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**NEP FOR INDIA AS GLOBAL
EDUCATION DESTINATION :
*STAY HERE, STUDY HERE!***

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He is recipient of Presidential Award, Republic of India (2003). Professor Swarup has over 35 years of distinguished professional experience in diverse roles as a poet, peace activist, life scientist, futurist, social entrepreneur, civil servant and an educationist.

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NEP FOR INDIA AS GLOBAL EDUCATION DESTINATION

STAY HERE, STUDY HERE!

Anoop Swarup

India is in the throes of developing its course content to be at par or even ahead of the world. However, there still appears to be a blissfully poor practical experience in most institutions and a further lack of opportunities in developing particular skills and conceptual learning for atmanirbharta, which is critical to India's innovation enterprise. There are many students who wish to take the road less traveled and are on the lookout to advance their studies abroad just because their desired choice is not available in our country. In cases where the course is available, universities in India lack the finance, motive, expertise and the accreditation to a better career path. The National Education Policy 2020 ushers in a bold new paradigm that may make India as a much sought-after education destination for not only the youth in India, but also for those seeking new frontiers of knowledge from across the globe. To bring to India the best from globally renowned institutions while also retaining our own students, will be the way forward for the future, particularly in an online and digitalised virtual new normal of tomorrow.

INTRODUCTION

The National Education Policy 2020 ushers in a bold new paradigm that may make India as a much sought-after education destination for not only the youth in India but also for those seeking new frontiers of knowledge from across the globe. Presently, India is just next to China in terms of international student enrolments and mobility based on a study made by QS World Rankings. This may change post pandemic when we may become the number one country, largely due to the China aversion now emerging across the globe and vice versa, and also due to the rising population of 1.26 billion in India and its economic wellbeing. It also holds true that the population of youth in India accounts for more than 50 percent that is below the age of 25, leaving India's shores full of talent and budding entrepreneurship. There are a few insights for us to develop a national strategy for promoting stay in India and study in India. The US National Science Foundation's Survey reveals that almost 80 percent of students from India and other Asian countries choose to remain in America after completing their graduate and doctoral studies. The notes below do attempt to derive approach paper to a future India where students from not only our own country but also abroad find our country as an attractive study destination.

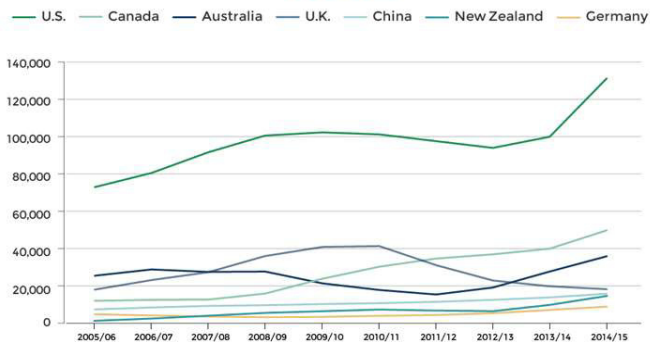
EQUITY, ACCESS AND QUALITY PERCEPTIONS IN INDIA

Indeed, the prevailing perceptions in our country drives not only the public policy but also the societal behavior, so it is pertinent to change the myths and our understanding as to why our youth studies abroad? To circle back, some pointers are:

- a) It is a prevailing notion that studying abroad will help our youngsters stay ahead of those who stay at home and study at local colleges and universities.
- b) It is an assumption that an international qualification both at Bachelor's and Master's levels have global recognition.

- c) It is perceived that by studying abroad, one's language, vocabulary, and communication skills both spoken and written will improve.
- d) As a gateway to employability prospects in India and abroad, perhaps the perception that students who return and seek job opportunities will have them in plenty.
- e) There are companies that consider international exposure as an important factor when making decisions on a candidate and a degree earned from abroad demonstrates not only a go-getter attitude but also better experiential learning.
- f) Our youth who choose to study abroad, do try new activities and sports that may not even exist in India.
- g) Also, the university abroad may offer exciting extracurricular meets, clubs and classes that help the youth to broaden their horizons.
- h) Our youth get an unbounded opportunity to make friends across the world as they join alumni, clubs, societies, organisations and online portals that connect them for life.
- i) Many non-resident Indians abroad form connections for life, much more emphatically than those who study even in the best institutions in our country.

