

# Motivations and Mobility Experiences of International Students in India: An Evidence Based Approach to Internationalising Indian Higher Education (IIHE)



**7 December 2023**

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00:12:52.790 --> 00:12:59.430

CGHE Webinars: Welcome everyone really good to see you. It's a pleasure to be able to tell you that this is the 4 hundredth

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CGHE Webinars: web, web, webinar or seminar that the center for global higher education

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CGHE Webinars: has run since some since it started in late 2015, and most of that large number of 400 consist of webinars, which we began in 2020, just after the pandemic kicked off about a month later.

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00:13:21.280 --> 00:13:24.820

CGHE Webinars: As a way of keeping everyone together, which was

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CGHE Webinars: which was, I think, being successful. And you know, once again we've got a very good set of registrations for today's webinar, which will be with with Dr. Shekhar

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00:13:37.190 --> 00:13:48.780

CGHE Webinars: Tokas from, and bid Bar and Bedcar University in Delhi. I'll introduce our speaker in a moment, but let me take you through. The housekeeping slides first.

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CGHE Webinars: Now, as you will know if you've been on the webinar before we record the webinar and we post it

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CGHE Webinars: on the Cg site and through that on a Youtube channel. And we're finding that people are using the webinars even more on the Youtube Channel, and they then they using them on the day they delivered.

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00:14:17.520 --> 00:14:22.669

CGHE Webinars: Now during the webinar. We advise you to

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00:14:23.540 --> 00:14:29.279

CGHE Webinars: Stay muted if you can. Keep your, and you don't have to have your camera on either

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CGHE Webinars: but we, of course, want you to. Put both your microphone and your camera on if you can. When you come into the Q&A section of the webinar. Nothing sadder than, as we all know.

Then you know, zoom amazing to see someone talking with great vigor when you can't hear what they assign, so don't forget to turn on. If you're coming into the discussion during the webinar we advise you to use. Speak of you.

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CGHE Webinars: In the top right hand corner there, because then you can see who is speaking at any given time.

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CGHE Webinars: Now, to enter the discussion part of the webinar, which starts about halfway through. Use the chat mechanism, post your comment

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CGHE Webinars: or your question in the chat, and from the chat I will then select you into the main Q. And a discussion unless you tell us that you're interested in saying something, and it's relevant to the webinar we can't select you in.

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CGHE Webinars: It's a good idea to come in early with into the chat, because sometimes, if you post your

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CGHE Webinars: your request to enter the Q. And a.

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CGHE Webinars: Late in the process, like 5 or 10 min before the end

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CGHE Webinars: you miss out because the speaking list is full by that stage. So come in early, I mean, if you want come in more than once. That's acceptable to, although we'll usually give priority to people who not yet spoken.

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CGHE Webinars: Now, when you are called in, I'll send you a little note in the chat, saying, you're the next question and you course, as I said before, turn on your mic.

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00:16:08.050 --> 00:16:14.709

CGHE Webinars: turn on your camera, if that's possible, and then you tell us who you are and where you're all from, and then make your question or your state.

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00:16:15.530 --> 00:16:24.289

CGHE Webinars: So I'll stop screen sharing. At this point. We'll go back to human faces. And let me introduce our speaker.

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00:16:24.960 --> 00:16:31.619

CGHE Webinars: Doctor Shekhar Tokas is assistant professor in the school of global Affairs

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CGHE Webinars: and Deputy Dean International Affairs. at Ambedkar University in Delhi.

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00:16:39.930 --> 00:16:46.219

CGHE Webinars: At this point I'm happy to hand over to you, Shekhar, and you. The screen is yours.

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00:16:49.920 --> 00:16:56.190

Shekhar Tokas: So thank you so much. Professor Simon, for introducing me. And

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00:16:57.630 --> 00:16:59.229

Shekhar Tokas: is the sector.

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00:17:02.990 --> 00:17:11.390

Shekhar Tokas: So a very good afternoon to you all in UK. And also good evening to all the audience in Indian subcontinent.

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Shekhar Tokas: So today's topic is basically, A is a result of the research that I did in my my, in my Phd. Doctor, and work

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Shekhar Tokas: during 2,015 to 2,017. It is also it also includes,

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Shekhar Tokas: some preliminary results from lcsr project, that is Indian counsel for Social Science Research

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00:17:38.230 --> 00:17:44.730

Shekhar Tokas: project that is basically on specifically on motivations and mobility experiences of international students.

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Shekhar Tokas: So I will. So the research is a combination of a literature review that I have done recently. With. And then there is sort of bibliometric analysis. Also that I have done. plus there is a

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00:17:57.040 --> 00:18:02.379

Shekhar Tokas: there are results on primary survey that was done in 2,016 and 15.

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Shekhar Tokas: So the presentation is divided into 4 sections I would start with introducing a broader the introduction about the internationalization model in the global North.

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Shekhar Tokas: And what is India's approach to internationalization?

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Shekhar Tokas: This is followed by a second section, where I bring in the evidence on

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Shekhar Tokas: the dominance of global North.

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Shekhar Tokas: Third section will deal with more evidence from India which is basically evidence from primary survey that I conducted several years ago.

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00:18:42.070 --> 00:18:51.690

Shekhar Tokas: And finally, what could be possible pathways for destination India. So let me start. as you can see.

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Shekhar Tokas: the present landscape of internationalization of higher education is dominated by global North, which has a primary aim of

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00:19:02.930 --> 00:19:13.690

Shekhar Tokas: recruiting international students for revenue generation. This is more of a market driven model. As a result, we see as a result, we see that there are

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00:19:13.970 --> 00:19:15.570

Shekhar Tokas: sort of corridors

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Shekhar Tokas: or linkages are created which I call as global north, South Linkages, where we see that there is flow of

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00:19:23.660 --> 00:19:27.780

Shekhar Tokas: international students from global south to global north.

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00:19:29.010 --> 00:19:34.750

Shekhar Tokas: Also, we see a lot of focus on reputation ranking and branding of institutions

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00:19:35.030 --> 00:19:42.090

Shekhar Tokas: so point number 2 point number 3, that is, global north, South linkages and reputation and branding both fields into

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00:19:42.440 --> 00:19:46.030

Shekhar Tokas: the larger aim of revenue generation by global law.

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Shekhar Tokas: This has resulted in a more. I would argue, more exclusive and analyst nature of global nature, of

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00:19:55.410 --> 00:20:01.010

Shekhar Tokas: internationalization that is happening in global north. that is catering to only a few.

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00:20:01.040 --> 00:20:05.080

Shekhar Tokas: a few small proportion of students

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Shekhar Tokas: out of the total number of students.

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If we compare this with the India's approach to internationalization.

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Shekhar Tokas: the primary focus has been on Ih, that is internationalization at home.



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Shekhar Tokas: And again, the prominent feature within that or prominent objective within. That is. how do we make India top destination country for foreign students unlike

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Shekhar Tokas: a more market driven revenue generation model that is there in global north. I see. So there is no mention of revenue generation within national education policy or Udc. Guidelines on internationalization. There is no specific mention

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00:20:48.210 --> 00:20:50.819

Shekhar Tokas: of revenue generation as their objective.

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00:20:51.380 --> 00:20:55.159

Shekhar Tokas: or, in fact, revenue generation has not even been used

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Shekhar Tokas: even a single time in these 2 documents.

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Shekhar Tokas: So how do we? How do we look at this? So my, what I have to say is that rather than being a more market driven model, this is a model which primarily wants to focus on India's soft power.

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00:21:11.980 --> 00:21:29.369

Shekhar Tokas: It is more of a post colonial model that we see after many colonial countries which were under British rule. They got independence, so it was more of a cooperation model. I also call this as a diplomacy intermediate model.

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00:21:29.590 --> 00:21:30.870

Shekhar Tokas: which is

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Shekhar Tokas: rather than being a market driven model. But we also see that there are.

