

**A STUDY ON THE EXPERIENCE OF INTERNATIONALIZATION AT HOME OF
INDIAN UNIVERSITIES**

Dissertation

**SUBMITTED TO THE NATIONAL INSTITUTE OF EDUCATIONAL
PLANNING AND ADMINISTRATION, NEW DELHI IN FULFILLMENT OF
THE REQUIREMENT FOR THE DEGREE OF MASTER OF PHILOSOPHY
(M. PHIL)**

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**NATIONAL INSTITUTE OF EDUCATIONAL PLANNING AND
ADMINISTRATION, NEW DELHI**

MAY/2022

DECLARATION

Date: 05.05.2022

I, Sumanta Halder, hereby declare that this M.Phil Dissertation entitled ‘ **A Study on Experience of Internationalization at Home of Indian Universities**’ is based on my original research work, and to the best of my knowledge, has not been submitted in whole or part in this University or in any other University for the award of any degree.

Scholar's Signature

Sumanta Halder

CERTIFICATE

Date: 05.05.2022

This is to certify that the dissertation entitled '**A Study on Experience of Internationalization at Home of Indian Universities**' is the work undertaken by **Mr. Sumanta Halder** under the supervision of **Prof. Sudhanshu Bhushan** as part of his M.Phil. degree. We recommend that this dissertation be placed before the examiner(s) for evaluation and award of the degree of M.Phil.

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ABSTRACT

Globally, a minuscule number of scholars and faculty go abroad to obtain full-time foreign degrees or short time courses. In contrast, many non-mobile students, scholars, and faculty stay in their home country for higher education. From a global knowledge society perspective, higher education must cater to scholars and faculties at home. At this juncture, the necessity of internationalization at home became apparent. It is one of the emerging dimensions of the Internationalization of Higher Education. The present study tried to explore internationalization at home through the lens of institutional perspectives. The researcher tried to analyze stakeholders' understanding of the concept of internationalization at home. Further tried to explore institutional initiatives related to internationalization at home. Finally, the role and experiences of the stakeholders were examined. A qualitative approach of research with a case study method was followed. A total number of ten officials from international student offices from two case universities were selected purposively for the study. The research data were collected through semi-structured interviews to reveal the participants' perceptions and experiences of Internationalization at home. Institutional annual reports, project reports, and NAAC Annual Quality Assurance Reports were used as secondary data sources. The finding reveals that understanding of 'internationalization at home' among stakeholders is limited to student and faculty mobility only. In reality, internationalization at home consists of various components such as internationally relevant curricula, innovative teaching-learning processes, better learning outcomes, and opportunities for global citizenship development. Specific campus activities have been initiated in the case universities where the experiences of stakeholders are both challenging and rewarding.

Keywords: *Internationalization at home, international students, campus internationalization, domestic students.*

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ABBREVIATIONS

AISHE	All India Survey of Higher Education
COIL	Collaborative Online International Learning
ERASMUS	European Community Action Scheme for the Mobility of University Students
FRO	Foreigners Registration Office
GER	Gross Enrolment Rate
IELTS	International English Language Testing System
MCQ	Multiple Choice Question
NAAC	National Assessment and Accreditation Council
NIRF	National Institutional Ranking Framework
OECD	Organisation for Economic Co-operation and Development
OER	Open Educational Resources
R&D	Research and Development
RMB	Renminbi
STEM	Science, Technology, Engineering, and Mathematics
SWAYAM	Study Webs of Active Learning-Learning for Young Aspiring Minds
TOEFL	Test of English as a Foreign Language Exam
UNESCO	United Nations Educational, Scientific and Cultural Organisation

CHAPTER ONE

INTRODUCTION

1.1 Internationalization of Higher Education

Internationalization of higher education (IoHE) is about exchanging knowledge across nations. It promotes the ideas, academic, research, and cultural practices within and between countries with a broader goal to contribute to the global knowledge society. IoHE emphasizes *learning to live together* as outlined by UNESCO *Learning: the treasure within*, 1996 report. That includes both local and global dimensions of education. Higher education in the context of globalization enhanced its access and modes of operations. In a globalized competitive world internationalization of higher education acts as a catalyst. It tries to improve the quality of education to meet global standards through international curriculum components, innovative teaching-learning processes, relevant skills, and cross-cultural experiences among its stakeholders. Thus, it creates opportunities for sustainable development and global citizenship.

The internationalization of higher education is an evolving concept that has kept evolving for decades. It emerged as a minor phenomenon to become a significant component in higher education policy formulation (de Wit & Altbach, 2021). Albeit, the conceptual understanding of the term IoHE varies among scholars. “The process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education” is one of the acceptable definitions of IoHE (Knight, 2003). It means an effort to intermingle national, cultural, and global dimensions into the transition aspects of post-secondary education (Knight, 2004). Recently this understanding of the internationalization of higher education has been further extended. De Wit (2020) defined IoHE as “the intentional process of integrating an international, intercultural or global dimension into the purpose, functions, and delivery of postsecondary education to enhance the quality of teaching and research for all students and staff and make a meaningful contribution to society.” The definition given by Knight (2003) discoursed both national and institutional aspects of Internationalized higher education. Further, De Wit (2020) embraces all academics

community members. The definition also emphasized the quality of education and contribution towards society. Thus, conceptually internationalization of higher education adopts human welfare and sustainability.

1.2 Internationalization Abroad

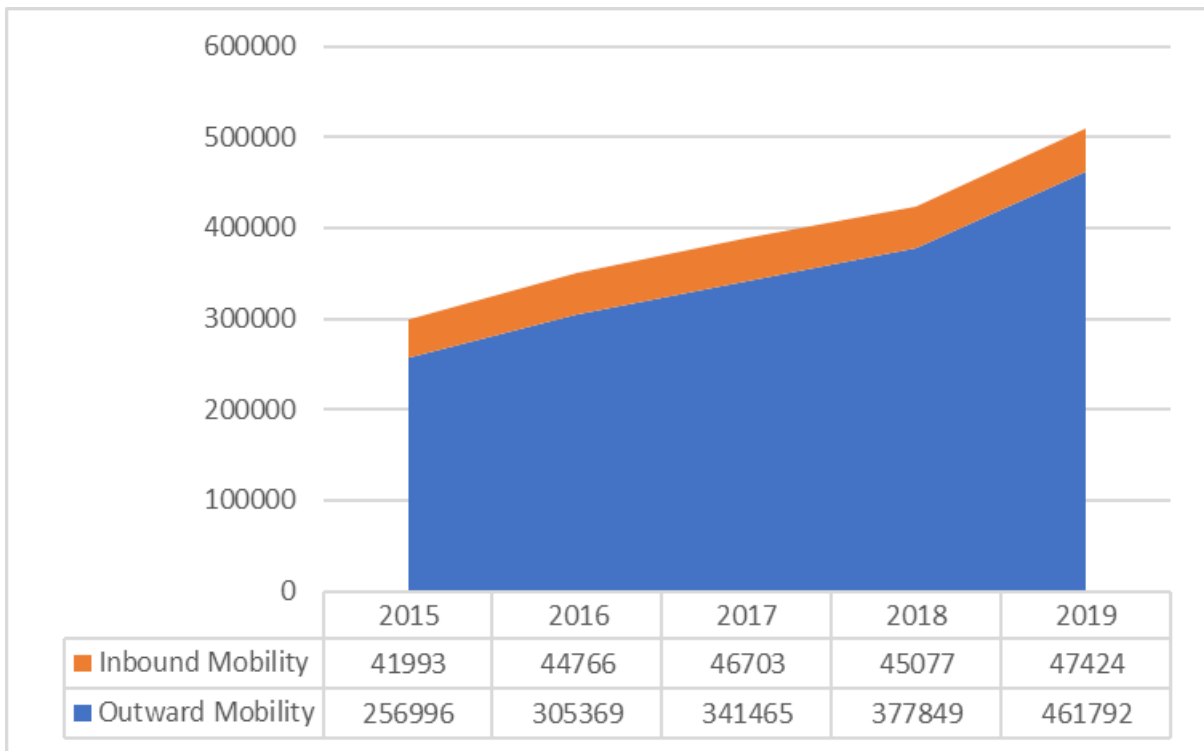
Internationalization abroad and at home are the two significant modes of internationalization of higher education (Knight, 2006; Wadhwa, 2019; Varghese, 2020; de Wit & Altbach, 2021). Internationalization abroad and at home can be understood as “preparing to go out” and “preparing to host,” respectively (Khare, 2018).

Former includes mobility of students, scholars, and faculties across countries. It also provides program and provider mobility. Thus, it involves the cross-border movement of people, programs, and providers. Program mobility includes MOOCs, OERs, etc., whereas provider or institutional mobility took place in establishing branch campuses in foreign countries. These are as per the “General Agreement on Trade in Services (GATS)” framework 1995. Under ‘modes of supply’ in GATS, it defines four ways to trade education services. 1. cross border supply- services cross the border without actual movement of consumer-like distance and e-learning programs, virtual universities, etc. 2. consumption abroad- the movement of the consumer to the host country, e.g., mobility of students, 3. commercial presence- provider’s movement/presence in another country, e.g., the opening of branch campuses, twinning programs, etc., and 4. presence of persons- in another country to provide services, e.g., movement of faculties and academic staffs.

Among these, ‘consumption abroad’ is a significant mode of supply. Worldwide around 6.06 million students are studying abroad (UIS, 2019). China (10,61,511) and India (4,61,792) are the top two nations that send students abroad, whereas the United Nations is the leading host country. Although India is the second most nation in outward student mobility, it lags behind inward student mobility (Figure 01). During academic session 2019-20, India hosted only 49,348 international students (AISHE, 2020). As per recent data published by *Open Door 2021*, the total number of students enrolled in US universities for 2019-2020 was 9,14,095, comprising 53% of students from China and India. Due to the covid-19 pandemic, United Nations witnessed a drop in international student enrolment by

15 percent.¹ Thus, the current covid-19 crisis decelerates global student mobility and triggers online learning and virtual engagements among students and academic staff. That is fostering ‘cross-border supply of education in the form of e-learning. Apart from this, the beginning of the 21st-century witnessed the establishment of branch campuses and education hubs.

Figure 01: India's Inbound and Outbound Student Mobility (2015-2019)



Source: Researchers Compilation from UIS data

1.3 Internationalization at Home

Beelen & Jones (2015, p. 69) proposed that “Internationalization at Home is the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments.” It involves a collection of tools and activities (such as internationalized curriculum, teaching-learning processes, research activities, and interchange of culture with local and ethnic groups) that focus on

¹ <https://opendoorsdata.org/>

the growth and development of international and intercultural proficiency among domestic and inbound students. Campus-related activities are encouraged in an ‘at home’ concept of internationalization of education through activities like internationally relevant curriculum, innovative and evolving pedagogical practices, research, extracurricular activities, acceptance of international students in campus life, and intermixing of cultural factors (Knight, 2012). It inculcates internationally relevant competencies and skills in a domestic campus without moving across countries by prioritizing cross-culture values, re-examining the existing curriculum, implementing internationally standardized and locally appropriate curriculum, following modern and innovative teaching-learning methods, etc. Internationalization at home can happen through various forms, such as the internationalization of the curriculum, pedagogical practices, and learning outcomes (de Wit & Altbach, 2021). According to Leask (2015, p. 9), “Internationalization of the curriculum is the process of incorporating international, intercultural and global dimensions into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods and support services of a program of study” (as quoted in de Wit & Altbach, 2021). The curriculum is the central pillar of internationalization at home (Knight, 1994). Innovative assessment and evaluation methods and internationally approved research on domestic campuses are essential dimensions of internationalization at home. Educational institutions across the globe are revising and upgrading their curriculum to keep pace with changing demands from the labor market (Wadhwa, 2019). Modern teaching-learning processes, library facilities, and inculcation of ICTs with core courses could be some of the main ways to foster quality educational facilities at home. Global ICTs need to be integrated with academic, administrative, and residential frameworks to make them accurate. Internationalization at home is a means to improve the ‘learning outcome.’ It is a targeted way of enhancing academic components, thus helping domestic and international students build up the capability to identify the right skill required for the labor market (Yeravdekar & Tiwari, 2016). Global research collaboration is one of the main perspectives of internationalization at home. Faculties need to participate in international faculty exchange programs with foreign reputed universities. Organization of academic activities like conferences, conventions, and seminar hosting could be part of the global outlook of research at home. Professional training of staff members needs to be

initiated to have an international standard (Knight, 2008). Extra-curricular activities and student support systems for international students will make internationalization at home more compressive. ‘Student Buddy’ services in India for foreign students are domestic students who guide and assist foreign students (Knight, 2008). Integration of cultural dimensions within the campus is necessary. International students’ festival celebration within the campus and vice versa, introduction and learning of foreign languages, etc., need to be a part of campus. Thus, internationalization at home is all about implementing an international outlook in education- academic, administrative, and cultural.

Historically Internationalization at home was less focused. Nowadays, it is getting popular and demanded. A paradigm change from internationalization abroad to internationalization at home is urgently needed. According to Knight (2006) (as cited in Wadhwa, 2019), while studying at home, students get a global outlook of education through an internationally acclaimed curriculum and teaching-learning arrangements. Interestingly a minuscule number of scholars and faculty go abroad to obtain full-time foreign degrees or short time courses. In contrast, many non-mobile students, scholars, and faculty stay in their home country for higher education (de Wit & Altbach, 2021). From a global knowledge society perspective, higher education must cater to scholars at home and students who are a part of internationalization abroad.

1.4 Internationalization at home in Indian Context

The late 20th century witnessed a massive expansion in the Indian higher education system. Massification of this sector occurred in terms of students’ participation in higher education, the number of new institutions, a diverse number of study programs, and various modes of delivery of knowledge (Malish, 2018). The total enrolment of students during 2019-20 is 38.5 million compared to 29.2 million in 2011-12, and GER increased from 20.8 to 27.1 (AISHE, 2019).

India, as previously said, is one of the top countries in terms of outbound student mobility. Further, India is the second leading country both in outbound student mobility and MOOC enrolment after China and the USA (Varghese, 2020b). Surprisingly, less than 1 percent of Indian students go abroad, whereas more than 99 percent remain in India for higher education (Varghese, 2020). Thus, quality and internationally acclaimed education need to

be served to 99 percent of students. It is assumed that internationalization at home can minimize the existing imbalance in student mobility.

India's issue with an imbalance of student mobility can be resolved by internationalization at home (Wadhwa, 2019; Varghese, 2020), and this could be done through making substantial changes in curriculum, modification of teaching-learning methods, student-centric assessment and evaluation processes, and integration of cultural ambiances in a domestic campus. One of the primary goals of the national education policy 2020 is to make India a global destination for education. It gave importance to a globally relevant curriculum. Moreover, it emphasizes research and collaboration between India and foreign universities. Further, this policy talks about opportunities for social engagement on the campuses, which hopefully create an environment of cultural understanding and exchange of cultural values between foreign and domestic students/faculties. The government of India has already launched a few programs to foster the internationalization of research and collaboration among Indian and foreign institutes, such as GIAN, SPARC, VAJRA, and PM-SRI programs. While the primary motivation behind GIAN, SPARC, and VAJRA are to improve the research capability of India's higher education sectors, the Prime Minister's Scientist Return to India (PM-SRI) programs aims to return Indian-origin foreign scientists and to work with them in Indian institutions.

Over time, making a profit is the ultimate aim of the internationalization of higher education. Developed countries like the USA, UK, Australia, and Canada earn money while charging extortionately from international students (Altbach & Knight, 2007). Historically IoHE abroad is considered an elitist concept. A limited but potential number of individuals with substantial capital-intensive income have crossed borders for higher education (Yeravdekar & Tiwari, 2016). Also, it has been criticized as education for English-speaking countries. All this creates inequality in a society. Internationalization at home overcomes all these shortcomings and is presently considered a crucial facet of policy formulation.

1.5 The Rationale of Study

The majority of global nations are struggling with disproportional student mobility. In this context, internationalization at home seems to be an emerging pathway. It significantly

contributes to global citizenship development (de Wit & Altbach, 2021). It covers many non-mobile students (domestic) and integrates international dimensions in local educational institutes, making it more diverse. In the future international collaboration of faculties, short-time exchanges of students and teachers, globally relevant curriculum, ICT supported pedagogical transactions will be more dominating in nature (Choudha, 2017). Thus, the role of internationalization at home will be challenging.

