarbayev University (NU) Medical School offers a Western-style, English-medium medical education in partnership with international universities.
- **Barriers: These include:**
  a. **Disconnect between Medical Education and National Health System:** NU's Western-style, English-taught medical education was not fully aligned with Kazakhstan's national clinical training pathways or hospital systems, thus limiting students' ability to smoothly transition into practice within the public health sector.
  b. **Weak Clinical Research Infrastructure:** Limited large-scale clinical trials, patient registries, or research hospitals reduces the feasibility of impactful biomedical research. These gaps coupled with high levels of graduate out-migration, have constrained the scalability and systemic impact of the NU medical education model.

While several Medical EduCities have successfully integrated academic, clinical, and research ecosystems, others have struggled to deliver impactful outcomes due to weak foundational design and poor ecosystem alignment. This analysis underscores the importance of strong university–hospital partnerships, academic credibility, and integration with national health systems. In many cases, excessive focus on physical infrastructure, limited private sector engagement, and regulatory disconnects have undermined their potential.

7.4 ROADMAP FOR BUILDING WORLDCLASS HIGHER EDUCATION HUBS IN INDIA

To maximise their developmental impact, Higher Education Hubs must be embedded within India's broader economic and policy architecture. This alignment ensures that they emerge not only as academic centres, but also as engines of innovation, skilling, and multisectoral transformation. This requires regulatory support and a framework of key components and enablers that may assist in building them.

7.4.1 Framework for Facilitating Higher Education Hubs

Based on extensive stakeholder consultations with national and international experts, the following 6 aspects of the framework have been developed.

[23] Niiler, E. China's efforts to lure biotechs to Bio-Island criticized. Nat Biotechnol 18, 708 (2000). https://doi.org/10.1038/77255

i. **Create a Dedicated Legal Framework for Higher Education Hubs**

- Introduce clear legislations that define governance, academic autonomy, land norms, IP ownership, and simplified approvals for foreign and Indian HEIs.
- Ensure formal degree recognition under Indian frameworks and enable access to government schemes and research grants.

ii. **Align Higher Education Hubs with National Missions**

- Strategically position hubs in alignment with Digital India, Startup India, Make in India, and Gati Shakti, among several others.
- Promote sector-specific knowledge cities, e.g. fintech, STEM in GIFT City, biotech in Hyderabad, and AI in Bengaluru.

iii. **Enable Co-Location with Industry and SEZs**

- Co-locate universities with R&D labs, incubators, accelerators, SEZs, and corporate campuses to encourage real-world learning and employability.
- Use successful models like One-North (Singapore) or Kendall Square (Boston) as benchmarks.

iv. **Ensure Urban Quality and Liveability**

- Invest in infrastructure for student housing, public transport, recreation, health, and K-12 schools.
- Build inclusive, green, and smart campus environments to attract global talent.

v. **Ensure Ease of Regulation**

- Create a nodal body to coordinate academic and non-academic approvals across ministries and with state governments.
- Empower it to act as a unified interface for all stakeholders.

vi. **Expand Eligibility Beyond Rankings**

- Allow FHEIs with demonstrated excellence in academics, research, or innovation to qualify—beyond top-500 in global rankings.
- Create a transparent, criteria-based system for IBC entry.

7.4.2 Pillars of a Higher Education Hub

It is important to recognise that an education hub does not emerge organically; rather, it is a strategically planned ecosystem. Though the concept lacks a singular definition, it widely refers to the strategic alignment of academic institutions, R&D infrastructure, industries, and start-up ecosystems within a defined geographical area. The four pillars of a Higher Education Hub are as follows:

i. **Academic Institutions:** At the core of any education hub are high quality universities and colleges offering globally relevant education. India's expansive higher education system, with nearly 1,200 universities, provides a strong foundation for such hubs.

ii. **R&D Infrastructure:** R&D institutions drive knowledge creation and innovation. A strong R&D base ensures the education hub contributes not just to teaching, but also to cutting-edge research and technological advancement.

iii. **Industry and Service Sector Clusters:** Proximity to industry enables applied research, consultancy projects, practical exposure, internships, apprenticeships, and hands-on training. Close links between academia and industry ensure that the education being delivered is relevant to the real-world and evolving market needs.

iv. **Start-up Ecosystem:** A thriving start-up environment nurtures a culture of innovation, entrepreneurship, and problem-solving. This not only supports the creation of a knowledge-

based economy but also attracts foreign investment and talent, driving long-term economic growth.

7.4.3 Enablers of a Higher Education Hub

While strong academic and industrial foundations are crucial, the following three enablers are essential to make an education hub globally attractive and functional:

i. **Connectivity:** Efficient access is non-negotiable. International airports, national highways, and integrated railway systems are required to ensure seamless mobility for students, faculty, researchers, and global visitors.

ii. **Digital Infrastructure:** High-speed internet, broadband connectivity, and smart campus solutions are vital for teaching, learning, research, and global collaboration. They ensure that the hub remains integrated with international academic and innovation networks.

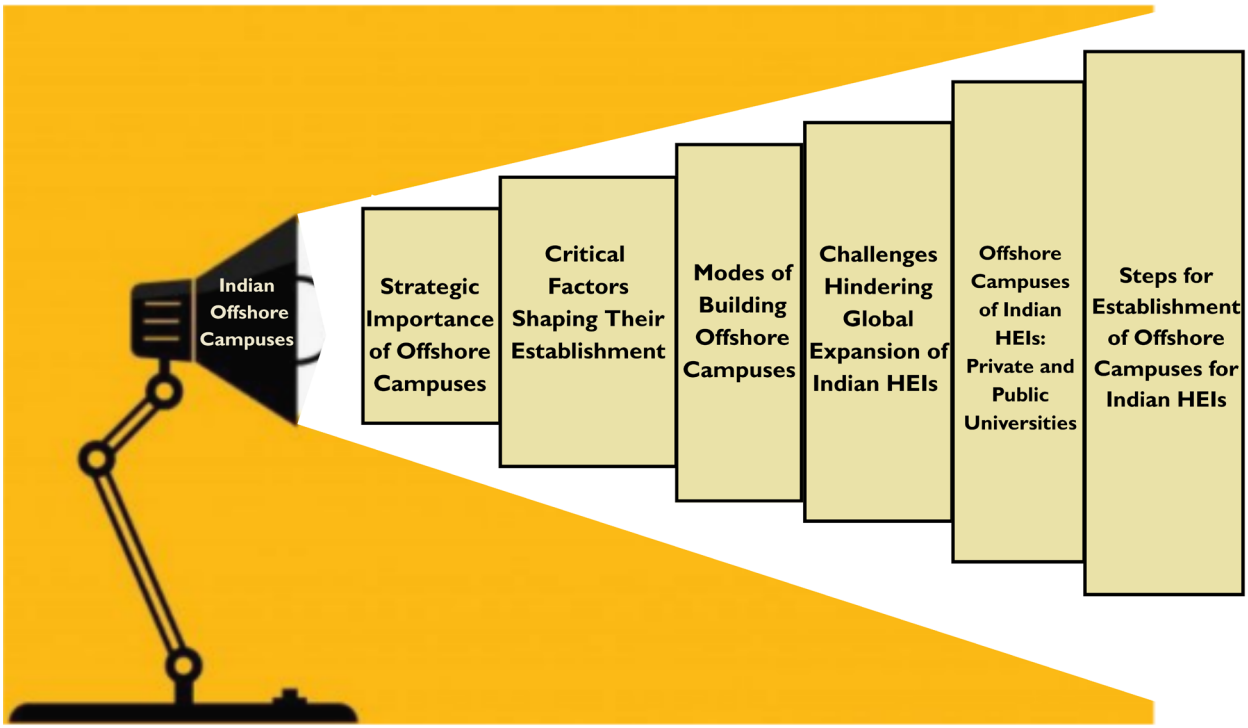
iii. **Utility Services and Quality of Social Life:** For an education hub to thrive, it must provide a livable environment. This includes quality K–12 schools, hospitals, libraries, recreational spaces, visitor infrastructure, and shared or affordable accommodation for students, faculty, and researchers.

7.5 WAY FORWARD

India stands at an inflection point in its journey to internationalise higher education especially after regulatory encouragement for IBCs through the twin regulatory frameworks of GIFT City-IFSC and UGC Guidelines. However, global experiences underscore that the success of such initiatives hinges not merely on regulatory permission, but on embedding IBCs within robust education ecosystems such as Knowledge Hubs or EduCities. By developing integrated Higher Education Hubs that combine academic excellence with innovation, R&D, entrepreneurship, industry linkages, and liveable urban infrastructure, India can position itself as a vital contributor to the global knowledge economy. These hubs must be strategically planned, aligned with national missions, and supported by regulatory enablers to ensure scalability, sustainability, and impact. With the right vision, policy coherence, and investment, India can position itself as a leading global destination for higher education, research and knowledge-driven development.

Chapter

INDIAN OFFSHORE CAMPUSES



8.1 OVERVIEW

An offshore campus is a campus of a university established by it outside the home country, operated and maintained as its constituent unit, having the university's complement of facilities, faculty and staff.[1] The current chapter focuses on Indian HEIs setting up entities abroad and delivering academic programmes that will lead to an Indian degree. The degree may either be indistinguishable from the one awarded at home, or may indicate the name of the campus in addition to the parent institution.

NEP 2020[2] encourages high performing Indian universities to set up campuses in other countries. The UGC further reinforced this initiative through its Guidelines on the Internationalisation of Higher Education 2021[3] wherein it promotes public HEIs to set up offshore campuses to expand outreach of the institutions and build the image of India as an international study destination. Thus, IIT Madras, IIT Delhi and the National Forensic Sciences University are among the first public HEIs to open offshore campuses in Zanzibar, Abu Dhabi and Jinja respectively. Over the last quarter century, 6 Indian Private Universities and 7 Public Universities have established around 25 offshore campuses in about 12 countries, including Australia, Japan, Malaysia, Mauritius, Nepal, Qatar, Singapore, Tanzania, UAE, UK, USA, Uganda and Uzbekistan. The first private university to open an offshore campus in 1994 was Manipal University in Pokhara, Nepal.

Globally, there are currently 300+ offshore campuses. Several countries, most notably the United States, United Kingdom, Australia, Russia, and France (see Figure 8.1) have long pursued internationalisation by establishing campuses across various global regions. Interestingly, these same countries also rank among the top ten destinations for international students, indicating a two-way flow of educational mobility. This suggests a possible correlation between setting up offshore campuses and attracting international students domestically. Hence, offshore campuses act as enablers for internationalisation at home.

1 Ministry of Education, Government of India. (2021). All India Survey on Higher Education (AISHE)

2 Ministry of Education, Government of India. (2020). National Education Policy

3 University Grants Commission. (2021). Guidelines for Internationalisation of Higher Education

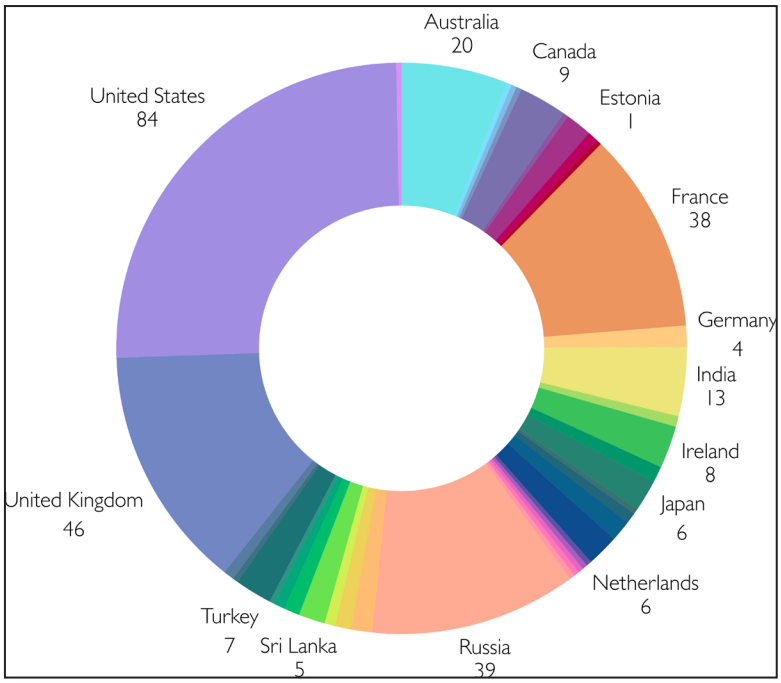


Figure 8.1: International spread in Higher Education through offshore campuses

Source: OBHE & C-BERT. (2016). International branch campuses: Trends and developments. Observatory on Borderless Higher Education (OBHE) & Cross-Border Education Research Team (C-BERT).

Most offshore campuses are concentrated in East Asia (China), West Asia (Qatar, UAE), and Southeast Asia (Singapore, Malaysia), reflecting regional demand for quality higher education (Figure 8.3). India is strategically located at the crossroads of these key regions and is well-placed to leverage this geographic advantage for expanding its global educational presence.

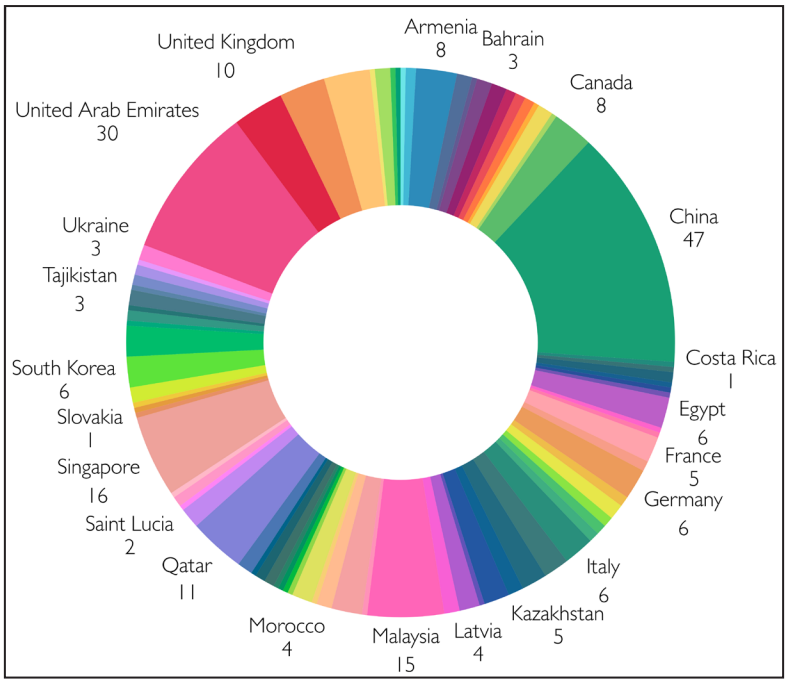


Figure 8.2: International presence of HEI- Host countries for offshore campuses

Source: OBHE & C-BERT. (2016). International branch campuses: Trends and developments. Observatory on Borderless Higher Education (OBHE) & Cross-Border Education Research Team (C-BERT).

The following is a list of select successful offshore campuses across the world.

Table 8.1: Select Successful Offshore Campuses across the world

Name of the University	Location of the Campus	Year	No. of Students	No. of Students (Approx)
University of Wollongong (UOW) Malaysia	Shah Alam, Malaysia	1983	5,500	70
University of Wollongong in Dubai (UoWD)	Dubai, UAE	1993	2,700	75
Curtin University Malaysia	Miri, Malaysia	1999	1,600	75
Swinburne University of Technology Sarawak Campus	Kuching, Malaysia	2000	4,000	164
Carnegie Mellon University in Qatar	Ar-Rayyan, Qatar	2004	472	60
London Business School Dubai Centre	Dubai, UAE	2007	1,302	156
Curtin University Singapore	Singapore	2008	2,706	-
New York University Abu Dhabi (NYUAD)	Abu Dhabi, UAE	2008	2,200	370
Carnegie Mellon University Africa	Kigali, Rwanda	2011	300	35
New York University Shanghai	Shanghai, China	2012	2,200	316
Lancaster University Ghana	Ghana	2013	484	26
Northeastern University Toronto Campus	Toronto, Canada	2015	1,400	56
University of Birmingham Dubai	Dubai, UAE	2018	3,000	85
Curtin University Dubai	Dubai, UAE	2018	757	25+
The University of Chicago Francis and Rose Yuen Campus in Hong Kong	Hong Kong, China	2018	-	-
Curtin Mauritius	Moka, Mauritius	2018	1,572	-
Curtin University Colombo	Colombo, Sri Lanka	2024	521	-
University of Wollongong (UOW) College Hong Kong	Hong Kong, China	2024	2,000	200

8.2 STRATEGIC IMPORTANCE OF OFFSHORE CAMPUSES

In accordance with the survey responses (Figure 8.2), following are some of the key reasons that act as motivation for HEIs to build offshore campuses:

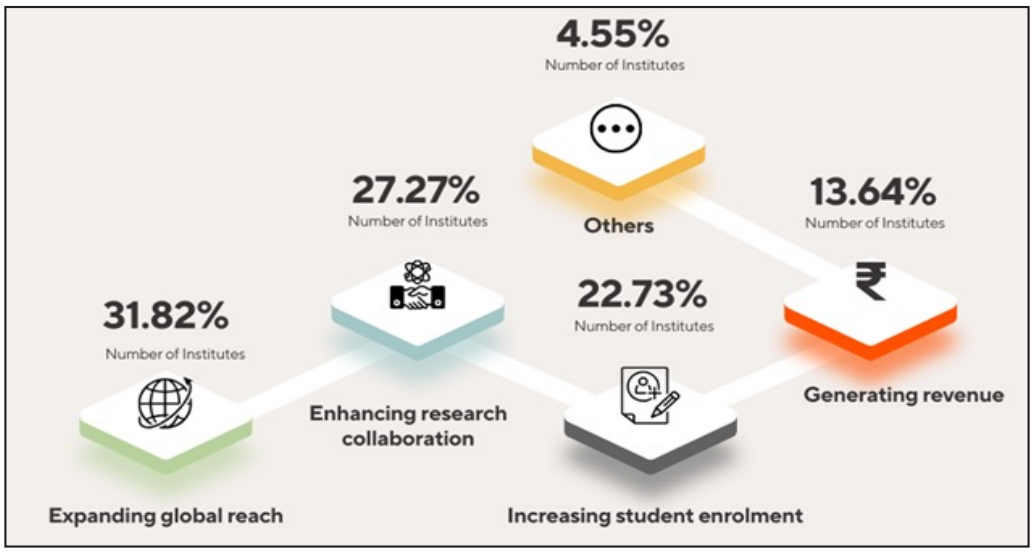


Figure 8.3: Survey Responses on Motivations for exploring offshore campus

i. **Enhanced Inward Student Mobility:** The presence of an Offshore campus builds international visibility and trust about the higher education system of the home country, thereby encouraging more students to consider India for higher education. This correlation can be observed in countries that have established the highest number of offshore campuses and are incidentally the countries with the highest inward student mobility globally.

ii. **Internal Revenue Generation:** Branch campuses create diversified revenue streams through tuition fees, partnerships, and research collaborations.

iii. **Globalised Education for Indian Students:** Offers Indian students global exposure and international curricula without the high cost of studying abroad.

iv. **Collaboration in R&D:** Enables joint research initiatives and access to international labs, talent, and innovation ecosystems. Increasingly, collaborations are proving key in securing major funding and increasing publication rates, and global campuses can be leveraged for the same.[4]

v. **Future-Ready and Employable Graduates:** Equips students with global competencies and industry-relevant skills, improving their international employability.

vi. **National Soft Power and Cultural Capital:** Strengthens India's global influence especially in the Global South, where Indian HEIs can serve as education and cultural hubs and enhance strategic ties.

vii. **Interconnection Between Global Rankings and International Perception:** There is a strong link between global university rankings (THE, QS, Shanghai & US News)[5] and international perception, which is also influenced by the presence of offshore campuses. Hence, global presence may even impact the global ranking of the university. This is a two-way relationship where a drop in the rankings can also lead to decreased international student enrolments and reduced research collaborations as seen in the case of several Australian universities,[6] which experienced both after a fall in their global rankings.

[4] Rajkhowa, G. (2024). Internationalisation For All: Rethinking University Internationalisation. In Space and Culture, India (Vol. 11, Issue 4, pp. 5–19). ACCB Publishing.

[5] Szluka, P., Csajbók, E. & Győrffy, B. (2023). Relationship between bibliometric indicators and university ranking positions. Sci Rep 13, 14193

[6] Ross, J. (2024, October 9). World University Rankings 2025: Australia stands on precipice. Times Higher Education.

8.3 CRITICAL FACTORS SHAPING OFFSHORE CAMPUS ESTABLISHMENT

According to survey responses, the following critical factors have emerged as determinants in the establishment of offshore campuses by Indian HEIs:

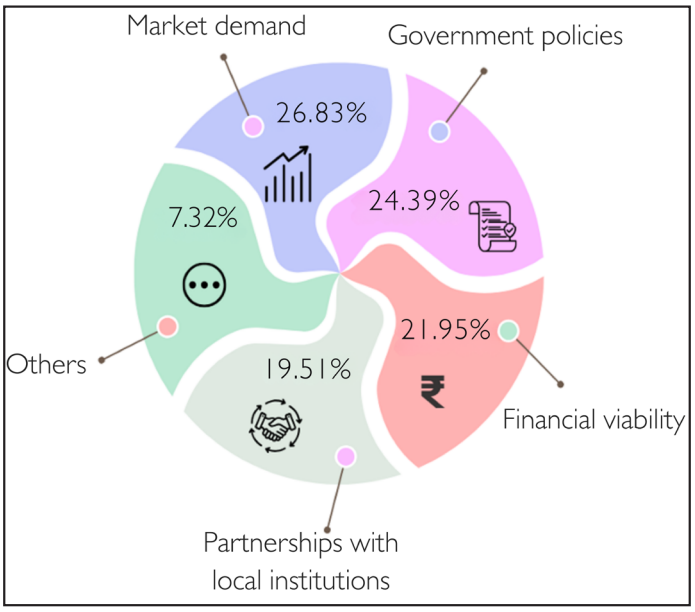


Figure 8.4: Survey Responses on Factors influencing decision regarding establishing offshore campuses

i. **Market Demand (26.83%)** – Universities prefer locations with high demand for specific academic domains; for instance, Parsons School of Design opened a campus in Paris to leverage its global status in fashion.[7]

ii. **Government Policies (24.39%)** – Supportive host country regulations, stable governance, convenient locations for the campus, international connectivity, and ease of accreditation significantly influence expansion decisions. The University of Wollongong in Hong Kong[8] and Uniciti Hub in Mauritius are examples of growth enabled by clear and welcoming policies, while restrictive rules on degree equivalence and eligibility in some nations act as barriers.[9]

iii. **Financial Viability (21.95%)** – HEIs assess operational costs, infrastructure availability, and tuition revenue potential before choosing the destination for an offshore campus. Campuses in countries like the UAE and Singapore benefit from economic feasibility and strong student markets.

iv. **Partnerships with Local Institutions (19.51%)** – Collaborations with domestic universities or education hubs help navigate local systems, improve credibility, and enable joint programme delivery. The Mauritius International Education Hub represents a dense conglomeration of premier education institutions in a transnational network mode, and offers several academic programmes through unique partnerships, representing a strong model of transnational academic networking through institutional partnerships. [10]

v. **Others (7.32%)** – Additional drivers include improving global rankings, enhancing international perception, and fulfilling national strategic goals. The IITs exemplify HEIs expanding abroad as part of India's education diplomacy.[11]

7 Parsons The New School for Design. (2012). Parsons The New School for Design opens new academic centre in Paris. E-flux.

8 University of Wollongong Australia. (2025). Global presence, University of Wollongong. https://www.uow.edu.au/about/global-presence/

9 South China Morning Post. (2024, June). UOW College Hong Kong taps into city's reputation for academic excellence.

10 Uniciti International Education Hub. (2024). https://uniciti-ieh.com/

11 IITs: Made in India, going international

8.4 MODES OF BUILDING OFFSHORE CAMPUSES

There are three broad modes for an offshore campus:

A. Expanding Capacity – These campuses offer additional seats for students who may not gain admission to highly selective home campuses. Though they are located abroad, they offer familiar academic environments.

Global Practice: New York University, Abu Dhabi (NYUAD)

NYUAD was established in 2010 in partnership with NYU and the Emirate of Abu Dhabi. It was founded on a shared understanding of the essential roles and challenges of higher education in the 21st century. The university delivers a liberal arts and sciences education with a distinctive focus on intercultural understanding, inclusion, and global citizenship to students from around the world. It offers 600+ courses across 26 majors, research opportunities, internships, community service placements, and career development support to students from 120+ countries. NYUAD has a tight-knit and diverse community with student clubs, athletics and volunteering activities. Over the past decade, it has assembled a remarkable community of scholars, students, researchers, artists, and inventors who have contributed to the growth of UAE's capital as a global hub of knowledge and culture, while establishing a new model of higher education for today's complex world.

B. Building Local Capacity – These campuses aim to strengthen higher education and workforce capabilities in the host country. Programmes are tailored to local needs, with student intake focused on host-country nationals, often supplemented by exposure to the main campus.

Global Practice: New York University - Shanghai (NYUSH)

NYUSH was established in 2012. It is China's first Sino-foreign joint university with independent legal accreditation, through a partnership between New York University and East China Normal University. Its location in a global financial and technology hub further positions graduates for both regional and international opportunities. The institution combines a global curriculum with deep China-focused engagement and offers access to NYU's worldwide network of campuses. The bund campus is 114,000 m^2, nine-story campus organized into four interlocking structures arranged around a central courtyard, a blend of Western quadrangle design and a traditional Chinese scholars' garden.

An analysis comparing NYUAD and NYUSH has been included here to illustrate how the same university, NYU, operates two global campuses but with distinct founding models, governance structures, funding mechanisms, and academic orientations, reflecting their unique regional contexts and strategic objectives. The details of this comparison are presented in Table 8.2 to provide an understanding on how universities can establish IBCs in different countries through different approaches and to achieve different institutional and home country objectives.