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Shekhar Tokas: exceptions to this. When we see in Gujarat we have

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Shekhar Tokas: option of gift cities that is created by the present government, which is more of a market driven model, where foreign universities in top 1,000 are invited so that they can come and set up their campuses, and they can take the money in form of profit back to their home country. Also.

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Shekhar Tokas: if you compare

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Shekhar Tokas: the Indian approach in terms of global North South Linkages. Obviously, India is saying that we want to establish. We want foreign countries to establish foreign universities to establish their campuses in India, and also Indian campuses abroad so largely. But still, the focus is similar to what is there in global north

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00:22:22.810 --> 00:22:26.920

Shekhar Tokas: having more of international universities in India?

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Shekhar Tokas: Then there is also focus on improving global rankings. This is visible when we see that there is synchronization of Indian ranking, there is a attempt to synchronize Indian banking with the world. Qs. And the higher education rankings.

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00:22:44.610 --> 00:22:57.140

Shekhar Tokas: Another important aspect that I wanted to highlight is in contrast to a very exclusive analyst approach that is, that is there in global north

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Shekhar Tokas: national education policy says that they want when they talk about enhancing international competencies or international exposure, they want to do it for all faculty and students rather than for a specific

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00:23:10.820 --> 00:23:23.510

Shekhar Tokas: small proportion of students. Interestingly, I see this as more of a decolonial approach where they want to have. They want to promote the global mindset for students and faculty.

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00:23:23.910 --> 00:23:29.669

Shekhar Tokas: but with a strong pride in in Indian ethos. So it is. It is a combination of

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00:23:29.740 --> 00:23:33.909

Shekhar Tokas: Indian ethos. And having best of what is there around the world?

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Shekhar Tokas: okay, in terms of dominance of global. Not so what I have done is to look at the dominance of global, not what I have done is.

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Shekhar Tokas: I have done a bibliometric analysis of based on a Scopus database of 4,500 articles.

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Shekhar Tokas: And so the keywords basically that I used was internationalization of higher education.

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Shekhar Tokas: higher different aspects of higher education, international student mobility. These are the the combination of these keywords I have used. So as you can see, most of the relevant sources that are there with respect to internationalization of higher education, they are primarily clustered around few journals, as you can see on the left of your screen journalists, studies in International education, Globalization Society and

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00:24:24.420 --> 00:24:32.750

Shekhar Tokas: economy. Then there is another important journal, compare Studies in Higher Education and higher education policy in terms of most cited countries.

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00:24:32.870 --> 00:24:41.560

Shekhar Tokas: As you can see. Again, the dominance is clear when we see clusters around United States, United Kingdoms.

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00:24:41.610 --> 00:24:49.610

Shekhar Tokas: United Kingdom, and there are some exceptions in terms of studies done at Nigeria, Malta, and other countries

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00:24:50.250 --> 00:25:03.260

Shekhar Tokas: in terms of most global citations. I think most of us are aware of some of the authors that you see on the screen. So we have Philip and Beck, who is situated in Boston College in us. Then we have

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Shekhar Tokas: Dick Redroff, who is again. I think she is in

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Shekhar Tokas: do university. She also does significant work on internationalization of higher education. Then we have Jane Nye. Who is there in the University of Toronto? We are well aware of Simon's Simon Morganson, who has work on higher education.

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00:25:26.310 --> 00:25:31.999

Shekhar Tokas: So again, we see a dominance of authors from global north, I would say

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Shekhar Tokas: in terms of most relevant authors. We see again Jane Night and Jane Knight and Simon again, is there you can see few clusters here. Similarly, in terms of most impactful authors, I am looking at the h index of several authors. You can see we have M. Yemini, who is basically an author from

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00:25:54.610 --> 00:26:11.930

Shekhar Tokas: Israel University of Tel Aviv. Then we have Jane Knight Ariang also works on internationalization of higher education. So this is exception to some of the prominent work that are done in global north. So we have Ariang who who specialize on internationalization in

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00:26:12.050 --> 00:26:16.200

Shekhar Tokas: China. Similarly.

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00:26:16.720 --> 00:26:35.709

Shekhar Tokas: Where is so? In terms of universities also, we can see. So University of Toronto. Deacons tell Aviv is in Israel so dominance of most of the global North universities, with exceptions from be China, Hong, Kong and Israel.

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Shekhar Tokas: In terms of co-authorship of our organizations, we can see that this is more. This is based on a temporal thing. Also that we look at the last

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Shekhar Tokas: they get data. You see that again, there is a dominance of global North Universities, University of Hull, in Uk. University of Oxford, is there monash? Is there

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Shekhar Tokas: Melbourne? Is there so more of greenish and yellowish dots emphasize that more collaboration is happening actually. But you can see that most of the universities are again based in global North

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Shekhar Tokas: who are working in the area of internationalization of higher education.

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Shekhar Tokas: What about co-authorship countries? We see again, dominance of United States? Is there United Kingdom, Canada, Germany

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00:27:21.640 --> 00:27:28.030

Shekhar Tokas: with new clusters that are developing in form of China, Malaysia, South Africa.

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00:27:28.300 --> 00:27:39.370

Shekhar Tokas: So some exceptions are there, but mostly you can see, clusters are around us. Germany, UK, Australia. So what is happening in India?

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Shekhar Tokas: so, as I said that the focus of internationalization of higher education in India has been

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Shekhar Tokas: about, how do we internationalize at home rather than just sending students out of India?

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Shekhar Tokas: Being rather than being a source country.

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Shekhar Tokas: So as you can see, national education, policy and BBC guidelines specifically focus

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Shekhar Tokas: on objectives like, whether we can provide low cost quality education other than stem related, providing international relevant curriculum and stem related courses? Can we provide low quality, quality, low cost, quality, education.

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00:28:16.480 --> 00:28:17.980

Shekhar Tokas: and

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Shekhar Tokas: more courses that are more relevant to Indian context.

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Shekhar Tokas: Then there is a emphasis on student support. Also. Although we have created international Affairs Division, there are, there is hope of scholarships also.

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Shekhar Tokas: We see, we still have to see effectiveness of the international affairs, divisions that are created, and we also know that many of the scholarships that are given by government of India are usually empty.

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Shekhar Tokas: There are no takers for it. Then. The approach is also of internationalizing. From the point of view of research and teaching.

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00:28:59.720 --> 00:29:11.190



Shekhar Tokas: opening up campuses, Indian campuses abroad or foreign campuses foreign universities opening their campuses in India, and whether we can also have some training and joint programs

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Shekhar Tokas: looking at the Scopus database, specifically looking at articles which specify, which specify on or talk about international education. In India, I could find only 8 research articles.

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Shekhar Tokas: and that, too, specifically, focusing on magnitude and direction of international student and some of the policy initiatives taken by government of India. Similar is the case for Aisha data. That is all in this urban higher education which only talks about magnitude and direction of international students. So what is happening in India.

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00:29:42.120 --> 00:29:55.519

Shekhar Tokas: so as you can see, the number of international students over the last decade have been increasing in a sustained way. But still this is, you know, represents less than 1% of total flow of international students.

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Shekhar Tokas: Where does this student come from?

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Shekhar Tokas: So these students that are coming to India are basically from South Asian countries, as you can see, Nepal, Bangladesh, Afghanistan, and if you add Central Asian countries like Iran and Iraq to this and also African continent to this number goes up by 95%.

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00:30:14.950 --> 00:30:20.300

Shekhar Tokas: So is it that these students that are coming to India are basically coming from developing countries only.

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Shekhar Tokas: So during my Phd, what I did was, I find more than 100 rtis right to information. So there's a act in India, called RR. Tia, right to Information Act. So I filed more than 100 Rtis and Indian embassies, Indian missions, and consulates abroad. And I got data for around 26 countries.

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Shekhar Tokas: So briefly, I just want to focus that there is lot of under reporting that is happening. If you look at this the the rows highlighted in red, you see so on the the top table is the Aisha data. That is the government data. And the below table is the Rdi data.