India is the 2nd-largest country in terms of outbound student mobility after China but fails to attract more international students to study in India (Bhushan, 2011; Choudha, 2017; Varghese, 2020b; Wadhwa, 2019). Hence, the demand for internationalization at home is applicable in India. The need for the global outlook of Indian institutions is also reflected in recent guidelines issued by UGC, prepared under the framework of the New Education Policy (NEP 2020). Thus, creating an academic learning hub within the existing institutions is necessary for India.

As the demand and practices of internationalization at home are growing, empirical-based research is necessary to know the actual experiences of stakeholders associated with this phenomenon. How do the stakeholders understand the concepts of internationalization at home? What are the major initiatives to foster international dimensions at Indian campuses? And what are the roles and experiences of associated staff with it? These basic but essential questions need to be solved to know internationalization at home more critically (Yeravdekar & Tiwari, 2016).

Although few existing pieces of literature insight into internationalization at home from students' perspectives, only a handful of studies are available, that tried to explore internationalization at home through the lens of administrative perspectives. Thus, in the present study, the researcher attempts to explore the perceptions and experiences of administrators related to internationalization at home in Indian universities.

1.6 Research Objectives

The study aims to empirically understand the practices and experiences of internationalization at home in Indian universities. In this context following research objectives were framed.

1. To analyze the conceptual understanding of ‘internationalization at home’?
2. To explore the significant initiatives taken by the universities to foster internationalization at home.
3. To examine the role and experiences of the stakeholders associated with various programs and initiatives related to internationalization at home

1.7 Research Questions

1. How is the concept of internationalization at home understood from institutional perspectives?
2. What initiatives are taken at the university level in resonance with internationalization at home?
3. What are the role and experiences of stakeholders associated with various programs and initiatives?

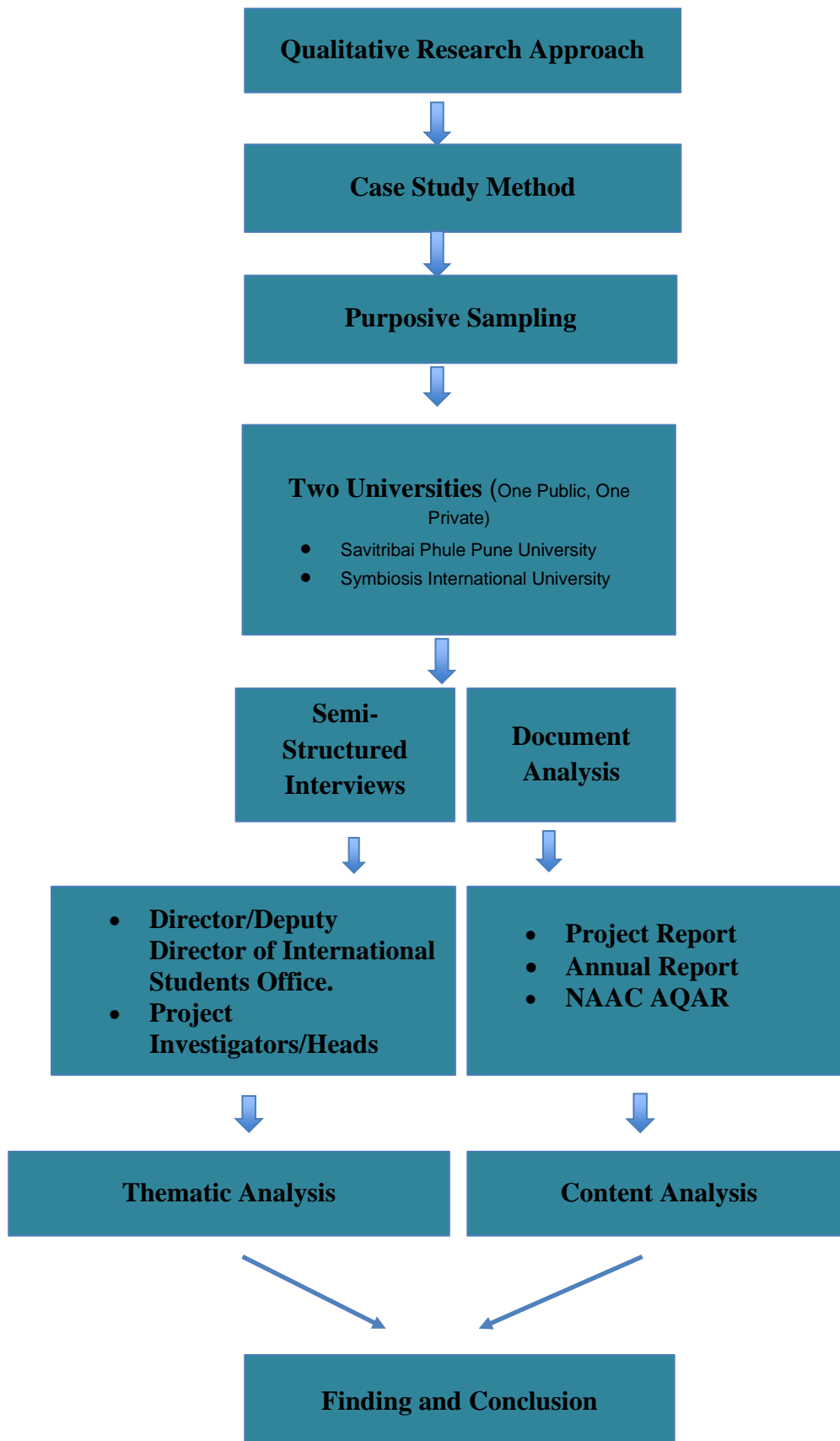
1.8 Methodology

The study was dependent upon both secondary and primary data. It explored and examined the institutional practices of various dimensions of internationalization at home and captured the experiences of university stakeholders like the deputy director of the international center and heads of associated divisions of the international center.

Method of Study

As per the research objectives, the researcher followed a qualitative approach. A Case Study method was adopted. The researcher worked on a study unit under a bounded system (Gay et al., 2012). “A case study research method is appropriate when the researcher wants to answer a descriptive question (e.g., what happened?) or an explanatory question (e.g., how or why did something happen?)” (Gay et al., 2012, p. 4).

Research Design



Sample and Tools

Keeping in mind the bounded system in a Case Study, the researcher purposively selected two higher education institutions (one public and one private). As the researcher relies upon experiences and insight from the two particular samples thus, non-random purposive sampling was more appropriate. The two universities, i.e., Savitribai Phule Pune University and Symbiosis International, Pune, Maharashtra, India, were selected for the study. These two universities were among the top 10 universities in the country regarding the number of international students present as per the data released by the Association of Indian Universities (AIU) in 2017. Further, both these universities have the International Affairs/International students office. Thus, the researcher purposively selected these two universities.

Secondary data, such as project reports, memorandum of understanding (MoUs), Institute annual reports, and NAAC Annual Quality Assurance Report (AQAR), were used to know the institutional arrangement of internationalized campuses. The researcher took in-depth interviews of the stakeholders, as mentioned earlier, to understand their own and collective contributions and experiences. A semi-structured interview schedule was used. A semi-structured interview is an exploratory interview that is generally used in social science qualitative research (Magaldi & Berler, 2020).

1.9 Limitation of Study

The study is limited to the following conditions:

1. The study is limited to only two sample universities due to time-bound in M.Phil. Course.
2. Due to Covid 19 crisis and delays in approval in data collection from the Symbiosis International University, face-to-face data collection was not possible. A telephonic interview was conducted.

1.10 Scheme of Chapters

The chapters are arranged in the following manner:

Chapter 1.

It introduces the idea of the internationalization of higher education and its two major components, namely internationalization abroad and at home. Then the rationale followed by research objectives, research questions, methodology, and limitations are discussed. In addition, a systematic overview of the research design is included.

Chapter 2.

This chapter outlined a review of literature related to the internationalization of higher education at home and its various components.

Chapter 3.

The chapter starts by describing global and Indian policy perspectives, followed by India's experience with internationalization at home.

Chapter 4.

This chapter focuses on the method used for the present study. It outlines the research approach, study method, sampling techniques, tool selection, method of data collection, and data analysis technique.

Chapter 5.

It presents a detailed analysis of the two case universities. It starts with a brief discussion about the universities, followed by an in-depth description and discussion of cases in light of the "Institution Framework Indicator" prepared by the researcher. The primary and secondary data obtained were placed thematically. The chapter ends with a brief conclusion.

Chapter 6.

The last chapter contains the present study's findings, discussion, and conclusion.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The current chapter briefly discussed the origin of the concept of internationalization at home. How the idea evolved and how it is changed over time. It then followed a detailed discussion on empirical studies related to various components of Internationalization at home. The literature review provides a framework for determining the study's relevance and a comparison point for the results to other studies (Creswell, 2008).

2.2 Conceptualizing Internationalization at Home

Traditionally the internationalization of higher education has been interpreted in terms of internationalization abroad/cross border/transnational education, i.e., related to student and faculty mobility. The term cross-border and transnational education has been used in the literature for many years. Further, the term cross border has been used simultaneously with internationalization neglecting 'at home' aspects (Knight, 2004). It was only in 1999 in Europe that the concept of 'internationalization at home' emerged (de Wit & Hunter 2018). The idea emerged as a part of the initiation of the ERASMUS program, which focuses mainly on the mobility of the 10% student community and sharing of their experiences among the remaining 90% of students. This dependency of many non-mobile students over others for international exposure was taken seriously. Efforts were made to provide a global learning environment and exposure to domestic students. Since then, the concept has been much more discussed and applied in the literature on the internationalization of higher education.

Since then, the concept has been redefined and conceptualized as per the institutional and national context across the world. One of the oldest definitions of internationalization at home points out that "Any internationally related activity with the exception of outbound student and staff mobility" (Crowther et al., 2001, p. 8). Teekens (2013, p. 1) expressed, "The main concern of internationalization at home remains just as relevant today: what do we do with the vast majority of students who are not exposed to intercultural learning and

an international experience?” The definition by Crowther et al. failed to conceptualize the rationale behind internationalization at home. Teekens, on the other hand, raised the concern regarding the need for the international and intercultural experience of domestic, i.e., non-mobile students. Again, this definition is incomplete as it didn't mention how to inculcate all these things? Wachter (2003) points out that internationalization at home is associated with campus-related activities. Wachter noted three main activities. These are cultural diversity and international components of teaching-learning processes, facilities for extra-curricular activities and interactions, and communication with the local cultural and ethnic organization.

Recently Beelen & Jones (2015, p. 69) proposed that “Internationalization at Home is the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments.” It considered the inclusion of international dimensions in formal and informal curricula for all kinds of students. Although it is not explicitly mentioned what all students consist of, it probably talks about international and domestic students. Thus, during the 1990s, internationally relevant curricula were meant for domestic non-mobile students and hardly considered for all students, which are often discussed nowadays. In present-day discussion beliefs, the intermingled of both domestic and international students. De Wit argued for internationalization at home to provide all pupils with internationalization possibilities (de Wit & Jones, 2012).

Internationalization at home consists of various components such as internationally relevant curricula, innovative teaching-learning processes, better learning outcomes, and opportunities for global citizenship development (de Wit & Hunter, 2018). Knight (2008) discussed various internationalization components at home, which more or less covered different vital areas. It focuses on campus-based internationalization. These are based on factors such as the curriculum and extracurricular approach, teaching-learning processes, international students' interactions with local groups, and the research and activity culture. The 4th “International Association of Universities (IAU) Survey” depicted six areas of concern associated with campus internationalization or internationalization at home: Institutional strategies and activities, actions performed by universities to execute these activities; assessments, evaluation, and learning outcomes; academic staff experience and

knowledge; professional development related with internationalized campus; international officers' responsibilities (Beelen, 2016).

In their latest article, De Wit & Altbach Philip (2021) argued that while mobility acts as the dominating form of internationalization, there is utmost demand for internationalization at home which includes the internationalization of the curriculum, teaching-learning, and learning outcome. There is a shift from the mobility of students, faculty, and programs to internationalization at home (for so-called nonmobile scholars and faculties). Internationalization cannot happen without a hospitable campus. It should be there where international students feel appreciated and embraced, along with all stakeholders need to promote diversity and inclusiveness (Arora & Srivastava, 2021). Soria and Troisi conducted a large-scale research study in 2013 (as cited in Yeravdekar & Tiwari, 2016) finds that internationalization at home is more valuable than abroad. The following sections explored literature and evidence-based studies associated with various components of internationalization at home.

2.3 Curricular Components

This includes innovative and globally acclaimed areas of study: the inculcation of global and local cultural dimensions into the curriculum, courses on foreign and local/native languages for international and domestic students, and courses relevant to solving present-day problems. Knowledge of global concerns, country-specific issues, languages, and cultures; activities that help think critically; and a globally thinking mentality and citizenship are all part of such a curriculum (Lilley et al., 2015). Institutions will need to concentrate on building an internationally up-to-date curriculum, top-notch research lab and facilities, and academic writing centers (Arora & Srivastava, 2021).

Internationalization at home helps students and faculties deal with the globally relevant curriculum in a domestic classroom instead of depending on outward students and faculty shared experiences (Beelen & Leask, 2011). Leask (2015) narrated that in Australian and UK universities, it was believed that recruiting diverse international students on the campuses would enhance friendship and interconnection between international and domestic students. But the result was not as expected. Later on, all Australian institutions

and UK universities incorporated international views and global citizenship development skills into their curriculum. Institutional level guidelines were prepared, mentioning the acquisition of communication skills, working in a team, and talent to solve a shared problem related to global and local issues. All these 'graduates attributes' were cultured along with regular subject courses. Thus, all attributes of a curriculum further result in a better learning outcome. A curriculum supporting a diverse classroom, effective subjective discussion, and multicultural skill-based details will facilitate internationalization at home. Curricular internationalization is a critical part of 'Comprehensive Internationalization' (Hudzik, 2011).

Moreover, study overseas, exchange, and institutional internationalization remain essential aspects of curricular internationalization; there is an increasing interest in and understanding the need for innovative techniques to improve all students' international views. Although few researchers from the global south argued that the internationalization of higher education, particularly campus internationalization is a replica of the western world. It is the hegemony and process of recolonizing university education through western ideas. They argued that the process of global integration could lead to the reproduction of western beliefs and values in the form of policy practices in the academic world of developing countries (Mok 2007; Zeleza 2012). Instead of this country-specific, institutional-specific knowledge needs to be prioritized. The literature also argued about the role of English as a *lingua franca*. The use of English as an official language is getting more popular. The non-anglophone countries also use English as a standard academic language to fulfill the demand of both domestic and international students. In the Indian context, English is being used as a language of academia. Pawar et al., (2019) found that 'opportunities to learn English' attract international students to choose Indian higher education institutions as a global destination for higher study. Also, expertise in English has a substantial market worth.

Moreover, studies show that sometimes faculties use host countries' language as a classroom instruction language, and attending such classes creates problems for international students. Further, the efficiency of local language learning courses is

questionable (Kılınç et al., 2020). In that case, English is a *lingua franca* and could act as a substitute.

2.4 Extra-Curricular Activities and Engagement with Local Groups

Extra-curricular activities for campus internationalization are crucial, particularly for international students. Organization of international cultural festivals, food festivals, field trips for international students, introducing of non-credit local language courses, forming student's association groups (comprising both domestic and international members), and student support groups for international students within the campus. Alongside academic activities, all these co-curricular activities help students build an effective learning environment within a campus. Interacting with a varied group of students, according to some interviewers, helps widen their cognitive and social perspectives, coming into contact with diversity expands their thinking, promoting empathy (Alexiadou et al., 2021). Engagement with international students means exchanging culture, ideas, languages, and many more with domestic students. Elida et al., (2021) found that an orientation program for international students on campus positively impacts friendships with domestic students.

2.5 Teaching-Learning and Research Activities

There is no doubt that the innovative teaching-learning process is one of the critical components of internationalization at home. A paradigm shift in the teaching-learning process is required, from an 'institution-centered approach' to a 'learner-centered approach' (Yeravdekar, 2020). Scope for interaction among peers, capability to solve a shared problem, and sharing of solutions to global issues should be the main aim of teaching in a 'global classroom.' The need and requirements of students in a classroom need to be valued and addressed.

