



# NORDIC-INDIA SUMMIT ON INTERNATIONALISATION OF HIGHER EDUCATION

N V Varghese  
Tshering Chonzom Bhutia  
Binay Prasad



*Jointly organised by*  
Unit for International Cooperation (UIC)  
**National Institute of Educational Planning  
and Administration (NIEPA)**  
and  
**Nordic Centre in India (NCI)**

New Delhi, 2020



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THE Nordic Centre in India (NCI), and the Centre for Policy Research in Higher Education (CPRHE) and the Unit for International Cooperation (UIC) of the National Institute of Educational Planning and Administration (NIEPA), New Delhi, jointly organised the first Nordic-India Higher Education Summit at NIEPA on 31 October 2019. The event brought together more than 70 educationists and policymakers from India and Nordic countries, including 33 international participants from the five Nordic countries.

At the outset, we would like to thank all individuals and institutions for the effort put in by them to make this Summit a success. Special thanks are due to the Nordic Centre in India (NCI), its Chairperson, Professor Uwe Skoda and NCI's Director, Christabel Royan, for their initiative and active engagement during all stages in the organisation of the Summit.

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We remain grateful to Shri R Subrahmanyam, Secretary, Higher Education (HE), Ministry of Human Resource Development (MHRD), for his guidance, encouragement and support in the organisation of the Summit and for inaugurating the event.

We express our gratitude to Professor Anil D Sahasrabudhe, Chairman, AICTE and Professor Bhushan Patwardan, Vice Chairman, University Grants Commission (UGC), for their support to the event and for their opening statements in the inaugural session. We are grateful to Dr Pankaj Mittal, Secretary General, AIU, for her participation and contribution as chairperson of a session. We remain grateful to all the other representatives of the Government of India for their participation in the Summit.

We are grateful to their Excellencies, the Ambassadors and representatives from the diplomatic missions of the Nordic countries for their active participation in the Summit's deliberations.

The Summit facilitated interaction among Indian institutions collaborating with Nordic institutions. We are thankful to the heads and representatives of the international offices of the respective institutions

for their participation. We are also thankful to the representatives of all the institutions who attended the Summit for sharing their experiences, including the challenges and possibilities for collaboration between higher education institutions (HEIs) in India and the Nordic countries.

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The Unit for International Cooperation (UIC) played an important role in the organisation of the Summit. It is expected that the UIC will be actively engaged with the follow-up activities and future initiatives related to India's internationalisation of higher education and international cooperation. The assistance of Mr Vishal Kumar Roy and Ms Ritu Bokolia in the organisation of the Summit is gratefully acknowledged.

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It has been a pleasure for NIEPA to work with the Nordic Centre in India (NCI) to facilitate this important Nordic-India Summit. We hope that the Summit's objective of fostering a stronger Nordic-India network of researchers and experts are achieved in the near future.

N V Varghese  
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# **Nordic-India Summit on Internationalisation of Higher Education**

*31 October 2019*

THE Nordic Centre in India (NCI), the Centre for Policy Research in Higher Education (CPRHE) and the Unit for International Cooperation (UIC) of the National Institute of Educational Planning and Administration (NIEPA), New Delhi, jointly organised the first Nordic-India Higher Education Summit at NIEPA on 31 October 2019. The event brought together more than 70 educationists and policymakers from India and Nordic countries, including 33 international participants from the five Nordic countries.

## **Introduction to the Summit**

Internationalisation of higher education implies cross-border flow of knowledge and its producers. This includes cross-border flow of programmes, students, institutions and teachers. The Nordic region has, in the recent past, welcomed a growing number of cross-border students, research agreements, cooperation projects, and an increasing number of visiting academics. Nordic universities are known for their research and innovation and the Nordic welfare states continue to provide the appropriate ecosystem for engendering creativity and quality in education to promote international collaborations in higher education. The Nordic region has been and continues to be a key player in international research networks and funding partnerships such as the European Union Horizon 2020 programme.

The region – comprising Denmark, Sweden, Iceland, Norway and Finland – is home to 27 million people, 1.3 million students, 59 universities and 129 other higher education institutions. All five countries are known for their high spending on research and

development (R&D). Denmark, Finland and Sweden spend more than 3 per cent of gross national product on R&D compared with the EU-28 average of 2 per cent. Norway follows with 1.8 per cent and Iceland with 1.9 per cent in 2014, according to the figures from the OECD.

India has the second largest higher education system in the world and has the largest pool of youth in the world. India has nearly 1,000 universities and 40,000 colleges enrolling more than 36 million students. India understands the need for quality higher education and internalises the role of internationalisation of the sector in enhancing the quality of its graduates. It lays emphasis on internationalisation as a way through which universities can address local and global challenges and contribute to economic development both within India and outside. There is a growing emphasis on equitable and balanced mobility, research in socially relevant areas, and promoting quality education through collaborations. These collaborations may include (and are not limited to) restructuring of curriculum to suit contemporary needs; improving pedagogical skills and promoting innovations in learning, as well as, engaging in international best practices for managing higher education through capacity building and training of faculty and educational administrators.

Globalisation and liberalisation of the Indian economy has engendered the need for a more talented workforce. This, along with the rising demand for quality education by a growing young population, has meant intense competition for admission into the premier educational institutions in India. Rapid economic growth has also contributed to the growth of the middle class in India which is able to offer the new generation of learners with the option of international education in Western institutions as a way of escaping the competitive entry requirements demanded by Indian higher education institutions (HEIs). Consequently, Indian students have been very mobile in seeking out quality education abroad in search of better prospects. The dynamic aspect of this development is the

fact that India is increasingly becoming a top provider of quality higher education attracting students mostly from Asia and Africa.

The Indian government has been working towards leveraging developments taking place in the global higher education sector to facilitate strong collaborations and partnerships between higher education institutions (HEIs) in India and abroad in order to enhance the quality and excellence of Indian HEIs. GIAN (Global Initiative of Academic Networks) is a promising initiative in this regard. Another development is the emergence of innovation and entrepreneurship cells on campuses combined with curricular reform and flexibility in course selection so as to enable students to be more innovative, critical thinkers and employable. Furthermore, there is an increased emphasis on research.

The government has implemented multiple schemes to facilitate international academic research partnerships with Indian universities through schemes like VAJRA (Visiting Advanced Joint Research) aimed at promoting India as a research destination for overseas scientists and academics) and SPARC (Scheme for Promotion of Academic Research and Collaboration) aimed at promoting research collaboration between Indian and leading Universities of the world, and has incrementally increased outlay of public funds available for research purposes. The Study in India programme (SII) is another initiative which aims to attract international students from 30 countries to choose India as their education destination.