Change in Indian Student Mobility by Receiving Country; 2005-2015



Source: World Education News + Reviews

WHAT MUST CHANGE PURSUANT TO THE NEP TO ENSURE THAT THE YOUTH FIND INDIA AS A MORE ATTRACTIVE DESTINATION

Ensuring ease of competition in admissions and a friendly ambience on campus and in the classroom.

- a) Too much competition is a dampener, even to the brightest, as admissions to India's top-ranked institutes such as IIMs (Indian Institute of Management), IITs (Indian Institute of Technology) and AIIMS (All India Institute of Medical Sciences) are through a very straight jacket and inflexible competitive process implying that most of our youth who make it are coached in select coaching institutes and schools that stress on rote approach.
- b) Studies reveal that on average, a student has less than a 50percent chance of securing admission to a highly reputed institution. To secure admission is very intense based on study and discipline such as the Joint Entrance Exams (JEE mains) for engineering colleges and the National Eligibility and Entrance Test (NEET) for medical colleges.
- c) Even the brightest students give up hopes of securing admission to a university of their choice and with no guaranteed admission, but they have the final option of studying abroad. Therefore, eventually, for bright students' admission at a highly ranked foreign university is perceived to be comparatively better and easier.

Better choice of electives, lateral movement, flexibility and more study options.

In India there is too much reliance on delivering popular STEM (Science, Technology, Engineering and Mathematics) courses in most institutes.

The institutions in India in the government domain do not have the initiative to improve subject choices or the flexibility

to change options because of a rigid centralized decision making system..

The institutions in the private domain mostly run the courses on the beaten track with little or no choices, imagination or creativity because of lack of autonomy from regulatory bodies and also for want of financial resources.

In our country, private enterprise is still in an evolving stage where entrepreneurs do not lose control of the institutions that are being driven more by money making and even profiteering mindsets than by any broad or philanthropic considerations.

There are many students who wish to take the road less traveled and are on the lookout to advance their studies abroad just because their desired choice is not available in our country.

In cases where the course is available, universities in India lack the finance, motive, expertise and the accreditation to a better career path.

No doubt, there is a rich array of courses on offer to international students in countries such as the US, UK, Australia and Canada.

These countries offer studies in some of the most contemporary and unconventional fields like entertainment, sports and psychology and are a rich repository of new knowledge and excitement to our youngsters. For a student who wants to study creative arts or graphics or filmmaking or for that matter even cutting edge topics such as block chain, artificial intelligence, robotics, cloud computing techniques, nanotechnology or biotechnology, India has fewer opportunities to choose from.

Also, for someone pursuing a STEM course abroad, the choices are very broad across the world, for instance in the UK there are affordable universities offering a range of engineering programs such as mechatronics, astronomy, space engineering, aerospace, telecom and electrical engineering to motor sports, textile and aeronautical engineering.

Achieving excellence in the quality of our higher education

India is in the throes of developing its course content to be at par or even ahead of the world. However, there still appears to be a blissfully poor practical experience in most institutions and a further lack of opportunities in developing particular skills and conceptual learning for *atmanirbharta*, which is critical to India's innovation enterprise.

Many of our youngsters struggle to get good internships, not to mention job placements on graduation. Well, the issue is primarily exasperated because of the apathy of our Institutions to promote better understanding of ideas and precepts instead of emphasis on rote learning.

In a stark contrast, institutions abroad engage students in hands-on teaching and learning, class participation, team spirit and leadership sessions as well as dialogue and role play, case studies, and practical off-and-on-campus experiential learning through fun and meaningful exchanges.

The best part of the institutional drive for excellence is through blended learning where flexibility is tailored and inbuilt into courses and decentralised decision making ensures student's interest. the teaching, learning and earning quotient with part-time work that adds to the overall appeal of a degree abroad.

Thus, as in the US, where a lot of weightage comes due to universal recognition, active faculty earns global recognition on their own research credentials and academic merits, in India too we should not only empower the academia with complete decision-making autonomy but also encourage final authority in all matters of the institution to only the academic fraternity.

Let us take the best example of the Ivy League institutions, where attending a university such as Harvard, Yale, or Stanford offers not only name recognition but also great alumni networks spanning the globe.

There is considerable help given in the forming of such networks which comes with outstanding experience sharing and academic learning prospects even outside of the Ivy League in countries such as in Australia and Canada.

For students, most innovations are a joint enterprise that results in future business opportunities. The culture of innovation and technology – be it health care, artificial intelligence, or even finance – is fostered and propelled by breakthroughs through research and development departments of an enterprise working in cohesion with a university.