Table 8.2: Comparative Analysis of NYU Abu Dhabi and Shanghai

Category	NYU Abu Dhabi (NYUAD)[12]	NYU Shanghai (NYUSH)[13]
Year Established	Announced in 2007 and opened in 2010 as NYU's first global degree-granting campus.	Approved in 2012 and opened in 2013 as China's first Sino-foreign joint research university.
Founding Model and Partners	Established as an NYU Campus through a partnership between NYU and the Emirate of Abu Dhabi.	Formed as a joint venture between NYU and East China Normal University (ECNU)

12 https://nyuad.nyu.edu/en/

13 https://shanghai.nyu.edu/

Funding Source	Fully financed by the Emirate of Abu Dhabi, which provided capital, operational, and scholarship funding.	Supported jointly by the ECNU and the Shanghai Municipal Government, with shared contributions from NYU.
Legal Status and Governance	Functions as an NYU-owned, degree-granting campus under a special agreement with Emirate of Abu Dhabi.	A Sino-foreign joint university with independent legal status under Chinese higher education law.
Campus Location and Strategic Purpose	Located on Saadiyat Island, designed to position Abu Dhabi as a global education and research hub in the Middle East.	Located in Shanghai's financial district, intended to strengthen academic collaboration and cultural exchange between China and the world.
Student Demography	Enrolls students from over 120 countries, including around 25% Emirati nationals; represents one of the most globally diverse student bodies.	Comprises approximately 50% Chinese and 50% international students from over 70 countries, creating a balanced cross-cultural environment.
Language of Instruction	English is the sole language of instruction.	English is the medium of instruction, with Mandarin study compulsory for non-Chinese students.
Academic Programmes	Primarily focuses on undergraduate programmes with 26 majors across Arts, Humanities, Sciences, Engineering, and Social Sciences, along with select postgraduate and PhD programmes.	While the emphasis is on undergraduate education with 19 majors, it also offers several joint postgraduate and PhD programmes, integrating liberal arts with global and Chinese studies.
Degree Awarded	Confers NYU degrees identical to those awarded in New York.	An NYU degree (the same degree granted at our New York and Abu Dhabi campuses) and a Chinese-accredited NYU Shanghai diploma.
Cost of Attendance (2025–26)	Tuition (for UG) approximately is USD 65,622, with a total estimated annual cost of attendance of about USD 86,780.	Tuition (for UG) approximately USD 65,622, with a total estimated annual cost of attendance of about USD 88,216.
Scholarships and Financial Aid	Extensive full scholarships funded by the Abu Dhabi government; most students receive substantial financial support.	Financial aid awarded on need and merit basis

Indian Practice: National Forensic Sciences University, Uganda

Established in 2023 by the Government of India, the National Forensic Sciences University in Uganda supports regional development in forensic science and criminal justice. Located in Jinja, Uganda, the Government of Uganda served as a partner. The primary aim of this campus was building capacity locally. It offered specialised courses and has welcomed nationals from across African countries and faculties from India. The Uganda Campus of NFSU has three Departments – the Department of Forensic Science, the Department of Cyber Security and Digital Forensics, and the Department of Police Science and Security Studies. The campus offers six programmes including two Master's Degree programmes and four Post-Graduate Diploma programmes. With curated programmes catering to pan-Africa needs, this unique Indian institution in Africa is an example of harnessing bilateral relations for educational outcomes.

C. **Deepening Internationalisation –** Such an institution caters to students from all nationalities and represents a blend of the first two. The most ambitious model, these campuses are designed for a globally diverse student base and function as full-fledged replicas of the home institution. They require robust governance, cross-border collaboration, and long-term resource investment to succeed. Such institutions require a deep understanding and agreements with the government and academic regulatory bodies, and significant leveraging of the main campus resources.[14]

Global Practice: Curtin University

The objective of Curtin University, a public research university based in Perth, Australia was to position itself as a research-intensive university by focusing on research excellence and innovating its teaching and learning environments to provide a technology-enhanced experience for its students. Establishing offshore campuses of the University abroad was one of its priority areas. Curtin operates five international campuses in Singapore, Malaysia, the UAE, Mauritius, and Sri Lanka, one of the highest number of offshore campuses in the world. It strengthened its commitment to sustainability globally by engaging its network of campuses around the Indian Ocean Rim to connect students, staff, and partners working together and solve the challenges these communities face. Their plans and priorities vary across the offshore campuses. They have consistently increased the number of offshore campuses, and this has invariably contributed to their internationalisation strategy.

Table 8.3: Analysis of offshore campuses of Curtin University

Campus	Year Established	Objectives	Focus Areas	Notable Aspects
Curtin University Malaysia	1999	Establish a regional hub for engineering and business education.	Engineering (Chemical, Mechanical, Civil, Electrical, Mechatronic, etc.), Business (Finance, Marketing, Management), IT, Cyber Security.	It is the largest international campus of Curtin. Located in Miri, Sarawak, it provides global education in a local cultural context.
Curtin University Singapore	2008	Meet the educational demands of Southeast Asia. Offer career-relevant programmes.	Journalism, Marketing, Accounting, Finance, Logistics, Supply Chain Management, Business, Clinical Leadership, Health.	Offers trimester-based programmes for accelerated learning. Strategically located to cater to the Asia-Pacific region.
Curtin University Dubai	2018	Provide globally relevant education in West Asia. Bridge academic and industry gaps.	Business (MBA, International Business), IT, Arts, Engineering (Mechanical, Civil, and Electrical).	Located in Dubai International Academic City. Strong emphasis on connecting academics with the region's industry needs.

[14] Lane, J. E., & Schueller, J. D. (2022). Can international branch campuses aid national identity? University World News.

Curtin University Mauritius	2018	Expand educational access in the African region.	Business (Commerce, International Business), Design, Communications, Science, Psychology	Focus on innovative and applied learning.
		Promote interdisciplinary learning.		Leverages the cultural identity of Mauritius which is at the cusp of Asia and Africa
Curtin University Colombo	2024	Support Sri Lanka's educational development.	Engineering (Civil, Mechanical, Mechatronics), IT (Cyber Security, Software Engineering, Networking), Business Administration.	Recently launched campus in Colombo.
		Provide specialised programmes in high-demand areas.		Targets emerging markets in South Asia.

8.5 CRITICAL FACTORS SHAPING OFFSHORE CAMPUS ESTABLISHMENT

Indian offshore campuses present a significant opportunity for the internationalisation of Higher Education. The majority of Indian HEIs that responded to the survey question on offshore campuses expressed reluctance towards it. Only 11.3% HEIs said that they either had or were planning offshore campuses while 71% denied an inclination towards building an offshore campus. The reasons provided for not considering offshore campuses are depicted in Figure 8.5.

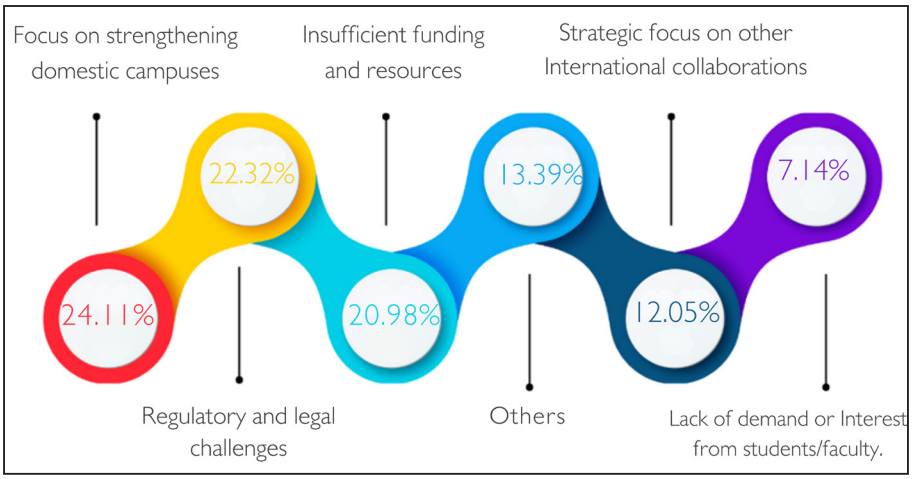


Figure 8.5: Survey Responses on Reasons for Not Considering Offshore Campuses

- **Focus on strengthening domestic campuses** – Institutions prioritise upgrading home infrastructure before considering global expansion.
- **Regulatory and legal challenges** – Complex approval processes and unclear rules discourage offshore ventures.
- **Insufficient funding and resources** – Limited budgets and staffing make it hard to sustain overseas campuses.
- **Strategic focus on other international collaborations** – HEIs often prefer flexible partnerships over full-fledged offshore setups.

- **Lack of demand or interest from students/faculty** – Low stakeholder enthusiasm makes expansion unappealing or risky.
- **Bureaucratic hurdles in India and host countries** – Elaborate approval procedures and lack of clarity may discourage universities from building international campus
- **Language barriers** – Communication and instruction limitations reduce accessibility in non-English regions.
- **Recognition of qualifications and credits** – Doubts over international acceptance of degrees deter both institutions and students.
- **Competition from established institutions** – Presence of globally reputed HEIs makes it hard for new entrants to attract students.
- **Ensuring quality and consistency of education** – Maintaining academic standards across borders is a constant challenge.
- **Cultural and social integration issues** – Differences in social norms and values can affect student and faculty experiences.

8.6 OFFSHORE CAMPUSES OF INDIAN HEIs

NEP 2020 serves as a catalyst for universities in their pursuit of increasing their global footprint and outreach. For the first time in India's higher education history, NEP 2020 explicitly encouraged top Indian universities to establish campuses abroad, marking a strategic shift from inward-looking policies to an outward-facing global vision. Its emphasis on internationalisation, academic excellence, autonomy, and quality assurance provided the necessary policy legitimacy, regulatory clarity, and institutional confidence to navigate complex foreign accreditation systems.

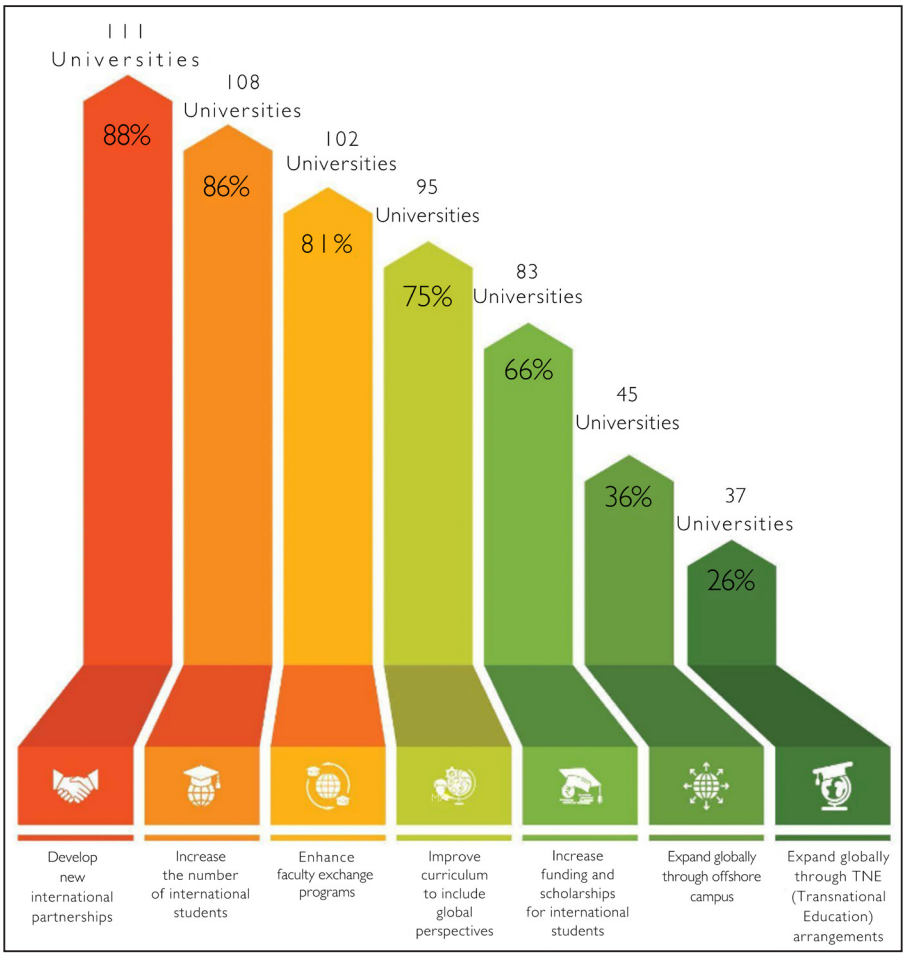


Figure 8.6: Survey Responses on Primary goals of internationalisation as expressed by the surveyed institutions

Survey results indicate that 36% of the surveyed Indian HEIs consider expansion in offshore campuses to be a primary goal of internationalisation (Figure 8.6). Learnings from existing offshore campuses will be valuable to these and other such institutions by guiding them in building a strategic plan for expansion that aligns with the values and ecosystem of the main campus. An offshore campus can assist in institutional brand building and promote India as a global destination for Higher Education.

Table 8.4: Offshore Campuses of Indian HEIs

Name of the University	Location of the Campus	Year	No. of Students (Approx)
Manipal College of Medical Sciences	Pokhara, Nepal	1994	800+
Manipal University College (MUCM) Melaka Campus	Malacca, Malaysia	1997	500+
Manipal Academy of Higher Education (MAHE)	Dubai, UAE	2000	26,000+
BITS Pilani	Dubai, UAE	2000	1,400+
SP Jain School of Global Management	Dubai, UAE	2004	600+
SP Jain School of Global Management	Singapore	2006	474+
Amity University	London, UK	2009	110+
Amity Global Institute (AGI)	Singapore	2009	300+
Manipal International University (MIU)	Nilai, Malaysia	2010	1,500+
Amity University	Dubai, UAE	2011	2,500+
Amity University	Mauritius	2011	270+
Amity University	New York, USA	2011	8,000+
Amity University	San Francisco, USA	2011	100+
SP Jain School of Global Management	Sydney, Australia	2012	-
Amity University	Tashkent, Uzbekistan	2019	750+
Sharda University	Andijan, Uzbekistan	2019	25,000+
MIE-SPPU Institute of Higher Education (Pune University, Doha Campus	Doha, Qatar	2021	660+
SP Jain London School of Management	London, UK	2023	-
National Forensic Sciences University	Jinja, Uganda	2023	-
IIT Madras Zanzibar Campus	Zanzibar, Tanzania	2023	100+
IIT Delhi Abu Dhabi Campus	Abu Dhabi, UAE	2024	80+
Symbiosis International University	Dubai, UAE	2024	100+
Indian Institute of Foreign Trade (IIFT) Dubai Campus	Dubai, UAE	2025	-
IIM Ahmedabad Dubai Campus	Dubai, UAE	2025	35

8.6.1 Offshore Campuses of Indian Private Universities

Over the last 30 years, Indian private universities have played a key role in taking Indian higher education global by establishing offshore campuses across various countries. The first Indian HEI to establish an offshore campus abroad was Manipal College of Medical Sciences at Pokhara, Nepal in 1994. HEIs such as Manipal Academy of Higher Education, Amity University, BITS Pilani, and SP Jain School of Global Management, among many others have taken steps to internationalise their academic offerings by setting up campuses across West Asia, East and Southeast Asia, Europe, America and Africa.

These expansions not only serve the Indian diaspora but also cater to international students, contributing to regional capacity building and promoting India as a hub of quality education. Four of these private universities have been presented here as case studies. These are based on insights received during extensive stakeholder consultations undertaken as part of this study.

1. Amity University's Global Expansion

Amity University, Dubai

Amity University, a state private university (ranked 22 in NIRF 2025 'Universities' category) headquartered in Noida, Uttar Pradesh, and established in 2005, has expanded its global footprint in several countries. Based on interactions during the study, the following insights have been gathered about their multi-country experience of establishing overseas campuses.

i. Regulatory Processes and Collaborative Strategies

- **Regulatory Complexity and Logistical Hurdles:** Each host nation required compliance with distinct legal frameworks, accreditation standards, visa regulations, and operational licensing. Navigating these processes demanded significant time, legal expertise, and engagement with authorities.
- **Accreditation:** Rigorous evaluations by local agencies ensured alignment with host country standards, including curriculum reviews and faculty assessments.
- **Strategic Partnerships:** Collaborations with local universities, government bodies, industry, and community organisations provided regulatory insights, facilitated approvals, and enhanced local relevance.
- **Infrastructure Partnerships:** Local developers and technology providers contributed to campus construction and service delivery aligned with both Amity's standards and local requirements.

ii. Operational Strategies

- **Market-Driven Programmes:** Academic offerings were tailored to local industry demands and student preferences, informed by market research.
- **Contextualised Curriculum:** Courses incorporated local case studies and industry-specific content while maintaining academic rigour.
- **Faculty Composition:** Recruitment prioritised a mix of local and international faculty to bridge global and local knowledge.
- **Industry Integration:** Partnerships with local businesses provided students with internships and practical training.
- **Flexible Learning Modes:** Programmes included blended, part-time, and executive education to cater to diverse student needs.

2. Sharda University, Uzbekistan

Sharda University, Uzbekistan

Sharda University is a state private university (ranked 87 in NIRF 2025 'Universities' category) located in Greater Noida, Uttar Pradesh and established in 2009. Its Uzbekistan Campus was established in 2019 as the first independent private university in Uzbekistan. During the national workshop, the following insights were shared by them about opening this campus.

i. Regulatory Processes and Collaborative Strategies

- **Licensing and Accreditation:** The university navigated complex approval processes with the Uzbek Ministry of Higher Education and ensured compliance with both local and international accreditation standards.
- **Legal Compliance:** Adherence to local labour, education, and property laws presented unique challenges distinct from those in Western countries.
- **Local Partnerships:** Success depended on forming reliable partnerships with local stakeholders to facilitate governmental interactions.
- **Faculty Recruitment:** Attracting and retaining qualified local and international faculty was challenging due to a limited local academic workforce and varying compensation expectations.
- **Cultural Sensitivity:** The curriculum and campus life required adaptation to local cultural norms while promoting international values.
- **Affordability:** Tuition was balanced with local income levels, supported by scholarships and financial aid.
- **Market Competition:** The university faced competition from established local institutions and new international entrants.

ii. Curriculum and Pedagogy

- **Curriculum Localisation:** Courses are delivered in English, with additional language support, and are aligned with Uzbek national standards while retaining elements of the Indian curriculum.
- **Collaborative Initiatives:** Joint programmes and research partnerships with foreign institutions were developed to promote academic exchange and maintain global standards.
- **Faculty Recruitment:** Attracting and retaining qualified local and international faculty was challenging due to a limited local academic workforce and varying compensation expectations.

iii. Recruitment Strategies

- **Faculty:** The main Sharda University India campus served as a primary source for faculty, supplemented by international recruitment and flexible teaching arrangements such as visiting professorships and hybrid roles.

- **Students:** Enrolment targeted neighbouring Central Asian countries, South and West Asia, and Africa, offering scholarships, English-language foundation years, and comprehensive support services. The university's English-language website and collaborations with embassies enhanced outreach.

3. Vellore Institute of Technology (VIT) Mauritius

VIT University, Mauritius

VIT is a private deemed University (ranked 14 in NIRF 2025 'Universities' category) established in 1984 at Vellore in Tamil Nadu. It has campuses in Vellore, Chennai and sister private universities in Amaravati, Bhopal and Bengaluru. VIT Mauritius (VITM) was conceived as an independent international campus to address the unique educational and research challenges facing the African continent. During the national workshop, the following insights were shared by them about the choice of location and establishment of this campus.

i. **Choice of Location:** The selection of Mauritius as the location followed extensive market research and feasibility analysis. Its strategic position within Africa, combined with its high living standards, modern infrastructure, quality healthcare systems, and favourable tropical climate, made it particularly attractive. Additionally, Mauritius' multicultural society and English-language proficiency created an ideal learning environment for international students.

ii. **Challenges:**

- Maintaining quality standards across locations
- Navigating local regulatory frameworks and cultural contexts
- Managing complex financial and logistical considerations

iii. **Process of Establishment:** The approach involved partnering with an experienced local educational group with significant expertise in campus establishment. The significant Indian diaspora population in Mauritius provided a cultural bridge that facilitated smoother adaptation and exchange between the institutions. A multi-step approval process required by the Higher Education Commission (HEC) of Mauritius to register as a post-secondary education institution and the accreditation process was also carried out. As an engineering-focused institution, VITM underwent a rigorous accreditation process, following HEC guidelines to ensure quality assurance standards were met.

iv. **Courses:** VITM offers Bachelor of Engineering (Honours) programmes in Computer Engineering, Computer Engineering with specializations in AI & Machine Learning, Computer Engineering with specialization in Data Sciences, and Civil Engineering.

4. Symbiosis International University, Dubai

Founded in 1971, Symbiosis International University (SIU), is a deemed university (ranked 24 in NIRF 2025 'Universities' category) headquartered in Pune, Maharashtra. SIU is home to over 55,000 students from across India and overseas, with campuses in Nashik, Nagpur, Bengaluru, Hyderabad, and Noida. SIU established its first international campus in Dubai, UAE in 2024, and received a full accreditation for all its programmes from the Commission for Academic Accreditation (CAA) under the Ministry of Higher Education and Scientific Research, UAE. This campus offers programmes in the disciplines of Management, Technology, Humanities & Social Sciences, and Media & Communications. The following insights were gained from them during stakeholder interactions.

i. Challenges and Regulatory Frameworks

- **Regulatory Navigation:** The process demanded rigorous adherence to UAE's regulatory ecosystems. Obtaining full accreditation and operational approval necessitated meticulous academic and infrastructural alignment with international quality standards.
- **Cultural and Legal Sensitivity:** Adapting to cultural expectations, legal norms, and pedagogical preferences of the host country was crucial. This required capacity building, recruitment of culturally competent faculty, and tailored academic design.
- **Collaborative Diplomacy:** Proactive engagement with embassies, education ministries, and accreditation councils, facilitating smoother approvals and stakeholder alignment.

ii. Adapting Curricula and Pedagogy

- **Customized Course Offerings:** Programmes were designed after extensive local market research and industry consultation to ensure employability and relevance.
- **Faculty Recruitment:** The University leveraged its international networks to recruit globally experienced faculty, ensuring cultural diversity and academic excellence.
- **Student Outreach:** A robust admissions framework supported by the Symbiosis Centre for International Education (SCIE) ensured seamless access and transition for international students through digital applications, visa assistance, orientation, and support services.

iii. Mentorship Models: Buddy systems match Indian and international students to ease academic, cultural, and social transition.

iv. Cross-sectoral Research Ecosystem: Interdisciplinary centres such as Waste Resource Management, Medical Image Analysis, Applied Artificial Intelligence, Climate Change & Sustainability, and Nano-Science & Nano Technology provide collaborative platforms for global research and innovation.

8.6.1.1. Key Takeaways:

The following key takeaways emerge from the experience of leading Indian Private Universities that have established offshore campuses overseas:

- **Comprehensive Due Diligence:** Conduct thorough market and regulatory research before expansion.
- **Strategic Roadmap:** Develop phased, prioritised internationalisation plans aligned with institutional strengths, geographic mapping and enrolment targets.
- **Proactive Regulatory Engagement:** Proactive engagement with host country regulators and adapting to their legal-educational frameworks is essential.
- **Communication with the Host Campus:** Ensure alignment between home and international campuses.
- **Tailored Recruitment:** Use digital platforms and events to attract diverse talent.

- **Brand Trust:** Demonstrate long-term commitment to local communities.
- **Support Systems:** Provide housing support, health insurance, visa facilitation, language training, and internship/placement support to international students and faculty.
- **Local Partnerships:** Collaborate with local educational and industry partners for credibility and relevance.
- **Quality Investment:** Prioritise world-class infrastructure and faculty recruitment.
- **Faculty Exchanges:** Develop exchange programmes to enhance academic ties.
- **Language and Accessibility:** Offer courses primarily in English, with options in the local language, and invest in state-of-the-art facilities and accessible campus locations.
- **Alumni Networks and Employability:** Connecting international alumni with students and faculty ensures long-term impact and credibility.
- **Cultural Integration:** Pre-arrival orientation, buddy systems, and cross-cultural training significantly enhance student success and comfort.

8.6.2 Offshore Campuses of Public Institutions of Eminence

The UGC (Guidelines on the Internationalisation of Higher Education) 2021 permitted and encouraged Institutions of Eminence to have offshore campuses. Since 2023, IIT Delhi and IIT Madras have established their offshore campuses in Abu Dhabi, UAE and Zanzibar, Tanzania respectively. These campuses reflect India's growing commitment to fostering academic collaboration beyond its borders, through strategic partnerships with host governments and institutions. By offering high-quality technical education and engaging in joint research, these initiatives can promote greater educational mobility and knowledge exchange across regions. These have been presented here as case studies based on insights received during extensive stakeholder consultations undertaken as part of this study.

1. IIT Madras Zanzibar Campus

Indian Institute of Technology Madras - Zanzibar Campur

IITM Zanzibar (established in 2023) is an offshore campus of IIT Madras, India's leading public university located in Chennai, Tamil Nadu in Africa. It is a strategic partnership between the Governments of India and Zanzibar/Tanzania, and IIT Madras, and marks a significant milestone in the global expansion of Indian Institutions of National Importance. It accepts students from all nationalities into degree and research programmes.[15]

15 Kundal, P. (2023, August 27). Opening first IIT abroad in Zanzibar reflects India's commitment to Global South. The Week.

Key Features:

i. Academic Programmes

- **UG Programme:** Offers a four-year Bachelor of Science in Data Science and AI.
- **PG Programme:** Offers a two-year Master of Technology in Data Science, AI and Ocean Structures.
- **Curriculum Approach:** A rigorous academic curriculum with foundational core courses, exploratory electives, and industry internships.

ii. Financial Model

- **Tuition Fees:** Annual tuition is $12,000 for UG students and $6,000 for PG students. Living expenses are estimated at $4,000 to $6,000 per year.
- **Financial Aid:** The campus land and infrastructure development are financed by the Government of Zanzibar. Students with financial constraints receive tuition or living support from their governments, foundations, including the Airtel Africa Foundation, Mo Dewji Foundation, and Karimjee Foundation. IIT Madras alumni have also established a fund for student support.

iii. Student Body and Diversity

- **Initial Cohort:** Classes began in October 2023, with students from various countries, including India, Nepal, and Zanzibar.
- **Growth:** The campus fosters a diverse community life, with students from Zambia, Kenya and mainland Tanzania who joined the campus in 2024.

iv. Faculty and Staff

- **Faculty Composition:** The faculty recruited into IITM Zanzibar are renowned researchers and teachers, with worldwide experience. Several short-term teaching appointments are made every semester, with senior professors from IITs and other institutions participating in the academic activities of the campus.

v. Cultural Integration Initiatives

- **Language Learning:** Students and faculty are encouraged to learn Swahili, the local language, which helps in cultural immersion and interaction with the local community.
- **Campus Events:** The campus fosters a healthy cultural exchange within its diverse community. This includes celebrating festivals and participating in events reflecting Zanzibar and India's rich heritage.
- **Community Engagement:** Students actively participate in social activities and volunteer work within the local community, promoting mutual understanding and respect for local customs.
- **Local Staff Involvement:** The campus employs local staff from Zanzibar for various roles, ensuring that local perspectives are integrated into campus operations.

Challenges

i. **Awareness:** Across the African continent, the awareness of the IITian model of academic excellence is not extensive. The stringent student selection process protocols and timelines are not well known.

ii. **Financial:** Financial assistance is required by a significant fraction of top students (of all nationalities) to avail themselves of the unique academic experiences of a physical IIT campus.

iii. **Access:** The island of Zanzibar, despite being a top tourist destination, with good connectivity via air and sea from mainland Africa and West Asia, is nevertheless remote compared to inland cities.

iv. **Cultural Integration:** Balancing stringent IITian academic requirements with local cultural sensitivities is crucial for the campus's long-term success.

2. IIT Delhi Abu Dhabi Campus

Indian Institute of Technology Delhi - Abu Dhabi

In 2024, IIT Delhi inaugurated its first offshore campus in Abu Dhabi, UAE. It was established through a partnership between the Governments of UAE and India to set a model for leveraging the power of knowledge and research for both mutual prosperity and global good.