The Nordic region has also witnessed a growing trend towards internationalisation with universities' reputations being linked to the volume and scope of internationalisation. This has resulted in a scaling up of student mobility and also mobility of staff and researchers. Furthermore, internationalisation in the Nordic region is increasingly shifting towards the hiring of both academic and non-academic staff from outside the region which has had its challenges and advantages for Nordic universities.

At the governmental level, the national policies of the Nordic countries emphasise that institutions should actively promote internationalisation of their activities and keep their governance focussed on a balance between outgoing and incoming students. This has meant the creation of formalised, centralised and professionalised international offices at Nordic universities where strategic plans for internationalisation and institutional routines on exchange agreements and research funding applications are dealt with.

The Nordic region stands out as one of the best examples of long-standing and successful regional partnerships that are strengthened by their deep-rooted and shared values in politics, economics, society and culture. Nordic universities have imbibed and replicated these values by choosing to cooperate rather than compete. The ethos of cooperation is reflected in the internationalisation strategies adopted by universities in the region. Therefore, internationalisation as witnessed within the Nordic region has been described as a successful regionalised form of internationalisation underpinned by mutual trust. Internationalisation has been carried out by both formal and informal networks leading to increased mobility of students and researchers. This dynamic has been further bolstered by governmental support through the Nordic Council of Ministers, research funding agencies such as NordForsk and the creation of Nordic university networks such as the Association of Nordic University Rectors Conferences (NUS) among other forms of support. There are many such examples of cooperative actions supported by governments and universities in the Nordic region.

Furthermore, there are examples of Nordic higher education institutions working together with non-European institutions. In India, the Nordic Centre in India (NCI) was established in 2001 in cooperation between 19 Nordic universities. This centre which is the only Nordic academic consortia in India, focusses on cooperation between Nordic universities and Indian HEIs in the areas of higher

education, research and more recently in creating awareness among Indian students about study opportunities within the Nordic region, such as Finland, Denmark and Sweden are entering the global market for educational services with the introduction of tuition fees for non-EU students.

The internationalisation strategy of the Nordic universities more or less looks at India as a strategic region for its internationalisation mandate, and there are clear indications that if both regions continue to match each other's internationalisation needs and strengths, and scale the same up with the support of university administrations, relevant agencies and governments, there will be tremendous gains that can be accrued.

The Nordic India Higher Education Summit is an initiative to bring the Nordic and Indian counterparts on the same platform to discuss and understand each other's needs and strengths. As planned, eminent scholars, policymakers, and practitioners came together to share insights, trends, and policy perspectives with practitioners to encourage both sides to investigate present and emerging opportunities in the higher education landscape. It is hoped that the Summit would lead to increased interactions, encourage joint innovation and support creative actions in the domain of higher education.

*Objectives of the Summit were:*

- To discuss the strategic need for increased and focussed cooperation in internationalisation for India-Nordic regions;
- To understand current priorities of India and of countries in Nordic region in relation to internationalisation, including strategies on nature, pattern and modes of cross-border mobility;
- To formulate strategies for improved India-Nordic cooperation on internationalisation;

- To highlight the complementarity between the policy perspectives and growth trajectories of internationalisation in both regions, given the common goals of increasing equitable access and promoting sustainability and innovation in the higher education landscape.

## Inaugural Session



In his welcome address, Professor N V Varghese, Vice Chancellor, NIEPA, introduced NIEPA and its role in promoting education in India. He pointed out that NIEPA started its journey as one of the five international institutions established to promote educational planning in the world. In 1962, it was established as the UNESCO Regional Centre for the Training of Educational Planners and Administrators for the Asian region. It became the Asian Institute of Educational Planning and Administration in 1965 and, later, a national institution in the 1970s, when the Government of India assumed its leadership. It became the National Institute of Educational Planning and Administration (NIEPA) in 1979 when research component was added to its original mandate of training

policymakers and planners. In 2006, NIEPA became the National University of Educational Planning and Administration (NUEPA) and teaching was added to the two existing functions of training and research.

NIEPA has been playing a very important role in developing educational planning methodologies, providing policy support to the Government of India and designing educational programmes at the national and international levels. Professor Varghese reflected on the good relationship that has existed between India and Nordic countries since independence. Norway created the “India Fund” in 1952 to provide development assistance especially targeted at the fisheries in India. Many Indian Prime Ministers visited Nordic countries – the first such visit was by Jawaharlal Nehru in 1957 and later by Indira Gandhi and Rajiv Gandhi. The latest visit was by Shri Narendra Modi, the Prime Minister of India, to Stockholm in 2018. The Nordic region hosts some of the most egalitarian economies in the world and also some of the happiest societies in the world.

India has many educational projects from Nordic countries, especially with Sweden. The Swedish International Development Cooperation Agency (SIDA) has contributed to and funded the Shiksha Karmi and Lokjumbish projects in Rajasthan. What is heartening is also the fact that Nordic countries are laying emphasis on internationalisation of higher education not in terms of trade in education but as a mechanism to reinforce national capacities. India too believes in internationalisation of higher education not as a commodity to be traded but as a measure to expand and extend soft power and diplomatic relations between countries. Quoting Samuli Paronen, a Finnish writer who had said that “real winners do not compete,” Professor Varghese shared that India’s approach to internationalisation of higher education too is driven by a spirit of cooperation and collaboration.

Professor Varghese thanked the Secretary, Higher Education, for establishing the Unit for International Cooperation (UIC) at NIEPA

and hoped that the UIC would take the current summit to its logical conclusion and will organise jointly with NCI, similar international cooperation meetings in the near future.

In his opening remarks, Professor Uwe Skoda, Chairperson, Nordic Centre in India, thanked the Secretary, Higher Education, MHRD, the Vice Chancellor, NIEPA, and all others on behalf of NCI. The Nordic Centre in India is a consortium of 17 leading universities of all the five Nordic countries (Sweden, Norway, Denmark, Finland and Iceland). Established in 2001 with the objective of facilitating cooperation in research and higher education between the Nordic countries and India, NCI facilitates and supports a wide range of study and research activities in India and in the Nordic countries. The NCI, through its presence in New Delhi and via its partnership with Indian universities and research institutions, offers a platform for academic exchange in research and higher education so as to increase cooperation and collaboration between Nordic higher educational institutions and their Indian counterparts.