The transition of innovative teaching-learning methods and quality check of these needs to be ensured. A robust quality assessment mechanism needs to be initiated. Such as capturing students learning experiences of students. Rather than issuing a transcript, the future priority of the institution should be on academic 'portfolio management,' competency-based evaluation, and skill growth (Yeravdekar, 2020).

To cater to the need of a diverse classroom, the use of Information and Communication Technology (ICT) can be effective. The use of ICT at ‘home institute’ can reduce the cost of the transaction of the lesson and enhance accessibility and the global learning experience for large-scale learners. Empirical based studies also show the positive impact of Flipped or Blending approach on classroom learning. By altering the classroom atmosphere, the teaching-learning process, and student evaluation, the flipped classroom method has the potential to reform the traditional system (Mingorance et al., 2019). Recently the emergence of Massive Open Online Courses (MOOC) has changed the ways of learning by self.² Over the years, both the number of providers and international MOOC users have been growing tremendously. India stood in the second position, topped by the USA regarding the number of student enrolments. SWAYAM, India’s version of MOOC, has witnessed massive student enrollment since its initiation in 2017. As per the Press Bureau of India (PIB) dated 27th April 2020, around 57 lakhs unique students’ registration has been made far, and near about 1.25 Cr course enrolment.³ A large number of international students are enrolled in the courses. It can attract many international students (Varghese 2020b). Thus, MOOCs may reduce physical mobility and creates opportunities for learning at home.

Unlike teaching-learning, research, by its nature, is international. The internationalization of study varies from domain to domain. The field of science is much more internationalized than that of social science. Over the years, academia witnessed tremendous growth in research activities such as article publication, international collaboration, etc. The number of co-authorships and multiple authorship has also increased. Co-authored articles have increased by 16.3 % between 2000 to 2013 (de Wit & Altbach, 2021).

2.6 Institutional Support Mechanism and International Office

To attract a more significant number of students, an institutional profile is foremost—the reputation of the institution matters. Apart from academic facilities, the institution's

² MOOCs are the well designed, recorder lectures by the faculties put in online. It’s a self regulated learning platform. Learner can learn anytime, anywhere with their own pace. Both private and Public providers are into these business. Few of the leading MOOCs course provider are COURSERA, edX, Udemy, SWAYAM, Stanford Online etc.

³ <https://pib.gov.in/PressReleasePage.aspx?PRID=1618725> (accessed on 15th April 2022).

standing relies on students and staff support mechanisms both within and outside the campus. The Shreds of evidence from past studies show the same.

The international center in an institute acts as the central support system for international students. Knight (1994) argued that the staff of an international center needs to be dynamic, trained, and experienced. The new education policy of India also feels the essence of the international students' office.

A study conducted by Pawar et al., (2019) found that students' safety and security and easy and smooth visa processing facilities are the two key factors determining student inflow in a country. The pull factors like college issues, its homely atmosphere, and structural elements like visa processes were the critical determinants for students to select the US as a host institution as a home institution (Eder et al., 2010). Belousova (2019) conducted a large-scale survey among international students enrolled in various courses in the Indian state of Kerala to know their current status. The finding shows that the higher education system in Kerala is not up to international standards. It lacks infrastructural arrangements, permanent faculty members, an underrated education system, etc.

2.7 Quality Assurance Mechanism

Quality Assurance mechanism was always a matter of concern in the internationalization of higher education. Altbach & Knight (2007) raise valid questions regarding recognition, accreditation, and quality assurance mechanisms for cross-border courses. Are the institutions transacting cross-border programs registered by both sending and receiving countries? How is the quality of these courses regulated? Knight (2004) questioned the quality of studies. How can the quality of programs and providers' mobility across nations be examined? At the institution and national level, what are the functions of various quality assurance and accreditation agencies? The quality of internationalization policies and practices and the quality of education and research are two significant components of quality and internationalization (de Wit, 2018). The quality of courses and programs is one of the primary pull factors that attract many international students. Political unwillingness and lack of rules and regulations for monitoring the quality of higher education institutions constrained Kerala from becoming a major attraction for study in India by international

students (Belousova, 2019). Globally, a ‘monitoring and evaluation framework’ exists in higher education institutions in Asia, the Pacific, and the Middle East (80 %) than in the Americas.⁴

2.8 Global Citizenship

‘Internationalization at Home’ fosters global citizenship development (de Wit & Hunter, 2018). The United Nations described Global Citizenship as “*the umbrella term for social, political, environmental, and economic actions of globally minded individuals and communities on a worldwide scale.*”⁵ Individuals and communities are accountable for both global and local issues. The internationalization of higher education, by its nature, promotes global citizenship. Further, the Sustainable Development Goals (SDG 4), which talks about inclusivity, quality education for all, and indorse lifelong learning, incorporates the notion of global citizenship into it. Internationalization in higher education should integrate socio-cultural aspects and should not only depend upon neoliberal economic principles and be driven by the market (Khare, 2020). Several countries have already embraced global citizenship education (GCED) into their curriculum. Recently University Grants Commission, the apex body of Indian higher education, issued a roadmap for “Internationalization of Higher Education” and “Educational Framework for Global Citizenship in Higher Education.” These are framed in line with the recommendation of the Indian National Education Policy 2020. The framework for global citizenship mentioned detailed approaches of GCED as per the need of the Indian context.

2.9 Professional Training

The 5th “Global survey by the International Association of Universities (IAU)” found that ‘professional development of faculty members and training to augment their capability to inculcate intercultural components in teaching’ is the second most significant way to curriculum internationalization for higher education institutions around the world. Further, the survey highlighted that ‘international faculty experience as a part of faculty development is most cherished in Asia and Pacific region and Europe than in Africa, Latin

⁴ The 5th Global survey by International Association of Universities (IAU).

⁵ <https://www.un.org/en/academic-impact/global-citizenship> (retrieved on 16th April, 2022).

America and less in North America. Capacity-building programs in campus internationalization are one of the priority areas of the Indian Government.⁶

Table 01

Top Ten Countries with Inbound/Outbound Internationally Mobile Students in 2019

Inbound Student Mobility		Outbound Student Mobility	
Country	No. of Students	Country	No. of Students
USA	976853	China	1061511
Australia	509160	India	461792
UK	489019	Vietnam	126059
Germany	333233	Germany	122445
Russia	282922	France	103161
Canada	279168	USA	102246
France	246378	Korea	101493
UAE	225339	Nepal	93921
Japan	202907	Kazakhstan	89292
China	201177	Brazil	81882

Source: UIS, UNESCO 2019

2.10 Student Mobility and Exchange Programs

The diversity of students in a global classroom is the essence of campus internationalization. This diversity is not fulfilled until the integration of international students, student exchange programs took place, etc. Till 2019 globally, 6.06 million students are studying abroad. A vast number of students move from one country to another. UIS data shows that till 2019, USA and China were the top countries in inbound and outbound internationally mobile students, respectively (Table 01). OECD defines international students as *“International students are those who received their prior education in another country and are not residents of their current country of study.”* The latest data by OECD (2022) shows that in 2019 Luxembourg (48.6%) is the top OECD

⁶ https://www.ugc.ac.in/e-book/IHE%20Guideline_1-20.pdf

country in terms of enrolment of higher education students as a proportion of the total higher education students enrolled in the host country.

2.11 Reflection and Conclusion

Since its inception, the use and interpretation of ‘Internationalization at home’ have been confusing. Several scholars, over time, defined it depending on various contexts. However, the central idea remained intact. It is about providing international and intercultural experiences to domestic non-mobile students. The confusion arises about whether to include the mobility of students as a part of it or not. In terms of sharing ideas and cultures, it is logical to consider the inclusion of student mobility in campus internationalization. The experiences shared by the international students and students with outbound mobility exposure could be beneficial. Thus, Internationalization at home includes all students (de Wit & Jones, 2012; Beelen & Jones, 2015). The importance of components of ‘internationalization at home’ is evident through the discussion on empirically-based studies. The need for curriculum internationalization is pointed out in the literature (Lilley et al., 2015; Arora & Srivastava, 2021). Studies also show how English plays a central role in Internationalization at home. The role of ICT in a global classroom is noted as positive (Mingorance et al., 2019; Varghese, 2020b). The international office on campus acts as a support system for international students.

Further, the literature shows the essence of quality assurance mechanisms, faculty development programs, student mobility, and global citizen development program. As the need for and practices of Internationalization at home develop, an empirical study is required to learn about the real-life experiences of stakeholders involved in this issue. Hence, the researcher tried to know the experiences of Internationalization at home in Indian universities.

CHAPTER THREE

INTERNATIONALIZATION OF HIGHER EDUCATION: POLICY PERSPECTIVES

3.1 Introduction

Worldwide, "Internationalization of Higher Education" is a crucial part of the institution's policy framework. Governments used education in developed nations as one of the strategies for establishing diplomatic ties with developing nations (Varghese, 2020). Internationalization of higher education becomes a means of establishing soft power between countries. The present chapter gives a synopsis of developed nations' policy initiations, followed by a brief history of India's policy framework strategies and a discussion on India's experience with the internationalization of higher education.

3.2 Global Policy Outlook

The developed countries are witnesses to the inclusion of components of the internationalization of higher education. The USA and Countries of Europe have made key reforms in their educational policies quite earlier than the developing countries. The policies governed by the European Commission related to the internationalization of higher education are (1) "policy dialogues," (2) "European higher education in the world," and (3) "Making the EU more attractive for foreign students." All the three schemes' broader aim was to collaborate and exchange (mobility) among European Nations and Non-European Nations. This collaboration includes joint post-graduation and doctoral degrees (Sursock, 2018). The Marie Skłodowska-Curie Actions (MSCA), ERASMUS, and Bologna Process contributed heavily to international European higher education. The MSCA helps scholars advance their careers and create a European scientific community. Through mobility exchanges, ERASMUS promotes student learning and provides the opportunity for students to develop a European identity. Further, Bologna Process provides a cooperative framework and brings 48 nations together, thus complementing these initiatives.

In the US, the higher education system is massive and diversified. Over 12 million students are enrolled and have around 4700 degree-providing institutions. Instead of a uniform strategy or any other tightly linked initiatives, the nation's policies and programs related to the internationalization of higher education are overseen by a variety of federal agencies (Helms and Brajkovic, 2018).

Since the 19th century, when China began to modernize its higher education system, internationalization has been a coping strategy. The concepts and internationalization framework are similar to Western cultures (Yang R, 2020). Since the 1980s, China has had a pivotal vision to establish world-class universities. Projects 211, 985, and the latest "Double First-Class Plan" were all spent substantially to bring its institutions up to global standards to make it a worldwide center in the higher education sector. Project 985 spanned nine prestigious institutions and 28 research institutions. Under project 211, around 100 elite Chinese institutions were funded—projects 985 and 211 invested around RMB 60 and 19 billion, respectively (Yang P, 2020). Thus, targeted policy and financial investment in higher education made China a global study destination. As a result of their increased visibility, Chinese universities have successfully enrolled overseas students. Compared to non-elite universities, China's top universities have a unique and more stringent recruitment procedure. Recruitment protocols and screening procedures have been eased at non-elite universities for overseas students. Further, the Chinese govt ensured scholarships for international students. Thus, the inward mobility of students in China gradually got boosted (Arora & Srivastava, 2021).

Today, most of the world's top-ranking universities are from the US and Europe. The universities of several nations were influenced by the western model. A country like China is not an exception. China has kept internationalizing its education system since the late 20th century. Its result is in front of us; the Chinese university like Tsinghua, Peking, and Fudan is among the world's top 50 universities.⁷ India, in this regard, seems to lag. Although, India envisages itself as a futures global study destination.

⁷ <https://www.topuniversities.com/university-rankings/world-university-rankings/2022>

3.3 India's Policy Framework

India seems to have lagged in terms of internationalizing its higher education. Not only from developed countries but also faded from its neighboring countries like China, which initiated several projects during the early 1990s. Powar (2012) points out that “The advent of globalization in the early 1990s, and the signing of the General Agreement on Trade in Service (GATS) in 1995 provided, at least theoretically, a pathway for the entry of both foreign providers and foreign investment, into India”.

Bhushan (2011) tried to examine the regulation of transnational education in India from three perspectives: free market, regulation with judicious use of market, and protectionism. He argued that India comes under the third category with the firm aim of access to higher education and protection from the free market-driven system. The “Foreign Educational Institutions (Regulations of Entry and Operations) Bill” 2010, introduced in Lok Sabha in May 2010, could not manage a sufficient number of supports and thus dropped. The bill aimed to regulate foreign educational institutions’ access and functioning in India (Yeravdekar & Tiwari, 2016). The bill mentioned the academic and financial details that required the entry of overseas educational institutions in India.

The 12th Five Year Plan (2013-2017) expressed concern about the quality of higher education. It suggested three ‘E’s in higher education. Expansion, Equity, and Excellence. Among these, Excellence in higher education was given much more importance. It added that to compete globally, Indian universities should achieve high standards. Selected universities need to be identified and supported to make them a center for excellence (GoI, 2013).

“Not even one Indian university figures in the latest list of the top 200 universities in the world. We should work towards ensuring that there are at least five by the end of the Twelfth Plan. For this, universities at the top of the quality hierarchy should be identified and generously supported so that they can reach the top league. Centres of excellence within existing universities should be created. A special initiative should be launched to attract high calibre faculty from around the world on non-permanent teaching assignments” (GoI, 2013, p. 11).

During the 2016 budget session, the Indian government unveiled the "Institutions of Eminences" plan. It was the roadmap for a few Indian institutions to achieve their goal of becoming World Class universities. Its purpose was to compete worldwide by raising the bar in teaching and research.

3.4 NEP 2020: A Roadmap for Internationalization of Higher Education (?)

In recent years, the real push for internationalizing Indian higher education has been seen. The NEP 2020 dedicatedly mentioned a separate section on the internationalization of higher education. It talks about creating a legislative framework for foreign program providers—the provision of special dispensation related to governance and regulations. The policy also envisages opening branch campuses of top Indian universities abroad and suggests hosting campuses of the top 100 foreign universities in India. Although a recent survey by NIEPA, New Delhi shows that only 8 out of 40 universities among the Top 200 universities under “*Time Higher Education World University Ranking 2021*” have demonstrated their interest in opening branch campuses in India. Among these eight universities, only two are among the Top 100 universities. Around 16 universities were not interested, and 16 were undecided.

Further, recently, the government says that only two foreign higher education (one each from Italy and France) expressed their interest in establishing branch campuses in India.⁸ Although in an Education Summit hosted by *The IndianExpress*, the UGC Chairman stated that UGC is planning to formulate a regulation to enable the entry of foreign education providers into India.⁹ Thus, although the new education policy envisages India as a global destination for higher education, it seems that there is a lot to do.

3.5 UGC’s Guidelines for Internationalization of Higher Education

On 29th July 2021, the University Grants Commission (UGC) came up with guidelines for the internationalization of education in the Indian higher education sector. A roadmap prepared within the vision of National Education Policy 2020. The central objective of this guideline is to provide a systematic way of implementing the policy recommendations. The

⁸ <https://pib.gov.in/PressReleasePage.aspx?PRID=1807640>

⁹ <https://indianexpress.com/article/education/regulations-for-foreign-universities-planning-to-set-campus-in-india-in-two-months-7855943/>

approach brings out eight (not limited to it) strategic programs and initiatives. Internationalization at home is one of the critical components of these eight strategic initiatives. It focuses on the integration of international aspects in Indian higher education. Major ways were proposed to foster internationalization at home. As per the guideline, the curriculum of science and social science needs to be enriched with international dimensions, and innovative pedagogical practices need to be followed in HEIs. It mentioned that to attract more foreign students to India, 'internships and apprenticeships' in core areas like STEM and computer science need to be encouraged. International faculty collaboration needs to be more fruitful and effective. Besides the academic support system for the international students staying in India, quality residential facilities, an on-campus support system, and assistance from student buddies, faculties, and host families are highly recommended. Furthermore, it is argued that to create a sense of belongingness among international students, their opinions must be valued and respected, and bonding between domestic and international students needs to be stronger. Thus, creating a friendly environment needs to be fostered to attract more overseas students to Indian HEIs. To create a 'global perception' of courses in Yoga, Ayurveda, Sanskrit, and many others rooted in Indian culture, the HEIs are encouraged to promote such systems on a short-term basis (non-degree courses). Courses and programs related to "*Knowledge of India and its languages, arts, history, cultures and global context*" need to be prioritized. The guideline also mentioned bridge courses and courses in *local languages*. This will surely help local students, albeit the transaction of courses in local languages is challenging in higher education. Moreover, to achieve all, we need to train people about internationalization's concept, purpose, and function and how it can be achieved. Based on these guidelines, a list of five indicators is prepared by the researcher (Table 2), which is further being used as a critical assessment indicator for internationalization at home.