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Shekhar Tokas: That is the data that I got through filing applications.

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00:31:00.090 --> 00:31:21.329

Shekhar Tokas: So you clearly, you can see the share of North America, Europe and Australasia and total students, according to government data, is hovering around 3 to 5%. If you compare this with if I replace basically if I replace data for 12 countries that I got for developed nations from North America, Europe and Australasia, we see figure goes up

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00:31:21.950 --> 00:31:27.669

Shekhar Tokas: to around 16 to 18% of international students being from developed countries.

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Shekhar Tokas: So so this is more of a macro picture that I that I looked at. What about the micro picture in terms of motivations and experiences of international students.

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Shekhar Tokas: So theoretically, I have adopted human capital approach or human capital theory.

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Shekhar Tokas: So the the prime application of human capital theory has 2 2 mobility of international students or foreign education basically focuses on it as a approach where international students invest in foreign education for formal education.

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Shekhar Tokas: they acquire discipline, specific skills and knowledge. And obviously, this is for monitoring deals. In my study, I have tried to explore

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Shekhar Tokas: that part of investment in education which is less explode. So I am calling this as

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Shekhar Tokas: investment by foreign students in informal education. This

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Shekhar Tokas: investment is done for generic and gender skills. You make all these as social and emotional skills. And this ultimately leads to non monetary gains. Please note that I'm not saying I'm not. These are not exclusive categories. There is obviously an overlap of these motivations. So when we invest in formal education, there would be monetary gains, and there would be nonmonetary gains also. If I invest in any formal education, there would be monetary gains, and there would be non monitor gains also. So what does data from the field talks about motivations of international students.

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00:32:57.870 --> 00:33:10.200

Shekhar Tokas: So as you can see. so what I've done is what I did was I looked at the top preferences of international students in terms of motivations. And I wanted to see whether they had economic

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00:33:10.280 --> 00:33:36.229

Shekhar Tokas: or non economic motivations. So as you can see, 51% of the students out of so 46 students out of 90. So this is a sample based in Java Nari University, Delhi University. And so I took 30 30 sample from all these universities. Total sample of 90 out of 90 46 students said that they had economic motivations focusing primarily on

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00:33:36.320 --> 00:33:40.570

Shekhar Tokas: quality education and international experience which can lead to economic gains.

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00:33:41.250 --> 00:33:58.009

Shekhar Tokas: What I want to focus more here is on, when we look at non economic motivations of international students. We, we we get to know that students are in R interested in not only getting discipline, specific knowledge. They are also interested in exploring

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00:33:58.090 --> 00:34:17.869

Shekhar Tokas: Destination country. Wherever they are going. They are interested in exploring the social cultural aspects of that society. So out of 90, 21 students said that they wanted to explore. They wanted to get personal experience and develop understanding of the whole society. Interestingly, I had 8 students.

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00:34:17.870 --> 00:34:32.869

Shekhar Tokas: You can look at the number 2 within non economic motivations, who said that their motivations were more spiritual, religious, and philosophical in nature. And all these 8 students at Du are basically monks from country countries like Indonesia and other South Asian countries.

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00:34:33.989 --> 00:34:48.870

Shekhar Tokas: Another important non-economic motivation was. There were a A, again, 5 students from Geneva, and 3 students from Jamia who are looking for. So these these are the. These were the students from political and stable countries, and they were actually looking for

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00:34:48.949 --> 00:34:53.060

Shekhar Tokas: asylum, or a sort of perman permanent residency.

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00:34:53.090 --> 00:35:03.020

Shekhar Tokas: So in a way, I am calling these as forced migrant students who basically were involved in specific courses, but they wanted. They ultimately wanted asylum.

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00:35:04.230 --> 00:35:17.060

Shekhar Tokas: And then we had 5 students from 3 from Du, and 2 from Jamia, who were looking to, for they were seeking for prestige and popularity at home society. These were basically from South Asian countries, like

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00:35:17.440 --> 00:35:26.350

Shekhar Tokas: Sri, Lanka, Bangladesh, and were involved in fine performing arts, courses like Indian classical music and dance.

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00:35:26.560 --> 00:35:31.590

Shekhar Tokas: And then 2 students from genu, who are basically called casual students who.

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00:35:31.670 --> 00:35:38.460

Shekhar Tokas: were not looking for any credited courses. But they were, they're as casual students.

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00:35:39.320 --> 00:36:06.050

Shekhar Tokas: So how do we look at? Let's say, how do we relate economic motivations and preferred mode of learning as you can see around 78% or 80%. 80% student basically preferred who had economic motivations preferred formal education mode of learning. If we compare this with the non economic aspect non economic motivation and the preferred mode of learning. We see 52% of the students who had non economic motivations.

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00:36:06.070 --> 00:36:21.420

Shekhar Tokas: They preferred informal informal learning. You make all this experiential or out of class learning. Importantly, if we come, if we combine the percentage for students opting for both formal and informal education.

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00:36:22.210 --> 00:36:26.739

Shekhar Tokas: We see number goes up to 82%. That is 52 plus 30%.

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00:36:27.360 --> 00:36:41.200

Shekhar Tokas: So what are the major trends. We see students having economic motivations basically come from developing countries they are in. And I say, popular, I mean. courses like management engineering and other courses.

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00:36:41.220 --> 00:36:58.310

Shekhar Tokas: so they they also prefer formal learning. The the socioeconomic background in terms of parents. Application or income is also low. In terms of international educational experiences. They are doing well or similar to what non economic students have. Non economic motivations add

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00:36:58.370 --> 00:37:12.799

Shekhar Tokas: international exposure of parents other than education. Exposure was lower in case of students having economic motivations. If we compare this with students having non-economic motivations, they were from developed countries, mostly on short term and traditional courses.

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00:37:12.840 --> 00:37:25.540

Shekhar Tokas: they preferred informal learning, they had better socioeconomic background. Their peers also had better or higher international education, exposure, and other expos. Other international exposure, also

262

00:37:26.050 --> 00:37:44.830

Shekhar Tokas: so region and economic motivations, we see students coming from Asian Africa, higher economic motivations, 85. This is true for 85% students. Similarly, students from Europe, North America, Australia, East Asia, they have. They had non economic preference for non economic motivations.

263

00:37:45.940 --> 00:37:56.669

Shekhar Tokas: What about? So when we talk about experiences of, let's say, students having non economic motivations. I wanted. So this is a very, very typical answer, saying that

264

00:37:56.740 --> 00:38:08.609

Shekhar Tokas: I wanted to explore social cultural aspects of the destination country. I was more interested into. What is it that they gain? So in when we talk about experiences, I'm looking at? What is it that they actually gain.

265

00:38:09.090 --> 00:38:28.660

Shekhar Tokas: So these are the extractions from narratives that I have. Again, I have tried to take help of Daniel Goldman's concept of concept of social and emotional intelligence. So these are the themes that are distracted from the narratives of international students having non economic motivations.

266

00:38:28.870 --> 00:38:45.290

Shekhar Tokas: These are segregated into 6 teams. So on the left. This, these are the skills and knowledge which are more interpersonal in nature on the right side of the screen. These are the skills, social and emotional, social and emotional skills which are more interpersonal than nature.

267

00:38:46.380 --> 00:38:52.589

Shekhar Tokas: So this is what I proposed. And I conceptualize, tried to conceptualize or augment the human capital framework.

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00:38:52.740 --> 00:39:09.000

Shekhar Tokas: Where I'm saying that the international students motivations, whether economic or non economic motivations, are influenced by social environment. What do I mean by social environment? Social environment basically means I'm looking at stock of economic capital and stock of human capital.

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00:39:09.030 --> 00:39:18.670

Shekhar Tokas: Please keep in mind that human capital here. So human capital includes personal and social capital unlike what we do in sociology.