The Nordic Centre in India specifically works in the broad areas of higher education, research and student recruitment. In terms of higher education, NCI supports mobilisation of Nordic member university students to India in the form of short term programmes at partner HEIs in India and also as part of internship and Study in India programme. For Nordic researchers, NCI provides support in academic activities and funding for travel and facilitating research. In terms of student recruitment NCI aims to increase visibility of Nordic member universities in India so that Indian students know about the myriad higher education opportunities that are available to them in the Nordic region.

Mr R Subrahmanyam, Secretary, Department of Higher Education, Ministry of Human Resource Development, Government of India, began his address by noting that the Nordic countries represent an exquisite region of the world. They have set very high standards in terms of human development indices and have remained at the top

in HDI. The Nordic countries have also promoted a broadminded approach at a time of narrowing mindsets, closing of boundaries and rising of walls. The approach that Nordic countries have set is very appropriate to lead the internationalisation process. The Nordic countries have the potential to unite the world through the process of internationalisation. The challenge is how to bring countries and minds together to build a knowledge base for the world. Ancient Indian texts reiterate that the only wealth that multiplies when you share is knowledge and wisdom. In this exchange of knowledge, both giver and taker get elevated to a new level and society as a whole benefits from this exponential growth of knowledge.

Mr Subrahmanyam reiterated that NIEPA, although small in size, is a great institution and a very important institution for the MHRD and India. It not only sets standards for education system in India but also fosters a spirit of inquiry and introspection. He expressed his appreciation for NIEPA and its intellectuals who have guided the policy of the government. He underscored the importance of the newly established Unit for International Cooperation (UIC) which would act as a bridge between the Ministry and its counterparts in other countries. This is the first Nordic Summit at NIEPA, and he hoped that the next Summit would be bigger with larger participation.

He further dwelled on the many successful initiatives of the Government of India in the field of education. India has a fast-growing online education system called Study Webs of Active-Learning for Young Aspiring Minds (SWAYAM). There are world class institutions like IITs in India that produce highest class technological manpower. While some of the Indian universities are very good in knowledge creation, there are a large number of academically disadvantaged institutions that require urgent attention in terms of standards, infrastructure and pedagogy.

India is moving towards a new dawn in education. The National Education Policy (NEP) will define the future of Indian education.

The policy is an attempt to leverage India's strengths, such as India's great heritage, the large population, the pre-existing premier institutions, and the people's aspirations and entrepreneurship spirit, in order to build an effective ecosystem in education. A fundamental aspect of the new National Education Policy (NEP) is its openness towards interaction with the outside world. The Indian institutions that have traditionally been inward looking will transform themselves to open up and scholars from different parts of the world will be encouraged to visit Indian institutions and contribute to the knowledge generation process.

The programmes such as Study in India (SII), Scheme for Promotion of Academic and Research Collaboration (SPARC), Global Initiative of Academic Networks (GIAN), etc, will help India internationalise its higher education sector. Under the framework of the Study in India (SII) programme, a principled approach towards welcoming foreign students is followed. Internationalisation under this programme is not envisaged in the framework of trade in education. When 20,000 seats were offered under SII programme, Indian institutions offered 50 per cent seats as free-ships or with minimal tuition fee. There are niche courses offered under SII programme so students can come to India for a shorter duration and learn what he/she cannot learn elsewhere and also add value to their existing knowledge. These niche courses are on Yoga, Ayurveda and Indian heritage.

The Scheme for Promotion of Academic Research and Collaboration (SPARC) aims to develop collaboration with International universities. The projects completed under SPARC would benefit both the countries in terms of the application of knowledge and will add to the existing knowledge system. The involvement of two different countries in a given project enhances the value of the output. SPARC has a budget of around Rs 418 crore that can fund around 600 projects. The project outputs comprise monographs, joint research papers, etc, that may be published in international

journals. The Secretary hoped to see more collaboration between India and Nordic countries under the SPARC programme.

Global Initiative of Academic Networks (GIAN) was launched in 2015 with the objective of inviting eminent academicians from abroad to come to Indian institutions and engage in teaching courses being offered by the university/institution. The visiting scholars may be engaged for a duration of one week to 10 days and participate in teaching a course. Since its launch, around 1,800 professors from foreign institutions have visited and taught in India. This is going to be expanded with the introduction of a new feature enabling two-way mobility, whereby Indian professors can also visit foreign institutions to teach courses there. This scheme is called GIAN Plus and will come into effect in April 2020. This will promote the exchange of faculty members among countries.

One of the issues concerning internationalisation of higher education is the establishment of independent branch campuses of foreign universities in India. The new National Education Policy (NEP) seeks to address this issue. The NEP has provisions to welcome some of the highly reputed foreign universities to set up their campuses in India. This would add to Indian efforts to improve the quality of research conducted by Indian higher education institutions.

In his concluding remarks, the Secretary observed that the process of internationalisation of higher education in India is gradually intensifying, thereby opening up new vistas for cooperation and collaboration. He further hoped that the next summit would be on a larger scale with more rich experiences to share with all.

In her statement, Ms Christabel Royan, Director, Nordic Centre in India, reiterated the commitment of NCI to shoulder more responsibilities in facilitating internationalisation of higher education. She noted that the Indian Higher Education landscape is in a moment of transformation and the draft National Education

Policy focusses on issues related to access, quality, equity, affordability and accountability as the guiding tenets for the reorganisation and remodelling of higher education. These are the principles that guide the Nordic higher education as well as Indian higher education. Nordic higher education also encourages critical and independent thinking. The collaboration between Indian and Nordic countries will help both the regions in scaling up of the knowledge of their respective regions.



Ambassador Guðmundur Arni Stefansson, Embassy of Iceland in India, pointed out the positive highlights of higher education in Iceland by talking about the emphasis that Iceland lays on equal opportunity policy to acquire education irrespective of sex, economic status, location or social background. He elucidated the same through an example of the University of Iceland where 65 per cent of students are women, thus highlighting gender equality in practice. Iceland, despite its small size, has eight higher education institutions, the largest of which is the University of Iceland, established in 1911. The programmes taught here (and other prominent Icelandic universities) are transacted in English and Icelandic language covering all the disciplines, making it more open

to internationalisation. India's interest in cooperating with Iceland and vice versa has been recently witnessed during the visit of the President of India, His Excellency Shri Ram Nath Kovind, to Iceland in September 2019. More recently, there is a visit to India planned by the Minister of Education of Iceland. The ambassador concluded by stating that Iceland has a good infrastructure and immense potential as a provider of world class education to international students. He saw enormous scope for India and Iceland to benefit from each other's strengths in the context of higher education and research, and therefore, encourage the process of internationalisation of higher education and to prepare students for future life.