3.6 Internationalization at Home: India's Experience

History witnessed that the internationalization of higher education has always been a part of India's higher education system. The university of Nalanda (700 BC) and Takshashila (c.700 AD) used to attract thousands of scholars across the globe (Chattopadhyay, 2021; UGC, 2021). Over time, the position of India as a 'global study destination' faded away.

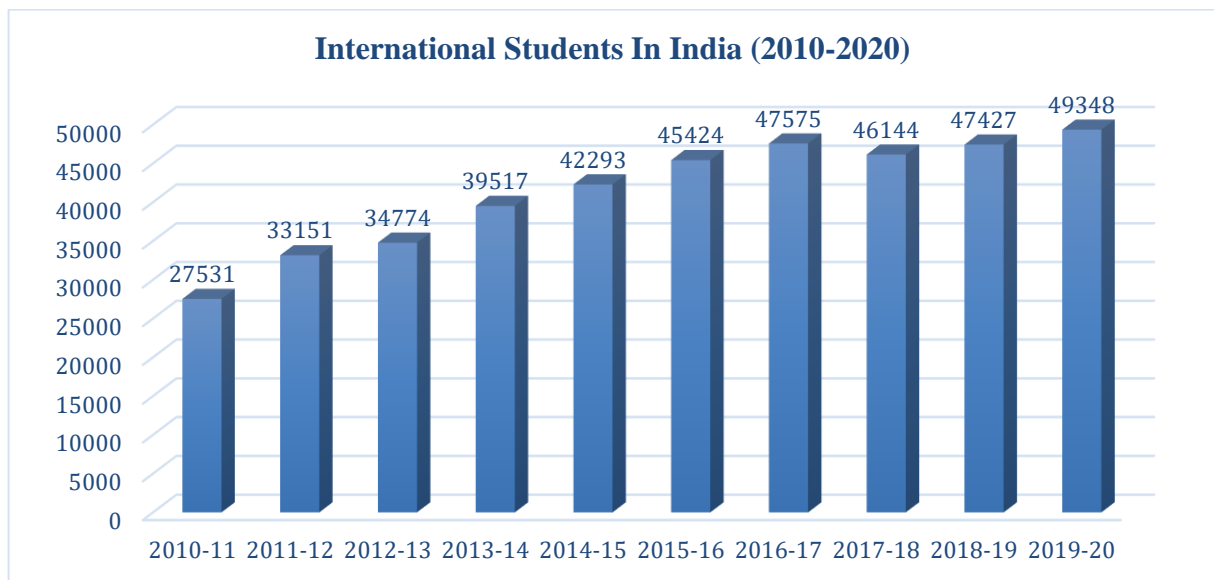
Table 02: Institutional Framework Indicator

Focused Area	Details	Indicators
Institutional Strategies	The goals and roadmaps of the institution to implement the activities related to internationalization at home.	<ul style="list-style-type: none"> • Visions and Mission • Institution Policy Framework
Curricula and Co-curricular Activities	These are those activities that are meant for both international and domestic students. Academic and non-academic curricula provide internationalized experience for all.	<ul style="list-style-type: none"> • Internationalised curricula. • Innovative Pedagogy and Learning Outcome. • Internship and Apprenticeships for international students. Courses for international students - Local Languages, Ancient knowledge system of India, and Bridge Courses.
Support Services and Local Engagement for International Students	Support mechanism for international students and role of local bodies like faculty, domestic students, etc	<ul style="list-style-type: none"> • Academic and non-academic support systems for international students. • Quality Residential Facilities and Learning Environment. • Safety and Security for international students. • Local Communities • Domestic and international students' engagement.
Professional Development and Training	Professional Training for Staff.	<ul style="list-style-type: none"> • Opportunities for Professional Development. • Capacity Building Programs. • Faculty collaboration mechanism.
Quality Assurance	Quality assurance mechanism for student campus life, teaching-learning process, capacity building program, etc	<ul style="list-style-type: none"> • Institutional Quality Assurance Mechanism.

Source: Prepared by researchers based upon UGC's Guidelines for Internationalization of Higher Education

Although the New Education Policy 2020 envisages restoring India's role as Vishwa Guru. Presently India is a nation with 38.5 million students enrolled in higher education and 1.5 million teachers. There are “1043 universities”, “42343 colleges”, and “11779 independent institutions”. In India, Higher education has evolved from a plodding, low-enrollment enterprise to a widespread, rapidly expanding system (Varghese, 2020).

Figure 02: Trends of International Students in Indian Higher Education 2010-2020



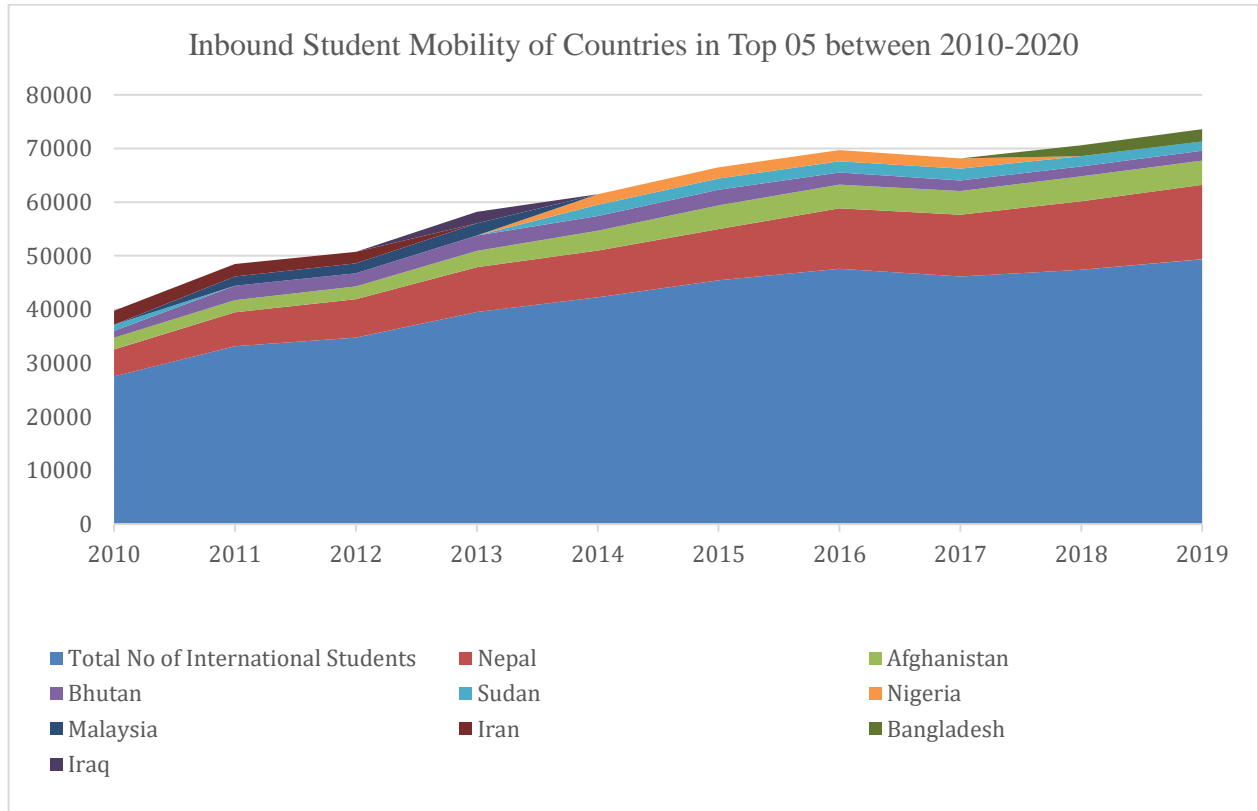
Source: Researchers compilation from AISHE Report 2010-2022, Ministry of Education, Govt. of India.¹⁰

The higher education data shows that India is lopsided in terms of the inbound mobility of students compared to its outbound student mobility. Globally, India placed 2nd for its outbound mobility of students. In 2019 India sent around 4,61,792 students abroad, more than all Central Asian (3,20,203) countries (UIS, 2019). Over the last decade, India has witnessed a substantial growth of international students (Figure 02). Albeit during academic session 2017-18, the number of students decreased slightly. Since then, it has been increasing as a whole. International students are coming to India on an average from 160 countries, covering almost all parts of the globe. However, trends show that India has

¹⁰ https://www.education.gov.in/en/statistics-new?shs_term_node_tid_depth=384&Apply=Apply (Accessed on 18th April, 2022).

depended more on its neighbouring countries and a few African countries (Mathews, 2022). Nepal, Afghanistan, Bhutan, Sudan, Nigeria, Malaysia, Bangladesh, and Iraq are among the top five international students' origin countries between 2010-and 2020 (Figure 03).

Figure 03: Inbound Student Mobility of Countries in Top 05 between 2010-2020



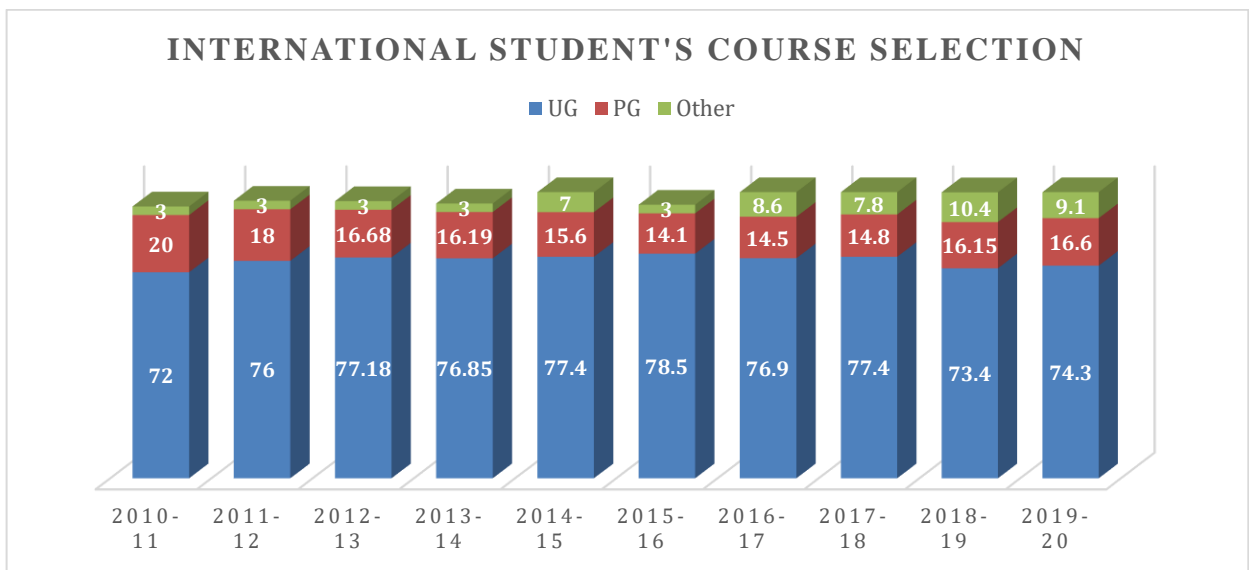
Source: Researchers compilation from AISHE Report 2010-2022, Ministry of Education, Govt. of India

Figure 3 shows that there has been a continuous flow of students from Nepal, Afghanistan, and Bhutan in the last decade. During the academic year 2019-2020 total share of students was 28.1%, 9.1%, and 3.8% for Nepal, Afghanistan, and Bhutan, respectively. Interestingly inflow from Bangladesh increased from 1.81% in 2013 to 4.6% in 2019.

Over the year, undergraduate courses witnessed more international students, followed by post-graduation and other courses (see Figure 4). Notably, from 2015 onwards, demand for 'other courses' like Diploma, PG Diploma, Certificate, Integrated, M.Phil., Ph.D. have

increased. Most preferable (in terms of enrolment) under graduation courses are B.A., B.Com., B.C.A., B.Tech, M.B.B.S, B.Pharm, B.B.A, B.Sc and B.E (see Appendix). Thus, professional courses are dominant over traditional courses. Although the New Education Policy 2020 wants to attract more international students by initiating more courses related to the Indian education system, culture, and language, enrollment in such courses is negligible.

Figure 04: Trends of International Student’s Course Choice 2010-2020



Note: All data in percentage.

Source: Researchers compilation from AISHE Report 2010-2022, Ministry of Education, Govt. of India

3.7 Schemes and Initiatives: Towards Making India as a Global Destination

Varghese (2020) argued that the primary motivation for India’s efforts to promote the internationalization of higher education is to enhance its political association with foreign nations and, secondly, to upgrade its universities’ global ranking position by augmenting the quality of its domestic higher education.

Under United States-India Educational Foundation (USIEF), the Fulbright-Nehru Fellowship is a bilateral program between India and United States. It is a faculty students

exchange program between US and India. Mainly focused on teaching and research. Since its beginning in 1950, till date, it has been considered a prestigious program. It is one of the sources of exchange of knowledge, culture, and research activities between the US and India. Around 20000 US and Indian scholars get benefited from this scheme. The UK-India Education and Research Initiative (UKIERI) is also a bilateral exchange program initiated in 2006 between India and the UK. Mobility of students and faculties, their leadership, skill development, and innovation are the broader goal of this scheme.

Apart from bilateral programs, the govt of India initiated specially targeted schemes for its students, scholars, and faculties. A program like PIHEA and 'Study in India' is one. The sole aim of these schemes is to attract international students. UGC initiated the Promotion of Indian Higher Education Abroad (PIHEA) in 2002. Its primary purpose was to brand India as a global learning destination by attracting international students to India. Like the PIHEA, the government of India's recent initiative 'Study in India'(SII) also desires the same: making India a global study destination. It is a single-window platform opened to the worldwide student community. In 2018 it served 6000 scholarships to students from 30 countries. Its starts with 2500 scholarships, and by 2024 it is wise to offer 50000 grants. To fulfill this target and provide a reliable and quality education, the government of India conducted an online admission test named Indian Scholastic Assessment Test (Ind-SAT) for international students seeking to study in India. Around 5000 students from several Asian and African countries took part in it (Mathews, 2021). Therefore, the SII program is expanding its horizon to attract a diverse number of students.

Many fellowships assist international students' stay in Indian universities by the Government of India. Indian Council for Cultural Relations (ICCR) operates 23 scholarships for around 3500 international students from over 180 countries annually. Further, to furnish a holistic view of Indian culture among international students, ICCR organizes summer and winter camps annually.¹¹

The government of India also tried to engage its faculty and research scholars with the global learning community through the schemes like GIAN, VAJRA, SPARC, and PM-

¹¹ <https://iccr.gov.in/indian-council-cultural-relations-scholarship>

SRI programs. Global Initiative of Academic Networks (GIAN), initiated in 2015, facilitates foreign scientists/faculty to teach for a shorter duration (two weeks) in the institutions of Indian Higher Education. Its sole aim is to attract a global talent pool like scientists and entrepreneurs and engage them in Indian Institutions. It is presently available in 203 top Indian universities. The primary motivation is to support economic growth and sensitize the global competitiveness among Indian universities (Arora & Srivastava, 2021). During 2017-18 and 2018-19, the program was able to bring around 1800 scholars from about 56 nations to provide courses in Indian universities (Varghese, 2020).

Following its positive outcomes, the Department of Science and Technology (DST), govt of India, initiated the Visiting Advanced Joint Research Faculty Scheme (VAJRA) in 2017. It is focused on foreign scientists, research, and development professionals, specifically 'Persons of Indian Origin,' 'Overseas Citizen of India,' 'Non-Resident Indians.' The objective is to engage them as visiting faculty for an extended period in Indian Public Universities and work on a joint research problem.