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00:39:18.710 --> 00:39:41.820

Shekhar Tokas: So those having economic motivations, they usually tend to invest in formal education for economic gains, those having non economic motivations. They invest in personal experiences and social capital leading to non economic gains. Obviously, I'm also saying that these are again, these are not exclusive categories. There would be overlap between economic and non economic

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00:39:42.150 --> 00:39:47.110

Shekhar Tokas: keynes. So what are the possible pathways for India.

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00:39:48.130 --> 00:39:57.000

Shekhar Tokas: So I look at this from the point of what exists today in India. And what is there that we can adopt or create. So first.

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00:39:57.370 --> 00:40:20.660

Shekhar Tokas: a pathway for destination. India is, we have to have clarity of objective and structure, so we have to decide what should be ever approved. So right now, what we see is, there is too much dependence on dependence on, or you may call it coast or copied international. When we say that we are. We are. We are trying to become world class as defined by the West, that is, having more number of students.

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00:40:20.700 --> 00:40:26.589

Shekhar Tokas: There's lot of focus on the quantitative aspect, having more number of students, more number of faculties, more number of

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00:40:26.650 --> 00:40:30.870

Shekhar Tokas: agreements with international universities.

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00:40:30.890 --> 00:40:41.229

Shekhar Tokas: So what can we adopt, or what can we? What can we do as India? So India can be guided by use of contextual lenses in particular decolonization, regionalization.

277

00:40:41.340 --> 00:40:49.909

Shekhar Tokas: South South cooperation? We may also look at this from the point of, let's say, can we have an Indian way of internationalizing higher education?

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00:40:50.160 --> 00:40:59.200

Shekhar Tokas: Similarly, there could be multi multilateral corporations Co collaborations can be there. Bricks, Asian Sarc into African Forum can be created.

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00:40:59.380 --> 00:41:09.770

Shekhar Tokas: But intu importantly, we should focus on work permits that I feel if we want to have multilateral collaborations, we must have work permits for students coming from developing countries.

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00:41:10.130 --> 00:41:18.420

Shekhar Tokas: Similarly. or clear. So we need to have clearly articulated institutional commitment policy

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00:41:18.430 --> 00:41:20.860

Shekhar Tokas: and structure is needed

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00:41:21.770 --> 00:41:33.399

Shekhar Tokas: again. So then, the next step should be, what type of indicators we should have when we when we want to internationalize Indian higher education.

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00:41:33.950 --> 00:41:41.500

Shekhar Tokas: what should be the indicators of internationalization? And can we have a assessment metrics about internationalization?

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00:41:41.590 --> 00:41:55.560

Shekhar Tokas: So we know that what exist is a lot of focus on. As I said, number of students, faculty institutional agreements although quantitative indicators are important, they some somehow they tried. They can establish accountability requirements. But

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00:41:55.600 --> 00:42:17.549

Shekhar Tokas: they do not capture the key intangible performances of students. So faculty researchers, how do we? How do you measure the level of intercultural competence that is created or acquired by a student in a classroom that is difficult. So can we have a assessment matrix which has, which is in combination of quantitative and qualitative aspects of internationalization.

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00:42:17.990 --> 00:42:39.799

Shekhar Tokas: So once we decide about indicators and an assessment matrix which, next, what we should do is we should have a we should conduct a Pan India survey thankfully I along with the professor from the University professor. We will be conducting a Pan India survey. When I say Pan India survey, this will be for for 13 to 15 States, so.

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00:42:39.850 --> 00:42:47.520

Shekhar Tokas: as you can see at present, there is no survey, but we are in the process of having a pan and a survey on motivations and mobility experiences of international students

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00:42:48.570 --> 00:42:54.230

Shekhar Tokas: pathway destination for India number 4. So

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00:42:54.450 --> 00:43:03.489

Shekhar Tokas: what we see today is there is no specific center that focuses on internationalization of our education. We have centers on school education. We have centers on

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00:43:03.530 --> 00:43:14.170

Shekhar Tokas: higher education. But specifically, there is no center which focuses on compatible internationalization of higher education. So there's a need to establish not only international affairs division

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00:43:14.340 --> 00:43:18.960

Shekhar Tokas: but Center for international education, which could become village paint for universities.

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00:43:19.370 --> 00:43:38.759

Shekhar Tokas: pathway, destination number 5. There is a utmost importance of having a good governance, I would say, go to governance model. So we do have international affairs, divisions which are created recently. But there is no separate resource for these institutions. So like, if I am working in international Affairs Division

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00:43:38.760 --> 00:43:54.540

Shekhar Tokas: as deputy Dean or international student advisor. I am all. I also have other teaching responsibility and other administrative responsibility. So that is not so, being dipty Dean or International Affairs Division, International Advisor. This is that is not my sole responsibility.

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00:43:54.740 --> 00:43:59.499

Shekhar Tokas: So we have to focus on the resource, whether human or financial resource.

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00:43:59.590 --> 00:44:12.919

Shekhar Tokas: And these, you know, these international Affairs Division must act as student support centers, which is an essential aspect of having giving good experiences to interact with students which is missing at the present.

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00:44:13.610 --> 00:44:27.339

Shekhar Tokas: Finally, we as a country are focus, have are focusing more on stem-related courses. we are also focusing more on long term degree programs. And

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00:44:27.480 --> 00:44:37.830

Shekhar Tokas: as we know that most of the students that come to India are from developing countries. So what I, what I want to offer or say is that we should also focus on or develop

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00:44:38.030 --> 00:44:50.020

Shekhar Tokas: create strategies that focus on accumulation of social, emotional skills and knowledge. You can call this as SSSS. HI. That is social science. Humanities.

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00:44:50.080 --> 00:44:59.490

Shekhar Tokas: which is more Indian in nature or has more Indian context to it. again. So

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00:44:59.510 --> 00:45:07.030

Shekhar Tokas: India being, you know, South Asia or Southeast Asia, being task of Indian civilization can be. Also, you know, somehow.

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00:45:07.120 --> 00:45:13.800

Shekhar Tokas: tap into, can can we somehow tap into this Asian identity or global south identity?

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00:45:14.170 --> 00:45:22.740

Shekhar Tokas: So this can help it. Collaborations again, stemming from my research, as I said, that there is a need to

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00:45:23.110 --> 00:45:32.850

Shekhar Tokas: bring into total scheme of things the informal nature of learning or experiential learning should be offered to students from developed specifically from developed countries.

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00:45:33.220 --> 00:46:00.220

Shekhar Tokas: Then can we also have focus, you know, be focused on short term programs. Can we offer more of short term programs or courses with 2 specific focuses to have a better pitch of, let's say, Indianization of international higher education. So this could be new age learning with contextual adaptation that is, combination of, let's say, AI and Ayurveda AI and astronomy. AI and Vedic mathematics, Sanskrit studies, computational grammar.

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00:46:00.280 --> 00:46:12.579

Shekhar Tokas: and we can also pitch for, let's say, something like Indian art for living through yoga spirituality, feeling, cultural spaces, architectural forms, folklore pedagogies, and ecological paintings.

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00:46:12.770 --> 00:46:15.929

Shekhar Tokas: So that would be all from my side. Thank you.

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00:46:21.320 --> 00:46:24.820

CGHE Webinars: Thank you. There's a lot there, and

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00:46:25.030 --> 00:46:27.460

CGHE Webinars: It's good to see the systematic

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00:46:27.610 --> 00:46:34.909

CGHE Webinars: development of a strategy and and and the way you've laid it out for us makes makes it very accessible.

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00:46:34.930 --> 00:46:38.260

CGHE Webinars: I'm gonna ask you a couple of questions and invite

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00:46:38.320 --> 00:46:47.070

CGHE Webinars: all participants who come in at this point and stuff put their comments and questions in the chat. But let me get the ball rolling.

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00:46:47.440 --> 00:46:54.810

CGHE Webinars: internationalization of higher education 10 years ago, round the world was probably everywhere seen as a good idea.