Professor Anil D Sahasrabudhe, Chairman, AICTE, pointed out that internationalisation is not a new concept in India. In the 5th and 6th centuries BCE, the University of Takshashila (Taxila) and the University of Nalanda attracted students and scholars from across South East Asia. In the light of this glorious past, the current efforts to encourage the process of internationalisation are a welcome step. The Nordic countries, like India, do not believe in the idea of education being traded as a commodity. Compared to the Nordic countries that are smaller in size, India, with a population of 1.3 billion and more than 36 million enrolments in higher education, faces many serious challenges. For example, India aims to increase the GER in HEIs from 26 per cent to 50 per cent, which is a very ambitious target. In its quest for expanding access and equity in higher education, issues related to quality received less attention. This focus is now changing, as there have been significant successes in the provision of equity and access in higher education. Improvement in the quality of higher education is now a strong focus from a governmental perspective.

Another challenge pertains to the employability of higher education graduates. The discussions are centred on the type of skills required for industry. To make students more job-ready, there must be a regular revision of curriculum so that students are equipped with skills to take up emerging jobs needed in changing economies.

Curriculum revision has to simultaneously go with training of instructors who impart this new knowledge to students. This trend needs the support of a new and dynamic leadership, and therefore, the leadership and governance of higher education institutions is also in need of major overhauling.

India has started student induction programmes to orient them to diversity and to familiarise students with global workplace norms and ethics. Hence, in the first year, internship has been made mandatory so that students get an exposure to industries and work places during their course of study. India is also open to international internships for Indian students. The knowledge is available but the challenge is how to make that knowledge practical. This leads to innovation, and India has moved up in the innovation list from 81st position to 51st in recent years. All the Nordic countries are in the top 3-4 levels. In this area, Nordic countries and India can collaborate and innovate for mutual benefits.

In his presentation, Mr Steen Malthe Hansen, Deputy Head of Mission, Royal Danish Embassy in India, pointed to the readiness of an organisation as an essential step towards establishing collaboration. He was firm in his belief that collaboration between Nordic countries and India would benefit all. He noted that Danish higher educational institutions were keen to attract Indian students especially in STEM and related fields; their goal being to increase the quality of education and research output so as to have practical relevance to industry, and encourage innovation.

Steen also spoke about the long history of Indo-Danish cooperation – with 2020 marking 400 years of cooperation. Denmark has a history of collaboration with universities in Asia. The Serampore College founded in 1818 was the first Asian university to sign an MoU with Denmark. In 2020, Denmark will celebrate 200 years of interaction with Serampore College. Denmark welcomed collaborations with India, especially in science based domains, and he saw the Nordic Centre in India playing an important role in facilitating such collaborations.

Professor Bhushan Patwardhan, Vice Chairperson, University Grants Commission, began by highlighting an interesting trend wherein countries like Japan are discussing about industry while the Nordic countries are already putting the same in practice. Recollecting his love for the Nordic region, he spoke warmly about the good experience he had as an examiner of a doctoral student from Denmark where he witnessed the seriousness accorded to research by the Danish academia. Looking at present day trends in disciplinary areas of collaboration between Nordic and Indian universities, he highlighted the role of practice placements and short duration programmes especially in the fields of public health and nursing in the context of student mobility. He noted that while individual research collaborations between Indian and Nordic universities have been ongoing for a long time, institutional collaborations have also received recent impetus since the introduction of the GIAN and SPARC programmes.

In terms of the UGC's specific role in easing Indian students' mobility, the UGC Vice Chairperson spoke about the problems involved in institutional credit transfers for students doing programmes outside their home university. To mitigate the same, the UGC is planning to introduce the concept of National Academic Credit Bank (NAC Bank) which would facilitate inter-university degrees by facilitating ease in credit transfers, thereby making the education system student-centric, rather than teacher and institution-centric.

In her opening statement, Ms Gro Tjore, Deputy Director General, Norwegian Agency for International Cooperation and Quality Enhancement in Higher Education (DIKU), spoke about the Norwegian mission to strengthen quality in higher education. DIKU is a funding agency that focusses on learning outcomes. Critical thinking, problem solving and effective communication are important skills needed in the 21st century. The international cooperation strategies of DIKU are oriented towards enhancing the quality of higher education. DIKU is very closely collaborating

with the UGC. It is also working with the BRICS nations. The overall aim of collaboration is to develop a knowledge society. The trend in exchange of students between Norway and India is towards balanced mobility which is the goal of DIKU; and Norway is looking forward to more and more collaborations with India.

Dr Nidhi S Sabharwal, Associate Professor, CPRHE/NIEPA, who was instrumental in facilitating the organisation of the collaborative Summit, proposed a vote of thanks at the end of the session.



## **Collaboration between Indian and Nordic Institutions and Universities**

The Nordic Centre in India (NCI) plays an important role in expanding academic collaborations between its members in the Nordic region and Indian higher educational research institutions. It practically assists its Nordic member universities in their internationalisation goals in relation to India. India, in this context, is also opening its doors to more interactions and sustainable collaborations with universities in the Nordic region. The

Association of Indian Universities (AIU), whose objective is also to facilitate internationalisation of Indian universities, is working on creating a Collaboration Portal that would provide one stop information window for foreign universities looking for partners in India by highlighting disciplinary strengths of its 800 plus members. This would then be a reliable tool for foreign universities to engage with specific universities whose interests match theirs.

Nordic universities treat internationalisation as an integral part of their functioning, and accordingly plan and create a structure for pursuing specific goals as part of a predetermined strategy. A good example of this is a Finnish university – the Tampere University that has developed a Vision 2030 Plan. The plan provides guidelines to engage in future collaborations in the context of internationalisation. It includes an International Development Programme in an effort to evolve a national strategy for internationalisation of higher education. Tampere University is a forerunner in multi and trans-disciplinary research and developing a digital campus. The increase in English language programmes, development of new curricula, and student and staff mobility, has increased the collaborative efforts between the university and HEIs internationally. Tampere University is part of the European Consortium of Innovative Universities (ECIU) and it helps facilitate linkages with industry stakeholders.