Key Features:

i. Academic Programmes

- **UG Programme:** The campus offers 3 BTech programmes in Computer Science and Engineering, Energy Engineering, and Chemical Engineering.
- **PG Programme:** The campus offers M.Tech. in Energy Transition and Sustainability.
- **Ph.D. programme:** It offers a PhD. in Energy and Sustainability.
- **Curriculum Approach:** A rigorous academic curriculum with core courses, foundation courses, electives, and laboratory, seminars, and internships.

ii. Financial Model

- **UG Programmes:** Tuition fees per credit are AED 2,100, and for the entire programme are AED 3,25,000. For UAE National Students, full scholarship covering 100% of tuition fee, a monthly stipend of AED 4,000, housing fee waiver for double occupancy for students residing outside Abu Dhabi and transportation allowance are offered. For students admitted through JEE (Advanced), the same tuition fee as payable at the parent campus of IIT Delhi, a monthly stipend of AED 2,000, housing fee waiver for double occupancy, and travel allowance are provided. For International Students including Indian expats in the UAE, a three tiered policy for tuition fee waivers is offered, subject to CGPA.
- **PG Programmes:** Tuition fees per credit are AED 3,000, and for the entire programme are AED1,59,000. For full-time students with assistantship, scholarships, fee waivers and travel support are provided for students, both international and UAE nationals. For full-time students with sponsorship, no scholarships are provided, with fee waivers provided on a case-by-case basis based on the type of sponsorship. No scholarships are offered for part-time students.

iii. Student Body and Diversity

- **Initial Cohort:** Classes began in January 2024, with students from various countries, including India and UAE.
- **Growth:** The campus fosters a diverse community life, with students from Sudan, UAE and Germany.

iv. Faculty and Staff

- **Faculty Composition:** Faculty members come from IIT Delhi on a semester-based secondment, and the campus will soon initiate direct recruitment for faculty positions.

v. Infrastructure and Facilities

- **Transit Campus:** It has collaborated with the Zayed University to provide a transit campus for IIT Delhi Abu Dhabi. Plans for a permanent campus are underway.
- **Residential Facilities:** The temporary campus can accommodate approximately 70 students on-site, ensuring a supportive living environment.
- **Recreational Amenities:** The students have access to Zayed University's state-of-the-art sports and recreational amenities. Other verticals of student life, such as cultural and technical festivals, recreational activities on campus, etc., are being worked out. Student-led clubs and organisations promoting leadership and teamwork, career development services and industry networking events are being planned.
- **Research Centres:** In 2025, the campus will be equipped with research centers in Computer Science, AI, and Advanced Computing, Sustainable and Clean Energy, Environment and Climate Change, Healthcare Technologies, including digital health.

8.6.2.1. Key Takeaways:

The following key takeaways emerge from the experience of the two leading Public Institutions of Eminence (IoE) that have established offshore campuses overseas:

- **Equity-Focused Internationalisation:** Indian Public IoEs can create opportunities for students of diverse nationalities through inclusive admissions and financial aid models.
- **Strategic Bilateral Partnerships:** These are co-designed with governments and institutions collaboratively.
- **Community-Rooted Integration:** Linguistic integration, local staff hiring, cultural exchange events among others are key ways of ensuring community-rooted integration.
- **South-South Cooperation:** The focus can remain on ensuring affordable and high quality education in the Global South through collaboration between developing countries.
- **Enhance Internationalisation at Home:** These offshore initiatives can also enrich Indian campuses by enhancing India's global academic footprint, attracting international talent, enabling cross-border research, and elevating the international visibility of Indian higher education. This can further enhance India's soft power in education.
- **Impact Creation by Alumni:** The alumni will act as cultural ambassadors of Indian and Indian education in their home countries, thereby, attracting local students in the HEI's offshore campuses in that country.

8.6.3 Comparative Analysis of Indian Offshore Campuses

Table 8.5: Comparative Analysis of Indian Offshore Campuses

Campus	Year of Estb.	Total Enrolment	Indian Students	Host-Country Nationals	Other International (%)
BITS Pilani, Dubai Campus[16]	2000	~1,400	-	42%	58%
Amity University, Mauritius[17]	2010	2,500	5%	20%	75%

16 BITS Pilani, Dubai Campus. (n.d.). Admissions: International students BPDC. https://www.bits-dubai.ac.ae/admissions/international-students-bpdc/

17 Amity University Dubai. (2023, July). Amity University Dubai fact sheet. https://amityuniversity.ae/storage/public_documents/Amity%20University%20Dubai%20Fact%20Sheet%20July%202023.pdf

Campus	Year of Estb.	Total Enrolment	Indian Students	Host-Country Nationals	Other International (%)
Sharda University, Uzbekistan[18]		2019	1,000	-	100%
Amity University, Tashkent[19]	2019	750+	~10%	60%+ Uzbek	~30% Eurasian region
IIT Madras–Zanzibar[20, 21]	2023	105	~30%	~30% Tanzania/ Zanzibar	~40% (Nepal, Kenya, Zambia)
IIT Delhi–Abu Dhabi[22]	2024	80	~50%	~16% Emirati	~34%
VIT Mauritius[23]	2024	26+	~62%	18%	20%
Symbiosis International, Dubai[24]	2024	100+	~40%	~20% Emirati	~40% from 85+ other countries

8.7 FOUR STEPS FOR ESTABLISHING OFFSHORE CAMPUSES OF INDIAN HEIs

Based on extensive consultations undertaken as part of this study, the following four steps may be considered by Indian HEIs desirous of establishing Offshore Campuses.

i. Initiation

- Preliminary discussions should involve the relevant education ministries and departments, and the local regulatory/degree certification bodies.
- Indian HEIs may begin by thoroughly understanding the local educational landscape, including factors such as the GER, number and quality of HEIs, prevalent school boards, and curriculum structures. To identify programmes with strong local demand, HEIs should conduct a brief market survey and stakeholder consultation. This can include analysing popular courses with high enrolment rates, assessing emerging employment trends, and reviewing the strategic development plans of local governments to align academic offerings with future opportunities.

ii. Documentation

The agreement may be signed by the authorities on both sides and may include the following elements:

- The scope and mandate of the off-shore campus – kind of degrees to be granted

18 Sharda University Uzbekistan. (n.d.). Why choose Sharda -https://www.shardauniversity.uz/why-choose-sharda

19 Amity University Tashkent. (n.d.). About us - https://amity.uz/en/pages/view/about_us

20 Indian Express. (n.d.). IIT Madras Zanzibar holds first degree distribution ceremony, 16 students graduate. https://indianexpress.com/article/education/iit-madras-zanzibar-campus-first-degree-distribution-ceremony-data-science-artificial-intelligence-batch-2025-jee-main-advanced-10134226

21 India Today. (2023, November 7). IIT Madras' Zanzibar campus inaugurated, 50% students in first batch Indians. https://www.indiatoday.in/education-today/news/story/iit-madras-zanzibar-campus-inaugurated-50-students-in-first-batch-indians-2459087-2023-11-07

22 India Today. (2025, April 14). IIT Delhi Abu Dhabi sees 400% enrolment rise in just one year. https://www.indiatoday.in/education-today/news/story/iit-delhi-abu-dhabi-sees-400-enrolment-rise-in-just-one-year-2708893-2025-04-14

23 Kai. (2025, May 10). VIT Mauritius opens UG applications for 2025 intake; Apply by 30 June. Study Abroad News.https://studyabroad-news.metaapply.io/top-news/vit-mauritius-opens-ug-applications-for-2025-intake-apply-by-30-june/

24 Indian Express. (n.d.). Symbiosis inaugurates its first international campus in Dubai. https://indianexpress.com/article/cities/symbiosis-international-campus-dubai-9682207/

(undergraduate, postgraduate, full-time, part time), other activities of the campus including research and consultancy.

- The acceptable mode of operation of the off-shore campus – e.g., name of the full-time degrees, if hybrid programmes are permitted, student demographics, and selection processes
- Faculty and staff qualifications, recruitment processes and emoluments
- Institutional governance models
- Visa and work permit requirements (for students and faculty)

Important aspects that need to be clearly laid out by the leadership team are:

- Governance structure/organogram of the off-shore campus, including top leadership roles and representation of various stakeholders
- Financial model of the off-shore campus that takes into account the specific agreements between various involved parties
- Detailed academic curriculum including credit structures, with appropriate approvals from Senate and other bodies
- Rules and ordinances for courses, projects and internships, and award of degrees
- The physical infrastructure requirements including classrooms, facilities, laboratories, computers and peripherals
- Planned numbers of student intake, for the initial few years, with justifications
- Numbers of faculty, and specific qualifications
- Numbers of administrative and other staff, qualifications, roles and responsibilities
- Planned employee emoluments and hiring processes
- Cash flow projections indicating sources of income (student tuition, grants) and lists of expenditures (campus operation, salaries, work permit and other fees)
- Fee structure for various programmes may be planned, based on markets, expenditures involved and other considerations

iii. Getting off the ground

The following aspects of preparations for receiving the first cohort of students need analysis and planning:

- **Student Enrolment:** Marketing and outreach, application portal, webinars, selection tests and other procedures, admission letters
- **Faculty Recruitment:** Advertisement of position, suitable enablement for deputation from main campus, work permits, visas
- **Campus:** The physical campus should be prepared including classrooms, labs, administrative offices and facilities including student dorms, and dining facilities
- **Administrative:** Designations of the leadership team with articulated roles and responsibilities,, banking and accounts, among others

iv. Growth and Evolution

The off-shore campus may have a strategic plan that is in consonance with that of the main campus. However, with the intention of catering to a more diverse, global set of needs, it may have aspects that are different, and account for aspects in the host country, and beyond. In the long term, the off-shore campus could develop a distinctive identity that leverages the strengths of the parent HEI and increases the ambit of influence. Checks and balances to ensure that there is no compromise on the mission and values of the parent institution, are necessary. At the same time, it is important that the off-shore HEI works cooperatively with local forces,

including other HEIs, to ensure seamless integration in the host region, with a positive intent of enhancing quality of education and providing better access to worldwide opportunities.

8.8 CONCLUSION

The establishment of Indian offshore campuses represents a significant evolution in the country's higher education landscape, aligning with the broader vision of internationalisation of higher education. As Indian HEIs, both public and private, explore opportunities to set up campuses abroad, they are responding to global demand for quality education, expanding their brand presence, fostering cross-border academic and research collaborations, and building people-to-people ties, especially in the Global South. The momentum generated by these initiatives not only promises to increase India's soft power and global academic standing but also offers Indian students and faculty greater access to international networks and opportunities, marking a transformative phase in the global expansion of Indian higher education.

Chapter 9

POLICY RECOMMENDATIONS WITH IMPLEMENTATION ROADMAP, ACTION PATHWAYS AND PERFORMANCE SUCCESS INDICATORS

Policy Recommendations

I. Strategy

1. Design a Comprehensive Strategy for implementation of Internationalisation
2. Promote creation of Global Higher Education Hubs through an Ecosystem Approach

II. Regulation

3. Ensure Ease of Regulation for Inbound and Outbound Mobility
4. Ensure Ease of Regulation for establishing Standalone Onshore Campuses in India
5. Permit "Campus Within a Campus" Model with Sunset Clause for FHEIs
6. Promote GIFT IFSC as a Global Hub for Onshore Campuses
7. Expand NIRF to include Internationalisation Metrics for Global Competitiveness
8. Create a Framework for Multilateral groupings to encourage Regional Mobility

III. Finance

9. Establish a National Research Sovereign Wealth Impact Fund
10. Establish a Comprehensive Flagship Scholarship Programme to Enhance International Student Mobility to India
11. Revamp Global Talent Attraction Programmes to Strategically Engage World Class Researchers, Faculty and Professionals through a Flagship Fellowship Programme
12. Leverage Bilateral and Multilateral Joint Research Funds to advance Internationalisation

IV. Branding, Communication and Outreach (BCO)

13. Create country-specific BCO Strategies for high potential source markets
14. Create university-specific BCO Strategies for high potential source markets
15. Create an Indian Alumni Ambassador Network (AAN)
16. Launch a Flagship Annual International Higher Education and Research Conference
17. Promote Global Academic and Research Exchange Programmes
18. Revamp "Study in India" as a One Stop Solution for International Students

V. Curriculum and Culture

19. Foster Curriculum Innovation and Capacity Building to Enable Global Academic Integration
20. Embed Industry Engagement and Internships into Curriculum
21. Enhance Multicultural Experiences at Indian University Campuses
22. Integrate Global Approaches with Indian Culture and Philosophy in Teaching and Research

OVERVIEW

India stands at an inflection point for advancing internationalisation of its higher education ecosystem. The primary objective as envisaged in NEP 2020 is to achieve "internationalisation at home" by positioning India as a global study destination offering premium education at an affordable cost. This strategic vision aligns with the broader ambition of restoring India's historical role as a Vishwa Bandhu. This chapter consists of 5 Themes, 22 Policy Recommendations, 76 Action Pathways for specified stakeholders with 125 Performance Success Indicators, and 18 Indian and 9 Global Practices currently being pursued. The recommendations are directed towards Central Government, State Governments, and leading Central and State Public Universities (Top 100 NIRF- 'Overall' ranked institutions) and all Institutes of National Importance (INIs).

Key pillars of internationalisation as elaborated in the NEP 2020 include 'internationalisation at home' by attaining global quality standards and attracting international students, enhanced student and faculty mobility, greater academic and research collaborations, establishment of international student offices in Indian HEIs, and facilitation of offshore campuses by Indian HEIs abroad and onshore campuses of globally ranked FHEIs in India. The promotion of Bharatiya Gyan Parampara (Indian Knowledge Systems) such as Indology, Indian languages, Yoga, Arts, and AYUSH, as well as internationally relevant curricula in STEAM3 ('Science, Technology, Engineering, Arts, Mathematics, Medicine, and Management') and recognition of foreign-earned credits and joint degree programmes are also important.

India's internationalisation strategy must be underpinned by structured outreach, robust branding, and a commitment to global standards in academic quality and student experience. A cohesive, national approach is essential to replace ad hoc efforts and realise NEP 2020's transformative vision.

The recommendations attempt to provide a detailed roadmap for achieving this. They have been divided into 5 thematic areas including Strategy, Regulation, Finance, Branding, Communication and Outreach (BCO) and Curriculum and Culture. These have emerged from the extensive multi-stakeholder consultations undertaken through key informant interviews, institutional surveys, and a national workshop.

I. STRATEGY:

1. Design a Comprehensive Strategy for implementation of Internationalisation

Context: While policy provisions such as the NEP 2020 particularly Part II, Higher Education, Sections 12.7 and 12.8 and the subsequent UGC guidelines provide a foundational framework for the internationalisation of Indian higher education, a fully integrated and actionable strategy is yet to be developed. There is a need for a comprehensive national framework that clearly defines specific objectives, mechanisms, and implementation pathways to advance the internationalisation agenda across leading Central and State Public Universities (Top 100 NIRF-ranked institutions) and all Institutes of National Importance (INIs).

Policy Recommendation 1:

Develop a Comprehensive Strategy for implementation of Internationalisation of Indian Higher Education and Research in accordance with the vision of NEP 2020.

Implementation Roadmap:

A. Establish an Inter-Ministerial Task Force

Context: To move beyond fragmented initiatives to a coordinated, goal-driven framework, the strategy may encompass all stakeholders, shifting from standalone initiatives to systemic reforms.

Action Pathway: Establish an Inter-Ministerial Task Force anchored by the Ministry of Education and including Ministry of External Affairs, Ministry of Home Affairs, Ministry of Science & Technology, Ministry of Skill Development and Entrepreneurship, and Ministry of Finance to design and oversee the strategy. Launch the strategy with dedicated systemic and institutional funding and key deliverables.

Actors Responsible:

- Ministry of Education
- Ministry of External Affairs
- Ministry of Home Affairs
- Ministry of Science & Technology
- Ministry of Skill Development and Entrepreneurship
- Ministry of Finance
- Bureau of Immigration
- UGC
- AICTE

B. Create a Unified International Degree Equivalence System

Context: Ensuring transparent and consistent recognition of foreign qualifications is critical for academic mobility, employability and institutional credibility. The process of international degree recognition in India involves multiple regulatory bodies/agencies. This creates inconsistencies and makes the process complex.

Action Pathway:

- Establish a central equivalence architecture for professional and non-professional degrees with discipline-wise protocols and statutory clarity.
- Create a working group with representation from all statutory councils to develop a single-

window online clearance mechanism in the form of a National Foreign Degree Equivalence Portal with category-specific eligibility, documentation and recognition norms.

Actors Responsible:

- Ministry of Education
- UGC
- AIU
- Bar Council of India
- National Medical Council
- AICTE
- Council of Architecture

Indian Practice: National Higher Education Qualifications Framework (NHEQF)

The National Higher Education Qualifications Framework, launched by UGC in May 2023, seeks to address the challenges posed by diverse and non-comparable outcomes across HEIs in India. It aims to establish a standardized framework for higher education qualifications that is both nationally accepted and internationally comparable by clearly defined learning outcomes to maintain consistent standards across institutions. Its objectives include creating an integrated system for recognizing qualifications, guiding HEIs in establishing robust academic benchmarks, and helping stakeholders understand the competencies and skills students are expected to achieve. The framework facilitates academic progression, lifelong learning and alignment with global standards, thereby supporting student mobility and employability.

C. Identify deliverables for internationalisation as envisioned in the NEP 2020 and develop a monitoring dashboard and progress indicators

Context: NEP 2020 Sections 12.7 and 12.8 indicate the key parameters towards 'internationalisation at home' that may be analysed for action.

Action Pathway: Create a real-time dashboard to track the progress of HEIs against internationalisation deliverables. In accordance with NEP 2020 Section 12.7 and 12.8, indicators may include student and faculty mobility, academic collaborations, credit transfers, and the presence of support systems like international student offices and alumni cells.

Actors Responsible:

- Ministry of Education
- UGC

D. Initiate Memorandum of Understanding (MoU), Mutual Recognition of Qualifications (MRQ), and Migration & Mobility Agreements (MMPA)

Context: India has made significant progress in signing MoUs for cooperation in the field of education with 54+ (Annexure IV) countries to enhance academic & research collaboration. However, the number of signed MRQs and MMPAs at bilateral and global level which are essential for facilitating academic mobility, remains limited. Moreover, many of these agreements are not updated and tend to follow a generic format, often lacking inputs from domain experts during their formulation. Also, there is no centralised, accessible and regularly updated repository for these agreements signed at the central, state level and institutional level.

Action Pathway:

- Expedite the review and signing of all pending MoUs through a coordinated and time-bound process.

- Initiate the MRQs/MMPAs with top 10 host and source countries and ratify global conventions for recognition of qualifications concerning higher education to facilitate global mobility, providing an inclusive and reliable framework.
- Constitute a committee of experts to draft and vet the agreements to ensure quality, alignment with global standards, integration with NEP 2020 and its aim of 'internationalisation at home'.
- Establish a central repository of MOUs/MRQs/MMPAs and other G2G and Institutional Level Agreements under the Ministry of Education to serve as a single platform for all higher education-related international agreements.

Actors Responsible:

- Ministry of Education
- Ministry of External Affairs
- UGC
- AICTE

Indian Practice: Educational Relations with Australia and UK

Outbound mobility to Australia increased by over 56% from 78,103 in 2016 to 1,22,202 in 2024 and to the UK by over 1,000% from 16,559 in 2016 to 1,85,000 in 2024. Hence, it is essential for India to establish robust structures to facilitate two-way mobility of students and professionals for education and employment purposes. Therefore, India has signed MoUs with Australia and UK on Cooperation in the field of Higher Education and others as stated below:

Australia:

- **Mutual Recognition of Qualifications:** India and Australia signed the Framework Mechanism for MRQ in 2023 by mutually recognizing various levels of education and skill qualifications.
- **Migration & Mobility Partnership Agreement:** The MMPA signed between India and Australia in 2023 reaffirms existing visa options that facilitate mobility and migration including pathways for students, visitors, business people and other professionals between the two countries. It provides for development of a new mobility pathway - Mobility Arrangement for Talented Early-professionals Scheme (MATES) for Indian graduates and early career professionals with targeted qualifications in identified sectors of demand. It is estimated that around 3,000 temporary places will be allocated annually through a visa pre-application ballot process, with successful entrants eligible to apply for a temporary work visa in the MATES stream.

United Kingdom: Mutual Recognition of Qualifications: India and the UK signed the MoU on MRQ in 2022 to facilitate student mobility and academic collaboration between their HEIs.

- **Migration & Mobility Partnership Agreement:** The India-UK MMPA proposes the Young Professional Scheme (YPS) for professionals in the age group of 18-30 years with a valid diploma/degree or requisite professional experience, an opportunity to take up employment for a period of two years.

E. Establish Country Centres of Excellence (CoEs) in Central Universities to serve as host institutions

Context: To strengthen partnerships through MoUs, country-specific Centres of Excellence (CoEs) must be established in Central Universities to serve as nodal points for engagement with designated countries. These CoEs could conduct country-specific research, offer short-term courses and align programme development with sectors of expertise in the said country that can strengthen India's leadership in critical domains for flexible and immersive learning to attract international students.

Action Pathway:

- Designate every Central University to host a Centre of Excellence for a specific country. This will enable the University to emerge as the host institution and nodal point for the said country, develop expertise on that country through multidisciplinary research, and align thematic or disciplinary strengths (e.g., technology, humanities, agriculture) of the said country with India's requirements.
- Currently, there are 54 Central Universities in India. Each of them can focus on 1 of the 54 countries with which the Government has signed MoU in higher education.
- These CoEs should receive dedicated funding, policy guidance, and staffing support to facilitate bilateral programmes, joint degrees and research collaborations. This will enable them to develop country specific expertise over the decade, which will help India with in-house expertise across 54 countries.
- Develop joint academic programmes and design credit-bearing, high-quality short-duration courses for international students in popular domains under CoEs.

Actors Responsible:

- Ministry of Education
- Ministry of External Affairs
- UGC
- AICTE
- State Governments
- Universities

Indian Practice: Centres of Excellence and Area Studies Centres in Universities

The Government of India has 36 Centres of Excellence under Centres of Excellence under the Scheme of Training and Research in Frontier Areas of Science & Technology (FAST) and 30 Centres of Excellence under Technical Educational Quality Improvement Programme (TEQIP). This ensures that universities have excellent infrastructure to facilitate world class education in India. It has also approved the creation of 3 AI Centres of Excellence, with a total financial outlay of INR 990 crore over a 5-year period. These three CoEs for AI are led by top HEIs, in collaboration with industry partners and startups.

The UGC initiated the Area Studies Programme in 1963 across various universities in India with the aim to promote in-depth research and understanding of specific geographical, cultural and social regions. The objective has been to deepen India's engagement with global regions, both in academic and policy contexts. As on March 31, 2020, 35 Area Studies Centers were functioning in various universities. For example, Jawaharlal Nehru University's School of International Studies (SIS) had 14 centres including 5 Functional Centres and 9 Area Studies Centres. The centres for area studies focused on the following regions/countries: Africa, Canada, USA, Latin America, Asia, Europe, Indo-Pacific and Russia.

F. Design Institutional Strategy for Internationalisation

Context: As per the survey conducted during the study, 79% of respondent HEIs integrated internationalisation into their academic strategies, 65% had dedicated international offices and 52% supported incoming student mobility.

Action Pathway: INIs and Top 100 NIRF 'Overall' ranked HEIs may transition to structured, long-term strategic planning for internationalisation. In the medium-term, institutions require a comprehensive strategy with focus on conferences, marketing, single window admission procedures, dedicated budgets, among others.

Actors Responsible:

- Universities
- UGC
- AICTE

Indian Practice: Three-Year Strategic Plan for Internationalisation by JNU

Jawaharlal Nehru University (JNU), has developed a three-year strategic plan for internationalisation under the EU-funded RISHII project. This plan aligns with the National Education Policy (NEP) 2020 and aims to build institutional capacity for sustainable global engagement. The strategy is anchored around four key pillars:

- Institutional International Strategy: Developing a university-wide roadmap for structured and strategic global engagement.
- International Office Reform: Restructuring the International Office to more effectively manage partnerships, academic mobility, and international student support.
- Mobility & Culture: Promoting academic exchanges and creating a more internationalised campus environment.
- Curriculum Internationalisation: Integrating global perspectives and competencies into academic programmes and teaching.

Performance Success Indicators:

- Strategy document finalized and publicly released
- Annual performance reports against set targets in Leading Central and State Public Universities (Top 100 - 'Overall' NIRF Rankings) and all INIs
- Time taken to process equivalency; Stakeholder satisfaction levels
- Number of customized internationalisation plans implemented
- Increase in type-specific international academic and research partnerships
- Increase in inbound student and faculty mobility to the University
- Increase in delivery of dual/twinning and other programmes with international universities.
- Percentage implementation of NEP 2020 internationalisation provisions
- Create deliverables for all the MoUs/MRQs/MMPAs signed by India with strategic countries in higher education and monitor implementation and performance on quarterly basis
- Pilot implementation of Internationalisation Plans in leading HEIs
- Increase in number of Indian HEIs featured in global rankings (THE/QS)
- Substantial rise in inbound international student numbers from strategic regions

Global Practice: Federal-Länder Strategy of Germany

According to research, only about 10% of the countries in the world had national strategies on the internationalisation of higher education by 2018. To stay ahead of the curve India may prioritise building the same. In 2024, Germany adopted the Federal-Länder Strategy for the internationalisation of HEIs in Germany. The four fields for action for reference:

A. **HEIs as drivers of international mobility:** Improving a welcoming culture for international students and researchers. Offering foreign language and intercultural study programmes. Encouraging the acquisition of German language skills. Addressing students and researchers with special needs (e.g. people with caring responsibilities or health impairments) and

underrepresented student groups (e.g. first generation students, student teachers, students at universities of applied sciences) at German universities in a targeted manner.

B. **Improving legal and structural framework conditions:** Regulatory conditions for international students through accelerated visa and residence procedures, flexible access routes to HEIs and optimised recognition practices. Diversification of HEI staff and the needs-based provision of accommodation.

C. **International cooperation in a global context:** Creating crisis-proofed structures at HEIs. Commitment to protecting academic freedom. Further strengthening of the European Higher Education Area. More intensive cooperation with democratically oriented countries and geographical diversification of partnerships, especially in the Global South.

D. **Utilising digital transformation:** Strategically dovetailing digitalisation and internationalisation, creation of data protection-secure infrastructures and development of common standards for digital exchange. Virtual formats complementing physical mobility and expanding access to international education.

2. Promote creation of Global Higher Education Hubs through an Ecosystem Approach

Context: Universities may be integrated as active partners in India's long-term strategic vision, including the 2047 roadmap, contributing not only to academic excellence but also to regional economic transformation. To transform India into a global hub for higher education, it is important to set-up integrated, future-ready higher education and research hubs that combine state-of-the-art infrastructure with digital innovation. These campuses must be centrally located and well-connected, offering ample space not just for academic buildings but also for residential facilities, green zones, sports complexes, libraries, cafeterias, museums, and recreational areas to foster holistic development. In parallel, they must be digitally advanced, featuring smart classrooms, high-speed connectivity, and AI-enabled safety systems to ensure a secure, efficient, and technologically enriched learning environment. Setting up such hubs will attract young talent, encourage research, and support innovation in the higher education ecosystem.

Policy Recommendation 2:

- Develop regional higher education hubs focused on Science, Engineering, Arts, Maths, Management, Medicine (STEAM 3) sectors through an ecosystem approach involving universities, industry, government, and civil society. These hubs should serve as education-led regional innovation ecosystems through structured collaboration among universities, industry, R&D labs, local governments, and society.
- Replicate the GIFT City approach by creating global higher education, research and innovation hubs based on strengths of state/regional ecosystems.
- Provide special incentives and policy/regulatory enablers to establish high potential Indian and international universities in these clusters.
- Create international innovation and entrepreneurship sub-clusters via partnerships between Indian and global HEIs. These partnerships should institutionalize international innovation centres with shared IP policies, cross-border mentoring networks, and funding/financing access.
- Align Hubs with National Missions by strategically positioning hubs in alignment with Digital India, Startup India, Aatmanirbhar Bharat, Make in India, and Gati Shakti.
- Leverage existing sectoral expertise available in existing innovation clusters e.g. fintech in GIFT City, biotech in Hyderabad, AI in Bengaluru.