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00:46:55.330 --> 00:47:03.330

CGHE Webinars: and and there was a view, I think, that it was the key to improving quality. Perhaps the most important single

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00:47:03.380 --> 00:47:14.420

CGHE Webinars: thing you could do to change. Your situation was to internationalize often that was understood in terms of research collaboration in some many countries, not all countries. It was understood in terms of

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00:47:14.510 --> 00:47:16.620

CGHE Webinars: students coming in.

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00:47:16.640 --> 00:47:24.959

CGHE Webinars: And as India is now talking, and in most countries, too, or perhaps everywhere, it was understood in terms of people going out.

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00:47:25.280 --> 00:47:27.339

CGHE Webinars: whether students or

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00:47:27.970 --> 00:47:31.039

CGHE Webinars: or faculty, or both, in coming back.

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00:47:32.020 --> 00:47:33.839

CGHE Webinars: which, of course, didn't always happen.

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00:47:34.250 --> 00:47:36.749

But all these different forms of internationalisation

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00:47:36.890 --> 00:47:46.300

CGHE Webinars: seemed to be under the general heading of internationalization is a good thing, and that view was not only held in higher education.

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00:47:46.680 --> 00:47:56.939

CGHE Webinars: but I think was quite widely shared in government in Ministries of Education and elsewhere, and science ministries, and so on.

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00:47:56.990 --> 00:48:04.309

CGHE Webinars: where? Where the emphasis was on developing national partnerships, and so on, and and and

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00:48:04.350 --> 00:48:13.519

CGHE Webinars: the preparedness of governments all over the world to fund internationalization is striking now. The situation has somewhat shifted.



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00:48:13.680 --> 00:48:25.859

CGHE Webinars: a lot of people would now see interdisciplinarity rather than internationalization, as may be the key move to make in relation to improving quality and also relevance

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00:48:25.870 --> 00:48:31.600

CGHE Webinars: impact of higher education and research. I wouldn't say that

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00:48:31.630 --> 00:48:43.659

CGHE Webinars: the the idea of internationalization as a quality drivers has been abandoned. It hasn't, but it's not quite as hegemonic as it was 10 years ago. And certainly there are more obstacles to the movement of people.

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00:48:43.780 --> 00:48:46.469

CGHE Webinars: Through immigration ministries.

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00:48:46.490 --> 00:49:11.169

CGHE Webinars: for temporary per educational and and research purposes than there were. And you know in general, the policy space in a lot of countries, a move towards nativism which probably doesn't work very well. For people mobility, even if it's only temporary for the purposes of of education and research. So the climate, in other words, not quite as favourable.

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00:49:11.190 --> 00:49:26.839

CGHE Webinars: But my impression from you and from others is, and the nap itself is that India is placing more emphasis on internationalization of higher education than it was. Is that the case? And why do you think that is the case?

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00:49:27.900 --> 00:49:32.560

Shekhar Tokas: So f first thing I want to point out is that,

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00:49:32.900 --> 00:49:39.629

Shekhar Tokas: if you look at the national education policy. There are only 2 paragraphs on internationalization of higher education.

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00:49:40.400 --> 00:49:53.320

Shekhar Tokas: So policy is of 66 pages. But there are only 2 paragraphs on internationalization of higher education. But there is a subsequent document produced by Utc University Grants Commission.

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00:49:53.360 --> 00:50:00.679

Shekhar Tokas: which, specifically is titled as Guide, Ugc. Guidelines for internationalization of higher education.

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00:50:00.980 --> 00:50:03.050

And

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00:50:03.410 --> 00:50:06.840

Shekhar Tokas: though on paper I would say that

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00:50:07.280 --> 00:50:16.920

Shekhar Tokas: all the indicators, whether quantitative or qualitative, that we look at from the perspective of internationalization and all the mores of internationalization.

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00:50:17.270 --> 00:50:32.989

Shekhar Tokas: Whether, let's say it is, it is in terms of student mobility, whether it is in terms of how do we improve the curriculum teaching learning research based internationalization. What are the what are its impacts with respect to societal societal impact?

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00:50:33.160 --> 00:50:38.360

These are there in the Ugc. Guidelines on internationalization of higher education.

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00:50:38.790 --> 00:50:39.640

Shekhar Tokas: But

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00:50:40.320 --> 00:50:50.339

Shekhar Tokas: looking at it from the practical point of view, like I am ripped it in an international affairs, international student advisor on. So we see, although we have created

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00:50:50.910 --> 00:50:55.739

Shekhar Tokas: International Affairs Division centers, there is a lot to be done.

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00:50:57.170 --> 00:51:01.339

Shekhar Tokas: We so, for example, let let me tell you.

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00:51:01.810 --> 00:51:12.839

Shekhar Tokas: there is no. If you look at NASA survey and other service that are done, they specifically focus on whether you have spec whether you have specific amount of resource for

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00:51:12.950 --> 00:51:13.990

Shekhar Tokas: a

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00:51:14.110 --> 00:51:32.829

Shekhar Tokas: international international offices in terms of human resource and financial resource. There is no as such resource that is allotted to these international Affairs Division, so faculty, which is already overburdened with teaching and other research and other administrative responsibility, they are not able to get that much time.

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00:51:33.640 --> 00:51:34.960

Shekhar Tokas: Secondly.

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00:51:35.190 --> 00:51:43.889

Shekhar Tokas: I feel there is. There is lot of need with respect to making people understand that internationalization is not only about having more agreements.

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00:51:44.200 --> 00:51:47.740

Shekhar Tokas: Internationalization is not about having more students.

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00:51:47.910 --> 00:52:14.449

Shekhar Tokas: Internationalization is not about having more of international faculties which I feel many of the private universities are also doing now. Prominent private private universities are doing so what is needed is, I feel telling faculty and students and leadership also because there is lot of pressure from the leadership that you should be should have more of collaboration. You should have more of collaboration while we are. Why, we are not having more of international students.

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00:52:14.620 --> 00:52:28.769

Shekhar Tokas: There is a need to make them understand that whatever number of students we have, we have to focus on, what is it that they are learning inside the classroom in terms of their intercultural learning. We have to focus on this. Whether.

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00:52:28.820 --> 00:52:41.069

Shekhar Tokas: if you look at, let's let's say, if you look at many of the students in our classrooms from many Asian and African countries. You will you? We will, you know, easily see that they are sort of ghetto. There is a sort of Ghetto.

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00:52:41.490 --> 00:52:49.690

Shekhar Tokas: Our domestic students also needs to know. What do we mean by internationalization? What is their responsibility towards a foreign student who is sitting in their classroom.

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00:52:51.130 --> 00:52:52.910

Shekhar Tokas: So I think

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00:52:53.060 --> 00:53:00.279

Shekhar Tokas: in practice on paper, sorry in, in policy, on paper there is everything. But in practice there is a lot that we need to do

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00:53:00.990 --> 00:53:12.010

Shekhar Tokas: as I said. Initially, India wanted to be more of us boosting. It's soft power nowhere. It mentions that they want to generate revenue.

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00:53:12.130 --> 00:53:17.599

Shekhar Tokas: Some people may call it as as as a branding strategy for India.

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00:53:19.850 --> 00:53:32.650

Shekhar Tokas: where they are saying that foreign universities top top, 500 or top 1,000 universities can come to India, and they also want to have more of international campuses. So

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00:53:32.680 --> 00:53:42.660

Shekhar Tokas: at present I see this as a more of a not revenue based. But there is lot that is need to be done at the practice level or at the institutional practice level.

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00:53:42.970 --> 00:53:43.640

Shekhar Tokas: Hmm.