A point that came up in this session had to do with the fact that a number of engagements that would constitute internationalisation, particularly in the Indian context, are not always formal. The International Management Institute, Delhi, for example, has developed formal and informal interactions to facilitate international collaboration with Finnish institutions. The collaborative efforts had their inception in informal interactions as a follow-up to a visit of Finnish faculty members to India. Initial exchanges led to various socially significant projects across India. Some of the projects such as voice-based internet search for illiterate farmers, tele-medicine

and cooperation in the fields of education have been very successful experiments. Therefore, the power of informal interactions among researchers from various universities cannot be underestimated, especially in the manner that internationalisation has grown in India.

Swedish institutions like Linnaeus University (LNU) state that internationalisation is not necessarily a goal in itself but a means to accomplish the 'highest quality of work.' In their perspective, internationalisation fuels a feeling of solidarity among partner institutions. Among the initiatives undertaken as a part of internationalisation, the university accomplished setting up of a knowledge environment and strategic cooperation with businesses where the latter drew upon the university's pre-existing linkages with the business community and the high quality of research that would have practical outcomes. The Swedish government is also showing more interest in the progress towards internationalisation among its national universities. LNU regularly responds to enquiries from the Swedish Government with regards to its progress in internationalisation from time to time. As a next step, the Swedish Government is working on devising a national strategy for internationalisation and accordingly aims to incorporate the corresponding changes into the Higher Education Act with the objective of projecting Sweden as a knowledge nation. Swedish institutions believe that there is much to be gained from internationalisation in view of international perspectives that students bring with them that lead to greater intercultural understanding in the student cohort and the concomitant increase in quality of research and training. The Swedish example shows the important role that government agencies can play in promoting, monitoring and evaluating the process of internationalisation and the facilitation of collaborations.

One of the important ways to promote internationalisation at a university is by providing opportunities for international exposure

to the faculty members. This can happen through visits of teachers and students from foreign universities to Indian institutions and through visits of Indian academics to institutions abroad. Ambedkar University Delhi (AUD) has actively encouraged such visits – nearly 52 international researchers and faculty members visited the university in the recent past. A majority of these visits were part of the programmes like Fulbright, UK India Education and Research Initiative (UKIERI), and other bilateral arrangements. The AUD is also associated with the International Association of Universities (IAU) located in Paris.

In India, programmes such as Study in India (SII), Promotion of Academic and Research Collaboration (SPARC), Global Initiative of Academic Networks (GIAN), Visiting Advanced Joint Research Faculty Scheme (VAJRA) and many others, are helpful to achieve the objectives of internationalisation. From 2010 onwards, the All India Council for Technical Education (AICTE) and the University Grants Commission (UGC) have been trying to establish research cooperation with European institutions. However, after 2015, there has been a qualitative shift in the policy of internationalisation in India. The launch of the aforementioned programmes like GIAN, SPARC, VAJRA, and so on are examples of the government's intention and financial support to promote internationalisation. New initiatives such as graded autonomy and identification of Institutions of Eminence (IoE) provide institutions appearing on the top of the list of graded autonomy, considerable amount of freedom to negotiate and establish collaborations in teaching and research with institutions located abroad. It was pointed out that St Stephen's College, New Delhi has one of the oldest, if not the first, international partnerships from the 1960s and the nature and extent of collaborations have been growing over a period of time. This is the consequence of the mutual trust that has grown through working together which ultimately seems to be the most important determinant for sustaining meaningful collaborations and partnerships.

The collaborations between the Indian Institute of Technology (IIT), Madras and Nordic countries, specifically, Aarhus University, while successful, had to encounter difficulties related to credit transfer for Indian students going abroad and visa regulations for foreign students visiting Indian institutions. There are no clear mechanisms in place for credit transfer making many things unclear for Indian students going on exchange to foreign universities. Similarly, foreign students coming to India are faced with issues related to student visa regulations and Foreign Regional Registration Office (FRRO) requirements that can be arbitrary in terms of application. Bureaucratic processes involved, specifically on the Indian side, delays and bottlenecks in pursuing international collaborations. Indian institutions, therefore, need to have more standardised rules and regulations to make the process of internationalisation more smooth for the institutions involved and more accessible for both Indian and foreign students.

The experience of institutional collaborations between IIT, Madras and Nordic universities also points to the fact that it is easier to ascertain quality in disciplines such as engineering and management, whereas it is more difficult to assess quality in the fields of humanities and social sciences. This may be one of the reasons for larger number of institutional collaborations in STEM subject areas when compared to social sciences and humanities. The motivation of the collaborating universities is a crucial determinant for the success of sustaining an international collaboration with some collaborations continuing after specific projects with successful introduction of joint PhD programmes and joint supervision of dissertations.

There are also issues related to funding and publications in any collaborative arrangement. A consortium type of arrangement that would help in maintaining quality and a fair sharing of credit for the authorship in joint publications may be created to overcome some of the barriers in promoting international collaborations. In this context, the European Union has been generous in funding

and facilitation of a large number of robust exchanges. The recent initiatives by the Indian government also indicate a positive attitude for financing international collaborations for similar results.

The experience of Tata Institute of Social Sciences, Mumbai (TISS) shows that one of the necessary conditions for promoting internationalisation and institutional collaborations is creating an office/unit for internationalisation within the collaborating institutions. TISS established an office for internationalisation in 2006 and it served as a contact point for activities related to international students, international programmes, exchanges and semester programmes for international students. TISS, through these collaborations, has organised joint programmes and relies on proactive utilisation of virtual interface to provide online courses. The institution is also exploring opportunities for joint supervision of doctoral dissertations. In recent times, summer/winter schools have been successfully organised as part of the collaborative efforts. Notwithstanding, funding remains one of the most challenging responsibilities of the collaborating institutions.

## **Promoting Internationalisation through Cross-Border Mobility of Programmes, Students, Teachers and Institutions**

Cross-border mobility of students, institutions and programmes are much debated issues in the discussions on internationalisation of higher education. The globalisation and liberalisation policies and the growing aspirations of individuals have fuelled the cross-border education and international collaborations.

Knowledge is a public good that can transcend national borders without constraints. However, institutions that produce the knowledge are national entities and they are established as per the regulations of the countries where they exist. Therefore, availability and free use of knowledge is constrained by information asymmetry, regulations and financing issues. The discussions on

internationalisation, very often, centre on the themes of cross-border mobility of institutions, students, programmes and teachers. All these elements are influenced by regulations and financing possibilities.