However, no such program supports long-duration visits and stays of Indian scholars and faculties in foreign institutions. To fill this gap, the Scheme for Promotion of Academic and Research Collaboration (SPARC) was initiated in 2018. A longer duration program (2-8 months) aims to augment collaboration among foreign and Indian academic, research, and development institutions. Apart from these, the government of India is ambitious to make a strong network of researchers across the world by bringing Indian-origin foreign scientists and scholars through its unique program; the PM Scholars Return to India (PM-SRI).

Therefore, the 21st century India witnessed a cluster of programs and scholarships initiated to promote the internationalization of Indian higher education. The amalgam of international scholars, faculties, and scientists in Indian higher education institutions and the initiative to bring back Indian-originated scholars, seems to be a progressive initiative toward making India a global knowledge hub. Albeit, presently a limited number of institutions are associated with these programs, raising the question of accessibility for all. Further, the private institutes appear deprived of their presence in these schemes. For

example, only faculties from the top 10 privately funded institutions under the NIRF ranking are eligible to apply for the VAJRA scheme.¹² Hopefully, these programs will be able to create an entire teaching and R&D ecosystem in Indian universities.

3.8 Conclusion:

The present chapter begins with a brief discussion on the global policy initiative, followed by a discussion on India's policy framework and UGC's guidelines on the Internationalization of higher education. Based on this guideline, the researcher prepared a 'framework indicator' to assess institutional components of Internationalization at home. The chapter also critically analyzed the last decade of international students in India. Lastly, the chapter ends by highlighting significant initiatives taken by the government of India to promote the Internationalization of Indian higher education.

¹² <http://serb.gov.in/vajra.php>

CHAPTER FOUR

RESEARCH METHODOLOGY

4.1 Introduction

The current study focuses on the experience of internationalization at home in Indian universities. This chapter deals with the following sections: research approach, method of investigation, sample selection, tool selection, data collection methods, data analysis structure and interpretation, and research ethics.

4.2 Research Approach

In the present research study, the researcher aims to empirically understand the practices and the experiences of internationalization at the home of Indian universities. The researcher tried to answer the research questions, how does the concept of internationalization at home being understood from institutional perspectives? What initiatives are taken at the university level resonate with internationalization at home? And what are the role and experiences of stakeholders associated with various programs and initiatives?

Here in the present study, the researcher tried to analyze stakeholders' understanding of the concept of internationalization at home. Further tried to explore institutional initiatives related to internationalization at home. Finally, the role and experiences of the stakeholders were examined. Depending on its objective, the researcher follows a *qualitative approach* of research. "*Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem.*" (Creswell and Creswell, 2018). Unlike quantitative approaches, which focus on the quantification and examination of causal links between variables rather than processes, the qualitative approach aims to address questions about how social exposure and experience are generated and given sense (Denzin & Lincoln, 2005).

4.3 Method of Study

Looking toward the essence of the present study, a *Case Study method* was adopted. The researcher worked on a study unit under a bounded system (Gay et al., 2012). “A *case study method is appropriate when the researcher wants to answer a descriptive question (e.g., what happened?) or an explanatory question (e.g., how or why did something happen?)*” (Gay et al., 2012, p. 445). A case study is a realistic choice for a researcher who wants an in-depth grasp of the subject when the researcher can mark the case properly with its boundaries (Creswell, 2007).

4.4 Sample Selection

Keeping in mind the bounded system in a Case Study, the researcher purposively selected two higher education institutions (one public and one private). As the researcher relies upon experiences and insight from the two particular samples thus, non-random purposive sampling was more appropriate. The two universities, i.e., Savitribai Phule Pune University and Symbiosis International University, Pune, Maharashtra, India, were selected. These two universities were among the top 10 universities in the country regarding the number of international students present as per the data released by the Association of Indian Universities (AIU) in 2017. Further, both these universities have an office of International Affairs. Thus, the researcher purposively selected these two universities.

A total of ten participants were selected from the two international students’ offices—five from each office. From the *International Centre* of Savitribai Phule Pune University, Director, two Principal project investigators, and two co-investigators were selected purposively. Similarly, the Deputy Director and four heads of the *Symbiosis Centre for International Education* were appointed purposively (see Table 01).

Secondary data, such as project reports, memorandum of understanding (MoUs), Institute annual reports, and NAAC Annual Quality Assurance Report (AQAR) were used to know the institutional arrangement related to internationalized campuses (see Table 01). Documentary resources may be utilized to enhance and augment research data and assist in case interpretation (Simons, 2009).

4.5 Tool Selection

The researcher interviewed stakeholders to understand their own and collective contributions and experiences in internationalization at home. A *semi-structured interview schedule* was used (see Appendix). A semi-structured interview is an exploratory interview that is generally used in social science qualitative research (Magaldi and Berler, 2020). Total of eight open-type questions covering stakeholders' understanding of internationalization at home, institutional policy perspectives, various initiatives taken by the case universities, and roles and experiences of stakeholders and the international students' office. The secondary data were analyzed content-wise as per research objectives.

4.6 Method of Data Collection

A face-to-face interview was conducted with Savitribai Phule Pune University participants between 4-15th March 2022. The permission for the same was taken following the standard protocols. The time for the interview varies between 25-and 30 minutes. The whole conversation was recorded over a mobile phone sound recorder with permission from the interviewees. Due to delays in getting approval for data collection from Symbiosis International University, a telephonic mode of Interview was conducted later on, between 4-18th April 2022 (see Appendix for Non-Disclosure Agreement Form).

4.7 Data Analysis Structure

The recorded interview data were transcribed into an excel sheet and coded. The steps involved in data analysis are: “analyzing participant information, organizing the data, an initial reading through the information, coding the data, developing from the codes a description and thematic analysis, using computer programs, representing the finding in tables, graphs, and figures, and interpreting the findings” (Creswell 2009, p. 201). The coded data and the data extracted through documents; both are placed thematically with the “Institutional Framework Indicator” (Table 02) prepared by the researcher from the UGC's guideline for internationalization of higher education. These are institutional strategies, Curricula and Co-curricular Activities, Support Services and Local Engagement for International Students, Professional Development and Training, and quality assurance.

Table 03: Details about Data Collection

Sample (University)	Interviewees	No. of Participants	Secondary Documents
Savitribai Phule Pune University	<ul style="list-style-type: none">• Director of International Centre.• Project Investigator- Principal and Co-Investigator (4).	05	Project Report Institute Annual Report NAAC AQAR
Symbiosis International University	<ul style="list-style-type: none">• Deputy Director of Symbiosis Centre for International Education.• Heads of various divisions of the Centre for International Education (4).	05	MoUs Institute Annual Report NAAC AQAR

4.8 Research Ethics

The interviewee's shared data and identity were protected right from the interview. All the personal and professional identities of the interviewee recorded data and transcripts data are safely stored. Further, while quoting the interviewee, in the analysis part, dummies were used. For example, for five stakeholders of SPPU: Interviewee 1,2,3,4,5 SPPU and for SIU: Interviewee 1,2,3,4,5 SIU has been used.

CHAPTER FIVE

INTERNATIONALIZATION AT HOME: CASE OF TWO INDIAN UNIVERSITIES

5.1 Introduction

This chapter covers an in-depth analysis of the two case universities. It starts with a brief description of the universities and a detailed discussion on various components of campus internationalization. These components are identified as per the ‘Institution Framework Indicators.’ The chapter ends with a brief conclusion.

5.2 Savitribai Phule Pune University (SPPU): The Oxford of East

The Savitribai Phule Pune University (SPPU) is a renowned and one of the oldest universities in India. It is a public university funded by the state government having many affiliated colleges. The university was founded in 1949, as per the Poona University Act. It is located in Pune city of Maharashtra. It is known as ‘The Oxford of East.’ The university excels in terms of its teaching, research, and development. It is one of the top-ranking universities, ranked 20 under NIRF. The QS world university, 2021, ranked between 651-and 700. Its outstanding facilities attract thousands of international students each year. Presently it has around 10000 international students representing more than 100 foreign countries.¹³

5.2.1 Institutional Strategies

Institutional strategies are the goals and roadmaps prepared for campus internationalization. The university has a progressive mission and vision, followed by the institutional policy framework regarding campus internationalization. The mission of SPPU is *“To be a global, socially conscious Centre of Excellence in the conservation, creation, advancement, and dissemination of knowledge equipped to take up challenges of the enormous change taking place all around and committed to empowering its faculty and*

¹³ https://intcent.unipune.ac.in/adm_landing,

students to contribute meaningfully to economic, technological and social development and progress.” With this, the university’s vision is to become a knowledge hub and excel in teaching and research activities. Its main aim is to provide value-based top-class education, innovative teaching-learning processes, and modern technological support in research and development. Further, the university envisages itself as a global destination of study, and for that, it welcomes international students across the globe and establishes collaboration with reputed foreign institutions. Thus, the vision and mission of the institute reflect the very notion of internationalization at home.

5.2.2 The Understanding of Internationalization at Home

The concept of internationalization at home varies among stakeholders. But most of them perceived ‘internationalization at home’ as a phenomenon of attracting and engaging international students on the home campus. *“Internationalization at home is a part of the internationalization of higher education. It is about what we can do at our level. It considers India/institution as a home. India, as a study destination for international students”* (Interviewee 2, SPPU). Welcoming international students on the campus is one of the aspects of internationalization at home. Interviewee 3 narrated that ‘internationalization at home’ reflects the participation of international students on our campus, further how their participation is helping our education system and what our students are learning from them, all are important.

Further, few interviewees perceived ‘Internationalization at Home’ as a path of opportunity for national students and faculties to create and exchange knowledge at the global level. *“Exchanges of students and faculties, identifying the common area of research, and sharing the ideas among national and international universities are a part of internationalization at home”* (Interviewee 5, SPPU). Internationalization at home is about sharing and accepting global knowledge at our institute. Its primary purpose of it is learning and getting connected with the world. *“Cultivating and nurturing globally accepted practices. Creating a global learning center whose ultimate purpose is to enhance the university's quality and diversity of academic and non-academic components.”* (Interviewee 3, SPPU) Internationalization at home is also perceived

through the lens of global citizenship. Internationalization at home is about becoming global by valuing local and international issues and concerns. It is about how to preserve our own identity while respecting others' ideas, values, and culture. *“In my opinion, India is the pioneer in the internationalization of higher education. We need to recall the role of Takshila and Nalanda. Scholars across the world used to visit our institutions for study. Thus, the notion of internationalization at home already exists in our education system”* (Interviewee 4, SPPU).

Now the question arises, *what is the prerequisite to embracing internationalization at home?* Our curriculum should be of global standard, teaching-learning processes should be excellent, and research standards need to address global and local issues. Thus, the institute needs to have a welcoming atmosphere for international students. Fundamental problems of both domestic and international students need to be resolved. Academic and non-academic aspects such as language and cultural barriers of students need to be addressed by institutions.

5.2.3 International Centre: The Gateway of Internationalization¹⁴

The international center of SPPU is a single-window platform for dealing with all kinds of international activities. Starting from the admission of international students, facilitating student/faculty exchange programs to signing MoU with foreign countries, the role of the International Centre is remarkable. The international center acts as a bridge between its students (both international and domestic), faculties, and departments.

Presently, the university has more than 10,000 international students on its home campus and affiliated colleges, attracting more than 100 countries. The center follows a 15% seat reservation for international students. The foreigner's registration office of the international center deals with students' passports and visa-related matters. The admission of the students is made through a single online platform. The international students used to get all information regarding admission, courses, hostel accommodations, medical care facilities, food availability on the campus, and other relevant things from the center. *“The*

¹⁴ <http://www.unipune.ac.in/dept/International%20Centre/default.htm> (Accessed on 20th April, 2022).

university promotes the internationalization of higher education, and the role of the international center is unique. The center tries to fulfill the academic and non-academic needs of the students. Thus, it helps create a unique ecosystem within the campus” (Interviewee 1, SPPU).

The presence of an international center is crucial in campus internationalization. As the international center acts as a liaison between various individuals and organizations inside and outside the institution, the center staff needs to be active, skilled, and experienced (Knight, 1994). The NEP 2020 also suggested for same. It mentioned the need to build up international students’ offices in every higher educational institution.

5.2.4 Internationalization of Curriculum: Towards Global Curriculum

Savitribai Phule Pune University is known for its diverse curriculum. The university has more than 600 hundred affiliated colleges under its administration. It has 46 academic departments along with more than 307 research centers. The academic departments come under four faculties: Science and Technology, Humanities, Commerce and Management, and Interdisciplinary Studies. The departments and centers provide diverse courses for their students. Starting from diploma, certificate to UG, PG, M.Phil., Integrated M.Phil., Ph.D., and Post-Doctoral studies.

The university provides flexible learning pathways of learning. Apart from traditional classroom-based teaching-learning procedures, the university has open and distance learning, online learning platform facilities like MOOCs and Moodle learning management platforms. The university actively participates in student-faculty exchange Programs, projects, MoUs, etc. The Tuning India project funded by European Commission is one of them. Its main aim is to facilitate the process of internationalization of higher education. Similarly, Tuning RISHII, whose core focus area is curriculum internationalization.

Project RISHII

The university took several steps to make its globally relevant curriculum competent enough. The university takes part in various national and international collaboration projects. Recently SPPU collaborated with the project RISHII- “Resources for Internationalisation of Higher Education Institutions in India.”¹⁵ It’s a collaboration project between 14 Indian and 5 European universities. The main aim of RISHII is to internationalize the Indian educational institutions in specific curricula and equip HEs institutions with the process, tools development skills, and continuous professional development (CPD) for its staff. The European Commission supports the project.

Tunning India

As the project RISHII, Tunning India is also a project that aims to support higher education institutions in India. It is also supported by the European Commission and led by the University of Deusto. 14 Indian universities and 5 European universities are part of it. Unlike project RISHII, it has a specific goal. It aims to create “*a framework of comparable, compatible and transparent degree programs.*” Particularly in four professional domains- Law Studies, Informational and Communication Technology (ICT), Teacher Education, and Medical Studies. Under this project Department of Law and Education and Extension successfully initiated two-credit courses in their curriculum (see Table 03, details in Appendix). The law department undertook a course of competence development among future law students. The course aims to deliver professional skills required for future law graduates to deal with local and global issues. It is a two-credit course arranged over two semesters. Both internal and external evaluation is performed for both the credit courses.

Similarly, the Department of Education and Extension initiated and implemented a course entitled “Global Citizen Development” for the course B.Sc.B.Ed from the 2019-20 academic year. The project associated member from the department of education and extension narrated, “*Under the project NOTED (conducted during 2017 in collaboration*

¹⁵ <https://rishii-project.com/>

with the University College of Southeast Norway), I acted as an associated project director. I looked after ‘global citizenship education’ aspects. In another European Union-funded project named ‘Tuning India Project,’ I incorporated one open course titled ‘global citizenship education in undergraduate courses’ (Interviewee 4, SPPU).

This shows that the university actively participated in the curriculum framework design through various collaboration projects and implemented them in the institute curriculum. The role and importance of Global Education are highly applauded in global literature. Several policies across the globe and recently in India valued its essence. The interviewee expressed that such collaboration gave them insights into the project mechanism and created opportunities to learn about global issues, which further helped them address the institutional obstacles. Also, they expressed that sometimes it becomes difficult to approve the project as it needs to go through a rigid selection procedure. Lack of proper coordination between academic and administrative departments, delay in project clearance from the finance section, and unavailability of suitable project coordinator sometimes creates obstacles.

Here the influential role of the international office is questionable. Knight (1994) pointed out three critical functions of the international office, allegiance towards its staff, monitoring of required funding, and the existence of a skilled and experienced team in the office of the international center.

Table 04: Courses Initiated Under Tuning-India

Department	Couse Initiated under Tuning India	Credit
Law	Competence Development	02
Education and Extension	Global Citizenship Education	02

Source: Compilation from SPPU website.

Erasmus Mundus

The university is not only eager to attract a significant number of international students but also provides eminence opportunities for its domestic students and faculties to take part in foreign exchange programs. Erasmus Mundus is one such kind of program. It's a highly successful program initiated by European Commission in 1985. The SPPU under Erasmus Mundus action II facilitated the mobility of students, teaching, and non-teaching staff to pursue UG, PG, P.hD, and Post Doc programs. Under this, the SPPU got tied with prestigious universities across Europe, such as Germany's Gottingen University, London's City University, Sweden's Lund University, and one each university from Spain and Italy.