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00:53:43.910 --> 00:53:46.310

CGHE Webinars: well, you mentioned soft power and

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00:53:46.760 --> 00:54:06.929

CGHE Webinars: I mean, that's prop. So not something that drives us on the ground is that we don't say we're we're we're we're working with our international colleagues or with international students, because we want to increase our nation's soft power. But that is it. But it is a motive for governments. And I mean, associated with that. I think there's the question of

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00:54:06.950 --> 00:54:20.979

CGHE Webinars: the regional role of Indian higher education institutions. And you know the South Asian, I suppose, broadly indic culture region which whole South Asia is does

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00:54:21.150 --> 00:54:35.170

CGHE Webinars: Do you think that Indian institutions and the nation as a whole have a special role in the region. And let me. Put the question. I won't even open the question of Pakistan. But let's talk about Bangladesh. You know where you've got

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00:54:35.240 --> 00:54:52.140

CGHE Webinars: Bengali culture on both sides of the border. And a lot in common in that direct sense. You know, is there? Is there scope, do you think, for India to play a significant role in educating students coming out of Bangladesh in the longer term? And Sri Lanka, Nepal.

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00:54:52.360 --> 00:54:56.689

CGHE Webinars: Bhutan, Maldives. the rest of South Asia.

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00:54:57.370 --> 00:55:09.130

Shekhar Tokas: So unfortunately, although the prominent amount of the, the, the larger proportion of students that are coming to India are from South Asian region. Only a

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00:55:09.290 --> 00:55:16.689

Shekhar Tokas: we have not been able to, you know. harness the relationship that we have with the other Sark countries.

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00:55:16.940 --> 00:55:23.190

Shekhar Tokas: I feel that there is this, there is this

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00:55:23.470 --> 00:55:25.530

Shekhar Tokas: what should I? What should I call this?

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00:55:26.940 --> 00:55:38.570

Shekhar Tokas: So so if you look at the global north countries. They are, you know, there we are, for they are also there is a linkage of global north best countries. And then global south countries.

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00:55:38.910 --> 00:55:52.789

Shekhar Tokas: We, as a developing country, are also trying to focus more on the developed countries rather than the South Asian countries, which which I feel that it is not an option that we should focus on either, or but I feel that we should focus on both.

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00:55:53.110 --> 00:56:00.070

Shekhar Tokas: So also, we also, you know, we also need to look at. How does the students of these countries, Bangladesh.

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00:56:00.280 --> 00:56:05.969

Shekhar Tokas: Sri, Lanka, Maltese, these, how they look at Indian education.

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00:56:07.160 --> 00:56:16.110

Shekhar Tokas: and one prominent thing that can be done which can be very effective is giving work. Permit

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00:56:16.250 --> 00:56:17.319

Shekhar Tokas: 2 students.

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00:56:17.930 --> 00:56:23.190

Shekhar Tokas: students coming from South Asia and Africa. They are, you know, barely surviving enemy, I would say.



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00:56:23.700 --> 00:56:35.780

Shekhar Tokas: And if you look at the governance issues many times the Iccr fellowship, Indian culture for cultural relationship, Polish fellowship that they get. Days are also delayed for 6 months to one year.

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00:56:36.240 --> 00:56:46.709

Shekhar Tokas: So can we also have work permit for these students? I think this willing, tremendously increase the number of international students. If you look at Uk, if you look at Australia.

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00:56:46.870 --> 00:56:47.600

CGHE Webinars: hmm!

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00:56:48.160 --> 00:56:57.880

Shekhar Tokas: I do not call that as a student visa. I call that as work visa work permit. Visa. If you, if you remove the work, permit visa. If if

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00:56:57.910 --> 00:57:08.580

Shekhar Tokas: Uk or Australia, they remove the work. Permit visa for international students, you will, for you see, considerable fall in number of international students going to these countries.

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00:57:08.960 --> 00:57:19.429

Shekhar Tokas: So there are several aspects. I think we, as a country, also need to look at, we have to forge better relationship with education institutions in these countries.

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00:57:20.700 --> 00:57:27.640

Shekhar Tokas: How does India and educational institutions or universities. Look at the universities in these countries.

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00:57:27.860 --> 00:57:29.129

Shekhar Tokas: That is there.

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00:57:29.380 --> 00:57:37.750

Shekhar Tokas: So how does international student, how does students in these countries look at Indian education system. These are the aspects I think we have to focus on

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00:57:37.890 --> 00:57:51.169

CGHE Webinars: as such. There is no specific focus by government of India on forging better ties in terms of education with these countries. I know but I think that there is an ambition to build international student numbers

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00:57:51.580 --> 00:57:54.880

and and and and that they have to come from somewhere

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00:57:54.910 --> 00:58:00.800

CGHE Webinars: and you know, Indonesia is another Middle East and and

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00:58:01.000 --> 00:58:28.700

CGHE Webinars: and south, I should most likely provide us, I would think. I mean the longer term. You would think that as Indian, our education institutions become stronger in their reputation grows, then they'll become more of a magnet. And and I guess the fact of the Indian economy growing at 5 or 6% a year, if that keeps going for 20 more years, I mean on the base of possible scenarios in terms of growth. Right? Then. There'll be so many job opportunities, you know, in India.

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00:58:28.700 --> 00:58:40.009

CGHE Webinars: So then the question of of being able to work becomes one of the drivers of the student movement as well as as you said that that already happens with the international education countries

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00:58:40.010 --> 00:59:05.240

CGHE Webinars: which have large numbers, you guys about to experiment in the opposite direction while making it harder for dependents to to come in with students. And we. And we think already that's causing a fall in numbers. So that you know those the ease of of work and the ease of bringing families with you when you're working after you graduate, all that comes into play here. Now, there's been some wonderful positive comments.

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00:59:05.540 --> 00:59:18.730

CGHE Webinars: About your your, your your excellence, presentation, Chika and I would hope that the people who are making positive comments would then would come into the chat with some questions and some thoughts.

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00:59:18.760 --> 00:59:24.000

CGHE Webinars: And I'd be happy to bring them all to camera. Can I? Can I share one more thing.

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00:59:24.140 --> 00:59:27.149

CGHE Webinars: There is someone waiting, though.

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00:59:27.610 --> 00:59:30.629

CGHE Webinars: let me bring you in, and if you want to come in

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00:59:34.100 --> 00:59:45.290

CGHE Webinars: no, okay. Simon, is waiting. Simon, I haven't given you a warning. Are you ready?  
Good!

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00:59:46.230 --> 00:59:52.140

Saumen Chattopadhyay: Well, good evening. Sheikhar, I'm really happy to see you here, Prashab Marginson. I think he did.

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00:59:52.260 --> 00:59:57.830

Saumen Chattopadhyay: Phd. At a center where I teach now Zachus Center for educational studies, and you have added.

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00:59:57.880 --> 01:00:01.670

Saumen Chattopadhyay: quite substantial amount of research.

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01:00:01.720 --> 01:00:13.549

Saumen Chattopadhyay: because I did attend your Phd. Presentation at the center quite some time ago, and you have done substantial work. I've got 3 questions Sheikh. First question is.

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01:00:13.840 --> 01:00:20.700

Saumen Chattopadhyay: there's been speculation, I mean. given low ranking of the Indian universities. global ranking

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01:00:21.100 --> 01:00:30.409

Saumen Chattopadhyay: and the thrust in the national education policy on Indian knowledge systems, Yoga and other things. Ayur, and all those things that you mentioned.

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01:00:30.570 --> 01:00:42.800

Saumen Chattopadhyay: Do you think that the non-economic motivation would assume more importance in the coming days. rather as as compared to the economy motivation. The second is a short of clarification.

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01:00:42.980 --> 01:00:50.769

Saumen Chattopadhyay: You know, you give us the sample, and you had J. New du and Jmi Jamia Slamyia.

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01:00:51.130 --> 01:00:53.530

Saumen Chattopadhyay: I was thinking about University of Pune.

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01:00:53.970 --> 01:01:02.370

Saumen Chattopadhyay: Now is your sample, or was your sample random? And does it truly represent the students who come to India to study.

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01:01:02.710 --> 01:01:10.750

Saumen Chattopadhyay: In that case, if you could include University of Pune, for example. the results would have been different. This is what I think.