Performance Success Indicators:

- Number of operational regional hubs
- Number of operational regional hubs
- Increase in public-private academic projects
- Number of innovation master plans created and implemented
- Growth in sector-specific excellence and global recognition of regional hubs
- Number of co-incubated startups
- Special incentives released for creation of the higher education hubs
- Increase in industry-academia collaborative projects
- Regional employment outcomes linked to cluster development

Global Practice: Golden Triangle, UK, and Silicon Valley, USA

The cluster, known as the **Golden Triangle**, is a rich network of renowned research centres, healthcare providers and medical charities in a compact region which is home to four of the ten best universities in the world for healthcare: University of Oxford, University of Cambridge, Imperial College London, and University College London.

It has five out of seven of the UK's academic health science centres and is home to the leading medical research institutes including the Wellcome Trust, the Medical Research Council, Cancer Research UK, and the national Cell Therapy Catapult, focusing on stem cell research and industrialisation. The golden triangle is home to a large percentage of the UK's biotech industry, ranging from huge pharmaceutical companies such as AstraZeneca and GSK, to top biotech companies such as Immunocore and Horizon.

Silicon Valley: Its higher education ecosystem is a vibrant hub of innovation and talent development, particularly focused on technology, engineering, and innovation. It features a strong network of universities, colleges, and research institutions that serve as both academic centers and economic drivers, contributing significantly to the region's technological advancement.

Diverse Institutions: Silicon Valley boasts a wide range of higher education institutions, including prestigious universities like UC Berkeley and Stanford University, as well as numerous community colleges and smaller specialized institutions.

Focus on Technology and Innovation: Many programmes and research areas within Silicon Valley's higher education institutions are dedicated to technological advancements, engineering, and entrepreneurial ventures.

Strong Industry Connections: Universities actively collaborate with local tech companies, offering internships, research opportunities, and partnerships that bridge the gap between academia and industry.

Role in Talent Development: Higher education institutions play a crucial role in nurturing a skilled workforce, preparing students for careers in the tech industry and contributing to the region's economic growth.

Entrepreneurial Spirit: Universities in Silicon Valley often foster an entrepreneurial environment, providing resources and support for students and faculty to develop and launch new ventures.

II. REGULATION

3. Ensure Ease of Regulation for Inbound and Outbound Mobility

Context: Cumbersome administrative processes, including complex visa procedures and regulatory hurdles, often deter international students and faculty from choosing India as an academic destination. These barriers limit the potential for meaningful academic exchange and collaboration. Easing mobility procedures is essential to position India as a globally connected education hub.

Policy Recommendation 3:

Streamline administrative procedures to enable the seamless movement of students, faculty, and institutions across borders. This includes simplifying visa processes, reducing documentation burdens, and addressing regulatory bottlenecks that impede international collaborations and academic mobility.

Implementation Roadmap:

A. Streamline Data Repository (for outbound international students):

Context: There is currently no comprehensive, real-time generic database of Indian students abroad. This gap inhibits targeted policy interventions.

Action Pathway: A centralized platform may be developed for accurate data collection and monitoring, leveraging immigration, university, and consular records. This system may enable real-time analytics and inform funding, scholarship targeting, and capacity building.

Actors Responsible:

- Ministry of Education
- UGC
- Bureau of Immigration
- Indian Missions Abroad

B. Improve Regulatory Transparency for Teaching Partnerships

Context: Attracting high-caliber international faculty and researchers remains a challenge for Indian universities, primarily due to relatively lower salary packages and unclear tax frameworks. In contrast, multilateral institutions such as the World Bank and the United Nations offer tax-free salaries, making them highly competitive in recruiting global talent. To enhance the global academic profile of Indian institutions, there is a need to create a more enabling environment both financially and administratively that may position India as an attractive destination for international teaching and research collaborations.

Action Pathway: A tax moratorium for international faculty engaging in long-term teaching or collaborative research in Indian universities may be considered to attract global talent to Indian universities.

Actors Responsible:

- Ministry of Education
- Ministry of Finance
- UGC
- AICTE

C. Introduce Licensing Processes for Recruitment Agencies

Context: India currently has a regulatory model only for employment recruiters under Recruiting Agents under the Emigration Act, 1983. This may be expanded to include student recruitment agents as well. Unregulated education agents often mislead prospective students, leading to exploitation.

Action Pathway: Establish a Verified National Agent Registry, and license and monitor agents through a rigorous compliance framework. This will include clear registration criteria, periodic audits, grievance redress mechanisms, and collaboration with immigration departments to track agent practices.

Actors Responsible:

- Ministry of Education
- Bureau of Immigration
- Ministry of External Affairs

D. Transform the Visa Process for International Students, Researchers and Faculty in India

Context: Cumbersome visa processes, lack of student-friendly immigration services and limited coordination with embassies undermine India's attractiveness as the destination for Higher Education. Simplifying and accelerating visa processing for international students, researchers and faculty is essential for India's global education competitiveness.

Action Pathway:

- A centralized visa facilitation system with dedicated education visa desks at major Indian Missions abroad and integrated post-admission visa approval protocols may be developed.
- The complete list of required documents for each application type should be clearly listed on the e-FRRO (Electronic Foreigners Regional Registration Office) portal prior to submission. A copy of this list may also be shared with the institute to facilitate accurate guidance and support for applicants.
- Long-term research and faculty visas must be prioritized. Currently, the processing time for receiving FRRO certificates typically ranges from 7 to 10 working days and, in some cases, may extend to 15–20 days. Streamlining the review and approval process could help minimize this duration.
- Provide upfront visibility of all applicable charges for visa-related services such as registration, extension, or exit permits on the e-FRRO portal before submission, to support transparency and allow applicants to plan and complete payments efficiently.
- For students who are required to obtain Police Clearance upon arrival, a prior notification may be provided to both the student and the host institute (Nodal Officer).
- Clear communication and simplification of the associated procedures would be beneficial in ensuring timely compliance and a smoother onboarding experience.

Actors Responsible:

- Ministry of External Affairs
- Bureau of Immigration

E. Create Study-based Stipend-based Internships

Context: Simplified visa regimes and clear post-study work pathways are critical for attracting and retaining international students. Countries with robust academic mobility ecosystems offer structured internships and post-study work options. India can enhance its competitiveness by operationalising similar models and building on initiatives like the G20 Talent Visa to build soft power and position India as an education hub.

Action Pathway:

- Introduce Study-based Stipend-based Internships for a duration of 1-2 years for international students studying in Leading Indian HEIs.
- Develop specialised education-linked visa categories with streamlined processes for international students.

Actors Responsible:

- Ministry of Home Affairs
- Ministry of Education
- Ministry of External Affairs
- Industry Bodies (e.g., CII, FICCI)

Performance Success Indicators:

- Number of fellowships awarded
- Collaborative outputs published or programmes launched
- Number of co-developed academic programmes launched
- Reduction in approval timelines
- Reduction in student visa fraud cases
- Number of licensed agents enrolled

Indian Practice: G20 Talent Visa

The G20 Talent Visa was announced by Prime Minister Narendra Modi during the G20 Leaders' Summit on September 9, 2023 under India's Presidency. The G20 Talent Visa is classified under the S-5 sub-category of student visa and facilitates entry into India for scientists, researchers, faculty members, scholars and academicians from G20 countries for projects, training programmes, post-doctoral research, fellowships and related activities. The Ministry of Home Affairs (MHA) serves as the nodal agency for this visa.

Special provisions for grant of visa to Scientist, Researcher, Faculty, Scholar and Academician to nationals of G20 Countries of the Visa Manual 2019 states that Indian Missions will grant S-5 visa on gratis basis, with multiple entries for a period up to 1 year to Scientists, Researchers, Academician, Faculty and Scholar of G20 group countries.

The following activities are permitted on G20 Talent Visa under S-5 visa:

1. Contact building through Joint Workshops/ Seminars/Frontiers Symposia/ Exhibitions
2. Visitation, Fellowships and Students Internships
3. Exploratory visits and lectures by Eminent Scientists and Nobel Laureates
4. Fielding young researchers/ scholars to International meets with Peers
5. Provide support for Joint R&D projects, project based mobility exchanges, Training and Advanced Schools
6. Access to Advanced Facilities & Participation in Mega-science/ consortia projects
7. Facilitate and promote Joint R&D Clusters, Virtual R&D Networked Centers, Multi-institutional R&D projects
8. Promote pre-commercial R&D and Innovation, Academia - Industry applied & industrial R&D projects, Innovation and Entrepreneurship, Innovative Platforms
9. Facilitate Technology Development, Technology Transfer & Joint Ventures; and Organize annual technology summit

The introduction of this visa category reflects India's broader vision of leveraging international academic cooperation for mutual benefit. It provides a structured framework for knowledge sharing and research collaboration, potentially leading to breakthrough innovations and academic achievements that could benefit both India and its G20 partners.

4. Ensure Ease of Regulation for establishing Standalone Onshore Campuses in India

Context: Global university rankings such as Times Higher Education (THE) and Quacquarelli Symonds (QS) assign a significant portion of their overall scores to reputation or perception surveys, with THE dedicating about 33% to reputation and QS assigning nearly 40% of their total score to reputation. Moreover, this is primarily gathered from the perception of academic experts in developed countries, which skews the rankings in favour of established universities from the Global North. To create a more equitable and context-sensitive evaluation system, the eligibility criteria for International Universities desirous of establishing campuses/offering programmes in India may go beyond sole reliance on global rankings. Universities should be assessed on a broader set of strengths including academic innovation, faculty expertise, infrastructure quality, and demonstrable regional, national and international impact. Institutions demonstrating strong performance in regionally or nationally accepted ranking frameworks comparable to India's National Institutional Ranking Framework (NIRF) should be considered eligible. This approach promotes inclusivity and diversity, maintaining high academic standards while recognizing merit and impact beyond conventional global perception metrics. While GIFT City has defined regulations, a similar model may be looked at to provide ease of regulation for building Onshore Campuses elsewhere in the country as there is lack of clarity on several procedural aspects.

Policy Recommendation 4:

Broaden institutional eligibility criteria and streamline regulatory processes to make India an attractive global destination for setting up onshore campuses of leading global universities through systematic simplification, digitalization and clarity.

Implementation Roadmap:

A. Facilitate the Evaluation of Institutions that may not appear in the Top 500 Global Rankings

Context: As per the Setting up and Operation of Campuses of Foreign Higher Educational Institutions in India Regulations, 2023, the eligibility criteria for Foreign Higher Educational Institutions (FHEIs) seeking to establish campuses in India are clearly defined under Section 3 (Eligibility).

Action Pathway: To facilitate the evaluation of institutions that may not appear in the Top 500 global rankings but still maintain high standards, an expert review panel may be constituted. This panel may include academic leaders, internationalisation experts, and representatives from regulatory bodies, tasked with conducting a comprehensive assessment of the institution's credentials through research impact, teaching quality, infrastructure, governance standards, employability, faculty and student-led innovation and entrepreneurship.

Actors Responsible:

- Ministry of Education
- UGC

B. Strengthen Single Window Clearance for Onshore Campuses

Context: Foreign universities often face delays and unclear procedures when attempting to establish campuses in India. Fragmented approvals across ministries create inefficiencies and discourage international investment. A coordinated single-window system is crucial to reduce entry barriers and attract credible global institutions.

Action Pathway: Develop an integrated single-window digital platform to streamline all necessary approvals and regulatory clearances for foreign institutions. Establish standard operating procedures (SOPs) to improve transparency, efficiency and accountability in decision-making.

Actors Responsible:

- Ministry of Home Affairs
- Ministry of Education
- Ministry of External Affairs
- Ministry of Finance
- UGC
- DPIIT

C. Enable Full Digitalization of Legal and Academic Processes

Context: Manual, paper-based regulatory procedures and lack of acceptance of digital documents (including e-signatures) delay international academic partnerships. Aligning with global digital norms is critical to ensure smoother, faster, and cost-effective operations for foreign institutions. Digitalization enhances transparency and global trust.

Action Pathway:

- India has been the pioneer of the best UPI platform. Similar efforts are recommended for fostering digital credentials and verification systems, which are the backbone of successful mobility. These could be enhanced through blended mobility programmes combining online and physical presence and cross-border virtual internships, enabling remote participation
- Host joint webinars between universities across countries to foster diverse perspectives by bringing together participants from varied cultural and academic backgrounds
- Modernize legal and regulatory procedures to accept digital documentation, contracts, certifications, and e-signatures
- Introduce legal reforms recognizing digital and cross-border e-signatures, ensuring parity with international norms
- Fully digitalized academic workflows, including institutional registration, MoUs, credit recognition, and faculty/student exchange mechanisms

Actors Responsible:

- Ministry of Education
- Ministry of Law and Justice
- UGC

D. Provide Clarity on International Tax and Financial Frameworks for Onshore Universities

Context: Lack of clarity around tax obligations and financial compliance creates uncertainty for foreign universities exploring Indian entry. A predictable financial framework is key to building investor confidence and facilitating long-term institutional presence.

Action Pathway: Release comprehensive FAQs, guidance documents, and standard compliance procedures to address the fiscal and operational concerns of foreign universities. Institutionalize tax incentives and clearly outline financial obligations (e.g., repatriation, royalty payments, taxation on revenue) to improve predictability. Set up a centralized help desk to address real-time queries and support international institutions.

Actors Responsible:

- Ministry of Education
- Ministry of Finance

Performance Success Indicators:

- Number of institutions evaluated and approved beyond top 500
- Growth in foreign collaborations with these institutions
- Number of international institutions citing tax clarity as a factor for entry
- Number of formal joint ventures or branch campuses opened
- Reduced processing time for international collaborations
- Reduction in time for approvals and establishment of international campuses in India

5. Permit "Campus Within a Campus" Model with Sunset Clause for FHEIs

Context: The financial sustainability of British HEIs is under increasing strain as the UK is increasingly facing budget deficits (every 4 in 10 universities), course cuts, and staff reductions. Hence, many FHEIs are unable or unwilling to make greenfield capital investments abroad due to resource constraints, inflation, and declining domestic enrolments. At the same time, India stands at the cusp of becoming a global higher education hub as envisioned in NEP 2020. However, the International Branch Campus (IBC) model of establishing physical capital infrastructure in India may not be economically viable for many FHEIs in the current circumstance given the high real estate costs in most metros and capital cities. Permitting FHEIs to establish their IBC in existing Indian HEI campuses can provide a cost-effective route to globalise education, decentralise access, and accelerate regional development. These integrated campuses can serve as Global Centres of Excellence in priority areas such as AI, health, agriculture, and green transition, help greater exchange of ideas with the host HEI, and lead to faster establishment of the IBCs in India. With global precedents of 'campus in campus' in countries like China, Singapore, UAE, and Malaysia, India risks losing competitiveness without similar models.

Policy Recommendation 5:

Establish integrated or co-located campuses within Indian public and private HEIs with a brownfield investment approach governed by a 10-year sunset clause and commercial rent-based models to ensure sustainability. Thereafter, the IBC may be mandated to have its own greenfield campus.

Implementation Roadmap:

A. Permit Building Co-located Campuses with Sunset Clause

Context: Most public and private Indian HEIs are strategically located across diverse regions with large land resources, offering a unique opportunity to optimize existing land availability.

Action Pathway:

- Establish co-located HEIs that leverage the existing land and other ecosystemic resources in existing public and private HEIs to significantly lower capex for the FHEI.
- Introduce a 10-year sunset clause for "Campus Within a Campus" partnerships, with mandatory performance evaluations after 5 years based on enrolment, research output, institutional capacity building, academic and research collaborations with host HEI, and impact on student outcomes.

Actors Responsible:

- Ministry of Education
- UGC
- State Governments
- Leading Universities
- FHEIs

B. Explore Commercial Rent-Based Lease Mechanism

Context: Many Indian HEIs require funding to upgrade facilities. FHEIs benefit from not having to invest upfront in infrastructure. The proximity may lead to collaboration on other fronts like curriculum co-development, degree programme engagement and learning from each other's best practices. For example, Navitas, a global education provider, operates on-campus pathway programmes in Australia, Canada, and the UK, facilitating access for thousands of international students each year through embedded academic transition programmes that align with the host institution's curriculum.

Action Pathway: Structure co-location models on a commercial rent basis, enabling host Indian HEIs to generate revenue while offering affordable global credentials to Indian students.

Actors Responsible:

- Ministry of Education
- UGC
- State Governments
- Leading Universities
- FHEIs

C. Create Pathway Programmes for Equity and Access

Context: Many Indian students, especially from Tier 2/3 cities may need academic and linguistic support before enrolling in international programmes. INTO University, UK offers on-campus centres within leading universities such as Oregon State University (USA), University of Exeter (UK), and University of Western Australia. These centres deliver intensive language and academic bridge programmes that prepare students for entry into undergraduate and postgraduate degrees, including those who may not meet initial language or academic entry requirements. Study Group partners with institutions like Durham University and Lancaster University (UK), and University of Sydney (Australia) to run International Study Centers (ISCs) directly on campus. These ISCs provide language, cultural acclimatization, and academic preparation by integrating students into university life and improving progression and retention outcomes.

Action Pathway: Allow FHEIs to run pathway centres for language training, academic bridging, and digital learning.

Actors Responsible:

- Ministry of Education
- UGC
- State Governments
- Universities
- FHEIs

Performance Success Indicators:

- Number of FHEIs establishing co-located programmes within 3 years
- Research output (joint publications, patents) from integrated campuses
- Enrolment of Indian and international students in co-located programmes
- Improvement in NAAC/NIRF/global rankings of host Indian universities
- Annual revenue generated by Indian host institutions via rent and joint programmes

6. Promote GIFT IFSC as a Global Hub for Onshore Campuses

Context: GIFT City, India's only International Financial Services Centre, provides a unique regulatory and operational environment that can attract globally reputed universities. Its SEZ and Non-Resident status framework offers opportunities to establish high-quality offshore education campuses with the benefits of global connectivity, tax neutrality, and institutional autonomy. Expanding subject offerings, easing eligibility criteria, addressing legal clarity, and building world-class infrastructure are essential to enhance its competitiveness as a preferred education destination.

Policy Recommendation 6:

Establish GIFT IFSC as a model international education zone by expanding academic disciplines beyond finance, widening the pool of eligible universities, and ensuring regulatory and infrastructural readiness. This may be achieved by aligning policies with global standards and ensuring a conducive operational and living environment for students and faculty.

Implementation Roadmap:

A. Expand Permissible Subject Areas

Context: Given the global shift towards multidisciplinary education and the growing domestic demand for a diverse and skilled workforce, expanding the disciplinary offerings will increase the attractiveness of GIFT IFSC campuses.

Action Pathway: The permissible subject areas in GIFT IFSC may be expanded to include related disciplines such as Business and Management Studies, Economics, Law and Legal Studies, Architecture and Urban Design, Sports Science, and other in-demand sectors.

Actors Responsible:

- International Financial Services Centres Authority (IFSCA)
- Ministry of Education
- Ministry of Finance

B. Earmark Special Education Zone within GIFT SEZ IFSC

Context: In order to ensure the orderly development of GIFT City-IFSC as an international academic hub, designated areas with integrated academic infrastructure are essential in IFSC.

Action Pathway: A dedicated zone within the GIFT SEZ-IFSC may be reserved for IBCs and OECs, including common infrastructure such as conference halls, libraries, and auditoriums, with modern teaching and research facilities.

Actors Responsible:

- IFSCA
- Ministry of Education

C. Develop World-Class Sports and Recreation Facilities

Context: Recreational infrastructure enhances student life and is a major consideration for international faculty and students when choosing a campus.

Action Pathway: A common sports and recreation centre may be developed in GIFT City through PPP model, offering world class amenities.

Actors Responsible:

- Ministry of Youth Affairs and Sports

- GIFT City Co. Ltd.
- IFSCA

D. Promote Affordable and High-Quality Student Accommodation

Context: Lack of suitable student housing can undermine the campus experience. Both affordability and quality are critical for international students.

Action Pathway: Promote the development of high-quality student dormitories and service apartments in and around GIFT City through PPP.

Actors Responsible:

- IFSCA
- GIFT City Co. Ltd.
- State Government

E. Clarify Applicability of FCRA for IBCs/OECs in GIFT IFSC

Context: International Branch Campuses (IBCs) and Offshore Education Centres (OECs) operating in GIFT IFSC function as non-resident entities under a special jurisdiction, and funds received by them typically do not re-enter the Indian financial system. Presently, foreign universities operating in GIFT IFSC are operational on for-profit basis and therefore provisions of Foreign Contribution Regulation Act (FCRA) are not prima facie applicable to them for operationalizing their campuses in GIFT IFSC. However, there is still ambiguity around the applicability of the FCRA when such IBUs/OECs receive foreign grants for research and innovation purposes. This has led to compliance burdens and uncertainty for foreign universities. This regulatory confusion can deter credible international institutions from establishing campuses in GIFT IFSC and may limit the flow of legitimate international funding into India's education sector.

Action Pathway: A policy clarification may be issued to IBCs and OECs set up in GIFT IFSC regarding the applicability of FCRA provisions and compliance obligations with respect to their unique non-resident status, particularly when such IBCs/OECs receive foreign grants for carrying out research and innovation in permissible subject areas. This clarification would enhance ease of doing business and improve the attractiveness of GIFT IFSC for foreign educational institutions.

Actors Responsible:

- Ministry of Home Affairs
- Ministry of Finance
- Ministry of Education
- IFSCA

F. Expand the eligibility criteria for Foreign Universities

Context: Currently, IFSCA Regulations 2022 only permit foreign universities which have secured a position within Top 500 in global overall ranking and / or subject ranking in the latest QS World Universities ranking. This creates a regulatory barrier for globally reputed foreign universities to set up IBCs in IFSC only because they do not participate in QS Ranking.

Action Pathway: IFSCA may consider expanding the eligibility criteria to include other globally recognized University Rankings including region and discipline specific rankings.

Actors Responsible:

- IFSCA

Performance Success Indicators:

- Number of foreign universities approved to operate in GIFT IFSC
- Diversity of subject offerings initiated in the zone
- Number of students enrolled in IBC/OECs in GIFT City
- Time taken for FCRA clarification and regulatory approvals
- Number of infrastructure projects completed in the education zone
- Student/faculty satisfaction with accommodation and campus amenities

7. Expand NIRF to include Internationalisation Metrics for Global Competitiveness

Context: As India aspires to become a global knowledge hub, internationalisation of Indian HEIs is essential. However, currently NIRF, which significantly shapes institutional priorities, lacks a robust set of indicators to measure and reward internationalisation. This creates a misalignment between India's global aspirations and the performance metrics used to assess the preparedness of its institutions. Moreover, globally reputed rankings such as QS and THE also place significant emphasis on international students, faculty, research collaborations, and mobility.

Policy Recommendation 7:

Revise the NIRF criteria to incorporate dedicated internationalisation metrics for alignment between domestic performance evaluations and global benchmarks.

Implementation Roadmap:

A. Integrate International Student and Faculty Ratios

Context: Presence of international students and faculty enhances classroom diversity, cultural competence, and institutional visibility abroad.

Action Pathway: Include sub-parameters within the "Outreach and Inclusivity (OI)" or a new "Globalisation and Partnerships (GP)" category to measure the percentage of enrolled international students and globally recruited faculty.

B. Track International Research Collaborations

Context: Co-authored publications and joint research enhance knowledge transfer, innovation, and global visibility.

Action Pathway: Expand the "Research and Professional Practice (RP)" metric to include co-authored international publications, international research grants, and collaborative projects with FHEIs.

C. Measure Student and Faculty Mobility

Context: Short-term study abroad experiences and collaborative degree programmes strengthen academic networks and cultural understanding.

Action Pathway: Develop indicators to track short-term student/faculty exchanges, and dual/twinning degree programme participation.

Performance Success Indicators:

- Adoption of internationalisation metrics by NIRF
- Increase in international student enrolment across Top 100 'Overall' NIRF-ranked HEIs

- Measurable improvement in Indian HEIs' QS and THE rankings
- Enhanced alignment between NIRF and India's internationalisation policy goals

D. Track Utilisation of Supernumerary Seats

Context: UGC 'Guidelines for Admission and Supernumerary seats of International Students in Undergraduate and Postgraduate Programmes in Higher Educational Institutions in India' 2022 allow HEIs to create up to 25% supernumerary seats for international students. Also the AICTE Approval Process Handbook 2024-27 allows 15% supernumerary seats for international students. However, there is gross underutilisation of these provisions in most Leading HEIs. Moreover, there is a lack of consolidated data on utilisation of supernumerary seats as permitted by UGC and AICTE.

Action Pathway:

- Include the utilisation of supernumerary seats allocated for international students as a performance metric for NIRF rankings in order to incentivise HEIs to ensure greater inward student mobility.
- Maintain a database of HEI-level utilisation of supernumerary seats for international students.

Actors Responsible:

- Ministry of Education
- UGC
- AICTE
- HEIs

8. Create a Framework for Multilateral Groupings to encourage Regional Mobility

Context: India's growing regional and global partnerships in education require a structured platform to facilitate academic mobility. While bilateral exchanges exist, the absence of a multilateral framework limits scale and coordination. A regional academic mobility programme can enhance mutual credit recognition, ease visa processes, and deepen academic integration across Global South.

Policy Recommendation 8:

Create a multilateral academic mobility framework similar to the European Erasmus+ Programme, tailored for regions such as ASEAN, BIMSTEC, BRICS, or any others. Dialogues may be initiated to develop multilateral agreements enabling systematic student and faculty exchanges—including PhD and postdoctoral levels. The framework could also be named after Rabindranath Tagore, Asia's first Nobel Laureate, and called the '***Tagore Framework***'.

Actors Responsible:

- Ministry of External Affairs
- Ministry of Education
- UGC
- Regional Organisations

Performance Success Indicators:

- Number of institutions participating in the regional framework
- Increase in exchange numbers for students and faculty within the region

III. FINANCE

9. Establish a National Research Sovereign Wealth Impact Fund

Context: India is the source of one of the world's largest and most influential diasporas, with over 3.2 crore people of Indian origin residing across the globe. This diaspora represents a significant reservoir of untapped philanthropic capital, technical expertise, and global influence that can be harnessed to accelerate India's transformation into a global hub of knowledge, innovation, and development. While current initiatives like VAIBHAV, SPARC, and GIAN have created foundations for diaspora collaboration, there is a need for a large-scale, structured, and long-term vehicle to systematically channel diaspora investments into India's research, higher education, and innovation ecosystems.

Policy Recommendation 9:

Establish a National Research Sovereign Wealth Impact Fund - ***Bharat Vidya Kosh*** - a diaspora-led, government-matched public trust fund with a sovereign wealth fund-like architecture to finance research, innovation, and capacity building in Indian higher education and skilling.

Implementation Roadmap:

A. Fund Design and Governance

Context: Fragmented funding and limited long-term research finance inhibit India's global research competitiveness.

Action Pathway:

- Create a USD 10 billion corpus: 50% from diaspora/philanthropy and 50% matched by the Government of India.
- Governance Structure:
- Legal Entity: Not-for-profit (Section 8 Company/Trust) under the relevant Ministry with FCRA approval; local tax-compliant nonprofits abroad (e.g., 501(c)(3) in the US).
- Chapter Chairs: Indian Ambassadors/High Commissioners in countries with significant diaspora such as USA, UK, Canada, Australia, Japan, France, Switzerland, etc.