It is interesting to note that the focus of internationalisation through student mobility is always on outbound mobility even when 98 per cent of the students do not move from the countries of their origin. Therefore, internationalisation in higher education needs to be viewed in its two dimensions – internationalisation at home and internationalisation abroad. Internationalisation at home relates to incorporating international elements within the borders in the home campus while internationalisation abroad calls for cross-border mobility and exchanges.



Internationalisation at home needs to focus on internationalising the curriculum for producing graduates who are globally competitive. All countries in the world need to depend upon the research and knowledge produced abroad to develop national curricula even when research and knowledge production are at the highest level in any country. Internationalisation takes place through cross-border mobility of programmes, students, institutions and teachers.

The process of internationalisation, among developing countries, which evolved in the post-liberation period focussed mostly on internationalisation abroad, and student mobility was the most visible form of internationalisation. The overemphasis on student mobility emanated from the idea of developmentalism. After the departure of the colonial powers, the newly independent nations found themselves ill-equipped to manage their affairs owing to the lack of trained human resources. The immediate concern in many of the newly liberated countries was nationalisation of development which needed trained professionals. Since, many of the decolonised nations did not have advanced universities, the reliance on developed countries for production of human resources continued.

Many of the developed countries extended support to such demand from developing countries through scholarship schemes to facilitate student mobility and to promote academic exchanges. In the process, the developing countries sought to bridge the development pathway by developing bilateral relations with countries through educational exchange programmes, faculty training courses and twinning arrangements with institutions. Funding of students for higher studies and cooperation projects were very common during this period.

These trends changed in the later decades. The cross-border student mobility became increasingly funded by individual students and their households. Higher education institutions in the developed countries viewed education as a tradable commodity in the global marketplace. Student mobility became a major source of resource generation in many institutions in the developed countries. Education became a part of the trade under the GATS framework. The global labour market and individual incentives for acquiring skills to compete globally, increased the demand for cross-border student placements in the universities of the developed world.

This century experienced institutional mobility as an important form of cross-border mobility. Some of the well-established institutions, especially from developed countries moved to other developed and developing countries through the establishment of international branch campuses. The evolution of education hubs is a good example whereby many advanced institutions from the developed world moved to dedicated spaces recognised as education hubs in countries such as UAE, Malaysia and Singapore.

A more recent phenomenon has been that of programme mobility wherein open online courses are increasingly relied on for international education. The emergence and expansion of MOOC courses is a good example of this phenomenon. India enrolls the second largest number of students in the MOOC courses after the USA. India has been successful in developing its own MOOC platform called Study Webs of Active-Learning for Young Aspiring Minds (SWAYAM).

It can be observed that most of the student flow is from developing to developed countries, institutional mobility from developed to developing countries, so also are programme and teacher mobility. The developed countries represent a case of high cost and high returns and developing countries represent a case of low-cost and low-returns in the context of cross-border mobility in education.

According to some researchers, the issue of ageing population in the developed countries is a reason for promoting cross-border flow of students. The population in developed countries is ageing and their younger age cohort is shrinking every year. These countries need to replace the greying old with young age cross-border students. However, student flow pattern indicates that it is imbalanced and not in favour of the developing countries. Many developing countries such as India send abroad more than six times the students that they host from other countries.

The student flows to India are mostly from South Asian countries and are mostly to select states such as Karnataka, Andhra Pradesh

and Maharashtra. The higher status of Indian higher education institutions in comparison to their domestic institutions attracts them to India. While in India, the international students learn about Indian culture, language, and environment, and at times, follow India-specific courses such as medicine – Yunani, Ayurveda or Yoga. Another attraction of studying in India is to take advantage of the indigenous knowledge that the country has. However, balanced mobility may be achieved when the focus is on learning to acquire global skills through innovative networks of universities and centres of higher education.

The discourse on internationalisation in the Nordic countries is centred more around collaboration among public institutions focusing on teaching and research. Unlike the common pattern of cross-border flows, Nordic-India collaboration may not be viewed from the point of view of trade in education. Sweden, for example, has enjoyed broad political support for internationalisation since the 1970s. In fact, international student mobility to Sweden accelerated from the 1990s onwards. Student mobility increased over time and research partnerships and collaborations began to increase with government support and encouragement.

At present, Sweden hosts around 37,800 cross-border students while student flows to other countries are only 23,800. The gender balance is in favour of females both among the inbound and outbound students. For example, 53 per cent of incoming and 58 per cent of the outgoing students are women.

Sweden and India have signed a joint declaration titled “Sweden-India Innovation Partnership for a Sustainable Future” to promote educational exchanges between the two countries. Some of the key areas of collaboration that Sweden would like to encourage are building smart cities and transportation facilitation among nations to foster e-mobility, developing smart industrial spaces, incorporating digitalisation. Health and life sciences deserve special emphasis as they would be the emerging areas of growth in the future.

One of the major constraints in promoting internationalisation is the absence of reliable mechanisms to recognise Indian degrees abroad. The Department of Science and Technology (DST), Government of India, initiated discussions on mutual recognition of academic qualifications and promoted development of innovative courses in institutions such as IITs to attract students in areas such as glaciology, earthquake research, environment research and biological research, etc. Visiting Advanced Joint Research Faculty (VAJRA), an initiative of the DST and various programmes launched by the MHRD, as indicated in the beginning, such as Global Initiative of Academic Networks (GIAN), Scheme for Promotion of Academic and Research Collaboration (SPARC), Global Research Interactive Network (GRIN) and Study in India programme (SII), will help in advancing the cause of internationalisation and institutional collaboration in higher education in India.

Norway emphasises on the knowledge triangle linking research, education and innovation for internationalisation and global development. It follows a four-step programme to promote international cooperation which includes – call for proposals, promoting multilateral research cooperation through European partnerships, encouraging bilateral research cooperation through collaborative funding for priority countries, and through the programme of Horizon 2020. Norway has two modes of funding – one is for Norwegian students' research stays abroad by means of mobility grants and second, is for select programmes that the country assists students with during their research stay in Norway. Therefore, bilateral research agreements focussing on science, technology and innovation are being promoted globally.

The University Grants Commission (UGC) has developed a programme – Promotion of Indian Higher Education Abroad (PiHEAD) – for promotion of internationalisation. It was felt that there is a need to develop an academic administration supportive of internationalisation and establish a dedicated office of international affairs to efficiently manage and coordinate cross-border mobility.