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01:01:11.340 --> 01:01:25.110

Saumen Chattopadhyay: And the third question is that you know you talked about synchronization of Indian ranking system in Iraf with Key West and Th. I personally think that the parameters in Nirf are very different from Q was and th. In fact.

410

01:01:25.270 --> 01:01:29.569

Saumen Chattopadhyay: the government of India proposed our own national ranking system

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01:01:29.920 --> 01:01:34.890

Saumen Chattopadhyay: because the global ranking parameters do not address

412

01:01:35.000 --> 01:01:40.510

Saumen Chattopadhyay: some of the basic questions that we are struggling with like access and equity. Thank you.

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01:01:41.370 --> 01:01:42.270

Shekhar Tokas: Yes.

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01:01:44.460 --> 01:01:55.090

Shekhar Tokas: So let me try to answer. So answer. Some of these first is so. The sample that I have taken is more purposeive in nature, because,

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01:01:55.250 --> 01:02:05.580

Shekhar Tokas: I was more interested in knowing why students from developed countries come to India. So in a way, I already had this thing in mind where I wanted to.

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01:02:05.850 --> 01:02:19.970

Shekhar Tokas: I wanted to focus on students who are not specifically looking at formal education, quality education, and thereby going to the market for better job prospects. But I was

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01:02:19.980 --> 01:02:22.249

Shekhar Tokas: looking for students who are not

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01:02:22.670 --> 01:02:38.140

Shekhar Tokas: so who would not be looking for a formal sort of education. So this, this was there in my mind. So that's why, when we look at these 3 universities. I have included their periphery also. So when I say Ju, I included students from Ju periphery also.

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01:02:38.300 --> 01:02:45.030

Shekhar Tokas: do you do you periphery jamia jamia periphery? Because in periphery we find many students who are not part of the university.

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01:02:45.290 --> 01:03:02.419

Shekhar Tokas: And so, as in as II knew that many students in do periphery were actually banks, although they were students of DU. Similarly, many students in DU and genu periphery were from politically in stable countries. So this is not a random sampling. I/O is

421

01:03:02.440 --> 01:03:15.420

Shekhar Tokas: agree with you. If I would have taken sample from University of Pune where students are, II feel that they are more into professional courses than they. They would have more economic, so economic sort of motivations.

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01:03:15.680 --> 01:03:19.430

Shekhar Tokas: So in that case there would be prominence of economic motivations. But

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01:03:19.580 --> 01:03:25.290

Shekhar Tokas: I I was more interested in looking at why, students have non-economic motivations.

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01:03:25.480 --> 01:03:38.540

Shekhar Tokas: I think today, this make this. This makes, you know more relevance. Also, if you look at the situation of Ukraine. and then we we see that there is a new concept that is coming up. We are calling it as forced migrant students.

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01:03:38.610 --> 01:03:43.619

Shekhar Tokas: So I was talking about this in my Phd. In 2,01617, that there are students

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01:03:43.630 --> 01:03:48.239

Shekhar Tokas: who are looking for asylum or permanent residence in India.

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01:03:48.630 --> 01:03:56.220

Shekhar Tokas: So so I wanted to look at the students who were not there for formal education, but having non-economic motivations.

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01:03:57.010 --> 01:04:01.190

Shekhar Tokas: So when I and secondly, when I'm talking about synchronization of ranking.

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01:04:01.310 --> 01:04:11.480

Shekhar Tokas: This the point and that I'm trying to make is there is no synchronization on part of the Government of India. Only document, says

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01:04:11.610 --> 01:04:19.459

Shekhar Tokas: the utc guideline sense that we should have synchronization between Indian rankings and the national international rank.

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01:04:19.770 --> 01:04:24.490

Shekhar Tokas: So I'm not saying that there is synchronization. But document says, institutions

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01:04:24.690 --> 01:04:25.580

Shekhar Tokas: should

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01:04:26.110 --> 01:04:35.960

Shekhar Tokas: work towards that. And I feel Mhrd or other education related ministries will have to work towards that.

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01:04:36.580 --> 01:04:38.280

Hmm. okay.

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01:04:41.690 --> 01:04:51.480

CGHE Webinars: yeah, thank you. Thank you. Thanks. Thanks for questions and thanks for the answer. Annex the question. In fact, we've got 2 closely related questions, one from Susana

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01:04:51.500 --> 01:04:57.200

CGHE Webinars: Jadeva, and then Bavika Sico is going to ask a question. But Susannah, his first

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01:04:58.570 --> 01:05:11.699

Sazana Jayadeva: thanks so much, Simon, and thanks so much, Sheiko for the really amazing presentation. I learned a lot, but it was great. So my question is kind of similar to Bobika's question, which is below.

438

01:05:11.710 --> 01:05:27.780

Sazana Jayadeva: And so the question is that you spoke about the the sort of pathways for the future, and that universities need to incorporate informal learning into teaching that fosters Indian and and Asian identity.

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01:05:27.850 --> 01:05:53.770

Sazana Jayadeva: including through programs on things like Ayurveda, Vedic mathematics, Sanskrit studies, courses on the Indian art of living through Yoga, and so on. And I was wondering whether there could be a risk of Indian identity and culture becoming Hindu identity and culture, and I think that, given the political climate in India.

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01:05:54.020 --> 01:06:12.680

Sazana Jayadeva: I was wondering whether you feel that this is quite a big risk, and also how you think we might address this risk, and how we can ensure that we keep this kind of cultural learning opportunities more inclusive and multicultural. So I'd be interested on in your thoughts. Thank you.

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01:06:13.650 --> 01:06:16.339

Shekhar Tokas: So thank you so much for your question.

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01:06:17.590 --> 01:06:25.340

Shekhar Tokas: see, I I personally believe that when we talk about Indian knowledge system

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01:06:25.640 --> 01:06:31.990

Shekhar Tokas: we are specific. So some of the examples I gave because those are some of the traditional

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01:06:32.090 --> 01:06:45.260

Shekhar Tokas: traditional areas of academic or research where India has, historically, you know, have done some significant work. So there should not be as such.

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01:06:45.290 --> 01:06:54.789

Shekhar Tokas: Obviously there are political political angles to it, I understand, but I personally feel that when we talk about Indian knowledge system. We are also talking about.

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01:06:55.040 --> 01:06:59.209

Shekhar Tokas: What is it as Indian education system.

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01:06:59.970 --> 01:07:06.719

Shekhar Tokas: academia researchers can provide other than, let's say these, if you feel these are more Hindu focused

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01:07:06.910 --> 01:07:15.110

Shekhar Tokas: programs or Indian knowledge system. I'm also trying to include, as as I said, that there could be a combination of AI

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01:07:15.150 --> 01:07:27.590

Shekhar Tokas: with Indian knowledge system. So Indian knowledge system could be as diverse as the courses that I mentioned. It could be about folklore pedagogies which could include all religious pedagogies.

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01:07:27.670 --> 01:07:35.809

Shekhar Tokas: So that is something I think we, as academics and researchers, have to work on it, is it is there on the paper.

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01:07:35.860 --> 01:07:40.770

Shekhar Tokas: But we, as researchers and academia. We have to work on this

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01:07:50.490 --> 01:08:00.330

CGHE Webinars: apology's further dead spot. I was in the middle of sorting the advice to the webinar about next time. Bar vicar, can you come in, please?

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01:08:01.250 --> 01:08:30.329

Bhavika Sicka: Sure. Thank you. And thank you, Doctor Tocas, for a very informative presentation. My questions. Dovetail with Susannah's questions. So in the past there have been instances where the government has centered certain knowledge and perspectives and decentered others, and I was wondering what the Modi government might do to make conditions necessary for freedom of speech, which I believe are very important for many international students when they're

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01:08:30.859 --> 01:08:57.939

Bhavika Sicka: thinking of a destination. For where to study. And my second question is related to this. It's about whether any existing research exists. Looking at how Hindu populism might impact international students. I know there's a lot of research in the Us about how the Trump government has impacted international students. But it seems we don't really understand neo-nationalist movements in the global South.