Actors Responsible:

- Ministry of Home Affairs
- Ministry of Finance
- Ministry of External Affairs
- Ministry of Education
- Dept of Science and Technology
- Indian Missions abroad

B. Identify Core Investment Areas

Context: Priority sectors lack adequate long-term capital and global collaboration mechanisms for higher education, research and skilling.

Action Pathway:

- Research Grants: For frontier tech and AI, climate change and green transition, medicine and public health, among other high impact areas.
- Global Talent Collaboration: Joint research chairs, fellowships, and visiting professorships.

- Digital Infrastructure for Education and Skilling: Investment in tier II/III city institutions.
- Internationalisation: Funding Indian Branch Campuses (IBCs) abroad and globalised curriculum domestically.
- Medical R&D: Develop clinical research hubs and AI-led diagnostics for underserved areas.

Actors Responsible:

- Ministry of Education
- Ministry of Health and Family Welfare
- Department of Science and Technology
- Department of Biotechnology
- UGC
- AICTE
- DST

C. Foster Diaspora Engagement Mechanisms

Context: Diaspora lacks formal pathways for impactful and visible engagement with Indian academia and development.

Action Pathway:

- Diaspora Impact Councils in each global chapter, coordinated by Indian Embassies.
- Matched Giving Platforms with government matching (1:1 or 2:1), plus awards and naming rights.
- Thematic Working Groups on Health, AI, Startups, Climate, Skills.
- Flagship Vehicles:
- Viksit Labs in Indian universities led by diaspora faculty.
- Bharat Innovation Fellows embedded in Indian R&D teams.
- Smart Skill Districts co-designed with diaspora and industry.

Actors Responsible:

- Ministry of External Affairs
- Ministry of Education
- Diaspora Networks

Performance Success Indicators:

- Raise USD 10 Billion corpus by 2030
- Award over 500 research grants in 5 years
- Establish more than 100 global research chairs
- Launch 10 Indian Branch Campuses internationally by 2030
- Digitally equip 100 Smart Skill Districts
- Set up 50 diaspora-led and funded “Viksit Labs” in Indian Universities
- Increase the number of international joint publications and patents annually
- Triple international student enrolments in India by 2030

Indian Practice: PM CARES Fund

Established during the COVID-19 pandemic, this centrally administered public charitable trust demonstrated India's ability to rapidly mobilise large-scale philanthropic contributions, including from the diaspora. It ensured transparency and single-window coordination under the highest political leadership. The fund's credibility, digital platform, and FCRA compliance model can be replicated for NRSWIF's operational design.

Global Practice: Programmes for Enhancing Research and Innovation

1. Israel – Yozma Programme and Israel Innovation Authority, 1993

The Yozma Programme was pivotal in developing Israel's high-tech sector through public-private co-investments in startups. It created a virtuous cycle of state-backed VC funds, international participation, and startup acceleration. India can draw from this model for funding diaspora-led R&D startups under NRSWIF.

2. Singapore – National Research Foundation (NRF), 2006

Singapore's NRF funds strategic research in AI, sustainability, health, and digital transformation, aligned with national goals. It is governed with strong central oversight and engages international talent and institutions. Its long-term, mission-driven funding architecture is a strong reference for NRSWIF's sectoral investments.

3. UAE – Mohammed bin Rashid Innovation Fund (MBRIF), 2016

The MBRIF provides debt and equity support to innovators in education, healthcare, clean energy, and tech. It includes a global mentor network and leverages sovereign support to catalyse private investment. Its approach to blending innovation financing with ecosystem development is highly relevant for NRSWIF's vision.

4. South Korea – Global Research & Development Centres (GRDC), 2005

South Korea's GRDC Programme was created to globalize its R&D sector by supporting partnerships between Korean HEIsand global firms and researchers. Administered by the Ministry of Science and ICT, the programme funds the establishment of R&D centres operated jointly with MNCs and foreign universities, thereby accelerating knowledge transfer and innovation. GRDC projects are often aligned with industrial policy goals in areas such as semiconductors, robotics, health, biotechnology, and green technology. Korea's strategy reflects a strong state-led model that leverages global networks for domestic capacity-building

10. Establish a Comprehensive Flagship Scholarship Programme to Enhance International Student Mobility to India

Context: India currently lacks a flagship scholarship programme for international students that projects its soft power and academic leadership globally. Creating a prestigious programme modeled after global benchmarks such as Fulbright (US), Chevening (UK), and DAAD (Germany) will position India as a key contributor to global knowledge exchange. This scholarship would enable inward and outward student exchanges at the master's level with global partner universities to attract high quality talent and strengthen academic diplomacy. The Scholarship may be awarded to international students to support their academic study in Indian Central and State Public Universities and Institutes of National Importance. It may cover degree-oriented or coursework-based programmes for master's study.

Policy Recommendation 10:

- Launch a prestigious scholarship programme ***'Vishwa Bandhu Scholarship'*** for international students for 2-year master's programmes modeled after global benchmarks.

- Design a globally benchmarked scholarship architecture with programme structure, financial package, eligibility, and post-award obligations against top global scholarships.
- Create a centralised digital scholarship management portal for a single application interface and consistent information flow.
- Provide comprehensive financial support and offer competitive stipends, tuition support, research grants, accommodation and travel allowance, and health insurance.
- Provide study-based internships and offer opportunities to pursue study-based internships for 1 year as part of the programme.
- Establish a global alumni network for long-term engagement, build an alumni database and country chapters for organised alumni engagement.

Actors Responsible:

- Ministry of Education
- Ministry of Finance
- Ministry of External Affairs
- Universities

Performance Success Indicators:

- Number of scholarships awarded annually.
- Diversity of host countries involved, especially strategic partner regions.

Indian Practice: Indian Council for Cultural Relations (ICCR) Scholarships for international students

In the academic year 2022-23, ICCR supported about 7,000 foreign students from 190+ countries who currently study across 200+ Central and State Universities, NITs and agricultural institutions. Approximately 15,885 applications were received and 3,878 scholarships were offered. Scholarship programmes were managed and administered at the local level by ICCR zonal offices. As of 2023, 6 cities of India have a major concentration of foreign students supported by ICCR scholarships - Ahmedabad, Bengaluru, Delhi, Hyderabad, Pune, Kolkata.

Scholarships cover various streams including Dance, Music, Yoga, and Ayurveda, across undergraduate, postgraduate, and Ph.D. levels. Notable ICCR schemes include the Atal Bihari Vajpayee General Scholarship, Lata Mangeshkar Dance and Music Scholarship, African Scholarship Scheme, and AYUSH Scholarships for BIMSTEC and other regions.

Global Practice: Government Funded Scholarships/ Fellowships

The **Fulbright Program (USA)** is the U.S. government's flagship academic exchange initiative, launched in 1946 to promote mutual understanding. It supports around 9,000 grants annually, including 2,000 U.S. students and 4,000 foreign students. With participation from over 160 countries, the programme has supported over 400,000 alumni, including 62 Nobel Laureates and 40 heads of state. The programme is primarily funded through the U.S. Congress, supplemented by host country contributions.

The **Chevening Scholarship (UK),** established in 1983, is a UK government-funded global scholarship for one-year master's degrees. Over 1,650 scholarships are awarded to students from 140+ countries, with India receiving more than 30 scholarships annually. Chevening's annual expenditure stands at approximately £50–59 million, funded by the Foreign, Commonwealth & Development Office (FCDO) and partner organisations. The programme has a network of over 50,000 global alumni, many in leadership roles.

The **DAAD Programme (Germany)** is the world's largest academic exchange body, founded in 1925. In 2023, DAAD funded around 1,40,800 individuals, including 18,748 scholarship holders, and had a total budget of €839.3 million. Since 1950, it has supported 1.8 million German and 1.25 million international scholars. With 57 global offices, DAAD plays a central role in fostering higher education partnerships, focusing on fields like engineering, economics, and social sciences.

11. Revamp Global Talent Attraction Programmes to Strategically Engage World Class Researchers, Faculty and Professionals through a Flagship Fellowship Programme

Context: India's aspiration to emerge as a global knowledge and talent hub depends on the quality of its human capital. Moreover, it has a vast and accomplished scientific diaspora that represents an untapped reservoir of knowledge, expertise, and innovation. While programmes such as GIAN (Global Initiative of Academic Networks) and VAJRA (Visiting Advanced Joint Research) have attempted to engage diaspora researchers, faculty and professionals, their current design (which is pre-NEP 2020), limited flexibility, and procedural bottlenecks have constrained participation. Leading global economies have revamped their global talent attraction and diaspora engagement strategies with simplified processes, hybrid collaboration models, and incentives aligned with international standards. To effectively attract world class academic and professional talent and integrate diaspora expertise into India's research ecosystem and position Indian HEIs as globally networked hubs of excellence, India needs a Flagship Fellowship Programme to Strategically Engage Worldclass Researchers, Faculty and Professionals, especially from the diaspora. The Fellowship may be awarded every year to early-career individuals or mid-career professionals, doctoral and postdoctoral researchers, and faculty members. It may support independent research, teaching, or professional projects in India rather than coursework or degree study.

Policy Recommendation 11:

Launch a prestigious international fellowship programme ***'Vishwa Bandhu Fellowship'*** to create globally competitive, streamlined, and flexible frameworks for attracting and retaining top researchers, faculty and professionals, especially from the diaspora. Offer diverse engagement models, seamless onboarding processes, and tangible incentives to facilitate high-impact research and long-term collaboration.

Implementation Roadmap:

A. Introduce Permanent and Tenure-Track Academic Pathways

Context: Globally mobile researchers and international faculty are more likely to consider long-term academic careers in India if clear tenure-track and leadership progression pathways are institutionalised, backed by performance-based incentives and autonomy for host universities.
Action Pathway:

- International faculty selected under the programme may be eligible for 5-year renewable contracts, with tenure-track conversion after 3 years based on performance (research, teaching, mentorship).
- Host Indian Universities may be empowered to create Programme Faculty Tracks within their sanctioned faculty strength with fast-track confirmation and promotion processes.
- Faculty can eventually progress to Chair Professorships and Deanships through national competitive processes.

Actors Responsible:

- Ministry of Education

B. Provide Globally Competitive Compensation and Research Support

Context: Attracting top-tier faculty requires offering globally competitive salary and research incentives, aligned with international norms and supported by seamless administrative processes to ensure timely fund access and project execution.

Action Pathway:

- Salary packages and one-time signing bonus matching international benchmarks and may be given.
- Research Grants over 5 years may be provided based on high impact and cutting edge project proposals with fast-track approval processes and dedicated fund disbursement mechanisms.
- Dedicated funding may be provided to establish advanced labs, recruit international researchers, and purchase equipment through simple and timely procurement mechanisms.
- Transparent IP and royalty sharing guidelines may be notified under a uniform Framework.
- Dedicated IP cell at each host institution to assist with patents, technology transfer, and legal documentation.

Actors Responsible:

- Ministry of Education

C. Create a Single-Window Administrative Portal

Context: Administrative bottlenecks including visa delays, onboarding barriers, and inconsistent financial processes have deterred foreign talent. A unified digital experience is essential for ensuring a seamless transition and encouraging research-focused relocation to India.

Action Pathway: Unified Portal may be created to integrate Visa clearance, Bank accounts, PAN, tax IDs, housing allotment, research grant disbursement, institutional onboarding, among other key processes for ease of research and transition into the Indian University ecosystem.

Actors Responsible:

- Ministry of Education

D. Create Institutional Autonomy with Accountability

Context: Autonomy in faculty recruitment, promotion, and compensation is critical for universities aspiring to compete in global talent markets. Delegated authority, when combined with accountability for outcomes, can foster institutional agility and excellence.

Action Pathway: Top 50 NIRF 'Research Institutions' category HEIs may be given delegated authority to hire faculty through international searches, offer compensation within defined bands and fast-track processing of contracts and promotions.

Actors Responsible:

- Ministry of Education
- UGC
- AICTE
- Universities

E. Provide a Relocation and Family Integration Package

Context: International academics often consider family wellbeing, housing, healthcare, and children's education before accepting positions abroad. Competitive relocation packages are

therefore central to making India an attractive academic destination.

Action Pathway:

- Housing subsidy or on-campus housing may be provided.
- Spousal employment, admission support in international schools for children, and subsidized healthcare packages for dependents.
- Annual home visit allowance for non-resident foreign nationals.

Actors Responsible:

- Ministry of Education
- UGC
- AICTE
- Universities

F. Curate special fellowships for early- and mid-career professionals

Context: Special semester/year-long non-degree fellowships may be curated for international early- and mid-career professionals on the lines of the Hubert H. Humphrey Fellowship (under Fulbright Programme) and Gurukul Fellowship (under Chevening Programme), among others, in collaboration with leading Indian Institutes of National Importance that would host them.

Action Pathway:

- Stipend and other facilities may be provided at par with the benchmarked programmes.
- No post-study work opportunities would be permitted.

Actors Responsible:

- Ministry of Education
- UGC
- AICTE
- Universities

Performance Success Indicators:

- Increase in number of international researchers, faculty and professionals (including Indian diaspora) participating annually through revamped programmes.
- Reduction in average time for regulatory approvals and onboarding of international researchers, faculty and professionals.
- Number of collaborative research projects initiated and completed involving international researchers, faculty and professionals.
- Publications and patents co-authored/co-filed by international researchers, faculty and Indian institutions.
- Satisfaction rate of international researchers, faculty and professionals measured through periodic surveys.
- Establishment of clear IPR frameworks and number of successful technology transfers arising from international and diaspora collaborations.

Indian Practice: VAIBHAV Fellowship

The VAIshvik BHArtiya Vaigyanik (VAIBHAV) Fellowship Programme was launched in 2023 by the Department of Science & Technology (DST) to award outstanding scientists/technologists

of Indian origin (NRI/OCI/PIO) engaged in research activities in their respective countries. It envisages collaboration between scientists of the Indian Diaspora with Indian HEIs, Universities and public funded Scientific Institutions. The selected fellows work in 18 identified knowledge verticals including quantum technology, health, pharma, electronics, agriculture, energy, computer sciences and material sciences amongst others. They may spend up to two months in a year for a maximum of 3 years with a fellowship grant of INR 4 lakh per month for international and domestic travel, accommodation and contingencies. A total of three VAIBHAV fellowship calls have been announced, with awards granted under two: 22 Fellows recommended in the 2023 call and 17 Fellows in the 2024 call.

Indian Practice: Tamil Talents Plan

The Government of Tamil Nadu launched the Tamil Talents Plan in May 2025 to attract global Tamil researchers from all over the world. This would include an incentive and support package, as well as a new framework to collaborate with foreign universities. An annual conclave would also be organised where diaspora researchers can engage with academic leaders, students and policymakers. For achieving this vision, Rs.100 crore has been allocated for establishing two basic sciences and mathematics research centres in Chennai and Coimbatore, in collaboration with IISc and TIFR. Additionally, Rs 100 crore has been stipulated for the Chennai Science Centre.

The government proposes to provide internationally competitive salaries, start-up research grants, relocation aid including housing and fast-tracked visa processing. The framework will include establishing joint research labs, co-supervising research scholars and undertaking collaborative research of national and international importance to boost basic science research. The Tamil Nadu State Council for Higher Education (TANSCHE) will identify centres of excellence and research chairs in state universities that can host these scholars. The Council is developing a collaboration framework between state-funded institutions and returning researchers. TANSCHE will keep the researcher registry updated through outreach, academic networks, and community ties.

12. Leverage Bilateral and Multilateral Joint Research Funds to advance Internationalisation

Context: Joint research funding programmes between India and other countries provide an effective springboard for initiating and expanding international collaborations. These schemes not only offer financial resources but also serve as vehicles for building institutional capacity, fostering cross-border knowledge exchange, and strengthening India's global academic footprint. Many HEIs remain unaware or under-equipped to access these resources systematically. Strategic engagement with these programmes can embed internationalisation into the research ecosystem, build faculty competencies, and create pathways for sustainable partnerships.

Policy Recommendation 12:

Leading Indian Central and State Public Universities may proactively tap into bilateral and multilateral joint research funding programmes to support internationalisation. This may be achieved by developing institutional capacities to access and manage such funds, building global academic consortia, and aligning institutional priorities with national and international funding opportunities.

Implementation Roadmap:

A. Tap into Bilateral Joint Funding Platforms

Context: Bilateral funding platforms such as FICORE (Finland-India) and AISRF (Australia-India)

have demonstrated success in supporting collaborative research and academic exchanges. However, Indian Universities often underutilize these opportunities due to limited awareness or lack of institutional coordination.

Action Pathway: Leading Indian Central and State Public Universities may identify and prioritise relevant bilateral funding opportunities and create internal task forces or designated research offices to develop proposals, manage compliance, and support faculty engagement. Capacity building workshops may be conducted to enhance proposal-writing and partnership development skills.

Actors Responsible:

- Universities
- Ministry of Education
- Department of Science and Technology
- IROs and Sponsored Research Offices

B. Strengthen Institutional Preparedness and Visibility

Context: Foreign research funders often prefer institutions with demonstrated capacity for collaboration and clear strategic research goals. Without institutional visibility and preparedness, even eligible universities may miss out on partnerships.

Action Pathway:

- Gain membership in international programmes and platforms: Membership in organisations such as the Association of Commonwealth Universities (ACU), International Association of Universities (IAU), Worldwide Universities Network (WUN), and professional platforms like NAFSA, EAIE (European Association for International Education), and APAIE (Asia-Pacific Association for International Education) for joint research, co-branded programmes, and policy dialogue on global education priorities.
- Join Reputable Global Networks: Prioritise engagement with international academic associations to strengthen institutional visibility, credibility, and collaboration potential.
- Promote Faculty Mobility and Joint Research Degrees: Develop consortium-based models that support faculty exchanges, collaborative research projects, and joint Ph.D. or dual degree programmes.
- Appoint Dedicated International Partnership Officers: Establish roles or teams responsible for managing global memberships, initiating proposals, and sustaining long-term engagement in international alliances.

Actors Responsible:

- Ministry of Education
- Universities

Indian Practice: O.P. Jindal Global University (JGU) – Strategic Global Partnerships

Established in 2009, O.P. Jindal Global University (JGU) is a private university acknowledged as an 'Institute of Eminence' by the Department of Higher Education, Govt. of India. It has over 525 active partnerships spanning 75+ countries, and exemplifies how international collaborations can be strategically integrated into institutional growth and reputation-building. Key Strategies:

- **Membership in Prestigious International Associations:** JGU is an active member of global organisations such as the Association of American Colleges and Universities (AAC&U), the International Development and Public Policy Alliance (IDPA), and the International Association of Law Schools (IALS) providing the university with access to academic networks, best practices, and multilateral initiatives.

- **Dual Degree and Exchange Programmes:** Through partnerships with HEIs like the University of Leeds, and the Queen Mary University of London, UK and the University of California, Riverside, and the American University, Washington, D.C., USA for dual degrees, and with Hofstra University and the University of Georgia School of Law, USA for joint research, student exchanges, and cross-border academic programmes, JGU gives students global exposure and interdisciplinary learning experiences.
- **Collaborative Research on Global Challenges:** JGU collaborates with multilateral organisations such as UNESCO to implement community-based research aligned with the SDGs, enhancing the university's global academic footprint.

Indian Practices: Bilateral Collaborations

1. FICORE – Finnish Indian Consortia for Research and Education

FICORE is part of Finland's 185 million Euro Global Pilots programme (2020–24), and functions as a flagship model of structured bilateral engagement. Involving 23 IITs and 15 Finnish HEIs, FICORE has contributed to large-scale capacity building, collaborative research, and education ecosystem strengthening through targeted funding and institutional networking.

2. AISRF – Australia-India Strategic Research Fund

AISRF is one of India's most productive bilateral science funding platforms, supporting over 370 collaborative research projects in critical fields like quantum computing, biotech, and renewable energy. It is jointly funded by the Indian and Australian Governments and demonstrates how policy-aligned, co-funded initiatives can drive cutting-edge academic collaborations.

Performance Success Indicators:

- Number of Leading Central and State Public Universities participating in bilateral/multilateral research funding programmes
- Number of joint projects and international research grants secured
- Increase in collaborative publications, patents, and innovations from funded research
- Faculty and researcher participation rates in joint research programmes
- Improved institutional visibility in global research networks

IV. BRANDING, COMMUNICATION AND OUTREACH (BCO)

13. Create country-specific BCO Strategies for high potential source markets

Context: Branding, Communication and Outreach for Indian Higher Education may emphasize India's unique academic offerings, such as Indology, Indian languages, AYUSH systems, yoga, arts, and culture, alongside internationally relevant STEAM3 curricula. Customized branding strategies may be created for different geographies in Europe, the Americas, East, Central and West Asia, Anglophone Africa, reflecting region-specific interests and student migration trends. Market research may inform these strategies, identifying regional demand for specific disciplines and tailoring messaging accordingly. We need to frame a BCO strategy that not only projects India's academic strengths but also frames education as a unique opportunity to access the world's largest emerging marketplace.

Policy Recommendation 13:

- Develop Country/region-specific strategies for attracting global students
- Leverage strategic partnerships with digital platforms and education fairs to execute focused marketing campaigns

Implementation Roadmap:

A. Enable Fast-Track Financial Services for International Students

Context: The overall experience of international students in India with respect to financial services is procedurally complex. Hence, there is a need to ease regulatory bottlenecks and promote a more enabling environment. Streamlining financial service access through targeted regulatory simplification will support ease of living and strengthen India's appeal as a global education destination.

Action Pathway: Facilitate swift and simple processes for foreign students to open bank accounts, access remittance services, and avail other financial products.

Actors Responsible:

- Ministry of Finance
- EdCIL

B. Position India as part of a Globally Mobile Study Experience

Context: Flexible academic pathways and semester exchange arrangements are increasingly popular in global education. Promoting these models helps Indian HEIs integrate into global mobility networks. It enhances student inflow by offering affordable and academically diverse options.

Action Pathway: Promote India as a component of a global higher education journey by encouraging credit transfer arrangements like 1+1, 2+2, and other semester exchange models.

Actors Responsible:

- Universities
- UGC
- Partner Foreign Institutions

Indian Practice: National Credit Framework (NCrF) and Academic Bank of Credits (ABC)

The NCrF launched in 2023 was aimed at reshaping India's education system. It introduced a flexible, credit-based system designed to facilitate seamless mobility between academic and

vocational pathways, thereby promoting lifelong learning. NCrF spans all levels of education and aligns with existing qualification frameworks to promote broad-based, multidisciplinary learning with multiple entry and exit options.

The Academic Bank of Credits (ABC) and the Automated Permanent Academic Account Registry (APAAR) are two interconnected initiatives under the NCrF. ABC was launched in 2021 and is a secure digital platform designed to facilitate the seamless storage, transfer and accumulation of academic credits across institutions, empowering students with unprecedented academic mobility. A total of 2,399 HEIs (Universities, Autonomous colleges, INIs, Standalone institutions) registered on ABC and 1.3 crore unique IDs with credits were active as of 2025. APAAR, launched in 2023, provides a unique ID to students. As of June 2025, 4.1 crore APAAR IDs were created and 3.8 crore credit records linked in the higher education sector.

By leveraging ABC and APAAR, NCrF has integrated diverse learning pathways, removed rigid distinctions, and ensured recognition of all forms of education and skill development.

Performance Success Indicators:

- Number of students enrolled through targeted campaigns
- Regional brand recognition improvements
- Increase in international student enrollment by 25% year-on-year
- Global brand recognition metrics for "Study in India"

14. Create university-specific BCO Strategies for high potential source markets

Context: Many Indian universities are actively entering into international collaborations; however, these often remain symbolic, with minimal impact on student mobility, joint research, or global visibility. This is primarily due to the lack of a focused and strategic approach to global BCO. Universities need to go beyond signing MoUs and position themselves as proactive global actors by showcasing their unique academic strengths, research expertise, regional priorities, and national and international contributions.

Policy Recommendation 14:

Each Leading Central and State Public University must develop a customized global BCO strategy rooted in its academic strengths, research capabilities, regional priorities, and national and international contributions.

Global Practice: Russell Group, UK

To strengthen the branding and visibility of State Public Universities in India, a strategic grouping of the top 25 institutions (According to NIRF Top 50 SPUs list) can be established, inspired by the Russell Group model in the UK. Formed in 1994, the Russell Group is a self-selected consortium of 24 leading public research universities that collectively advocate for their interests, particularly in policy and funding dialogues with the government and Parliament. The group is widely recognized for its emphasis on cutting-edge research, excellence in teaching, and robust linkages with industry and the broader public sector.

Implementation Roadmap:

A. Initiate University-level collaborations for Research and Engagement

Context: Each Leading Central University (CU) and State Public University (SPU) has unique academic

and research strengths that may be leveraged for internationalisation. By tailoring their own blueprints with specific deliverables and timelines, institutions may align with national goals while emphasizing their niche areas—such as cutting-edge research, Indian knowledge systems, or technology transfer. Effective strategies may include forming relationships with foreign institutions, joining international consortia, and increasing visibility through research collaborations, student mobility programmes, and thematic academic summits. Additional action points may cover international student services, website internationalisation, and coordinated social media outreach. Collaboration with the Ministry of External Affairs, Ministry of Education, and Overseas Indian Embassies will be crucial to align institutional efforts with India's broader diplomatic and educational agenda.

Action Pathway: As part of their Institution Development Plan (IDP), each Leading CU and SPU may formulate an internationalisation blueprint with clearly defined objectives and timelines. These institutional strategies should focus on areas of strength and engage in international collaborations, student and faculty mobility, and global branding. Partnerships may be supported by cooperation with relevant ministries and overseas diplomatic missions.

Actors Responsible:

- Universities
- Ministry of Education
- Ministry of External Affairs
- State Governments

Indian Practice: Scheme for Promotion of Academic and Research Collaboration

The Scheme for Promotion of Academic and Research Collaboration (SPARC) was launched in 2018 to enhance scientific training, foster cutting-edge research, develop sustainable technological solutions and elevate the global presence of Indian science. It enables renowned international faculty to engage in teaching and research at Indian HEIs, providing Indian students with opportunities to train in premier global laboratories and facilitating the joint development of specialized courses, scholarly books, patents, technologies and actionable research outcomes. SPARC has partnered with top HEIs from 28 countries, approving 658 proposals across two phases. In the third phase, it focuses on key areas such as advanced materials, critical minerals, energy, climate change, agri-tech, semiconductors, AI, quantum computing, MedTech, space, defence, smart mobility, and Industry 4.0, and has a budget outlay of INR 425 crores from 2021-2026.

B. Establish On-Ground Teams to Promote International Collaboration within Indian Embassies Abroad

Context: Supporting institutional internationalisation strategies at a global-level requires proactive facilitation in key countries. Indian embassies abroad may serve as a critical pathway for promoting higher education collaboration. The appointment of dedicated liaison officers in target countries may help Indian HEIs form institutional partnerships, resolve operational challenges (including visas), and promote Indian higher education through targeted activities such as roadshows, alumni meetings, webinars, and cultural exchanges.

Action Pathway: Dedicated on-ground liaison officers may be appointed within Indian embassies in target countries to promote international collaboration. These officers may actively engage local universities, industries, and student bodies to facilitate partnerships and promote Indian HEIs. Regular promotional events and problem-solving support may be integrated into their roles.