English as a *Lingua Franca* and Courses on Indian Knowledge Systems¹⁶

Like the other Indian universities, at SPPU also, English is used as a language of instruction. The language caters to the needs of both a diverse number of domestic and international students. *“The main problem international students face in the institution is language and cultural aspects. The university monitors it and tries to resolve it through various programs. Introduction of English Language Courses for international students, the celebration of international youth festivals is a few of them”* (Interviewee 5, SPPU). The SPPU has an introductory course for its international students named “English Language Intensive Course for International Students (ELICIS).” The course aims to develop students' English reading, writing, listening, and speaking communication skills. Based on the student's initial knowledge of English, the students are assigned three-level, I, II, and III. The university has several diploma courses to learn languages. Courses related to foreign and Indian languages exist like diploma courses in Sanskrit, Urdu, Hindi, Russian, Japanese, French, and German.

Apart from these, the various departments offer optional certificate courses depicting the Indian education system and culture. For example, the department of education and extension offers optional courses in Yoga and Inclusive Education. Recently the University signed an MoU with the American Institute of Indian Studies, New Delhi. The agreement

¹⁶ <http://www.unipune.ac.in/dept/International%20Centre/International%20Centre%20webfile/elicis.htm>
(Accessed on 23rd April).

will facilitate international students to take Indian culture, language, and civilization courses.¹⁷

Extra-Curricular Activities

Academic and non-academic curricula activities can provide internationalized experience in a university. The 5th “Annual survey by the Association of International Universities” found that the events that create opportunities for sharing international or intercultural aspects are frequently practiced in co-curricular activities by most universities. These activities are meant for both international and domestic students. The Savitribai Phule Pune University provides a plethora of such options. It celebrates international festivals, arranges periodical engagement of domestic and international students, and conducts food festivals and city tours for international students. The university conducts an induction program named ‘Knowing India’ to exchange students' global and intercultural competencies. In which international students are taken on a sightseeing tour of the city. *“The university organizes an international cultural festival in which students across the countries present their foods, participate in cultural programs, and exchange their thoughts”* (Interviewee 3, SPPU). The university also emphasizes entrepreneurship programs. Periodically the International center conducts entrepreneurship workshops and boot camps.

5.2.5 Support Services and Local Engagement for International Students

It involves institutional support mechanisms and the role and responsibilities of local bodies like faculty, domestic students, etc., towards international students. SPPU provides both academic and non-academic assistance. A suitable campus learning environment, quality residential facilities, safety and security, and desired food facilities are a few basic needs for international students on campus. Support from domestic students, faculties, the non-teaching staff even engagements with local communities makes them feel comfortable

¹⁷ <https://timesofindia.indiatimes.com/home/education/news/international-students-can-now-study-indian-culture-at-sppu/articleshow/90827451.cms> (Accessed on 23rd April).

in host countries. The SPPU has two separate hostels for boys and girls. The safety and security of both the hostel are taken care of by International Centre.

The university does not support individual mentorship or assistance to international students. The international center as a whole and the faculty mentors in each department, in particular, look after the academic and non-academic needs of the international students. *“The international center regularly arranges counseling sessions for students and arranges a weekly gathering of Indian and international students. At our departmental level, after the admission of foreign students, all academic needs are taken care of by departments faculties, and we encourage peer interaction among students”* (Interviewee 3, SPPU). On 4th April 2022, the university signed a 5-year MoU with a study abroad consultant known as “Select Your University.” The aim is to provide guidance and counseling to students (particularly domestic students) regarding studying abroad. The consultant is supposed to provide free coaching for English language courses like TOEFL/IELTS.¹⁸

5.2.6 Professional Development and Collaboration Programs: Experience of Faculties

The university provides capacity-building programs for its faculties through various collaboration programs. For example, project coordinators from departments, namely Law, Education and Extensions were trained periodically under the ‘Tuning India’ programs. *“Apart from domestic training programs, as a part of project NOTED and Tuning India, I took part in international workshops conducted by European Commission. Not one time, during the project in months we met with participants from other universities in different venues and took active participation in curriculum, and campus internationalization courses”* (Interviewee 4, SPPU). Interviewees participating in foreign faculty exchange programs share their positive experiences. *“It’s a good feeling to work with a global collaborator. Apart from visiting foreign countries and making friends, my attitude towards teaching and research changed. Because interacting with foreign faculties, teaching in an unfamiliar classroom boosts my confidence. Further, participating in and conducting international research projects helped me complete local and national level projects more*

¹⁸ <https://punekarnews.in/pune-university-students-to-get-free-guidance-about-gre-toefl-ielts-for-higher-studies-abroad/> (Accessed on 23rd April 2022).

confidently. This experience helped me adapt some of the good practices learned from the overseas classroom to the Indian classroom” (Interviewee 4, SPPU). Further, interviewees also expressed disagreements regarding the overburden of assignments, lack of coordination between departments, and project approval delays.

5.3 Symbiosis International: *Vasudhaiva Kutumbakkam*

Symbiosis International University (SIU) (Deemed University) Pune is a private university under the Symbiosis group. The very fast motto of the university is “*Vasudhaiva Kutumbakkam,*” which means “World is one Family.” Symbiosis makes its presence in different sectors of education through its institutes and centers. SIU was established in 1971, since then serving more than 40,000 students. Its campus is a true amalgam of Indian and International students.

5.3.1 Internationalization at Home: Opportunities for Domestic Students

Globally, a smidgen number of scholars and faculties go abroad to obtain full-time foreign degrees or short-time courses. In contrast, a large percentage of non-mobile students, scholars, and faculties stay in their home country for higher education (de Wit & Altbach, 2021). India is one of the foremost countries in terms of internationalization abroad. Surprisingly, less than 1 percent of Indian students go abroad, whereas more than 99 percent of students remain in India for higher education (Varghese, 2020). From the perspective of a global knowledge society, higher education must cater to the needs of scholars at home and students who are a part of internationalization abroad. The same belief and argument the researcher came across within one of the higher authorities associated with the symbiosis center for international education. *“Very few students and faculties can travel abroad to experience internationalization. Only an institute with many funding facilities can support learning abroad. Even though our institute has funds, less than 5% of students get the opportunity to study overseas. At an individual level, only the elites are pursuing courses abroad. So, a large number of students and faculties are deprived of these. Here the role of internationalization of home comes. Nowadays, the world has*

globalized. Global and multinational companies are coming in. Even though we are not going abroad, the world is coming home” (Interviewee 1, SIU).

For a domestic student, interacting with international students and faculties and getting to know their culture and ethos is essential. With this, they feel global competitiveness and diverse experiences. *“In my opinion, anything or any efforts taken care of by the institute to provide an international feeling to the existing students on the campus, those who do not get opportunities to go abroad will come under Internationalization at home.”* (Interviewee 3, SIU). Thus, the role of the institution needs to be dynamic. Universities should provide this kind of atmosphere at their home campus. They need to attract more international students from diverse origins, get international faculties to teach, and conduct research projects on common global issues. One of the officials felt that maintaining a conducive environment for international students on the campus is imperative. *“They should be comfortable. They should feel they are acceptable to everyone. We need to give them the feeling of home away from home.”* (Interviewee 2, SIU). There is a need for an effective environment within the campus, which should have the capability to fulfill the needs of both international and domestic students. *“Internationalization means breaking all kinds of boundaries to learn from each other. Internationalization at home must embed all the foundations of internationalization and its advantages in the curriculum itself. The way curriculum is being created and delivered needs to bring the essence of internationalization to campus. Specific target plans need to be implanted on the campus”* (Interviewee 1, SIU).

5.3.2 Institutional Policy Framework: Towards Campus Internationalization

Its vision is to “promote international understanding through quality education.” The university believes in creating and dissemination of knowledge, inculcating cross-cultural values, developing international competencies, and embracing progressive goals to benefit national, international, and humankind. With its dedicated center named “Symbiosis Centre for International Education,” the university tries to follow a specific roadmap for internationalization. *“The university has a comprehensive policy framework. It facilitates the recruitment of foreign faculties and international students, provides scholarships to Indian and international students, and provides funds for various activities; it covers*

almost all aspects.” (Interviewee 4, SIU). For example, the policy for SIU encourages scholarships for Indian students to take advantage of the Global Immersive program (GIP). GIP is an outbound student mobility program. It has 12 credits. Under the Global Immersive Programme, an Indian student can pursue an internship abroad, work as a research assistant, attend a summer school exchange, or participate in a COIL project. These credits up to 12 can be transferred. The policy talks about proper funds distribution in conducting various programs. For example, there are separate funds for research activities. Funds for bringing ‘scholars into the residence program,’ funds for bringing foreign faculties. The department of SCIE manages the funds for various programs. *“During the pandemic, we have a separate fund for conducting online sessions by foreign faculties, attending international conferences, funds for buy open educational journals materials.”* (Interviewee 1, SIU).

Table 05: Symbiosis University Internationalization Policy Framework

Institutional Goals	Strategic Targets
Recruitment of International Students/staffs	It aims to create a dedicated ‘student/staff enrolment framework.’ To make the recruitment process more accessible and transparent, the framework suggests adopting an online-based single window platform for all information and recruitment. To have a balanced student intake, scholarships be provided for students from underdeveloped countries. Through this strategic framework, ultimately, the university aims to make India the global destination of higher education.
Augmenting the teaching-learning process with active student engagement and focused research activities.	The goal is to augment the teaching-learning process. To do that, the policy aims to encourage inbound and outbound student mobility. It seeks the participation of domestic students in foreign student exchange, scholarships, and internship

	<p>programs. To assure a quality international experience, it seeks critical feedback from international students. The framework also encourages the international participation and professional development of faculties and fosters international guest faculties. Further, for innovative research and development, the policy's inflow of funds seeks to have a strong linkage with key institutions/agencies.</p>
<p>Internationalization at Home</p>	<p>The framework envisages an internationalized curriculum. It suggests the periodical restructuring of the curriculum, ensuring it touches on local and global contexts. It means constructing needed infrastructural supports for campus internationalization and fostering international conclave, lecture series, and events to have internationalization at home.</p>
<p>Quality Assurance Mechanism for Internationalization</p>	<p>It talks about the strengthening of internationalization as a process and its components. It proposes having an inclusive regulatory framework that must ensure equality and ensure diversity on the campus.</p>
<p>SIU Brand: Promotion on a Global Scale</p>	<p>It recommends the creation of a 'global alumni network,' ensuring building a full image of the university in key countries. Moreover, the policy suggests the active involvement of universities in the international bodies of higher authorities.</p>

Source: Symbiosis University Internationalization Policy Framework

Although almost all aspects of 'internationalization at home' are covered in the institutional policy framework, few questions remained unanswered. Throughout the policy, it talks about recruiting a copious number of international students. The quality check mechanism for recruitment of inbound mobile students is missing. Further, it suggests collecting

critical feedback regarding international students' experiences, but it keeps quiet regarding feedback mechanisms from domestic students. Does it mean that internationalization at home is only to nurture the needs and experiences of international students and not of Indian students? Of course not. Experience, thoughts, and ideas of all matters in an internationalized campus. However, it highlights the need for domestic students' participation in foreign exchange and internship programs.

5.3.3 Symbiosis Centre for International Education (SCIE)

Symbiosis Centre for International Education (SCIE) acts as a “central office” for international students. Any international collaboration, foreign exchange programs, short-term visiting programs, international internships, and international festival celebrations are all handled by SCIE. It has three departments: international student admission and students' events, international initiatives and collaboration, and international promotion and student relations. Departmental heads lead all three departments. Noteworthy, apart from its international students, SCIE caters to the needs of international students studying in various colleges and universities in Pune. This embracing attitude of symbiosis, particularly SICE, helps create intense bondage among international students.

“Presently around 18000 students are studying across various departments and schools of SIU. They represent from around 85 countries” (Interviewee 1, SIU). Fifteen percent of the intake capacity in all courses is reserved for international students. The department of international admission is handling this.

The departments aim to have campus internationalization by emphasizing student/faculty exchange programs with foreign reputed universities, linkage with global organizations, embracing internationalization at-home activities, and promoting international and intercultural awareness.

The symbiosis university follows a three-stage strategic target plan to regulate the campus internationalization process. *“At first, we have trained our staff to know their role and responsibility regarding campus internationalization. In the second stage, we emphasize curriculum revision. For example, in the reading list and references of various degree courses, we tried to include resources from all parts of the globe. Generally, reading lists*

of courses are dominated by western authors' references, so we decided to have a good number of representatives from various continents. Lastly, we have invited people across the globe, facilitated exchange programs, engaging faculties to teach through the COIL project.” (Interviewee 1, SIU).

Table 06: Three Stage Target Plan for Internationalization at Home

Stages	Targets	Key Areas
Stage I	Orientation and Training to Faculties and Staff Regarding Internationalization at home.	In the initial stage, the faculties and staff get accounted with the very initial concepts of internationalization at home, its various components, case studies, need and advantages of campus internationalization, and the role of faculties and staff in it.
Stage II	Restructure and Upgrading of Curriculum	Balancing between local and global dimensions of the curriculum.
Stage III	Connecting with Global Network	Establish connections with reputed institutions, invite foreign faculties/scholars, and facilitate faculty and student mobility.

Source: Interview data and SIU Annual Report (2019-20)

5.3.4 Towards Diverse Curricular and Co-Curricular Activities

Symbiosis offers a diverse number of courses for its students. It provides several market-driven approaches. The university has eight divisions: law, management, computer studies, health services, media and communication, humanities and social, sciences, engineering, architecture, and design. During 2019-2020, the most desired course was MBA. A total of 41,1157 students applied for 180 seats.¹⁹ The kind of courses offered by the university and

¹⁹ AQAR Report, 2019-20

the demand of students seems that the university is mainly focused on professional practices. One can find a handful number of traditional courses. The courses of basic science and humanities are not on the top list of students, unlike business management, law, bachelor of technology, etc. It is not a surprising case. The most desired courses selected by the international students from 2010 till 2019 in India are professional. B.C.A., B.Tech, M.B.B.S, B.Pharm, B.B.A, and B.E are in demand along with traditional courses like B.A., B.Com, and B.Sc. (see Appendix). Revision and reframing are a few essential parts of the internationalized curriculum. Several courses were revised during the academic year 2019-2020, as well as new courses were introduced in law, management, data science, design, and architecture courses.

Student Mobility: Opportunities for Learning Together

Beelen & Jones (2015) argued that vibes of internationalization at home could be achieved by assimilating intercultural and international aspects into the curriculum. Involvement of both global and national students is obligatory on a campus. The symbiosis university believes in two ways of dissemination of knowledge. It facilitates both inflow and outflow of students through various programs and engages in different formal and informal curriculum parts. It promotes both inflow and outflow of students through multiple programs and engages students in various formal and informal curriculum activities. Apart from whole course attainment, students can pursue short-term courses from SIU. For such courses, the university has three modes of entry based on the student's type of assignments with the host institution (see Table 06).

The university facilitates short-term mobility courses for domestic students. However, the academia of internationalization of higher education is in a foggy state regarding the inclusion of student mobility in campus internationalization. Scholars have a different opinions about it. But the short-term global experience of domestic students can have additive advantages for domestic non-mobile students. SIU imparted these experiences into the campus through the activities like internship outgoing program, summer school projects, etc.

From Global to Local: Opportunity to learn new languages

English as a global language makes its presence almost everywhere. The symbiosis university provides an English language course for all its students. It offers three different level courses: diploma, certificate, and capsule courses. A dedicated department of the university provides a basket of foreign and Indian languages. Sanskrit, Hindi, Urdu, and Marathi are the Indian languages, and Chinese, German, French, and Japanese are a few foreign language courses.

Table 07: Mode of Short-Term Entry In SIU

Programs	Description
Semester Incoming	Stay for a semester or year.
Study India	2-4 weeks of academic programs with opportunities to engage in cultural activities
Engage India	Short term research-based work

Source: SIU Annual Report (2019-2020)

The unique thing about learning languages at SIU is its real-life-based ways of learning new languages. A few of these activities are quizzes, spelling competitions, coffee over foreign languages, etc. Both local and international students get to benefit from these courses. *“Even international students outside symbiosis can enroll in this course. We emphasize that students learn foreign languages and at least one Indian language. Knowing local languages like Marathi or conversational competency in Hindi or English is essential to assimilating with the local culture. This is essential for Indian and international students”* (Interviewee 1, SIU).