The summer exchange and semester abroad programmes are good examples of involving teachers and students. At times, the schedule of study programmes in India does not take into account the convenience of foreign students. At the present stage of development, a digital forum dedicated to curriculum development (such as MOOCs) and offering online courses are essential. Quite often than not, many institutions are not making use of available facilities and exchange mechanisms between countries and institutions.

Although collaborations develop into institutional arrangements, they start as individual initiatives. The nature of collaboration depends on the person who takes the first steps. The students are mostly kept away from any discussions on internationalisation. In order to successfully integrate internationalisation with the Indian education system, efforts should be student-driven and the courses should be customised to the needs of the students.

## **Strategies for Improved Collaborations between Indian and Nordic Institutions of Higher Education**

There is a growing interest among the Nordic countries and in Indian institutions for greater internationalisation of higher education and in promoting research collaborations. The Nordic countries are important players in promoting innovation, imparting global skills and they rank high on human development indices. India has a lot to learn from these experiences and also a lot to contribute in terms of culture and traditional knowledge to promote internationalisation of Indian education. India has signed Memorandum of Understanding (MoUs) with over fifty countries including Norway.

The experience of many of the collaborative institutions in India show that institutional collaborations in the areas of mutual interest is academically rewarding and financially sustainable given the liberal support by the funding agencies. The embassies of



Nordic countries in India have already expressed their interest in supporting research on Nordic studies at Jawaharlal Nehru University (JNU). JNU has developed courses which have encouraged and benefitted many students who are working on Nordic-centric issues such as energy, climate change, developmental strategies, etc. Promoting such initiatives will strengthen the process of collaboration between India and the Nordic region.

The importance of identifying areas of mutual interest and benefit for collaboration is further evidenced from the fact that many of the study programmes on India are not getting adequate enrolment in the Nordic universities. Some of the courses such as Sanskrit and Indology are no longer offered in some of the Nordic universities owing to lack of adequate student recruitment in these disciplines. The ICCR has established Chairs in many universities in Nordic countries but many of these Chairs are not able to effectively address the needs of the Nordic students interested in India. The students in Nordic countries are eager to understand contemporary India. Therefore, there is a need for developing and offering courses in the areas of interest for the students in Nordic countries and in India. Another issue related to sustainability is the funding support from the Government of India. It is important to recognise the problem of funding and unless the Government of India extends financial support many of the India-centric courses may not be sustained in the Nordic universities.

It was pointed out in this context that if courses are offered in the emerging areas such as artificial intelligence, glacial studies, robotics and globalisation, the student enrolment and the demand for such courses may increase. This will help increase student flows.

India sends a large number of students abroad for higher studies. However, Nordic countries are not a priority region for Indian students. Some of the reasons relate to the high cost of education – fee and living expenses – and relatively low employment opportunities for the graduates. There is scope for introducing larger number of

scholarships and student support systems including post-study visa provisions and expanding employment opportunities.

It is equally important to adopt measures to promote student flow from Nordic countries to India. This will help promote balanced student mobility between Nordic countries and India. It is important to analyse and understand the reasons for low attractiveness of India as a study destination among students from the Nordic region.

In the context of Indian students, the establishment of National Academic Credit Bank would facilitate the process of credit transfers and would help increase the student flows for a semester or two, if not for the whole duration of a study programme. This will increase possibilities of a more balanced flow of students between Indian and Nordic institutions. Since the UNESCO General Conference 2019 approved the Mutual Recognition of Academic Qualifications, the efforts by the member states to ratify the global convention may help in facilitating student flows globally.

Another less explored area is the joint supervision of Masters and PhD theses. Such collaborations with provision for student mobility for a year or two in the countries abroad may help increase student flows between countries and reinforce institutional collaborations.

An additional issue of concern pertains to sustainable funding for collaborations. There is a need for greater engagement of funding agencies, embassies and such organisations along with government officials while organising discussions on collaboration. At present many of these discussions are mostly confined to some individuals or universities and institutions. Consequently, collaborative efforts remain limited in scope and coverage.

Many of the research collaborations are initiated by individual faculty members of the universities. There is a need to encourage such initiatives and need to support such engagements to develop them into an institutional collaboration.

One of the difficulties in establishing successful international partnerships is a lack of an institutional administrative structure to help and support collaborative efforts by individual faculty members and departments. The experience of some of the collaborating institutions reinforced the idea of establishing an office in every collaborative institution to facilitate international collaborations. This will help establishing and maintaining regular contacts with individuals and institutions engaged in international collaborations.

It is important to adopt measures to promote student flows and institutional collaborations between Nordic countries and India to achieve the objective of balanced student mobility and improved institutional networking. It is hoped that the present Nordic-India Summit, its deliberations and some of the more recent initiatives both in India and in Nordic countries, will promote increased student flows, enhanced research network activities and improved institutional collaborations.

# APPENDIX 1

## Detailed Programme

Schedule	Theme and Objectives	Speakers
Session 1 9:30 to 11:00 am	<p><b>Internationalisation of Higher Education: Nordic-India Cooperation within the Higher Education Landscape</b></p> <p><i>Objectives</i></p> <ul style="list-style-type: none"><li>• To highlight the strategic need for increased and focussed cooperation in internationalisation for both regions</li><li>• To learn about the Indian Government's priorities in relation to internationalisation, including current priorities</li><li>• To learn about various Nordic countries relevant policy objectives in India vis-a-vis academic cooperation</li></ul>	<p><b>Chair:</b> Professor N V Varghese, Vice Chancellor, NIEPA</p> <p><b>Introduction to Nordic Centre in India:</b> Professor Uwe Skoda, Chairperson, Nordic Centre in India</p> <p><b>Introduction to the Programme:</b> Christabel Royan, Director, Nordic Centre in India</p> <p><b>Indian Representation</b></p> <p>Mr. R Subrahmanyam, Secretary, Department of Higher Education, Ministry of Human Resource Development, Government of India</p> <p>Professor Anil D Sahasrabudhe, Chairperson, All India Council for Technical Education</p> <p>Professor Bhushan Patwardhan, Vice Chairperson, University Grants Commission</p> <p><b>Nordic Representation</b></p> <p>Ambassador Guðmundur Arni Stefansson, Embassy of Iceland in India</p>