Actors Responsible:

- Indian Universities
- Ministry of External Affairs

- Ministry of Education
- Indian Missions Abroad

C. Improve Employer Perception of Dual/Degree Programmes

Context: The Indian Institutes of Technology (IITs) have long been recognized for producing graduates of exceptional caliber, earning accolades from global industry leaders. Bill Gates, founder of Microsoft Inc., during his visit to IIT Delhi in February 2024, remarked that "The computer industry has benefited greatly from the tradition of the IIT. It is a World Treasure." Similarly, Sundar Pichai, CEO of Alphabet Inc. and an alumnus of IIT Kharagpur, during one of his visits to his Alma mater, mentioned, "The education and technological foundation I gained at IIT paved the way for my journey to Google and my efforts to make technology more accessible. As AI continues to advance, the role of IIT-Kharagpur in the tech field will become even more pivotal". These endorsements among other things underscore the global respect for IITs and highlight the potential of Indian HEIs. To build global demand for joint and dual degree programmes offered by Leading CUs and SPUs, a comprehensive communication strategy is essential. This strategy should emphasize the international relevance of these programmes, showcasing their alignment with global industry standards and the success of their alumni.

Action Pathway:

- To build global demand for joint and dual degree programmes offered by Leading CUs and SPUs, a communication strategy may be developed that highlights their international relevance. Multinational companies operating in both India and partner countries can help co-brand degree programmes, offer internships, and provide testimonials on employability outcomes.
- Employability metrics such as placement records, alumni success and impact stories, and skill alignment with global job markets may be embedded into the programme evaluation process and prominently communicated through employer-oriented platforms.
- Academic programmes can be co-designed with industry input to ensure global market readiness.

Actors Responsible:

- Universities
- Ministry of Education
- Industry Chambers

D. Upgrade International Relations Offices (IROs)

Context: The UGC Guidelines for Internationalisation of Higher Education, 2021 encourages establishment of an Office for International Affairs (OIA) in every institution to elaborate on the structural and functional framework. The objective is to:

- Create strategic partnerships with foreign HEIs.
- Support faculty mobility and international research collaboration.
- Promote Indian education abroad through branding and marketing efforts.
- Ensure comprehensive student welfare, academic integration, and institutional transparency for international students.

A lack of dedicated and professionalised International Relations Offices in many Indian HEIs hampers the ability to forge and sustain global partnerships.

Action Pathway: Establish professionally staffed IROs in universities for global partnership development.

Actors Responsible:

- UGC
- AIU (Association of Indian Universities)
- Universities

Indian Practice: Sharda University - Leveraging the Office of International Relations

Sharda University, a private university established in 2009 and ranked 87 in NIRF 2025 'Universities' category is located in Delhi-NCR. Its International Relations Department (IRD) is among the earliest international offices to be formalised within an Indian private university. Key Institutional Initiatives:

a. **Global Recruitment and Representation:** Through targeted outreach in over 120 cities across 65+ countries, its IRD has enrolled over 7,000 international students from 95+ countries since 2009.

b. **Global Networks and Diplomacy:** Its IRD has spearheaded the signing of 300+ global MoUs along with active participation at national and international platforms like FICCI, EAIE, NAFSA, and EURIE, ICEF.

c. **International Collaborations:**

- Partnership through Erasmus+ and bilateral agreements with universities in several countries including Mexico, Germany, South Korea, Slovenia, Greece, Croatia, France, Spain, Portugal, USA, UK, Cyprus, Azerbaijan, Turkey, Russia, Brazil, Ukraine, Chile, Colombia, Argentina, Ecuador, and China.
- International MDPs for students and managers from Cameroon, Burkina Faso, Vietnam, Bhutan, Nepal, and China.
- Joint programmes / credit transfer with reputed universities in USA, Australia, UK, Greece, and Spain.
- Sharda University Uzbekistan Campus established in 2019 through a Presidential Decree in the Republic of Uzbekistan.

E. Leverage Language of Learning as a Window of Opportunity

Context: India's position as the second-largest English-speaking country offers a strategic edge in attracting students and institutions from Anglophone nations. Simultaneously, its rich linguistic diversity and growing interest in regional languages present opportunities for cultural exchange and academic collaboration. However, both these opportunities have not been leveraged to our advantage.

Action Pathway: Promote India as a global destination for English-medium higher education, especially to countries in Anglophone Africa, Southeast and Central Asia and the Global South. Launch initiatives to internationalise Indian languages and integrate foreign language learning within Indian HEIs to foster reciprocal cultural and educational mobility, and create world ready talent to meet the global talent shortages.

Actors Responsible:

- Universities
- Indian Missions Abroad
- All Regulatory Bodies

Performance Success Indicators:

- Number of international partnerships formed
- Increase in foreign applications linked to university marketing efforts
- Student placement rates in international roles
- Employer feedback on programme graduates
- Faster issue resolution; Number of local engagements and partnerships facilitated through ground presence

15. Create an Indian Alumni Ambassador Network (AAN)

Context: Without international acknowledgement of India's Higher Education system, it would be difficult to attract international students to Leading Indian HEIs. Thousands of IIT alumni have powered the Silicon Valley success story. They may have gained advanced degrees overseas, but their basic undergraduate degree (and in some cases the first postgraduate degree) is from Indian HEIs. To make Indian Higher Education an attractive proposition for students from these geographies, there is an urgent need to highlight the global success of alumni of Indian HEIs across professions – science and tech, business and finance, economics and humanities, research and academia. This would help in changing the perception of Indian HEIs in the minds of prospective global students. Hence, identification of distinguished alumni of Indian HEIs over the last 50 years, who have achieved outstanding success in their respective professions in India and overseas can act as a useful strategy to increase inbound mobility.

Policy Recommendation 15:

Launch an Alumni Ambassador Network (AAN): ***Bharat ki AAN***, to identify and engage top 100 Indian-origin alumni from each Leading HEI (INIs and Top 100 'Overall' NIRF Ranking Institutions) as brand ambassadors of Indian Higher Education.

Implementation Roadmap:

A. Initiate Identification and Repository Creation

Context: There is no accessible, verified, or structured national database of eminent alumni of Indian HEIs, despite their significant contributions globally.

Action Pathway:

- Develop an objective framework to identify the top 100 alumni from each Leading HEI across diverse sectors
- Collect data in partnership with HEIs using parameters like professional achievements, awards, contributions to alma mater, social impact, and global influence
- Build a live, dynamic alumni database (with profiles, sectors, geographies) accessible to institutions, ministries, and international stakeholders

Actors Responsible:

- Universities
- Ministry of Education
- Ministry of External Affairs

B. Initiate Chapter-wise Alumni Mobilisation

Context: Dispersed global presence of Indian alumni makes localized engagement essential for sustained outreach and partnership development.

Action Pathway:

- Establish regional alumni chapters in key geographies (North America, EU, South East and West Asia, Africa, West Asia, Oceania).
- Partner with Indian Missions abroad and leading diaspora organisations to convene annual AAN meets.
- Assign regional leads to coordinate alumni engagement and represent India's higher education at international fora.

Actors Responsible:

- Universities
- Ministry of Education
- Ministry of External Affairs

C. Leverage Alumni Engagement for Nation Building

Context: Eminent alumni can contribute to India's knowledge diplomacy, policy advisory, innovation, and research translation if structurally engaged.

Action Pathway:

- Alumni may serve as mentors, guest faculty or R&D collaborators through a structured onboarding mechanism.
- Organise an annual 'Bharat ki AAN' Summit in India to connect these distinguished alumni with policymakers, institutions, and students.

Actors Responsible:

- Universities
- Ministry of Education
- Ministry of External Affairs

Performance Success Indicators:

- 1,000+ high-impact alumni profiles identified and onboarded in the first year
- 10 regional chapters established in 2 years
- 5 annual AAN events held globally
- AAN brand visibility across 25+ global education events

16. Launch a Flagship Annual International Higher Education and Research Conference

Context: India currently ranks 6th globally in terms of patent applications and ranks 3rd globally in scientific publications. While India has successfully positioned itself as a convenor of global discourse through initiatives such as the Voice of Global South Summit and the Raisina Dialogue, a comparable initiative is yet to emerge in the higher education and research domain, despite India's rapidly growing academic and research footprint and heft.

Policy Recommendation 16:

Host a flagship Annual International Higher Education and Research Conference - ***Bharat Vidya Manthan*** - to improve India's global standing in the higher education and research landscape. The event will serve as a platform for fostering academic diplomacy, strengthening institutional partnerships, showcasing India's academic strengths to a global audience, and conveying India's potential and heft in becoming a global hub of knowledge and innovation.

Implementation Roadmap:

A. Co-Host Thematic Editions with Global Institutions and Knowledge Partners

Context: India's ambition to emerge as a global knowledge hub requires the creation of high-impact platforms that promote international academic collaboration, thought leadership, and cross-cultural dialogue.The global academic challenges increasingly demand global collaboration.

Action Pathway: Each edition of the annual conference may be co-designed in partnership with a world-class international university or consortium, and an Indian university with recognized expertise in the thematic focus area—such as sustainability and climate, frontier technologies, global health and wellbeing, economics and finance, business and entrepreneurship, among others. This collaborative approach will foster cross-border academic exchange and amplify India's leadership in global knowledge domains.

Actors Responsible:

- Ministry of Education
- Ministry of External Affairs
- Indian Embassies and High Commissions Overseas
- Central and State Public Universities
- Institute of National Importance (INIs)
- International organisation
- Foreign Partner Institutions

B. Launch an 'India Knowledge Dialogue' leading up to the Annual Conference

Context: Global visibility and academic engagement require sustained outreach along with annual events. Pre-conference events such as Seminars, Exhibitions and Workshops as organized by various working groups under India's G20 Presidency, help build momentum and identify emerging themes.

Action Pathway: Initiate a year-round "India Knowledge Dialogue"- Bharat Vidya Samvaad - led by Indian embassies and INIs in key partner countries. This series will serve as feeder events for the flagship conference, support thematic planning and foster continuous academic and policy-level engagement.

Actors Responsible:

- Ministry of Education
- Ministry of External Affairs
- Indian Embassies and High Commissions Overseas
- Central and State Public Universities
- Institute of National Importance (INIs)
- Foreign Partner Institutions

Performance Success Indicators:

- Number of thematic conferences held
- Participation from foreign faculty and students.

17. Promote Global Academic and Research Exchange Programmes

Context: Despite a growing interest in internationalisation, Indian HEIs face challenges in facilitating balanced two-way mobility for students, researchers, and faculty. Most mobility

remains outbound, with limited inbound participation due to administrative bottlenecks, unclear credit recognition, lack of joint programmes, and insufficient financial support. Additionally, the absence of standardised mobility frameworks and inadequate incentives for foreign scholars to engage with Indian institutions constraints global academic integration. Strengthening two-way mobility is essential not only to internationalise the campus experience in India but also to improve the global exposure and competencies of Indian students and faculty. It further contributes to the development of multicultural learning environments and shared research agendas.

Policy Recommendation 17:

Enhance structured two-way mobility frameworks for students, researchers and faculty. This includes creating centralized guidelines for credit equivalence, signing bilateral mobility agreements, and offering grants for outbound and inbound mobility. Twinning programmes, dual-degree options, and research sabbaticals must be encouraged.

Implementation Roadmap:

A. Scale Virtual Exchanges and Joint Digital Classrooms

Context: In accordance with the UGC (Credit Framework for Online Learning Courses through SWAYAM) Regulations, 2021, UGC allows universities to grant credits for online courses, specifically those offered through the SWAYAM platform, with a maximum of 40% of a programme's courses being completed online. Virtual exchanges, hybrid learning models, and joint teaching modules with international faculty offer scalable international exposure. These online courses that are offered by some of the top universities of the world which may benefit the students immensely and hence may be considered to be added in the ambit of the scope of this regulation.

Action Pathway: A percentage of credits that is granted through SWAYAM portal may be redirected to also include online courses delivered by world class universities through institutional and systemic arrangements.

Actors Responsible:

- Ministry of Education
- UGC
- Partner Universities

B. Design an Action Plan to improve international rankings of the Indian Universities

Context: Students are influenced by international ranking of the university as it directly impacts their employment prospects. There is a need to work towards elevating the INIs and leading Central and State Public Universities (Top 100 NIRF - 'Overall' ranked institutions) rankings in the Global Rankings to increase inward mobility.

Action Pathway:

- Design university-led strategic plans (as part of the Institution Development Plans) focused on elevating Indian institutions' visibility and performance in global university rankings (e.g., QS, THE).
- Institutions demonstrating year-on-year improvement in their international rankings may be provided with financial or other incentives (e.g., international travel grants, research capacity-building support, etc) to further accelerate their upward trajectory and global competitiveness.

Actors Responsible:

- Ministry of Education
- UGC

- National Board of Accreditation (NBA)
- Higher Education Institutions (HEIs)

C. Establish International Summer Schools to Attract Global South Students

Context: Summer schools are an effective tool to enhance student mobility, promote Indian higher education, and foster cross-cultural understanding. They can play a pivotal role in introducing international students—particularly from the Global South to Indian academic excellence, societal diversity, and research strengths.

Action Pathway: Support Top 5 IITs, Top 5 IIMs, and Top 5 Central Universities (NIRF Rankings) to organize structured, international summer schools of 6-8 weeks duration. Each institution may host up to 500 students annually, with a special focus on attracting participants from Global South countries. These summer schools should integrate thematic teaching, research labs, field immersion, and Indian cultural experiences to create familiarity and boost inward student mobility.

Actors Responsible:

- Ministry of Education
- University Grants Commission (UGC)
- Top 5 IITs, Top 5 IIMs, Top 5 Central Universities
- Indian Missions in key partner countries

Indian Practice: IIT Bombay International Summer School 2025

The 2025 International Summer School at IIT Bombay is an exclusive two week in-person programme designed for international undergraduate, postgraduate and PhD students. It is taught by esteemed faculty and offers a diverse selection of courses like Unmanned Aerial Vehicles, Biostatistics in Medical Research and Health Care, Flow, Electro and Mechano Organic Chemistry, AI, Data Science, Cyber-Security, Climate Intelligence, Financial Derivatives Pricing and Observational Astrophysics amongst others. The courses are conducted in English and participants who successfully complete the programme receive a certificate. The institute provides complimentary on-campus accommodation along with free airport pick-up and drop-off services

Global Practice: Summer School programme at the London School of Economics (LSE)

The programme offers short-term academic courses in areas such as International Relations, Political Theory, Media, Sociology, and related disciplines. These courses are taught by regular LSE faculty who are actively engaged in research and policy advisory roles. The structure allows for intensive academic engagement over a few weeks, often attracting participants from multiple countries.

Beyond course delivery, the programme facilitates academic networking, peer learning, and exposure to contemporary global debates. Importantly, it serves as a platform for building institutional linkages through visiting scholars, joint research discussions, and curriculum development activities.

This model demonstrates how short-term, faculty-led programmes can support both individual learning outcomes and broader institutional collaboration. The emphasis on outcome-oriented engagement such as co-authored research proposals or shared teaching resources contributes to long-term academic partnerships.

D. Launch a National Faculty Mobility Scheme for Global Academic Exchange

Context: Academic exchange of faculty is a key pillar of internationalisation, allowing for global

research collaboration and enhancement of teaching practices. India must strategically facilitate outbound mobility for Indian faculty while also hosting international scholars to deepen academic linkages and enrich classroom experiences.

Action Pathway: Create a National Faculty Mobility Scheme to support 250 Indian faculty members annually, selected through a challenge process across 20 national priority areas (e.g., green transition, frontier technologies, public health, renewable energy, advanced manufacturing technologies, space research, defence, among others). The scheme may also enable top Indian institutions to host international faculty for co-teaching and joint research.

Actors Responsible:

- Ministry of Education
- University Grants Commission (UGC)
- Indian HEIs with established global networks

Performance Success Indicators:

- Increase in inbound and outbound mobility numbers
- Number of diaspora-linked partnerships; Enrollment of diaspora-affiliated students in India
- Number of co-taught online courses; Participation in virtual mobility programmes
- Number of credit-aligned programmes launched; Students completing pathways
- Number of faculty-led programmes and return visits;
- Collaborative research or teaching initiatives launched
- Number of international students participating annually
- Student satisfaction and cultural engagement metrics
- Number of co-authored publications and joint research proposals
- Integration of global content in Indian curricula
- Faculty feedback and policy impact assessment

18. Revamp "Study in India" as a One Stop Solution for International Students

Context: The Study in India (SII) Programme launched in 2018, aims to promote India on the world stage as a preferred higher education destination. The programme has reached more than 136 countries, partnered with 600+ colleges providing 8,000+ courses across multiple disciplines. Although fundamental efforts have been made to attract international students, the SII initiative has not met its target of enrolling 2,00,000 students by 2023. Even in 2025, the number of international students coming to India is less than 50,000. Key gaps persist in branding, coordination, infrastructure and student services. Enhancing India's appeal as a global education destination requires an integrated and student-centric approach that supports the entire international student lifecycle, from initial interest to post-study outcomes.

Policy Recommendation 18:

Transform the current initiative into a comprehensive, centrally coordinated and brand-driven campaign to address all international student needs across the five key stages of mobility: pre-departure, transit, stay, integration and return.

Implementation Roadmap:

A. Enhance User Experience and Digital Interface (UX/UI)

Context: Fragmented website, lack of user-friendly application portal and inconsistent information

deter international applicants from navigating the Indian higher education system effectively.

Action Pathway:

- Develop a unified digital platform as the central portal for international student engagement, featuring application tracking, programme comparison and real-time support.
- Ensure multi-language support and region-specific content.
- Integrate chatbot assistance, student testimonials and AI-driven course matching tools.

Actors Responsible:

- Ministry of Education
- EdCIL

Indian Practice: Study in India (SII) Education Fairs

The Ministry of Education along with EdCIL organises 'Study in India Education Fairs' at multiple locations across the world. The aim is to reach out to the international students and create greater awareness of educational opportunities in India. The fairs provide opportunities for students to interact with representatives from top Indian universities, explore different courses, learn about scholarship opportunities and receive guidance on navigating the admission process. A series of SII Fairs were successfully organised in 2025 at Nairobi (Kenya), Kampala (Uganda), Kigali (Rwanda), Kumasi (Ghana) and Colombo (Sri Lanka) to strengthen global engagement and promote Indian higher education. These fairs featured bilateral meetings with the respective Ministries of Education, round-table conferences with Vice-Chancellors and Directors of local HEIs, career counselling sessions, school visits, interactive engagements with students and parents to address academic pathways and opportunities in India. Building on this momentum, fairs are in the pipeline for 2025 in Ethiopia, Malawi, Zimbabwe, Mozambique, Nigeria and UAE.

B. Strengthen International Promotion and Scholarship Management through Public-Private Partnerships (PPPs)

Context: While the SII initiative currently leverages Indian Embassies and Consulates for international outreach, these diplomatic missions often face constraints in terms of dedicated bandwidth, targeted incentives, and specialised marketing capabilities. In contrast, some of the most impactful SII campaigns to date have successfully involved Public-Private Partnerships (PPPs), wherein the private sector contributes towards brand positioning, student engagement, scholarship administration, and end-to-end support services.

Action Pathway:

- Institutionalise partnerships with specialised agencies to lead international promotion efforts. Ensure contracts are tied to clearly defined goals, key performance indicators (KPIs) and success metrics to drive accountability and maximise the impact of international student recruitment campaigns.
- Adopt a PPP approach to enhance the administration of international scholarships. By collaborating with professional scholarship management entities through structured PPP models, the process can be made more efficient.

Actors Responsible:

- Ministry of Education
- EdCIL
- Expert Organisations

C. Align SII with International Branch Campus Objectives

Context: Foreign universities establishing campuses in India are expected to attract international students. However, there is currently no structured process to align their international student recruitment strategies with national initiatives like SII. Without alignment, institutional efforts and government ambitions may work at cross purposes or fall short of their potential.

Action Pathway: Mandate foreign institutions, as part of the UGC approval process, to submit international student recruitment strategies that identify enabling conditions needed for success. This will allow the government and other stakeholders to coordinate efforts and develop supportive mechanisms to meet shared objectives.

Actors Responsible:

- Ministry of Education
- EdCIL
- International Branch Campuses

D. Clearly Define and Align SII with Broader Economic and Diplomatic Strategy

Context: SII lacks an explicit connection to India's broader foreign policy and economic goals. Since its stated objective is to improve the soft power of India and use it as a tool in diplomacy, SII must be positioned as part of a larger and coherent diplomatic and strategic framework.

Action Pathway: Align SII's target geographies with India's foreign policy priorities. For instance, if the goal is to attract more students from the Global South, this objective should be integrated into multilateral and bilateral engagements such as BIMSTEC, ASEAN, BRICS or any others. Similarly, to recruit students from developed nations and upper middle income countries, leverage trade negotiations and international education agreements to promote reciprocal mobility—drawing lessons from EU-UK student flows.

Actors Responsible:

- Ministry of Education
- Ministry of External Affairs
- EdCIL

Performance Success Indicators:

- Application completion rate through the SII portal reaches at least 70% of initiated applications
- Increase the share of international students from developed countries annually
- Increase lead-to-enrolment conversion rate from recruitment campaigns
- Reduced time from scholarship application to award decision to 60 days or less
- Number of bilateral or multilateral agreements that include SII and international student mobility objectives

V. CURRICULUM AND CULTURE

19. Foster Curriculum Innovation and Capacity Building to Enable Global Academic Integration

Context: In the context of internationalisation, Indian HEIs need to evolve beyond disciplinary silos and equip students with globally relevant, interdisciplinary, and soft skills. Integrating cross-disciplinary content—such as scientific reasoning in humanities programmes or ethics and communication in STEM curricula—is vital for holistic education aligned with NEP 2020. Faculty serve as the linchpin for implementing curriculum reform and driving international partnerships, and their training in intercultural pedagogy, programme design, and global best practices is essential to this transformation.

Policy Recommendation 19:

Promote curricular reforms in Leading Indian HEIs to embed interdisciplinary coursework, reflective and communication skills, and international academic standards across programmes. Simultaneously, invest in comprehensive capacity-building for faculty and academic administrators to foster global-ready institutions and facilitate the seamless implementation of collaborative international degree programmes.

Implementation Roadmap:

A. Introduce Interdisciplinary Curriculum Components

Context: Most Indian HEIs continue to operate within rigid disciplinary structures, which limit students' exposure to cross-cutting knowledge areas. Integrating interdisciplinary coursework encourages critical thinking, adaptability, and broader worldview skills that are crucial in a rapidly changing global job market.

Action Pathway: Ensure that every undergraduate and postgraduate programme includes coursework from outside the primary discipline. For instance, STEM programmes may integrate management and social science modules.

Actors Responsible:

- UGC
- AICTE
- Leading Central and State Public Universities

B. Embed Reflective Writing and Communication Modules

Context: International classrooms demand strong intercultural communication and reflective capabilities. Students in India often lack early exposure to these skills, which can limit their ability to thrive in global education or professional settings.

Action Pathway: Mandate foundational communication and reflective writing modules in the first year of all degree programmes. These modules will support intercultural competence, classroom inclusivity, and effective articulation—skills necessary for both domestic and international engagement.

Actors Responsible:

- HEIs
- UGC
- State Councils for Higher Education

C. Launch Faculty Capacity-Building Programmes for Internationalisation

Context: Many faculty members lack formal training in designing and delivering globally-oriented curricula or engaging in cross-border collaboration. Building their capacity is key to ensuring quality implementation of internationalisation efforts.

Action Pathway: Design and implement structured training programmes for faculty covering international curriculum development, intercultural teaching and learning, virtual and physical mobility frameworks, and quality assurance. These may include core and elective training modules, faculty exchanges, and mentorship platforms. This may be provided through the iGOT Karmayogi platform of the Capacity Building Commission or integrated within existing teacher training initiatives such as the Malaviya Mission Teacher Training Programme.

Actors Responsible:

- UGC
- AICTE
- Capacity Building Commission

Performance Success Indicators:

- Percentage of HEIs with interdisciplinary components in all programmes
- Number of HEIs implementing reflective writing/communication modules
- Number of joint/dual/twinning degree programmes successfully launched
- Faculty participation rate in internationalisation training
- Student and faculty satisfaction with revised curricula
- Improved institutional readiness scores under NAAC/UGC internationalisation indicators

20. Embed Industry Engagement and Internships into Curriculum

Context: Integrating industry engagement into internationalisation efforts is essential for HEIs in order to prepare career-ready graduates and attract global recognition. International universities are advancing student outcomes by forging deep partnerships with industry co-developing curricula, embedding practical training, and creating pathways for applied research.

As evidenced by several world class universities, a structured academia-industry interface enhances both academic relevance and international appeal. Students exposed to real-world challenges through placements, innovation projects, and knowledge transfer gain the skills and confidence needed to thrive in global careers.

Policy Recommendation 20:

Integrate employability and industry engagement into the internationalisation strategies of INIs and top 100 'Overall' NIRF Ranking Universities'

Implementation Roadmap:

A. Introduce Interdisciplinary Curriculum Components

Context: Incorporating hands-on industry experience within academic programmes enhances student employability, fosters workplace readiness, and aligns higher education with real-world needs.

Action Pathway: Develop structured, credit-bearing internship models or sandwich-year formats embedded within degree programmes, in collaboration with industry partners. These may be tailored by sector and offered across disciplines to enhance practical exposure.

Actors Responsible:

- Industry and Universities

B. Establish Applied Research and Innovation Hubs

Context: HEIs have limited structured platforms where students can engage in applied research in collaboration with industry. Creating shared research spaces can nurture innovation, problem-solving, and entrepreneurship in alignment with global trends.

Action Pathway: Establish joint research centres or applied innovation clusters within HEIs in collaboration with industry, where students and faculty can work on live industry projects. These hubs may also serve as incubators for startups and applied research.

Actors Responsible:

- Industry and Universities

C. Design Knowledge Transfer Partnerships (KTPs)

Context: Small and medium enterprises (SMEs) often lack in-house R&D capabilities but have sector-specific challenges that can be addressed through academic collaboration. Linking faculty expertise with SME needs can promote mutual learning and regional economic development.

Action Pathway: Design government-supported Knowledge Transfer Partnership (KTP) schemes that connect academic researchers and students with SMEs to work on innovation projects, technology development, and business process enhancements.

Actors Responsible:

- Industry and Universities

D. Invite Industry Participation in Curriculum Design

Context: Rapid industry transformation demands dynamic academic content. Static curricula, not co-developed with practitioners, often fail to equip students with skills relevant to current job markets.

Action Pathway: Involve industry leaders and professionals in curriculum advisory boards to co-create course content, offer industry-relevant certifications, deliver guest lectures, and support upskilling initiatives aligned with global standards.

Actors Responsible:

- Industry and Universities

E. Track and Publicise Graduate Outcomes

Context: Transparent employability data builds trust with prospective students and international partners. However, many Indian HEIs do not systematically collect or showcase graduate placement outcomes.

Action Pathway: Develop institutional mechanisms to track graduate outcomes including job placements, average starting salaries, and employer satisfaction. Use these metrics in international outreach, marketing, and rankings to enhance institutional credibility.