Co-curricular Activities

To intact the vision of “home away from home,” the university celebrates various programs like the International Day celebration and International Food Festival celebration. Inter

College Sports meets. *“In symbiosis, we conduct international food festivals, organize convocations for international students, and arrange a city tour for international students and Indian students (Interviewee 3, SIU). “The university conducts India’s only International Students Sports Tournaments. It is organized country-wise. Any international student of a particular country can join on behalf of their nation. This tournament is scheduled from November to December almost for 20 days. This unites the international students of a particular country studying in any university across India.” (Interviewee 1, SIU)*

Faculty Exchange Programme

Faculties are critical stakeholders in an institution. It is a teacher’s teaching skill that matters most. That helps to unite diverse students in a classroom. This skill needs to be sharpened and enriched from time to time. To achieve that, a teacher needs to update their skills and experience. Through periodical professional development, that can be acquired. Simultaneously, taking part in a faculty exchange program with reputed national and international universities could upgrade their capabilities. The symbiosis university arranges both inward and outgoing faculty exchange programs. Short-term scholar’s mobility involves ‘scholar’s-in-residence’ for 1-3 months, visiting professors’ program, lecture series by eminent professors, and long duration staying program. The role and responsibility of these scholars are: *“All the incoming scholars are expected to get involved with the institution’s work such as involvement in teaching-learning processes, organizing subject-specific workshops, curriculum revision, internationalization activities, research activities, and faculty training programs” (Interviewee 4, SIU).*

5.3.5 Support Services and Local Engagement for International Students

The international promotion department and student relations initiated the “Buddy System” concept for international students. *“After the admission of international students, each of them is assigned with one Indian student. This peer assistant is provided officially apart from overall departmental help. The Indian student assigned is expected to help the international students in every aspect” (Interviewee 1, SIU).* The primary responsibilities of these “buddies” are to help international students to complete their FRO processes, find

accommodation, campus facilities, resolve language issues, and many basic but necessary needs. *“This concept of this buddy system was adopted from the European Education system, where each international student assigned with one non-mobile domestic student”* (Interviewee 2, SIU). Apart from these, the department conducts formal interactions with international students regarding their issues from time to time.

The university also has an international student’s council, a student organization that acts as a medium for communication between authorities and students. Presently a fourteen-member council is formed through elections among the students. *“The international student council started long back in 1971, in which $\frac{2}{3}$ students are represented by SIUs and $\frac{1}{3}$ from other international students outside SIU. The student council is behind the conduction of various curricular and co-curricular activities involving international students.”* (Interviewee 4, SIU).

To have a balanced representation of international students across the globe on the campus, the university offers financial assistance to its international students through its scholarship program. It is a merit-based program provided to students from nations of Africa and Asia. In total, five (05) scholarships are provided by the university. One full scholarship for an undergraduate student and three partial scholarships (50%) for UG and PG students. The center for international education operates it in coordination with the symbiosis foundation office. Apart from the diverse representation of students across the globe, the university also tries to maintain an equal gender representation. *“We not only focus on the recruitment of international students but also take care of their experiences during this journey”* (Interviewee 5, SIU).

The university has a faculty mentor program called the “Mentor-Mentee Program.” A mentor faculty member guides first-year students. The mentor facilitates both academic and non-academic aspects. *“This Mentor-Mentee Program offers advice, guidance, and counseling to students on academic matters, health/well-being, co/extra-curricular issues, career opportunities, etc.”* (SIU AQAR, 2019-2020, p. 10).²⁰ Meeting with students is also conducted periodically to know their grievances and feedback. The effectiveness of this program is highly doubtful as the ‘Student Satisfaction Survey’ report by NAAC between

²⁰ <https://siu.edu.in/notices/pdf/AQAR%202018-2019.pdf> (Accessed on 20th April 2022).

2018-19 and 2019-20 shows that a significant number of students are dissatisfied that teachers are unable to find individual students' strengths and weaknesses, further not guide accordingly. Thus, this shows that only assigning mentors to students is not enough; something different, innovative, and student-centric needs to be done.

5.3.6 Faculty Empowerment Programme

The faculty development program in symbiosis is taken care of by a particular center named "Symbiosis Teaching Learning Resource Centre." "The capacity building program conducted in the department focused on teaching, research capabilities, mental wellbeing, stress management, and many more for the faculty members. The university operates several training programs during its 2019-2020, focusing on teaching and non-teaching staff—the training and the capacity-building program involves the usual orientation and refreshers courses for the newly joined faculties. Few programs related to faculty empowerment are assessment reforms, including training on how to conduct effective viva voice sessions and training on MCQ questions development techniques. Apart from these, non-teaching staff also actively participated in the teacher development program. Operation of ICT instruments, training in financial management skills, capacity building in data handling techniques, teamwork management, etc., is a few of them.

Apart from institutional faculty empowerment programs, teachers are encouraged and supported financially to participate in national and international workshops, seminars, short-term courses, and capacity-building programs.

5.3.7 Quality Assurance Mechanism

The institute needs to have an active and functional quality measure mechanism to achieve and maintain quality education. The symbiosis institutional policy mentioned strengthening internationalization as a process and its components through an institutional regulatory framework. The university has a dedicated cell to monitor the quality assurance mechanism.

Institutional Mechanism

The NAAC student satisfaction survey conducted by the university reflects areas where the university performs well and can improve. The last two academic sessions (2018-19 and 2019-20) 'student satisfaction survey' reflect that the students are dissatisfied that teachers are not addressing their strengths and weaknesses. The reason cited by the Internal Quality Assurance Cell (IQAC) is that teachers are always overburdened with their academic and non-academic works. Further, during the academic session 2019-2020, the university internationalization process was reviewed by the Asia Pacific Quality Network (APQN).²¹

5.3.8 Opportunities and Challenges: A True Global Experiences

Being a pioneer in the internationalization of higher education, Symbiosis International University provides lots of opportunities for its students, faculties, and staff. Through its numerous academic and non-academic events, it creates opportunities for exchanging international and intercultural ideas and thoughts among its students. *"It is a multidisciplinary, multi-cultured institute, its acts as a hub of opportunities. Symbiosis is a cosmopolitan institute."* (Interviewee 5, SIU).

The role of the international center and its staff is multidimensional. It has a combination of opportunities and challenges. It is expected that a more experienced global officer will deliver more meaningful ideas and ways to its institution's leaders and staff. (Engel et al. 2015). Different heads of the center make all the strategic decisions. The role of the deputy director is to plan and monitor the activities: *"My job is to sit with all and have a plan and then monitor it how they are operationalized"* (Deputy Director, SIU). The challenge university has how to intact its cultural diversity on the campus. Unlike other private universities, symbiosis doesn't have any external funding source. Nor does the university marketize to the attraction a large number of international students. *"People don't judge by the ranking; they embrace SIU by its identity and dedication to global learners"* (Interviewee 1, SIU).

²¹ SIU Annual Report (2019-2020).

5.4 Conclusion

The chapter addresses the practices of campus internationalization of two case universities. It captures stakeholders' understanding of 'internationalization at home,' examines institutions' existing policy, describes various initiatives practiced by the university in line with campus internationalization, and narrates the role and experiences of selected stakeholders. Further present opportunities and challenges that existed in the campus internationalization are highlighted.

CHAPTER SIX

FINDINGS, DISCUSSION, AND CONCLUSION

6.1 Introduction

In the present chapter, significant findings, discussions, and conclusions have been made as per the analysis. The objective of the present study was to analyze the conceptual understanding of the term ‘internationalization at home’ among the stakeholders, explore the significant initiatives taken by the case universities to foster internationalization at home, and examine the role and experiences of the stakeholders.

6.2 Internationalization at Home: Towards empowering domestic students

The term ‘internationalization at home’ has perceived differently by the interviewees. Most of them understood it as a phenomenon to attract and retain international students on the campus to provide ‘international experiences’ to its domestic students. Providing a conducive environment for international students is a significant concern for them. The role of the institution is crucial in it. They mentioned that the adoptive atmosphere, well-equipped campus facilities, supporting English as a global language, having buddy programs, and conduction of international festivals for international students are the primary concern of internationalization at home.

As per stakeholders of Symbiosis International University, the primary purpose of internationalization at home is to provide an international experience to its non-mobile domestic students through any academic or non-academic efforts delivered by the institute in order. This conclusion is in line with the majority of the research on the internationalization of higher education. Globally, a handful of students choose to study abroad, compared to many students who don’t. The concept of ‘internationalization at home’ originated after the ERASMUS program in Europe. In which a large number of non-mobile students (90%) used to gain international experiences from the students (10%) coming back to campus with international exposure (de Wit & Hunter, 2018). For a domestic student, interacting with international students and faculties and getting to know

their culture and ethos is essential. With this, they will feel global competitiveness and diverse experiences.

However, very few stakeholders perceive internationalization at home as a path of chance for faculties to create and exchange knowledge globally. Further, two stakeholders believe that campus internationalization is the main breeding ground for global citizenship, and it is the curriculum that is the main backbone of internationalization at home. The curriculum should create opportunities for domestic students and faculties to learn along with international students and faculties. The curriculum is the central pillar of internationalization at home (Knight, 1994). It contains international and intercultural dimensions, innovative teaching-learning methods, support services, and assessment and evaluation.

Further, the analysis reveals that only in the symbiosis international university 'Internationalization at home' is specifically highlighted under the institutions' international policy framework as one of the strategies for internationalization of higher education. Further, the motto of symbiosis is, "*World is One Family*," and they believe in the concept, "*Home away from home*," which shows the university's priority for international students. Both the interview and institutional policy framework emphasized on recruitment of international students. Still, neither the interview nor the policy reveals a quality check mechanism for the recruitment of international students. Further, the SIU policy suggests collecting critical feedback from international students about their on-campus experiences but doesn't encourage the same from the domestic students. However, the policy is optimistic about augmenting the teaching-learning process with active student engagement and focused research activities. The case university envisages itself as a knowledge hub in particular and India as a global destination.

6.3 Initiatives for Internationalization at Home: Opportunities for Learn Together

The study reveals that the case universities initiated several programs and activities in resonance with internationalization at home. The activities offered followed multiple components of internationalization at home.

Both Savitribai Phule Pune University (SPPU) and Symbiosis International University (SIU) pose a single-window international student office to handle campus internationalization activities. The international department handles international student admission, foreign exchange programs, collaborations, short-term visiting programs, international internships, and celebrates international festivals. To internationalize a campus, it is necessary to have an international office. The New Education Policy 2020 also stressed establishing international student offices in all higher education institutions. Both the center caters to the needs of their affiliated/constituent colleges. Interestingly, the interview reveals that apart from its international students, the international center at SIU responds to the requirements of international students studying in various colleges and universities in Pune. This embracing attitude of symbiosis helps create intense bondage among international students across India.

The SPPU took several steps to make its curriculum globally competent enough. The MoU document and NAAC Annual Quality Assurance Report (AQAR) indicate that the university actively participated in the curriculum framework design through various collaboration projects and implemented them in the institute curriculum. For example, under the project, the Tunning India department of Law and Education implemented courses on “Competency Development” and “Global Citizen Development,” respectively. The role and importance of “Global Citizenship Education” are highly applauded in global literature. Several policies across the globe and recently in India valued its essence.

Unlike the SPPU, where a diverse number of courses are offered. Courses at SIU seem to be market-driven. Most of them are professional courses. It is not a surprising case. All Indian Survey of Higher Education (2010-2019) data shows that Professional courses are the most desired among international students in India.

Language plays a vital role in campus internationalization. In both the case universities, the researcher found that English acts as a bridge or common language. Both SPPU and SIU offers English learning course. The course seeks to improve students' communication abilities in reading, writing, listening and speaking. The universities also offer courses in other foreign and Indian languages: German, Russian, Japanese, French, Hindi, Marathi,

Urdu, etc. SIU emphasizes learning at least one Indian language. Learning a local language helps international students assimilate easily with its locality. Indian higher education should offer bridge and local language courses on its campus (GoI, 2021).

Co-curricular activities on an Internationalized campus help build a linkage between its stakeholders. Most celebrated events on campus are international cultural festivals, food festivals, international day celebrations, and city tours. A city tour is known as “Knowing India” (in SPPU) orients international students in India.

Interviews with members of SPPU reveal that the international center conducts occasional student counseling and arranges a weekly gathering of Indian and international students on campus. In contrast, SIU follows a “Buddy System,” where individual Indian peers are assigned to each international student. Practicing a student support system for international students in a host country by the domestic students helps and creates the opportunities for intermixing of culture, ideas, habits, and capability to work together (Knight, 2008).

The institute needs to have an active and functional quality measure mechanism to achieve and maintain quality education. Unfortunately, none of the two institutions have a quality assurance mechanism to measure various Internationalization components at home. However, from 2019-to 20, SIU evaluated the internationalization process by “Asia Pacific Quality Network” (APQN).

6.4 Experiencing Internationalization at Home

Interview with heads of the international student office shows that their role is critical and challenging. The role of the international center and its staff is multidimensional. The role of the director is to plan and monitor the activities. Handling a diverse number of students, organizing different events, and developing an internationalized curriculum is a challenging job. Further, it is found that overburden of assignments, lack of coordination between departments, and delays in project approval create anxiety among stakeholders. It is expected that a more experienced global officer will deliver more meaningful ideas and ways to its institution’s leaders and staff. (Engel et al., 2015).

The analysis also points out that sometimes participating in an international workshop could be fruitful. Attending foreign lecture series, coordinating foreign projects, and interacting with international students could boost one's confidence and change the attitudes toward teaching and research.

Presently Indian universities possess a low inflow of international students than their outflow. Thus, retaining these inflowed students and maintaining them is pretty challenging. The study revealed that a university like SIU is a private university but doesn't have any external funding source. Whereas universities like SPPU, a public-funded university, have more opportunities in terms of publicly funded government schemes related to the internationalization of higher education.

6.5 Conclusion

In the present research study, the researcher captured practices and the experiences of internationalization at home of Indian universities. The researcher tried to answer the research questions, how does the concept of internationalization at home being understood from institutional perspectives? What initiatives are taken at the university level resonate with internationalization at home? And what are the role and experiences of stakeholders associated with various programs and initiatives? The researcher purposively selected two Indian universities, namely Savitribai Phule Pune University (SPPU) and Symbiosis International University, Pune, India. Directors and project associated members of the international Student Office' were interviewed through a semi-structured interview schedule. The institution's policy framework, annual reports, project reports, and NAAC AQAR have been used as secondary data sources.

It can be clinched that the understanding of the term 'internationalization at home' among the stakeholders focuses on three broader facets: providing global competitiveness and diverse experiences among Indian students along with international students, global opportunities for faculties, and curriculum internationalization. It seems that understanding internationalization at home among stakeholders is limited to student and faculty mobility. In reality, internationalization at home consists of various components such as internationally relevant curricula, innovative teaching-learning processes, better learning

outcomes, and opportunities for global citizenship development (de Wit & Hunter, 2018). Further assessments and evaluation; professional development related to internationalized campuses are a matter of concern (Beelen, 2016). Significant activities initiated at the universities are the institutional internationalization policy framework, students and faculty exchange programs, curriculum framework design, courses on learning English and local languages, city tour and celebration of international festivals, Buddy system, and international students' council. The study discovered that the role of stakeholders is both challenging and rewarding. Participating in a collaboration project, workshop, or lecture series could be a fruitful and confidence booster for them.

6.6 Furtherance of Research

1. The present study was limited to only two universities: one private and public institute. A similar analysis can be conducted with the Institute of Eminences (IoE) like IITs.
2. The present study depends on a qualitative method of inquiry. Future research studies on measuring components of internationalization at home can be carried out.
3. Further research can be conducted on the role and effect of internationalized curricula in enhancing the quality of higher education.

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Appendix

1. Interview Schedule:

Interview Questions for directors and projects investigators/faculties of the office of international affairs.