Schedule	Theme and Objectives	Speakers
		<p>Mr. Steen Malthe Hansen, Deputy Head of Mission, Royal Danish Embassy in India</p> <p>Ms. Gro Tjore, Deputy Director General, Norwegian Agency for International Cooperation and Quality Enhancement in Higher Education (DIKU)</p> <p><b>Vote of Thanks:</b> Dr. Nidhi S Sabharwal, Associate Professor, CPRHE/NIEPA, New Delhi</p> <p><b>Rapporteur:</b> Dr. Anamika, UIC, NIEPA</p>
Tea: 11:00 to 11:30 am		
<p>Session 2</p> <p>11:30 am to 1:00 pm</p>	<p><b>Collaborations between Indian and Nordic Universities</b></p> <p><i>Objectives</i></p> <ul style="list-style-type: none"> <li>To Learn about creating conducive environments and formulating strategies for sustainable international Science, Technology and Innovation Partnerships</li> <li>To know about how internationalisation works through research partnerships in Humanities and Social Sciences</li> </ul>	<p><b>Chair:</b> Dr. Pankaj Mittal Secretary General, Association of Indian Universities</p> <p><b>Nordic Representation</b></p> <p>Ms. Kaisa Kurki, Director of International Educational Services, Tampere University, Finland</p> <p>Ms. Camilla Lundqvist, Senior Internationalisation Officer, Office of External Relations, Linnaeus University, Sweden</p>

Schedule	Theme and Objectives	Speakers
	<ul style="list-style-type: none"> <li>• To look at collaboration possibilities in joint teaching and joint PhD programmes</li> <li>• To look at and learn from pre-existing successful models in institutional cooperation and to enable discussion between Nordic and Indian universities on how to address barriers to collaboration, and opportunities for future bilateral and multilateral partnerships</li> <li>• To know more about the prospects of cooperation in Digital Learning for the purpose of increasing quality and access for all</li> <li>• To find mechanisms to drive collaborative innovation - Incubators, Student innovators and the benefits that come from internationalisation</li> <li>• To consider the role of third parties in creating and sustaining partnerships</li> </ul>	<p>Dr. Linda Lane, Department of Social Work, University of Gothenburg</p> <p><b>Indian Representation</b></p> <p>Professor Himadri Das, Director General, International Management Institute, New Delhi</p> <p>Professor Denys Leighton, Dean, International Affairs Division, Dr. B R Ambedkar University Delhi, New Delhi</p> <p>Professor Sudhanshu Bhushan, Department of Higher Professional Education, NIEPA, New Delhi</p> <p>Professor John Varghese, Principal, St Stephen's College, New Delhi</p> <p>Dr. Sudarshan P, Department of Humanities and Social Sciences, Indian Institute of Technology Madras, Chennai</p> <p>Ms Swati Sahasrabudhe, Head, International Initiatives, Symbiosis Centre for International Education, Pune</p>

Schedule	Theme and Objectives	Speakers
		<p>Ms. Tanya Koshy, International Relations Office, Tata Institute for Social Sciences, Mumbai</p> <p><b>Rapporteur:</b> Dr. Binay Prasad, UIC, NIEPA</p>
Lunch: 1:00 to 2:00 pm		
<p>Session 3</p> <p>2:00 to 3:30 pm</p>	<p><b>Cross-Border Mobility of Students, Institutions and Programmes</b></p> <p><i>Objectives</i></p> <ul style="list-style-type: none"> <li>• To discuss the forms and patterns of cross-border mobility/flows</li> <li>• To know more about Governmental agencies/initiatives levelling the playing field in supporting equity and access in internationalisation</li> <li>• To investigate sustainable mechanisms for supporting international exchange/mobility</li> <li>• To look at the pre-existing opportunities in establishing mobility through the European Union</li> <li>• To ascertain university capacities to support mobility</li> </ul>	<p><b>Chair:</b> Professor Kumar Suresh, Head, Department of Educational Administration, NIEPA</p> <p><b>Indian Representation</b></p> <p>Professor N. V. Varghese, Vice Chancellor, NIEPA</p> <p>Professor Aparna Rayaprol, Department of Sociology, University of Hyderabad</p> <p>Dr. Sanjeev K Varshney, Head of International Cooperation (Bilateral), Department of Science and Technology, Government of India</p> <p>Professor Hemalatha Reddy, Principal, Sri Venkateswara College, New Delhi</p> <p><b>Nordic Representation</b></p> <p>Dr. Mika Tirronen, Counsellor for Science and Education, Embassy of Finland in India</p>

Schedule	Theme and Objectives	Speakers
		<p>Dr. Fanny von Heland, Counsellor, Office of Science and Innovation, Embassy of Sweden in India</p> <p>Dr. Merethe Sandberg Moe, Senior adviser, Research Council of Norway</p> <p><b>Rapporteur:</b> Ms. Kriti Dagar, NIEPA</p>
Tea: 3:30 to 4:00 pm		
<p>Session 4</p> <p>4:00 to 5:30 pm</p>	<p><b>Strategies for Improved Cooperation between India and Nordic Region</b></p> <p><i>Objectives</i></p> <ul style="list-style-type: none"> <li>• To look at overall strategies for boosting ties between the Nordic region and India</li> <li>• To focus on strategies to establish Nordic Studies in India</li> <li>• To look at pedagogical trends in India Studies in the Nordic region</li> <li>• To chart a course for the future</li> </ul>	<p><b>Chair:</b> Professor Uwe Skoda, Chairperson, Nordic Centre in India</p> <p><b>Indian Representation</b></p> <p>Mr. Yaduvendra Mathur, Special Secretary, NITI Aayog</p> <p>Professor K Ramachandran, NIEPA</p> <p>Professor Bhaswati Sarkar, Centre for European Studies, School of International Studies, Jawaharlal Nehru University</p> <p>Dr. Sudarshan P, Department of Humanities and Social Sciences, Indian Institute of Technology, Madras</p>

Schedule	Theme and Objectives	Speakers
		<p><b>Nordic Representation</b></p> <p>Professor Uwe Skoda, Chairperson, Nordic Centre in India</p> <p>Professor Mikko Ruohonen Faculty of Information Technology and Communications Sciences, University of Tampere, Finland</p> <p><b>Follow-up to the Summit:</b> Christabel Royan, Director, Nordic Centre in India</p> <p><b>Vote of Thanks:</b> Dr. Binay Prasad, Deputy Advisor, Unit for International Cooperation (UIC), NIEPA</p> <p><b>Rapporteur:</b> Mr. Gaurav Kumar Jha, UIC, NIEPA</p>

# APPENDIX 2

## List of Participants

### International Participants

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