Actors Responsible:

- Industry and Universities

Performance Success Indicators:

- Increase in the percentage of degree programmes offering structured, credit-bearing internships or sandwich-year models
- Growth in the number of students completing industry placements annually
- Number of industry-academia R&D hubs or innovation clusters operational within HEIs
- Volume of joint publications, patents, or product innovations emerging from applied research centres
- Number of Knowledge Transfer Partnership (KTP) projects launched with SMEs
- Proportion of faculty and students engaged in KTPs and innovation-driven consultancy
- Number of academic programmes co-designed with industry input or advisory board participation
- Frequency of industry-led lectures, certifications, and experiential learning sessions integrated into curricula

Global Practice: Brunel University London – Embedding Industry Engagement for Global Employability

Brunel University London has positioned industry engagement and employability as central pillars of its internationalisation strategy. By cultivating strong ties with industry, the university ensures that its students graduate with not only academic knowledge but also the practical skills and confidence to thrive in a competitive global job market. Key Initiatives:

- **Professional Placements (Sandwich Year):** Most undergraduate programmes offer a paid, one-year industry placement embedded within the degree structure. Partner organisations include Intel, GSK, British Airways, Jaguar Land Rover, the NHS, and various SMEs.
- **Brunel Innovation Centre (BIC):** A joint R&D hub with TWI Ltd focused on advanced manufacturing and structural integrity. It provides PhD and postgraduate students with hands-on research experience on industry-linked projects.
- **Knowledge Transfer Partnerships (KTPs):** Government-supported collaborations between Brunel academics and businesses such as Holland & Barrett, as well as SMEs in sectors like MedTech and sustainability.
- **Co-Innovate Programme:** Designed to support innovation in London's SME sector, this programme engages students and researchers in live projects involving product development, design, and market entry.
- **Employer-led Curriculum and Guest Lectures:** Industry partners contribute to module design, deliver guest lectures, and lead field visits and workshops. Past speakers include professionals from IBM, Accenture, and Siemens.

21. Enhance Multicultural Experiences at Indian University Campuses

Context: India is increasingly positioning itself as a preferred destination for higher education, particularly for students from the Global South. However, while academic offerings have expanded, the overall campus experience for international students often falls short of global expectations. Key challenges include inadequate hostel facilities, safety concerns, limited cultural orientation, language barriers, and insufficient access to academic and emotional support services. These gaps affect student retention, satisfaction, and word-of-mouth reputation, which are critical for attracting more international students. A holistic, student-centric approach is therefore essential to ensure that international students not only enrol but thrive in Indian institutions.

Policy Recommendation 21:

- Improve international students' experiences in India, universities may adopt baseline global standards for housing, campus safety, academic support, student and faculty counselling, and cultural orientation.
- Provide language assistance, organise mentorship programmes and multicultural events to facilitate smoother integration in a supportive learning environment.

Implementation Roadmap:

A. Upgrade Student Services and Campus Infrastructure

Context: To enhance students' experience in India, universities must upgrade their infrastructure and safety protocols to meet global benchmarks.

Action Pathway: Create a uniform infrastructure and safety protocol framework that is applicable to all INIs and Leading CUs and SPUs to ensure a standard experience for international students, researchers and faculty across Indian HEIs. Develop virtual learning platforms, e-libraries with high speed internet, modern labs and student friendly amenities.

Actors Responsible:

- Ministry of Education
- Ministry of Home Affairs
- UGC
- Indian Universities

B. Provide Investment Incentives for Student Accommodation

Context: Inadequate student housing is a major concern for international students studying in India. Many students are unable to secure on-campus accommodation due to limited hostel capacity, forcing them to seek housing in paying guest accommodations or rented apartments outside. This exposes them to risks such as overcharging, poor living conditions, furnishing proof of residence (e.g., Aadhaar card), exploitation by landlords or intermediaries and lack of clear legal recourse.

Action Pathway: Encourage PPP in high-quality international student accommodation and related facilities.

Actors Responsible:

- Central and State Governments
- Universities
- Industry

C. Integrate Alumni Networks for Cultural Immersion

Context: International alumni can serve as vital connectors to academic, professional, and diplomatic communities abroad. They offer invaluable support through student mentorship, internship and job facilitation, academic collaborations, and institutional advocacy. When strategically engaged, alumni become more than donors, they become ambassadors, recruiters, and global champions of their alma mater. In today's globally competitive higher education landscape, alumni are not just former students, they are strategic assets. As Indian HEIs expand their internationalisation efforts, the potential of global alumni networks must be fully recognised and purposefully harnessed.

Actors Responsible:

- Create a standalone Alumni Relations Cell or integrate alumni engagement functions within the International Students Office (ISO) or Office of International Affairs (OIA) to ensure structured and consistent outreach to international alumni communities.
- Create a database by identifying regional clusters of alumni and mapping their expertise and influence across industries, academia, and geographic regions. This database can serve as the foundation for targeted engagement, collaboration, and networking.
- Facilitate the formation of country-specific and regional alumni chapters (e.g., North America, Europe, Southeast Asia) to support local engagement, event organisation, and representation in international initiatives.
- Build robust digital alumni portals to enable sustained virtual interaction, knowledge-sharing, and networking opportunities. Features may include alumni directories, discussion forums, job boards, newsletters, and event registration.
- Connect current students with international alumni to offer career guidance, application support, and global exposure. A digital platform linking international students with alumni mentors may be created in INIs, Leading Central and State Public Universities.
- Leverage alumni in international university fairs, promotional campaigns, ambassador programmes, and diplomatic education events. Their visibility in such settings can boost credibility and student recruitment globally.

Actors Responsible:

- Ministry of Education
- EdCIL
- Leading Central and State Public Universities

Indian Practice: Ashoka University – Building a Global Alumni Community for International Engagement

Ashoka University, a private university established in 2014, has positioned alumni engagement as a strategic pillar of its internationalisation efforts. The Alumni Relations Office, working in close coordination with the Office of International Programmes, embeds alumni engagement directly into Ashoka's internationalisation framework.

Key Initiatives

- **Global Alumni Chapters:** Ashoka has active alumni chapters in cities such as New York, London, Singapore, and Dubai, serving as hubs for networking, career support, and international brand visibility.
- **Career and Mentorship Support:** Alumni host webinars, workshops, and mentorship sessions for students pursuing international careers and studies, and frequently help secure internships and job placements.
- **International Collaborations:** Alumni networks have reinforced Ashoka's partnerships with institutions such as Sciences Po, King's College London, and the University of California, enabling exchanges, research, and faculty mobility.
- **Digital Engagement:** The Ashoka Alumni Network Portal enables ongoing virtual engagement through mentorship matching, job boards, and chapter-based events.
- **Philanthropy with Purpose:** Initiatives like the Ashoka Alumni Fund support scholarships, global programmes, and research infrastructure.

Performance Success Indicators:

- Student satisfaction surveys
- Increase in foreign student retention
- Number of collaborative faculty projects; Number of infrastructure-enhanced campuses
- Number of India-focused research projects and collaborations

22. Integrate Global Approaches with Indian Culture and Philosophy in Teaching and Research

Context: India's growing engagement in the global higher education ecosystem presents an opportunity to integrate and uniquely blend the best of global academic practices with the nation's rich philosophical and cultural traditions. Along with internationalisation, higher education in India should remain rooted in Indian ethos while embracing global diversity. The epistemological and ontological perspectives to knowledge creation from the Indian lens must find a place along with the global perspectives in the teaching and research processes. The systemic goal should be to build globally connected yet culturally grounded universities that reflect the ancient Indian ideal of Vasudhaiva Kutumbakam (the world as one family), while preserving and showcasing the richness of India's civilisational heritage, and cultural fabric.

Policy Recommendation 22:

- Ensure the integration of global approaches with Indian philosophical, ethical, and cultural dimensions in teaching, research, and management practices.
- Promote research in areas that provide solutions to pressing socioeconomic challenges in India, and create global intellectual visibility for the rich Indian Knowledge Systems (IKS) in the STEM and non-STEM areas.

Implementation Roadmap:

A. Ensure Pedagogical Synthesis of Global and Indian Perspectives for Educators

Context: Educators play a pivotal role in shaping learners' perspectives and fostering an inclusive, values-based academic environment. Integrating global pedagogical approaches with India's indigenous philosophies and evidence-based perspectives can significantly enrich teaching quality and classroom engagement. By harmonizing globally recognized approaches with foundational Indian concepts, educators can nurture globally competent learners rooted in cultural consciousness. This synthesis will ensure that higher education pursuits remain both contemporary and contextually relevant.

Action Pathway:

- Build intercultural competence of faculty and administrators through capacity-building initiatives that focus equally on global pedagogies and the integration of Indian philosophical, ethical, and cultural dimensions in teaching, research, and management practices
- Promote faculty exchange programmes that facilitate mutual learning between Indian and international educators on culturally responsive pedagogy
- Encourage classroom deliberations on socioeconomic decision making using perspectives of both the Global South and the Global North such that the HEIs can create holistic and inclusive mindsets that are required for creating world-ready talent

Actors Responsible:

- Ministry of Education

- UGC
- AICTE
- State Councils of Higher Education
- Leading Central and State Public Universities
- Foreign HEIs operating branch campuses in India and/or delivering twinning, joint and dual degree programmes

B. Ensure Curriculum Alignment for Inclusivity of Students

Context: Curriculum design is central to shaping student learning outcomes, values, and worldviews. A culturally inclusive approach helps create learning environments that respect pluralism, enhance belonging for both local and international students, and nurture graduates with global outlooks anchored in local sensibilities. Aligning curricula with both global academic standards and Indian cultural ethos ensures inclusivity, relevance, and holistic development. It creates pathways for intercultural understanding and prepares students to become global citizens who think locally and act globally.

Action Pathway:

- Encourage Indian and Foreign HEIs to embed Indian philosophical, ethical, and cultural perspectives within globally benchmarked curricula across disciplines and integrate Indian Knowledge Systems, local case studies, and regional languages.
- Academic collaborations may include research on Indian culture and heritage, history and philosophy, the role of democracy and diversity that has thrived in the Indian context, the success of cooperative and competitive federalism, the role of decentralised governance and citizenry in nation building, the impact of innovation and entrepreneurship in grassroots growth and development, and such other unique Indian facets within the global frameworks to strengthen India's intellectual visibility.

Actors Responsible:

- Ministry of Education
- UGC
- AICTE
- State Councils of Higher Education
- Leading Central and State Public Universities
- Foreign HEIs operating branch campuses in India and/or delivering twinning, joint and dual degree programmes

Global Practice: Balancing Global Standards and Local Identity in Hong Kong's Higher Education

Hong Kong's HEIs have been striving to balance global standards with local cultural identity as part of their goal to become a regional higher-education hub. This dual aspiration of achieving international excellence while maintaining cultural relevance has shaped the city's approach to internationalisation of higher education.

Hong Kong's Strategic Responses:

- **Linguistic and Cultural Inclusivity:** HEIs promote multilingual environments with bilingual materials and language exchange sessions, recognizing both English and Cantonese to preserve cultural identity while achieving global standards.
- **Curriculum Balancing:** HEIs have developed interdisciplinary courses integrating global and local perspectives, such as sustainability programmes combining international best practices with Hong Kong-specific ecological challenges.

- **Pedagogical Integration:** HEIs have adopted hybrid teaching approaches that begin with traditional content delivery then transition to interactive discussions and collaborative projects, bridging Eastern and Western educational philosophies.

Performance Success Indicators:

- Increased number of trained faculty
- Curricula revision across programmes and courses
- Enhanced student engagement and inclusivity
- Growth in research on Indian knowledge systems
- Recognition of institutions for global–Indian integration

ANNEXURE I

List of Participating Universities in the Survey

S No	University Name	State	Institution Type
1	Aditya University	Andhra Pradesh	State Private University
2	Andhra University	Andhra Pradesh	State Public University
3	Audisankara College of Engineering and Technology	Andhra Pradesh	Autonomous
4	Gandhi Institute of Technology and Management (GITAM)	Andhra Pradesh	Deemed to be University (Private)
5	Sri Padmavati Mahila Visvavidyalayam	Andhra Pradesh	State Public University
6	Furkating College	Assam	Autonomous
7	Kumar Bhaskar Varma Sanskrit and Ancient Studies University	Assam	State Public University
8	Nowgong College	Assam	Autonomous
9	Tezpur University	Assam	Central University
10	Dr. Rajendra Prasad Central Agricultural University	Bihar	State Public University
11	Nalanda University	Bihar	Institute of National Importance
12	Indian Institute of Management Raipur	Chhattisgarh	Institute of National Importance
13	Pandit Sundarlal Sharma (Open) University	Chhattisgarh	State Public University
14	Central Sanskrit University	Delhi	Central University
15	Indian Institute of Technology Delhi	Delhi	Institute of National Importance
16	Jamia Hamdard	Delhi	Deemed to be University (Public)
17	Jamia Millia Islamia	Delhi	Central University
18	Jawaharlal Nehru University	Delhi	Central University
19	Shri Lal Bahadur Shastri National Sanskrit University	Delhi	Central University
20	Ahmedabad University	Gujarat	State Private University
21	Dhirubhai Ambani Institute of Information and Communication Technology	Gujarat	State Private University
22	GSFC University	Gujarat	State Private University
23	Marwadi University	Gujarat	State Private University
24	Sardar Patel University	Gujarat	State Public University
25	The Maharaja Sayajirao University of Baroda	Gujarat	State Public University
26	Bhagat Phool Singh Mahila Vishwidyalaya	Haryana	State Public University
27	Central University of Haryana	Haryana	Central University

S No	University Name	State	Institution Type
28	Chaudhary Charan Singh Haryana Agricultural University	Haryana	State Public University
29	Indira Gandhi University	Haryana	State Public University
30	Kurukshetra University	Haryana	State Public University
31	O.P. Jindal Global University	Haryana	Deemed to be University (Private)
32	Central University of Himachal Pradesh	Himachal Pradesh	Central University
33	G.B. Pant Memorial Govt. College	Himachal Pradesh	Autonomous
34	Indian Institute of Technology Mandi	Himachal Pradesh	Institute of National Importance
35	Central University of Kashmir	Jammu and Kashmir	Central University
36	Model Institute of Engineering and Technology	Jammu and Kashmir	Autonomous
37	Vinoba Bhave University	Jharkhand	State Public University
38	Alvas College	Karnataka	Autonomous
39	Central University of Karnataka	Karnataka	Central University
40	Christ University	Karnataka	Deemed to be University (Private)
41	Indian Institute of Management Bangalore	Karnataka	Institute of National Importance
42	Karnataka State Open University	Karnataka	State Public University
43	KLE Academy of Higher Education and Research	Karnataka	Deemed to be University (Private)
44	Kristu Jayanti College	Karnataka	Autonomous
45	Manipal Academy of Higher Education	Karnataka	Deemed to be University (Private)
46	National Law School of India University	Karnataka	State Public University
47	NITTE University	Karnataka	Deemed to be University (Private)
48	RV College of Engineering	Karnataka	Autonomous
49	Sri Siddhartha Academy of Higher Education	Karnataka	Deemed to be University (Private)
50	St Joseph's University	Karnataka	State Private University
51	University of Mysore	Karnataka	State Public University
52	Yenepoya University	Karnataka	Deemed to be University (Private)
53	Central University of Kerala	Kerala	Central University
54	Cochin University of Science And Technology	Kerala	State Public University

S No	University Name	State	Institution Type
55	Indian Institute of Science Education and Research Thiruvananthapuram	Kerala	Institute of National Importance
56	Indian Institute of Technology Palakkad	Kerala	Institute of National Importance
57	National Institute of Technology Calicut	Kerala	Institute of National Importance
58	Rajagiri College of Social Sciences	Kerala	Autonomous
59	Sacred Heart College	Kerala	Autonomous
60	Saintgits College of Engineering	Kerala	Autonomous
61	Sree Sankaracharya University of Sanskrit	Kerala	State Public University
62	Vimala College	Kerala	Autonomous
63	Amity University	Madhya Pradesh	State Private University
64	Dr. Harisingh Gour Vishwavidyalaya	Madhya Pradesh	Central University
65	Indian Institute of Information Technology Bhopal	Madhya Pradesh	Institute of National Importance
66	Indian Institute of Management Indore	Madhya Pradesh	Institute of National Importance
67	Maulana Azad National Institute of Technology Bhopal	Madhya Pradesh	Institute of National Importance
68	Rajmata Vijayaraje Scindia Krishi Vishwavidyalaya	Madhya Pradesh	State Public University
69	RKDF University	Madhya Pradesh	State Private University
70	AISSMS Institute of Information Technology	Maharashtra	Autonomous
71	G H Raisoni College of Engineering	Maharashtra	Autonomous
72	Homi Bhabha National Institute	Maharashtra	Deemed to be University (Public)
73	Indian Institute of Information Technology Nagpur	Maharashtra	Institute of National Importance
74	Indian Institute of Management Mumbai	Maharashtra	Institute of National Importance
75	Indian Institute of Technology Bombay	Maharashtra	Institute of National Importance
76	Indsearch Institute of Management Studies and Research	Maharashtra	Autonomous
77	Kavayitri Bahinabai Chaudhari North Maharashtra University	Maharashtra	State Public University
78	MIT Arts Commerce and Science College	Maharashtra	Autonomous
79	MIT Academy of Engineering	Maharashtra	Autonomous
80	Shivaji University	Maharashtra	State Public University
81	SNDT Women's University	Maharashtra	State Public University
82	St. Francis Institute of Management and Research	Maharashtra	Autonomous

S No	University Name	State	Institution Type
83	Narsee Monjee Institute of Management Studies	Maharashtra	Deemed to be University (Private)
84	Symbiosis International University	Maharashtra	Deemed to be University (Private)
85	Thakur Institute of Management Studies, Career Development and Research	Maharashtra	Autonomous
86	Walchand Institute of Technology	Maharashtra	Autonomous
87	Yashwantrao Chavan Maharashtra Open University	Maharashtra	State Public University
88	Yeshwantrao Chavan College of Engineering	Maharashtra	Autonomous
89	University of Science and Technology	Meghalaya	State Private University
90	Mizoram University	Mizoram	Central University
91	Berhampur University	Odisha	State Public University
92	Gandhi Engineering College	Odisha	Autonomous
93	Indian Institute of Science Education and Research	Odisha	Institute of National Importance
94	National Law University Odisha	Odisha	State Public University
95	Prananath College	Odisha	Autonomous
96	Science College Autonomous Hinjilicut	Odisha	Autonomous
97	Shailabala Women's Autonomous College	Odisha	Autonomous
98	Utkal University	Odisha	State Public University
99	XIM University	Odisha	State Private University
100	Amity University	Punjab	State Private University
101	Central University of Punjab	Punjab	Central University
102	Indian Institute of Science Education and Research Mohali	Punjab	Institute of National Importance
103	Lovely Professional University	Punjab	State Private University
104	Birla Institute of Technology and Sciences Pilani	Rajasthan	Deemed to be University (Private)
105	Central University of Rajasthan	Rajasthan	Central University
106	Govind Guru Tribal University	Rajasthan	State Public University
107	Jai Minesh Adivasi University	Rajasthan	State Private University
108	Jai Narain Vyas University	Rajasthan	State Public University
109	Maharaja Surajmal Brij University	Rajasthan	State Public University
110	Manipal University Jaipur	Rajasthan	State Private University
111	Raj Rishi Bhartrihari Matsya University	Rajasthan	State Public University
112	University of Rajasthan	Rajasthan	State Public University
113	National Institute of Technology Sikkim	Sikkim	Institute of National Importance
114	Sikkim Manipal University	Sikkim	State Private University

S No	University Name	State	Institution Type
115	Alagappa University	Tamil Nadu	State Public University
116	Anna University	Tamil Nadu	State Public University
117	Ayya Nadar Janaki Ammal College	Tamil Nadu	Autonomous
118	Bharathiar University	Tamil Nadu	State Public University
119	Chettinad Academy of Research and Education	Tamil Nadu	Deemed to be University (Private)
120	Dr. M.G.R. Educational and Research Institute	Tamil Nadu	Deemed to be University (Private)
121	Indian Institute of Management Tiruchirappalli	Tamil Nadu	Institute of National Importance
122	Indian Institute of Technology Madras	Tamil Nadu	Institute of National Importance
123	Jamal Mohamed College	Tamil Nadu	Autonomous
124	K.S.R. College of Engineering	Tamil Nadu	Autonomous
125	Karpagam Academy of Higher Education	Tamil Nadu	Deemed to be University (Private)
126	Knowledge Institute of Technology	Tamil Nadu	Autonomous
127	KPR Institute of Engineering and Technology	Tamil Nadu	Autonomous
128	M.O.P. Vaishnav College for Women	Tamil Nadu	Autonomous
129	Madras School of Social Work	Tamil Nadu	Autonomous
130	Manonmaniam Sundaranar University	Tamil Nadu	State Public University
131	National Institute of Technical Teachers Training and Research	Tamil Nadu	Deemed to be University (Public)
132	PSG College of Arts and Science	Tamil Nadu	Autonomous
133	PSGR Krishnammal College for Women	Tamil Nadu	Autonomous
134	Sathyabama Institute of Science and Technology	Tamil Nadu	Deemed to be University (Private)
135	Sona College	Tamil Nadu	Autonomous
136	Sri Chandrasekharendra Saraswathi Viswa Mahavidyalaya	Tamil Nadu	Deemed to be University (Private)
137	SRM Institute of Science and Technology	Tamil Nadu	Deemed to be University (Private)
138	St Joseph's College Trichy	Tamil Nadu	Autonomous
139	Tamil Nadu Open University	Tamil Nadu	State Public University
140	Thassim Beevi Abdul Kader College For Women	Tamil Nadu	Autonomous
141	The American College	Tamil Nadu	Autonomous
142	Thiagarajar College of Engineering	Tamil Nadu	Autonomous
143	Vel Tech Rangarajan Dr Sagunthala RandD Institute of Science And Technology	Tamil Nadu	Deemed to be University (Private)
144	Vellore Institute of Technology	Tamil Nadu	Deemed to be University (Private)

S No	University Name	State	Institution Type
145	Women's Christian College	Tamil Nadu	State Private University
146	Anwarul Uloom College	Telangana	Autonomous
147	Gokaraju Rangaraju Institute of Engineering and Technology	Telangana	Autonomous
148	University of Hyderabad	Telangana	Central University
149	Acharya Narendra Deva University of Agriculture and Technology	Uttar Pradesh	State Public University
150	Banaras Hindu University	Uttar Pradesh	Central University
151	Bundelkhand University	Uttar Pradesh	State Public University
152	Galgotias University	Uttar Pradesh	State Private University
153	Gautam Buddha University	Uttar Pradesh	State Public University
154	KIET Group of Institutions	Uttar Pradesh	Autonomous
155	National Institute of Pharmaceutical Education and Research Raebareli	Uttar Pradesh	Institute of National Importance
156	Sharda University	Uttar Pradesh	State Private University
157	Graphic Era University	Uttarakhand	Deemed to be University (Private)
158	Indian Institute of Technology Roorkee	Uttarakhand	Institute of National Importance
159	Indian Institute of Science Education and Research Kolkata	West Bengal	Institute of National Importance
160	Ramakrishna Mission Residential College	West Bengal	Autonomous

ANNEXURE II

List of Key Informant Interviews

S No	Name	Designation	Organisation	Country
1	Nigel de Silva	Director - Global Partnerships	Curtin University	Australia
2	Ian Martin	Vice Chancellor	Deakin University	Australia
3	Dr. Jana Freihöfer	Director International	Technische Universität Darmstadt	Germany
4	Dr Rao	Vice Chancellor	BITS Pilani	India
5	Ms. Leena Arora Kukreja	Regional Managing Director	Coventry University	India
6	Dr. Dipesh Shah	Executive Director	IFSCA, GIFT City	India
7	Mr. Akshat Ganeriwala	Manager	IFSCA, GIFT City	India
8	Mr Alok Kumar	National Officer	International Organization for Migration in India	India
9	Ms. Meena Saxena	Director	Narsee Monjee Institute of Management Studies	India
10	Prof. Tom Curran	Vice Principal for Internationalisation	University College Dublin (UCD)	Ireland
11	Prof. Michal Bar-Asher Siegel	VP BGU International	Ben-Gurion University of the Negev	Israel
12	Yuji Nishikawa	Advisor	Japan Science and Technology Agency (JST)	Japan
13	Prof. Takeaki Sakurai	Executive Officer/Regional Director (North America & India)	University of Tsukuba	Japan
14	Prof. Asia Khamzina	Deputy Vice-President for International Affairs	Korea University	Korea
15	Prof. Léon Laulusa	Executive President and Dean	ESCP Business School	France
16	Rahul Singh	Assistant Director, Global Marketing and Strategy	Nanyang Technological University Singapore	Singapore
17	Robert Kotze	Senior Director	Stellenbosch University International	South Africa
18	Prof. Saioa Herrero Villalibre	Vice Dean of International Relations	Bilbao School of Engineering	Spain
19	Prof. Rajeev Thottappillil	Professor Emeritus/ Project Manager / International Advisor	KTH Royal Institute of Technology	Sweden
20	Kurtis Lockhart	Executive Director	African School of Economics	Tanzania
21	Prof. Oybek Allamov	Deputy Director for Scientific Affairs and Innovations	Tashkent University of Information Technologies	Tashkent

S No	Name	Designation	Organisation	Country
22	Ms.Nafisa Erimmetova	Head of International Cooperation Department	Tashkent University of Information Technologies	Tashkent
23	Dr. Luc Verburgh	Advisor, Office of President & CEO	Higher Colleges of Technology	UAE
24	Michael Houlgate	Deputy Director	British Council	UK
25	Prof. John Latham CBE	Vice Chancellor and CEO	Coventry University	UK
26	Prof. Richard Wells	Deputy Vice Chancellor (International)	Coventry University	UK
27	Ms. Sonu Hemani	Senior Partnerships Officer	King's College London	UK
28	Prof. Sabu S. Padmadas	Founding Executive Director, India Centre for Inclusive Growth & Sustainable Development	University of Southampton	UK
29	Rohit Kumar	Director - International Recruitment, Partnerships and Mobility (IRPM), External Relation	University of York	UK
30	Jeremy Histon	Senior Consultant	Edified	UK
31	Robin Matross Helms	Vice President for Member-ship and Educational Services	Association of Community College Trustees	USA
32	Audrey DuHaime	Associate Vice President of Global Initiatives and Strategy	The University of Chicago	USA
33	Ms. Becky George	Assistant Vice Provost & Senior International Officer, Division of Global Engagement	University of California Santa Cruz	USA
34	Bang Pham	Country Director	Acumen	Vietnam

ANNEXURE III

List of Participants in the National Workshop held on 29.03.2025

Inaugural Session and Special Presentations

Sr No.	Speaker	Designation	Institution
1	Dr. Vinod Kumar Paul	Member (Education)	NITI Aayog
2	Dr. Sonia Pant	Programme Director (Education)	NITI Aayog
3	Dr. Shashank Shah	Director and Senior Specialist (Higher Education)	NITI Aayog
4	Ms. Oshin Dharap	Consultant (Higher Education)	NITI Aayog
5	Prof. Kamakoti Veezhinathan	Director	IIT Madras
6	Prof. Raghunathan Rengaswamy	Dean (Global Engagement)	IIT Madras
7	Prof. Preeti Aghalayam	Director	IIT Madras - Zanzibar Campus
8	Dr. (Mrs.) Pankaj Mittal	Secretary General	Association of Indian Universities
9	Dr. Kuldeep Dagar	Joint Secretary	Association of Indian Universities
10	Mr. Adrian Mutton	Founder & Executive Chairman	Acumen
11	Dr. Bhawna Kumar	Head (Transnational Education)	Acumen

List of Speakers

Sr No.	Speaker	Designation	Institute
1	Ms Aarushi Jain	Partner (Head – Media, Education & Gaming)	Cyril Amarchand Mangaldas
2	Dr Aghila G.	Director	NIT Trichy
3	Ms Amrita Sadarangani	Senior Director & Head – Global Research Alliances	Ashoka University
4	Dr Ankit Agarwal	Assistant Professor Department Of Hydrology	IIT Roorkee
5	Dr Archana Thakur	Joint Secretary	University Grants Commission
6	Dr Ashok Daryani	Director - International Relations	Sharda University
7	Dr B J Rao	Vice Chancellor	University Of Hyderabad
8	Mr Balakrisna B	Head - Marketing	IIM Bangalore
9	Dr Basab Choudury	Associate Director - South Asia	Deakin University
10	Prof Baskaran R	Director, Centre For International Relation	Anna University
11	Ms Carey Arun	Principal Commercial Officer	US Embassy
12	Dr Chandrasekar	Executive Director (Corporate Planning)	Edcil

Sr No.	Speaker	Designation	Institute
13	Mr Daniel Baxter	Associate Dean International	Glasgow Caledonian University
14	Dr Erik Lithander	Deputy Vice-Chancellor (Strategic Engagement)	University of Auckland
15	Mr Etienne Rolland Piegue	Consul General	Consul General of France In Puducherry and Chennai
16	Mr Jay Poria	Head, International Relations & Partnerships, STEMM	Australian National University
17	Prof Joby Joseph	Provost	IIT Delhi - Abu Dhabi
18	Dr Kiran Trivedi	Associate Professor	University of Wollongong, GIFT City Campus
19	Ms Louise Kinnaird	Executive Director	Asia-Pacific Association for International Education (APAIE)
20	Ms Lucinda Malgas	Manager	Asia-Pacific Association for International Education (APAIE)
21	Dr Mohit Dubey	Vice Chancellor	MIT ADT University Pune
22	Ms Pushpanathan Janaka	Director South India	British Council
23	Dr Roger Brindley	Former Vice Provost For Global Programmes	Penn State University
24	Mr Sagar Bahadur	Executive Director - South & South East Asia	Acumen - Sannam S4
25	Mr Siddharth Shahani	Executive Vice President	Atlast Skilltech University
26	Prof Sudarshan Kumar	Dean (International Relations)	IIT Bombay
27	Mr Tomas O'brien	Senior Advisor	Australian Trade And Investment Commission
28	Prof T. Kishen Kumar Reddy	Vice Chancellor	Jawaharlal Nehru Technological University
29	Dr Vaidhyasubramaniyam S	Vice Chancellor	SASTRA University
30	Dr Vijayakumar Chandrasekaran	Vice-Chancellor I/C	VIT Mauritius

ANNEXURE IV

List of India's Memorandums of Understanding (MoUs)/ Educational Exchange Programmes (EEPs) signed with other countries

1. Afghanistan
2. Armenia
3. Australia
4. Belarus
5. Botswana
6. Brazil
7. Burundi
8. Canada
9. Chile
10. China
11. Croatia
12. Czech Republic
13. Ecuador
14. Estonia
15. Ethiopia
16. France
17. Germany
18. Guyana
19. Hungary
20. Indonesia
21. Israel
22. Japan
23. Kuwait
24. Malaysia
25. Mauritius
26. Mexico
27. Mongolia
28. Morocco
29. Mozambique
30. Myanmar
31. New Zealand
32. Norway
33. Oman
34. Peru
35. Portugal
36. Qatar
37. Republic of Korea
38. Russia
39. Rwanda
40. Saudi Arabia
41. South Africa
42. Sri Lanka
43. Syria
44. Tajikistan
45. Tanzania
46. Thailand
47. Trinidad & Tobago
48. Turkmenistan
49. United Arab Emirates
50. United Kingdom
51. United States of America
52. Uzbekistan
53. Vietnam
54. Yemen

Source: Ministry of Education

ANNEXURE V

Survey Instrument for Internationalisation of Higher Education in India: Prospect, Potential & Policy Recommendation

Introduction

The survey is being carried out to get insights on internationalisation of Indian Higher Education for policy development. The project is being executed by IIT Madras, Association of Indian Universities (AIU) and Acumen under the aegis of NITI Aayog.