1. How do you understand internationalization at home? What does it mean for you in the context of your university?
2. Is internationalization at home embedded in institutional policy and strategic framework?
 - (If embedded) how does this policy translate into practice?
3. What measures in your institution are being taken for internationalization at home to improve students' international and intercultural competencies?
4. Are there any curriculum and co-curricular activities at your institution to promote internationalized university experiences for all students?
 - What do these activities consist of?
 - What are their main objectives?
5. Does your institution promote opportunities for staff and students to engage with local and global communities?
 -
6. Does your institution offer intercultural training, workshops, or seminar for staff?
7. What is the involvement of administrative and support services in promoting internationalization at home?
8. What role does your office or department play in the implementation of these activities?
 - How do you envisage your own contribution?
9. What is your experience in dealing with various activities related to internationalization at home?

2. Data Collection Permission Letter from Parent Institution.



राष्ट्रीय शैक्षिक योजना एवं प्रशासन संस्थान

(मानित विश्वविद्यालय, मा.सं.वि.मं., भारत सरकार के अधीन)
17-बी, श्री अरविंद मार्ग, नई दिल्ली 110 016

NATIONAL INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION

(Deemed to be University under MHRD, Govt. of India)
17-B, Sri Aurobindo Marg, New Delhi 110 016

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Dr. Sudhanshu Bhushan

Professor & Head

Department of Higher and Professional Education

Fl. No. Misc./LOR_Feb02/Sum.Hal/01

Date: 24th February, 2022

Dear Professor Khare,

Subject: Letter for seeking permission to collect data for research work

This is to certify that Mr. Sumanta Halder, M.Phil. 2020-22 batch (Enrolment No. 20201019), is a bonafide student of the National Institute of Educational Planning and Administration (NIEPA), New Delhi. He is conducting research work for the partial fulfilment of his M.Phil. degree program, entitled "A Study on the Experience of Internationalization at Home of Indian Universities," under the supervision of Dr. Sudhanshu Bhushan, Professor & Head Department of Higher & Professional Education, NIEPA, New Delhi.

The study aims to empirically understand the practices and experiences of internationalization at home in Indian universities. It mainly attempts to explore the role and experiences of administrators about internationalization at home. All the data collected would strictly be used for research purposes, and the identity of the participants in the research would not be disclosed in keeping with the ethics of the research.

The researcher needs to visit your institute and conduct interviews with the head and associated members/faculties of the 'International Centre.' The researcher needs to stay on the campus for the same. If possible, kindly provide accommodation at your institute Guest House for about two weeks.

We shall be highly obliged if the institute extends support and cooperate with the data collection.

We would greatly appreciate your consent at our request.

Sudhanshu Bhushan

Dr. Vijay Khare
Director
International Centre
Savitribai Phule Pune University
Pune- 411007, Maharashtra, India

3. Non-Disclosure Agreement form required to collect data from Symbiosis University.

NON-DISCLOSURE AGREEMENT

THIS NON-DISCLOSURE AGREEMENT (hereinafter referred to as "Agreement") is entered and executed in Pune effective as of 4th April, 2022 (hereinafter referred to as "Effective Date").

BY AND BETWEEN

SUMANTA HALDER (hereinafter referred to as the Receiving Party, which expression shall unless it be repugnant to the meaning or context thereof be deemed to mean and include its successors and assigns)

Party of the First Part

AND

SYMBIOSIS INTERNATIONAL (DEEMED UNIVERSITY) (SIU), an institution deemed to be university so declared under section 3 of the University Grants Commission Act, 1956 having its main campus at Symbiosis Knowledge Village Gram: Lavale, Tal: Mulshi, Dist: Pune, Maharashtra, India Pin: 412115, for and behalf of its constituent Symbiosis Centre for Research and Innovation (SCRI) having its campus at Gram: Lavale, Tal: Mulshi, Dist: Pune, Maharashtra, India Pin: 412115 (hereinafter referred to as SIU/SCRI, which expression shall unless it be repugnant to the meaning or context thereof be deemed to mean and include its Authorities, Officers, Successors-in-interest), etc.,

Party of the Second Part

In this Agreement, SUMANTA HALDER and SYMBIOSIS are referred to collectively as "Parties" and individually as "Party".

WHEREAS Symbiosis Centre for Research and Innovation (SCRI) is engaged in conducting Research Analysis / Research Project and other related studies / examination ["Research Study"], which involves sharing of Confidential Information with the persons involved in such Research Study;

AND WHEREAS SIU has also Notified a Policy under the name of "Policy on Data Access from SIU" on 09.06.2020, which is annexed herewith and shall be read as part and parcel of this Agreement;

AND WHEREAS to regulate collection of data from the constituent/employees/students of SIU for conducting/using the data in research study/project either independently or in collaboration of the researcher(s) (an employee/student) of SIU, it is necessary to execute a NON-DISCLOSURE AGREEMENT;

NOW THEREFORE, THIS NON-DISCLOSURE AGREEMENT WITNESSETH AS FOLLOWS:

1. PURPOSE

Collection of data from the constituent/employees/students of SIU for conducting/using the data in research study/project titled, "A STUDY OF EXPERIENCE OF INTERNATIONALIZATION AT HOME OF INDIAN UNIVERSITIES" either independently or in collaboration of the researcher(s) (an employee/student) of SIU.

Definition
Confidential Data/Information means and includes -

a) all information, communicated through physical, visual or electronic media, in writing or otherwise, whether disclosed prior to or after the Effective Date and whether or not indicated as "proprietary" or "confidential", disclosed by SIU to the Receiving Party, in relation to the proposed research study;

1 of 4



- b) all compilations, studies, analysis or other documentation generated by the Receiving Party by processing any information referred to at (a) above, communicated by SIU;
 - c) all information related to any product, process or procedure resulting from the usage of the information received from SIU.
 - d) all communications with respect to the existence of this Agreement and that discussions are taking place between the Parties with respect to the Proposed Research Study.
 - e) any information, technical data, or know-how (including, but not limited to, information relating to research, products, software, services, development, inventions, processes, engineering, marketing, techniques, internal procedures, development plans or strategies, finances, employees and business opportunities) disclosed by SIU to Receiving Party either directly or indirectly in any form whatsoever including, but not limited to, in writing, in machine readable or other tangible form, orally or visually (subsequently reduced to writing)
 - f) that has been marked as confidential or not,
 - g) whose confidential nature has been made known by SIU, orally or in writing, to Receiving Party; or
 - h) that due to its character and nature, a reasonable person under like circumstances would treat as confidential.
 - i) Shall also include any information, which SIU and/or its constituent receives as Confidential Information from any third party including but not limited to students, parents, vendors, in house patients, OPD patients, participants or any other person who has granted / availed services from SIU and has submitted Confidential Information ["third party information"];
2. The "Receiving Party" acknowledges and agrees to maintain the confidentiality of data/information collected from/shared by any constituent/employee/student of SIU or from third party related to SIU, wherein such information has been shared by SIU (as hereafter defined as "Confidential Information") for the purpose of research.
3. The Receiving Party shall not disclose or disseminate the collected/shared Confidential Information to any person/entity other than those, who have a need to know it in order to assist the Receiving Party in conducting research. In addition, the Receiving Party (i) shall take all such steps to prevent unauthorized access to the Confidential Information, as it takes to protect its own confidential or proprietary information of a similar nature, which steps shall in no event be less than a reasonable standard of care, (ii) shall not use SIU's Confidential Information, or authorize other persons or entities to use SIU's Confidential Information, for any purposes other than in connection with conduct of research and (iii) shall require all persons and entities who are provided access to SIU's Confidential Information, to execute confidentiality or non-disclosure agreements containing provisions substantially similar to those set forth in this Clause.
4. The Receiving Party shall limit circulation of the Confidential Information disclosed by the constituent/employee/student or the third party information to such co-researchers/employees/assistants of the Receiving Party as have a need to know in connection with the Authorized Purpose. In such case, all such person/s who have received the Information from the Receiving Party, shall be bound by the covenants of this Agreement and the Receiving Party has to ensure that such third party are informed of the obligations under this Agreement. The breaching Party shall be liable for and shall indemnify the other Party against any and all direct damages, loss, costs (including attorney's fees and costs) and other liability arising from any breach of this Agreement by its employees, representatives and/or Affiliated Companies to whom it may have disclosed Confidential Information.

Handwritten signature



5. Upon SIU's written request at any time, or following the completion or termination of the research project, the Receiving Party shall promptly return to SIU, and destroy, all Confidential Information of SIU provided under or in connection with this research project, including all copies, portions and summaries thereof. If Confidential Information has been stored into the receiving Party's computer system, then Receiving Party shall (i) delete and remove SIU's Confidential Information from the Receiving Party's environment (including the Receiving Party's computers, systems, storage apparatuses, and media) including the archive copies which have been periodically archived and a certificate to this effect shall be provided by the Receiving Party to the Disclosing Party and (ii) the Receiving Party shall not thereafter restore or retrieve any such archive copies of SIU's Confidential Information.
6. The provisions of this Clause respecting Confidential Information shall not apply to the extent, but only to the extent, that such Confidential Information is: (a) already known to the Receiving Party from sources other than SIU, (b) subsequently learned from an independent third party free of any restriction and without breach of this provision; (c) is or becomes publicly available through no wrongful act of the Receiving Party or any third party; (d) is independently developed by the Receiving Party without reference to or use of any Confidential Information collected/obtained from SIU; or (e) is required to be disclosed pursuant to an applicable law, rule, regulation, government requirement or court order.
7. The Receiving Party may disclose Confidential Information, which is required by law, or by any regulation, rule, court, governmental, regulatory or other competent authority or its equivalent, provided that Receiving Party shall promptly notify SIU in writing upon notice of such requirement.
8. The Parties acknowledge that SIU will be irreparably harmed if the Receiving Party breaches or threatens to breach its obligations under this Agreement. Therefore, in the event of such actual or threatened breaches and without prejudice to SIU's other rights at law or pursuant to this Agreement, SIU shall accordingly be entitled to an injunction or equitable relief and any other appropriate remedies regarding the same, without posting bond.
9. Indemnity - The receiving party acknowledges that a breach of this agreement by the Receiving party could result in significant liability, claim, damage, loss, penalty, cost or expense (including, without limitation, reasonable attorney's fees and costs of appeals) (hereinafter together referred to as Losses) to SIU. The Receiving Party agrees to indemnify and hold SIU harmless and indemnified from and against any losses, arising on account of the breach by the Receiving Party of any of the obligations undertaken by the Receiving Party under this agreement
10. Written communications regarding Confidential Information under this Agreement shall be addressed only to and channeled through the designees as either Party may from time to time designate in writing:
11. Term & Survival
12. This Agreement will become effective as of the Effective Date mentioned herein above and will continue to be in force for a period of Two Weeks thereafter the Receiving Party's obligations under this Agreement with respect to Confidential Information shall be in perpetuity even after termination or expiry of the agreement.
13. Jurisdiction and Governing Law

In the event of any litigation or other legal proceedings between the Parties, the prevailing party shall be entitled to reasonable attorneys' fees and all costs of proceedings incurred in enforcing this Agreement. The Courts in Pune, India shall have exclusive jurisdiction to try and dispose of any proceedings arising out of

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this Agreement. The laws of the Union of India shall govern the validity, interpretation and performance of this Agreement.

14. General

- a) This Agreement sets forth the entire understanding and agreement of the parties with respect to the subject matter i.e. the Purpose hereof and supersedes all other oral or written representations and understandings.
- b) This Agreement may be amended or modified only in writing signed by authorized representatives of the parties hereto. If any provision of this Agreement is found by a proper authority to be unenforceable or invalid, such unenforceability or invalidity shall not affect the other provisions of this Agreement and the unenforceable or invalid provision shall be construed to be amended in order to avoid such unenforceability or invalidity while preserving as closely as possible the intent of the parties.
- c) The Policy on Data Access from SIU notified on 09.06.2020 or any other Policy which may be notified by SIU shall be in addition to and in derogation of this Agreement.
- d) Parties agree to maintain in strict confidence, during the Term of this Agreement and thereafter, all discussions and negotiations between the Parties with respect to the Purpose. Parties agree to cause their respective Representatives to abide by the terms of this Agreement.
- e) Neither this Agreement nor the disclosure of the Confidential Information by Disclosing Party, shall be deemed, by implication or otherwise, to vest in Receiving Party any license or other ownership rights to or under any confidential information, intellectual property including patents, copyright, know-how, or trade secret, it being agreed that the Confidential Information and all intellectual property rights emanating therefrom shall be the sole property of Disclosing Party.

IN WITNESS WHEREOF, each of the parties hereto have caused this Agreement to be executed by a duly authorized representative of such party as of the date first above written.

For and on behalf of

Sumanta Halder

Name: Sumanta Halder
Designation: Research Scholar,
National Institute of Educational Planning and Administration
New Delhi.

Date: 30.03.2022

Symbiosis International (Deemed University)

M. S. Shejul
Name: Dr. M. S. Shejul
Designation: Registrar
Date:



5. Course Initiation Under Tunning India:

EU sponsored Tuning India Project

Following additional course under the name of **OPEN COURSE** for Four Year Integrated Teacher Education Program known as (B.Sc.B.Ed), it is been implemented from Academic Year 2019-2020 at the Department of Education and Extension , Savitribai Phule Pune University. According to Meta Profile, in the curriculum of B.Sc.B.Ed there is less focus on Inclusive competence, therefore this course able to provide international exposure to student to become a global citizen.

B.Sc. B.Ed. Fourth Year - Semester - VIII

Sr. No.	Course Name	Course Code	Credit
35	Open course- Global Citizenship Education	BED 843	02

Course Name: Global Citizenship Education

Objective of the Course:

- This course is trying to focus on contemporary global issues like Global Citizenship. It is designed to enhance competencies of Empathy, Mindfulness, Compassion, and Critical Inquiry (EMCC), alongside understanding of global citizenship themes. The attributes of the global citizens and their roles in the sustainable development are also defined framed in the course. This course has been designed in collaboration with University of Deusto, Bilbao, Spain and co-funded by the Erasmus+ Programme of the European Union.

Structure of the Course:

Module -1	Understanding SDG-4.7 1.1 Introduction to the UN (United Nations) 1.2 Brief history of SDG-4 1.3 Citizenship: What does it entail and can it be global?	(1 Credit)
Module -2	GCED and Role of Teacher 2.1 Teacher as Global Teacher 2.2 School and Society 2.3 Curriculum Analysis with Global Citizenship Education	(1 Credit)

Assessment of the Course:

1. Performing tasks
2. Self-Evaluation

EU sponsored Tuning India Project

Following additional course to One Year LL.M has been implemented from Academic Year 2019-2020 at the Department of Law, Savitribai Phule Pune University

SYLLABUS

COMPETENCE DEVELOPMENT PROGRAMME IN LAW AND PRACTICE

Objective:

This programme has been designed with an intent to enhance and develop legal acumen required for the students studying professional Master's programme in Law. This programme has been designed in collaboration with University of Deusto, Bilbao, Spain and co-funded by the Erasmus+ Programme of the European Union. The programme will focus on the development and enhancement of profession derived skills to enable budding law professionals to effectively deal with intricacies involved in their professional career as well as prospective academicians.

Structure and Assessment of the Programme:

The programme shall be of two credits divided into two semesters. Each credit shall consist of Internal Evaluation of 12 Marks and External Examination of 12 Marks

The structure of the programme is as follows:

SEMESTER-I

UNIT-1: Understanding and Knowledge of Law

- Reading and Understanding Theories, Concepts and Provisions of Law.
- Interpretation of provisions in letter and spirit.

UNIT-2: Interpretation and Application of Law

- Critical analyses and interpretation of Legal text.
- Understanding Precedents and formulate new perspectives on legal matters
- Application of Law to a legal problem

Unit-3: Legal Research Skills

- Significance of research in Law.
- Choosing appropriate and relevant Research Methodology
- Achieving workable research outputs.

SEMESTER-II

UNIT-1: Communication Skills

- Client and Court Interaction Etiquettes
- Drafting different formats of Conveyance and Legal Documents

- Presentation and Arguments Skills

UNIT-2: Practical Research Methodology

- Significance of empirical research methods in Law (Questionnaire, Observation, Interview and Case Study) through study tours and visits.
- Report Writing

UNIT-3: Enhancing Social Outlook

- Pro Bon Advocacy
- Team oriented activities for social outreach