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01:08:58.040 --> 01:09:00.250

Bhavika Sicka: So is there any research on this?

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01:09:01.420 --> 01:09:10.440

Shekhar Tokas: So again, I think I don't have much to offer on this. Because I specifically do not specialize on this also. So, as I said to

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01:09:10.470 --> 01:09:21.280

Shekhar Tokas: the previous previous person who asked the question, I still feel that Indian knowledge system is more than

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01:09:21.359 --> 01:09:28.999

Shekhar Tokas: what is there? And, in fact, if, in fact, if a specific form of government, you may call it a

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01:09:29.149 --> 01:09:55.609

Shekhar Tokas: commerce based or right wing multi based government. But I specifically feel, I, we as researchers and academia, has lot to contribute to this. We we, as Indians have to define. What do we mean by Indian knowledge system, Indian knowledge system? I personally feel it is not only about let's say Ayurveda, or astronomy and other things. But it is also about how

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01:09:55.670 --> 01:10:06.709

Shekhar Tokas: as individuals from a specific community, this community could be Indian. You can. You may call it Indian community, comprising of different people from different religions, different costs.

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01:10:06.830 --> 01:10:14.330

Shekhar Tokas: We have to define what is in the knowledge system. I think there is lot still lot of scope about, how do we define Indian knowledge system?

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01:10:14.700 --> 01:10:22.270

Shekhar Tokas: So in my previous organization, when I was working in a private university. There, there is lot of focus on

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01:10:22.580 --> 01:10:37.960

Shekhar Tokas: How do we bring in the literature that is bring in literature? Let's say, if you look at a subject like microeconomics or micro economics, how do we bring in literature related to my literature of Indian authors regarding micro economics.

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01:10:38.080 --> 01:10:41.549

Shekhar Tokas: how do we bring in the case studies relating to Indian context?

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01:10:41.630 --> 01:10:55.479

Shekhar Tokas: How do we bring in more of examples relating to Indian context? I think these are also part of Indian knowledge system, and all communities cast creed belonging to any any section in India they can bring in their own

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01:10:55.670 --> 01:11:00.230

Shekhar Tokas: contextual knowledge that I call as Indian knowledge system.

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01:11:01.860 --> 01:11:02.700

Shekhar Tokas: Thank you.

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01:11:04.660 --> 01:11:22.269

CGHE Webinars: And and thank you both for those challenging questions. I mean to summarize. Turn my check on what do you think of the main obstacles facing Indian institutions in moving forward with the internationalization agenda? And how can those obstacles be overcome?

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01:11:23.600 --> 01:11:34.619

Shekhar Tokas: Yeah, first thing is that we have to understand? What is it that students who are coming to India want? What is their motivation, and what is it that they experience in India

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01:11:34.980 --> 01:11:41.990

Shekhar Tokas: I was. I was trying to refer to in between

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01:11:42.010 --> 01:11:45.400

Shekhar Tokas: example, from a international students from Africa.

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01:11:46.480 --> 01:12:00.049

Shekhar Tokas: So in my Phd, when entered, I interviewed the student who basically belonged to a specific country. And I don't want to name the country specific country in Africa. They, he basically said that they had image of India as a developed country.

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01:12:00.350 --> 01:12:04.869

Shekhar Tokas: They thought that when they will come to India they are going to gain a lot of

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01:12:05.090 --> 01:12:12.240

Shekhar Tokas: academic research based, and other informal experience and learning also.

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01:12:12.460 --> 01:12:25.320

Shekhar Tokas: But it is, you know, when I listen to him there was a sorry state in the sense that he was. He was, you know, very upset with what was being provided in India, and I'm talking about Delhi University.

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01:12:26.460 --> 01:12:32.670

Shekhar Tokas: and there is lot of expectation from the classroom. But there is lot of expectation from out of classrooms.

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01:12:33.230 --> 01:12:38.210

Shekhar Tokas: Whether your teachers, whether your peers are giving you time, how, whether they are dealing with you.

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01:12:38.440 --> 01:12:46.780

Shekhar Tokas: These are some of the important things that are there. So, as I said, we need to have Pan India survey about what such first challenges.

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01:12:46.840 --> 01:12:49.939

Shekhar Tokas: We don't have any Pan India survey.

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01:12:50.550 --> 01:12:59.279

Shekhar Tokas: We don't know what are the motivations, but we don't know what are the experiences of international Second is second, important issue is governance, issue or student support issue

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01:13:00.940 --> 01:13:10.020

Shekhar Tokas: all the existing students that are there. In India. They they face some sort of governance issue. There is no specific support system that students could have.

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01:13:11.000 --> 01:13:18.170

Shekhar Tokas: So and last one year. Personally, I feel that there is a lot needs to be done

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01:13:18.380 --> 01:13:21.450

Shekhar Tokas: rather than just creating international affairs. Division



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01:13:21.490 --> 01:13:26.369

Shekhar Tokas: there. Ha! There has to be specific human resource that is to be assigned

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01:13:26.810 --> 01:13:42.169

Shekhar Tokas: to student support systems and specific amount of money should be dedicated for international acquisition. This is primarily what I feel should be done so that there is lot of research on internationalization. From there we will have more challenges.

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01:13:42.310 --> 01:13:43.250

Shekhar Tokas: I feel

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01:13:46.320 --> 01:14:14.910

CGHE Webinars: well, thanks, very much checked out. I mean, I think this is very good, John Webinar. And one way, because of the quality of your presentation and the detail on the slides will be watched a lot, I think, in in Youtube in future. Let me emphasize to everyone here that we would really like to do more Cg. Global Webinars on Indian higher education more generally, but certainly India. The major country in the region. It's very, very important that the world

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01:14:14.920 --> 01:14:28.740

CGHE Webinars: knows more about higher education and knowledge in India, and particularly this, you know, this relationship between indigenous and national and regional, cultural, linguistic elements on one hand and the global

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01:14:28.830 --> 01:14:44.409

CGHE Webinars: higher education environment on the other. India, you know, emerging country, really important country. Tremendously rich and deep, culturally and really important contributor already to the global conversation in all kinds of ways. But you know, it's really

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01:14:44.440 --> 01:15:01.559

CGHE Webinars: really good, I think, for all of us, so we can find out more about the inside of higher education in India. So please come forward. Send me an email with a proposals for for the Webinars. I'm thinking we might develop a Webinar series on Indian higher education

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01:15:01.600 --> 01:15:21.480

CGHE Webinars: fairly early in 2024. But I would really would welcome people who are watching and listening now coming forward with proposals for individual webinars. You can do them singly, or you can do them in pairs. Sometimes the panel works, although I think one or 2 people really is the best for this 1 h format.

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01:15:21.480 --> 01:15:48.629

CGHE Webinars: So you've seen the the notification folks about the next webinar. The next webinar on the problems facing global science is strain in the publishing system which those of us who engage in general work are very, very aware of. That's next Tuesday. We've got 4 speakers. So we're gonna test the limits of the one air format in with 4 speakers. Now, we've also got an important event at University of Oxford, where I'm based.

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01:15:48.630 --> 01:16:09.299

CGHE Webinars: We had charge a hand from a Michigan State University who's very well known for his scholarship in relation to global higher education, globalization, global whiteness. And these critique of myth of of nation centered approaches to policy and thinking about higher education. He will be giving a

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01:16:09.360 --> 01:16:31.580

CGHE Webinars: seminar face to face seminar, which we will live stream, and we should be able to access online on Monday at 120'clock. Uk, Tom. So look at the Cg website, and you will see there the links to both onsite registration and the live stream registration to hear charge. And that's certainly important for us.

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01:16:31.580 --> 01:16:44.710

CGHE Webinars: So thanks very much. Again, Shekhar, and congratulations on your excellent work today and to everyone who's still watching. It's by for now, and we'll see you next time. Thank you.

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01:16:45.530 --> 01:16:46.370

Shekhar Tokas: Thank you.