Objective

The objective of this survey is to assess the status of internationalisation on the following aspects of Indian Higher Education and develop a policy roadmap to make Indian education competitive and India a global study destination, as envisioned in the National Education Policy (NEP) 2020:

- International collaboration practices (research practices, publications, faculty/student exchange) currently followed in India.
- Outcome of internationalisation initiatives (employability, program success).
- Challenges and opportunities faced by universities regarding internationalisation.

Instructions

1. This survey seeks responses from universities on various aspects of internationalisation.
2. The survey is meant to be filled by the Director/Dean of International Relations (In-charge) or equivalent representative of Indian universities. (We advise you to consult with your colleagues to gather the necessary information before filing the questionnaire.)
3. Universities that have affiliated colleges may fill up the data related to university campuses, excluding the affiliated colleges.
4. We request data primarily from the current (2023–24) academic year. However, data from the last three years is also sought for certain questions.
5. You may select the response(s) that best answer(s) the question with respect to your institution.
6. Please try and answer all questions. In case you do not know or cannot answer a question for any reason, please leave the question blank or select 'Not Applicable' as the option.
7. All questions that are marked with * must be answered.
8. The questionnaire contains the following sections:
    - Section A: University's general information
    - Section B: Current status of internationalisation and international collaboration practices
    - Section C: Outcome of internationalisation initiatives
    - Section D: Challenges and opportunities faced by Indian universities

Disclaimer

The data collected in this survey will be kept confidential, and no individual institutional data will be used in any other report, web page, or presentation. The information gathered through this survey will be used solely for the Internationalisation of Higher Education: Policy Roadmap for India report by NITI Aayog.

Contact Information

- Kuldeep Dagar, Joint Secretary, AIU: Email Id: ds_ev@aiu.ac.in
- Sivaguru Nathan: Email Id: sivaguru@ge.iitm.ac.in

A) UNIVERSITY GENERAL INFORMATION

Field	Input
University Name *	(Text Input)
Place *	(Text Input)
State *	(Text Input)
Year of Establishment *	(Year Input)

Contact Person

(Provide the contact details of the Director/Dean of International Relations (In-charge) or equivalent representative of your university/institution).

Field	Input
Name * (First Name / Last Name)	(Text Input)
Designation *	(Text Input)
Email *	(Text Input)
Phone Number (+91)	(Text Input)

Institution Type * (Select Option)

Institution's Ranking and Accreditation. * (Select Option: Applicable / Not applicable)

Please provide the following data for students and faculty during the academic year 2023-24? *

Category	Institution/University	University affiliated colleges (if applicable)
Total number of students*	(Number Input)	(Number Input)
Students (Male) *	(Number Input)	(Number Input)
Students (Female) *	(Number Input)	(Number Input)
Total number of faculty *	(Number Input)	(Number Input)
Faculty (Male) *	(Number Input)	(Number Input)
Faculty (Female) *	(Number Input)	(Number Input)

B) CURRENT STATUS OF INTERNATIONALISATION

1. **Does your institution have internationalisation as part of an academic strategy plan? ***
   - Yes
   - No
2. **Does your university have an office dedicated to international relations/internationalisation?***
   - Yes
   - No
3. **Does your institute have incoming international student mobility? ***
   - Yes
   - No

4. **Does your institute have incoming international students enrolled under online mode? ***
   - Yes
   - No
5. **Does your institution have any of the following in place? (Select all that apply) ***
   - 5.1. International academic research collaborations
   - 5.2. Academic degree programs in collaboration with international HEIs
   - 5.3. Student exchange programs
   - 5.4. Faculty exchange programs with international HEIs
   - 5.5. Not applicable
6. **Please give total number of formal agreements/MOUs with foreign universities/HEIs during the last three academic years for each of the following. (Select all that apply) ***
   - 6.1. Academic research collaborations
   - 6.2. Joint degree programs
   - 6.3. Dual degree programs
   - 6.4. Study abroad programs
   - 6.5. Student exchange programs
   - 6.6. Faculty exchange programs
   - 6.7. Not applicable
7. **In which of the following disciplines do you have active international research collaborations? (Select all that apply)**
   - Science & Technology (including Engineering)
   - Social Sciences & Humanities
   - Management Studies
   - Medical & Health Sciences
   - Not applicable
   - Others

Facilities and Support for International Students

8. **Pre-Arrival**
   - 8.1. Does your institution offer pre-arrival support services for international students, such as visa application assistance or airport pick-up arrangements? (Select Option: Yes / No)
   - 8.2. Does your institution have dedicated staff to assist with immigration procedures and visa applications? (Select Option: Yes / No)
9. **Accommodation and Food**
   - 9.1. Does your institution offer on-campus housing for international students? (Select Option: Yes / No)
   - 9.2. Does your institution facilitate international students to find accommodation outside the campus? (Select Option: Yes / No)
   - 9.3. Does your institution provide food options for international students? (Select Option: Yes / No)
10. **Orientation and Language Support**
    - 10.1. Does your institution offer an orientation program specifically for international

students? (Select Option: Yes / No)

10.2. Does your institution offer English language support for international students whose first language is not English? (Select Option: Yes / No)

11. Social and Cultural Integration

11.1. Student club for international students? (Select Option: Yes / No)

11.2. Cultural events for international students? (Select Option: Yes / No)

11.3. Opportunities to connect international and domestic students (buddy programs etc.)? (Select Option: Yes / No)

12. Academic Support

12.1. Academic advisors/mentors for international students? * (Select Option: Yes / No)

12.2. Specific program of study designed for international students? * (Select Option: Yes / No)

12.3. Workshops/seminars to help international students adjust to the Indian education system? * (Select Option: Yes / No)

12.4. Disability support for international students with disabilities/special needs?* (Select Option: Yes / No)

13. Financial/Funding Support

13.1. Scholarships or financial aid specifically for international students?* (Select Option: Yes / No)

13.2. Extent of overlap between institute's international admission process and application processes of bodies like ICCR, SII etc. *

- Not at all
- Moderately
- Significantly
- Very Significantly

13.3. Impact of scholarship availability on international student enrolment.*

- Not at all
- Moderately
- Significantly
- Very Significantly

13.4. Does your institute provide funding for faculty/student to attend international conferences? * (Select Option: Yes / No)

13.5. What expenses are covered? (Select all that apply)*

- Registration fees
- Travel costs (airfare, local transportation)
- Accommodation
- Daily allowances/per diem
- Visa fees
- Not applicable
- Others

13.6. Sources of funding? (Select all that apply)*

- Institutional budget
- Government grants
- Research project funds

- Industry sponsorships
- External funding agencies
- Personal funds
- Not applicable
- Others

13.7. Criteria for approving funding requests? (Select all that apply)*

- Relevance to faculty's research
- Importance of the conference
- Faculty's previous participation in conferences
- Expected outcomes (publications, networking)
- Availability of funds
- Not applicable
- Others

Other Facilities

14. Whether your institution has a specific annual budget for internationalisation?*

- Yes
- No

15. Whether your institution does any kind of marketing and publicity for programs at an international level?*

- Yes
- No

16. Does your institution have professional consultant(s) for recruiting international students? *

- Yes
- No

17. Does your institution have single window admission system for international students? *

- Yes
- No

Internationalisation of Curriculum

18. Are there any specific programs or courses that have been developed with an international focus?*

- Yes
- No

19. How are international perspectives integrated into the curriculum? (Check all that apply)

- Integrated in the learning outcome of various courses/programs
- International case studies
- Collaborative projects with international institutions
- Guest lectures from international experts
- Study abroad programs
- Others

20. **Are there professional development opportunities for faculty to learn about internationalisation?**
    - Yes
    - No

21. **Please describe any specific initiatives aimed at supporting faculty in internationalising their curriculum.**

S. No.	Initiatives	Type
1.		
2.		
3.		
4.		

Offshore Campuses

22. **Does your institution have an already established campus or have plans of establishing an offshore campus(es)? ***
    - Yes
    - No
    - Other (Please specify)

International Conferences

23. **In the past three years, how many international conferences or workshops have been organized by your institution (either independently or in collaboration with international partners)? ***
    - 1 to 3
    - 3 to 5
    - 6 to 10
    - More than 10

24. **Please specify the number of conferences conducted under each of the following categories. (If you have not conducted conferences or workshops in any category, please mention zero and move on.)**

    24.1. How many international conferences were conducted over the last three years by the institute/university? * (Number Input)

    24.2. How many international conferences were attended by faculty/researcher scholars funded by the institute/university in the last three years? * (Number Input)

25. **What criteria or guidelines does your institute follow to classify a conference as an "international conference"?**

26. What are the expected outcomes from the international conferences/workshops organized by your institute? (Please select all that apply) *

- Enhancing institute visibility
- Generating joint publications
- Showcasing achievements and highlights
- Facilitating faculty or student mobility
- Initiating joint research projects
- Networking opportunities
- Marketing or promotional initiatives
- Establishing joint research ventures
- Curriculum development
- Enhancing institute rankings
- Knowledge transfer / Sharing of information
- Providing specific policy recommendations
- Promoting cultural exchange
- Others

27. What are the sources of sponsorship for international conferences at your institute? (Please select all that apply)*

- Institutional funding allocation
- Industry funding
- Government funding agencies
- Research agencies
- Research projects
- External funding agencies
- Others
- Not applicable

28. What types of international workshops have been organized by your institute? (Please select all that apply)*

- Academic workshops
- Training and skill development
- Panel discussions
- Poster presentations
- Others
- Not applicable

29. What are the expected outcomes from faculty attending international conferences? (Please select all that apply)*

- Enhanced research collaborations
- Joint publications
- Networking opportunities
- Increased visibility for the institute
- Professional development

- Knowledge transfer
- Others
- Not applicable

30. How does your institute measure the impact of faculty participation in international conferences?

31. How many faculties on an average attend international conferences in a year? *

Year	Number of faculty*
2021–22 *	(Number Input)
2022–23 *	(Number Input)
2023–24 *	(Number Input)

C) OUTCOME OF INTERNATIONALISATION INITIATIVES

The construct of "Internationalisation Outcomes" in the context of higher education refers to the measurable impacts and benefits derived from the internationalisation initiatives undertaken by a university. These outcomes encompass various dimensions, including research, academic programs, student and faculty development, institutional reputation, and financial resources.

Dimensions and Indicators of Internationalisation Outcomes

1. Research Productivity and Quality
2. Graduate Employability
3. Program Success and Development
4. Institutional Reputation and Global Standing
5. Faculty Development
6. Economic benefits

1. What were the primary objectives of the partnership? (Select all that apply) *

- Collaborative research
- Joint publications
- Joint academic degrees (joint, dual degrees, articulation arrangements etc)
- Student/Faculty exchange
- Curriculum development
- Funding opportunities
- Technology transfer
- Twinning programs
- Curriculum exchange
- Others

2. **To what extent have the objectives been met? ***
   - Not at all
   - To a small extent
   - To a moderate extent
   - To a great extent

3. **What has been the impact of internationalisation on programs and the university's development? (Please select one) ***
   - Collaborative academic programs (e.g., Joint, dual degrees, exchange programs) have been successful and effective.
   - The number of students participating in exchange programs has increased.
   - There has been an increase in faculty members participating in exchange programs.
   - Placements have increased in numbers and packages
   - International placements are gaining prominence in institutions

Rate the following statements on a scale of 1 (strongly disagree) to 5 (strongly agree)

- Scale: 1. Strongly disagree, 2. Disagree, 3. Neutral, 4. Agree, 5. Strongly agree

4. **Please rate the following statements with respect to internationalisation in your university.**
   - 4.1. Internationalisation of our education programs has enhanced our global competitiveness (Select Option)
   - 4.2. Our university's global and national ranking is achieved due to Internationalisation of our education programs (Select Option)
   - 4.3. Internationalisation of our education programs has resulted in attracting high-quality international faculty and researchers for our university. (Select Option)
   - 4.4. Internationalisation has enhanced the academic reputation and prestige of our university. (Select Option)
   - 4.5. Internationalisation of education programs has resulted in providing students with a global perspective and cross-cultural competence (Select Option)
   - 4.6. Internationalisation has enhanced the cultural diversity of our student body (Select Option)
   - 4.7. Internationalisation has resulted in attracting international students for our university (Select Option)
   - 4.8. Our university has successfully diversified its funding sources through internationalisation. (Select Option)
   - 4.9. International partnerships have secured financial benefits and grants for our university (Select Option)
   - 4.10. University can charge a premium fee due to internationalisation of its education programs. (Select Option)
   - 4.11. The overall student experience has been enhanced by the international opportunities provided (Select Option)

Rate the impact of internationalisation on the following aspects.

5. **Impact of internationalisation on research**
   - 5.1. Our institution has seen an increase in the number of joint publications with international partners. (Select Option)
   - 5.2. Collaborative research projects have expanded in scope and count at our institution. (Select Option)

5.3. The quality of our research has improved due to international collaborations (Select Option)

5.4. Research output from our institution has received more citations and peer reviews due to international collaborations. (Select Option)

5.5. The weighted field citation index has increased (Select Option)

6. Impact of internationalisation on graduate employability

6.1. Graduates from our institution have better employability rates due to international experience (who have travelled to foreign campuses) (Select Option)

6.2. Our graduates are more successful in securing roles that value international perspectives. The internationalisation of our curriculum enhances the employability of graduates in the Indian labour market (Select Option)

6.3. International students develop social capital and cultural competence that helps them adapt to the employment market (Select Option)

6.4. The presence of international students in classroom has enhanced the quality of teaching/learning (Select Option)

7. Rate the impact internationalisation on faculty development

7.1. Faculty development has improved through international collaborations (Select Option)

7.2. Participation in international collaborations has enhanced faculty skills and knowledge (Select Option)

7.3. International experiences have enriched our faculty's teaching and research capabilities. (Select Option)

8. Rate economic benefits derived from internationalisation

8.1. Our institution has accessed more research grants due to international collaborations (Select Option)

8.2. The institution has increased revenue from fees paid by international students (Select Option)

8.3. International collaborations have led to more efficient use of resources and time (Select Option)

8.4. Increase in philanthropic funding, consultancy and Industry connect (Select Option)

9. Rate the impact of internationalisation on operational and administrative costs

9.1. Maintaining international partnerships incurs significant operational and administrative costs (Select Option)

9.2. Providing services for international students and faculty adds additional costs (Select Option)

9.3. Training staff to manage international collaboration programs is resource-intensive (Select Option)

10. Rate the challenges and concerns pertaining to internationalisation at your university/ institution

10.1. Our institution has experienced a loss of autonomy due to partnership power imbalances (Select Option)

10.2. Securing stakeholder support for international partnerships is challenging (Select Option)

10.3. Negotiating differences between institutional cultures, policies, and practices requires significant effort (Select Option)

10.4. Students studying in a foreign language face language challenge which affects academic results (Select Option)

10.5. There are issues with recognition and transfer of credits earned abroad (Select Option)

10.6. Emotional costs and stress affect students studying abroad (Select Option)

11. How has partnerships influenced the following aspects of course delivery?

11.1. Use of innovative teaching methods (Select Option)

11.2. Inclusion of practical and industry-relevant content (Select Option)

11.3. Interdisciplinary approaches (Select Option)

11.4. Student engagement and participation (Select Option)

12. Our students have gained a global perspective and cross-cultural competence through internationalisation. * (Select Option)

13. What are the other outcomes of internationalisation at your institute/university that are not captured above [200 words] *

14. How can the outcome of internationalisation be enhanced further? *

15. What are the expected outcomes of your university/institute's journey towards internationalisation in the next five years? *

D) CHALLENGES AND OPPORTUNITIES FACED BY INDIAN UNIVERSITIES

1. What are the main challenges your institute/university faces to attract international students?

1.1. Perception about the quality of education in our university (Select Option)

1.2. Absence of strategic planning for internationalisation at the university (Select Option)

1.3. The cost of tuition and living expenses prohibit many international students in joining our university. (Select Option)

1.4. Insufficient availability of scholarships and financial aid for international students is a significant barrier. (Select Option)

1.5. Issues related to the recognition of qualifications and degrees obtained from the foreign country discourages students from enrolling. (Select Option)

1.6. My university does not have a strong international reputation or ranking to attract students from abroad. (Select Option)

1.7. Concerns about cultural adaptation and integration deter students from applying to my university. (Select Option)

1.8. Lack of support services for international students, such as orientation programs, language support, and housing assistance (Select Option)

1.9. My university does not offer a wide range of programs or courses (Select Option)

1.10. Availability of international hostels, food facilities and dedicated international cell (Select Option)

2. What are the deterrents faced at a national level to attract international students in India? (Please select all that apply) *

- Post program employment opportunities
- Safety and security of international students in India
- Weather conditions in India
- Lack of global recognition of Indian qualifications
- Inception about low quality of indian education system
- Cultural difference and adjustment challenging
- Strict visa requirements and immigration policies are deterring international students from applying to our university
- Perceptions of political instability, crime, or lack of personal safety are significant deterrents for international students to join my university.
- Rigid admission criteria and difficulties in transferring credits from other institutions
- Lack of effective marketing and outreach efforts and low awareness of the university's programs and opportunities
- Intense competition from other universities
- The availability of food choices deters international students in joining my universities
- Rigidity of admission system in our university
- Availability of information at a single point with single window grievance redressal system

3. What are the top barriers that hinder the advancement of internationalisation at your institution? [Please rank them from 1 to 5, with 1 being the most significant to 5 being least significant]

3.1. Internationalisation is not a priority area for my university (Select Option)

3.2. Weak institutional leadership or vision and involvement in Internationalisation (Select Option)

3.3. Administrative or bureaucratic hurdles (e.g., credit transfer issues, mismatched academic calendars) (Select Option)

3.4. Lack of exposure to Faculty on international opportunities (Select Option)

3.5. Lack of modern facilities and Hostel infrastructure in my university is less appealing for international students to join my university. (Select Option)

3.6. Insufficient financial resources allocated for Internationalisation (Select Option)

3.7. International involvement is not considered in promotion of faculty (Select Option)

3.8. Lack of foreign language proficiency (Select Option)

3.9. Inadequate or poorly funded offices/structures dedicated to Internationalisation (Select Option)

3.10. Low faculty involvement or interest (Select Option)

3.11. Limited faculty capacity or expertise (Select Option)

3.12. The far-flung location of my universities or distance from the city is a significant factor (Select Option)

3.13. Low student interest or participation (Select Option)

3.14. Rigid or inflexible curriculum that limits participation in international programs, including student mobility (Select Option)

3.15. Others (please specify): (Open Text Box)

4. What are the most important external obstacles to advancing internationalisation at your institution? (Please rank them from 1 to 5, where $1=$ most relevant to your university/ institution to $5=$ least relevant)

4.1. Internationalisation of higher education is not a state policy priority (Select Option)

4.2. Lack of interest in our institution by potential partner institutions (Select Option)

4.3. Over regulated education system with no flexibility in designing new courses/programs, implementing assessment system, etc. (Select Option)

4.4. Regulatory hurdles and obstacles in employing foreign faculty (Select Option)

4.5. Difficulties of recognition and equivalences of qualifications, study programs and course credits (Select Option)

4.6. Bureaucratic hurdles in staring our university program outside India through International Branch Campus, Joint/Dual degree, Franchise and Validation Arrangements (Select Option)

4.7. Language barrier (Select Option)

4.8. Limited funding to support internationalisation efforts/to promote our higher education programmes internationally (Select Option)

4.9. Indian qualifications are not treated at par with other foreign qualifications (Select Option)

4.10. Lack of funding/financial support for creating international quality infrastructure at our university (Select Option)

4.11. Establish connections with foreign universities (Select Option)

4.12. Other (please specify): (Open Text Box)

5. What are the challenges faced by your universities in the internationalisation of the curriculum? (Please rank them, where $1=$ most relevant to your university/institution to $5=$ least relevant)

5.1. The existing curricula is too rigid to accommodate international perspectives and content (Select Option)

5.2. The faculty does not have necessary skills, training and support to develop and deliver internationalised content (Select Option)

5.3. Limited financial and material resources to develop, implement, and sustain internationalised curricula (Select Option)

5.4. Ensuring that internationalised curricula are engaging and relevant to both local and

international students (Select Option)

5.5. Utilizing technology to deliver internationalised content, especially in regions with limited access to technological resources (Select Option)

5.6. Local and national policies and regulations (Select Option)

5.7. Limited access to international institutions to co-develop and share curricula (Select Option)

5.8. Not relevant to the current job market requirement (Select Option)

5.9. Bureaucracy within the universities like BoS, AC, EC (Select Option)

6. What are the three most significant potential risks of internationalisation for your institution? (Please rank top three, where $1=$ most important)

6.1. Unequal sharing of benefits of internationalisation amongst partners (Select Option)

6.2. Brain drain of students to partnering foreign institutions (Select Option)

6.3. Excessive competition with other higher education institutions (Select Option)

6.4. Homogenization of curriculum (Select Option)

6.5. International opportunities accessible only to students with financial Resources (Select Option)

6.6. Over-emphasis on internationalisation at the expense of other priorities of importance for students (Select Option)

6.7. Overuse of English as a medium of instruction (Select Option)

6.8. Pursuit of international partnerships/policies only for reasons of prestige and financial resources (Select Option)

6.9. Reputational risk derived from our institution's activity in transnational education (TNE) (Select Option)

6.10. Too much focus on recruitment of fee-paying international students over quality students (Select Option)

6.11. Commodification and commercialization of education (Select Option)

6.12. Loss of cultural identity due to internationalisation (Select Option)

6.13. Others (please specify): (Open Text Box)

Opportunities Available to Indian Universities for Internationalisation

7. What are the primary goals of your institution's internationalisation strategy over the next 3-5 years? (Select all that apply) *

- Increase the number of international students
- Develop new international partnerships
- Enhance faculty exchange programs
- Improve curriculum to include global perspectives
- Increase funding and scholarships for international students
- Expand globally through offshore campus
- Expand globally through TNE arrangements
- Others

8. What are the five primary countries your institution collaborates with for student and faculty exchange, academic research partnerships, etc? *

(Table/List for 5 Country Selections)

9. **Which regions does your institution target for international collaborations? (Select all that apply)***
   - North America
   - Europe
   - Asia-Pacific
   - Latin America
   - Middle East and Africa
   - Expand globally through offshore campus
   - Others

10. **What new programs or initiatives are being considered to attract international students? (Select all that apply) ***
   - Joint degree/articulation programs
   - Online courses or hybrid programs
   - Short-term study abroad programs
   - Summer schools or workshops
   - Others

11. **How does your institution plan to improve its global visibility and reputation? (Select all that apply) ***
   - Increased marketing and outreach
   - Participation in international education fairs
   - Strengthening alumni networks abroad
   - Publishing research in international journals
   - Hosting international conferences and events
   - Participating in the global ranking
   - Other

12. **What additional resources or support would be beneficial for your institution's internationalisation efforts? ***

13. **Are there any innovative approaches or best practices in internationalisation that your institution is considering or has implemented? (Please provide details.) ***

14. **Can you describe any specific difficulties your institution faces towards internationalising academic programs, forging research partnerships or attracting international students? ***

15. **In what ways do financial constraints affect your university's ability to support internationalisation initiatives? ***

16. **What strategies have you implemented to overcome the lack of interest from potential international partners? ***

17. **What strategies have you implemented to attract international students? ***

18. **What support services do you believe are lacking for international students and faculty? ***

19. **In what ways can government policies and support facilitate your institution's internationalisation efforts? ***

20. **How do you see the future of internationalisation at your university over the next five years. ***

21. **What opportunities do you see for the Indian Higher Education that could be achieved through internationalisation? ***

22. **Do you have any suggestions for public policy changes or initiatives that could support the internationalisation of higher education in India? ***

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NITI Aayog