A culture of creativity and innovation which is kickstarted at the school level and carried to the university can be embedded in India too where students can benefit hugely from access to technologically savvy labs and other research facilities that universities offer through a University Industry Interphone.

The global ambience and the better livelihood prospects by immigration pathways.

Indeed, immigration is one of the top reasons why our youth turns to international campuses where attracting talent, skills and excellence are promoted particularly at graduate levels. Most countries offer attractive job prospects through their flexible immigration policies that allow students to seek employment on successful completion of their studies.

- a) Let us study examples from countries such as Canada and Australia that have made several recent changes to give improved options to international students to amalgamate learning, living, studying, working and even settling in the country. The Immigration, Refugees and Citizenship Canada (IRCC) of June 2018 announced the launch of the Student Direct Stream (SDS) to replace the Student Partnership Program (SPP), ensuring consistency and efficiency in the student visa application process. As a result, students from India, China, the Philippines and Vietnam could benefit from



faster visa processing times apart from many other incentives. Perhaps in India too we can promote better skilling and talent migrations that not only stop the brain drain but also reverse the tide of our best youth from going abroad. Australia and Britain have similar approaches to attract the best talent to their education fold.





- b) In Canada, previously, the SPP system allowed students to apply to only limited no of about 47 community, however now a college and university with a unique Designated Learning Institution (DLI) number comes directly under the SDS system, which gives international students a range of higher education options to choose from. A similar approach to the CRICOS (Commonwealth Register of Institutions and Courses for Overseas) registration process is followed in Australia too.
- c) We may note that the Student Direct Stream complements the Express Entry System in Canada, implying that students who successfully complete their studies through the SDS process will be on the path to permanent residence and Canadian citizenship.
- d) In New Zealand, Australia, Germany and the US, similar approaches to attract students – both domestic and international – by the grant of deferred loans and subsidized tax incentives for study have done wonders.
- e) The Comprehensive Ranking System (CRS) of Canada is a point-based system used to assess and score immigrant profiles and rank it in the Express Entry pool. The CRS determines if an immigrant is eligible for permanent residence status in Canada or not. It ranks each profile based on several determining factors, such as age, education, work experience, language ability and adaptability. The Comprehensive Ranking System now

awards 15 points to international students holding a diploma or certificate earned on completion of one or two-year courses obtained in Canada, thus promoting the local academic institutions. Likewise, holders of certificates, diplomas and degrees earned in three years or more, including a Master's, professional or doctoral degree, are awarded 30 points.

- f) In New Zealand, Australia, Germany and the US, similar point-based approaches have been promoted in different forms with tremendous success.

Immigration Policies to promote domestic study of Popular Destinations for Indian Students

Country	Cost	National Marketing Strategy	Path to Immigration	Work Permits
	Highest	No	No	On-campus work for upto 20 hrs/week: 12 months total of Curricular Practical Training (CPT) during study Post-study: 12 months Optional Practical Training (OPT); STEM majors can extend the period to 36 months
	High	Yes Int'l Education Strategy	Yes Extra points for immigration applicants with Canadian credentials	Work Permit not required: during study for upto 20 hrs/week Post-Study work-permit: for upto 3 years

Country	Cost	National Marketing Strategy	Path to Immigration	Work Permits
	High	Yes Int'l Education: Global Growth Prosperity	No	20 hrs/week: if you are in a degree programme or above at a higher education institution Post-study work permit: cancelled in April, 2012. Doctorate graduates: get one year extension
	Moderate	Yes National Strategy for International Education 2025	Yes Extra points for immigration applicants with Australian credentials	20 hrs/week during the study; unlimited hours during breaks Graduates with a minimum of 2 years in Australia can get a post-study work visa for 2 years
	Moderate	Yes Draft Int'l Education Strategy for New Zealand to 2025	Yes Extra points for immigration applicants with New Zealand credentials	20 hrs/week: during study Post-study: 12 months permit
	Low	Yes Strategy DAAD 2020	No	90 days/year: on student visa 18-month visa: extension post-study

Source: World Education News + Reviews

Cutting edge and better research opportunities with pathways to a career in national research enterprise

Basic research has to be promoted by the government through grants and projects that lead to continuing employment as recommended by

Professor Yashpal in the report of National Knowledge Commission. Students pursuing subjects particularly in research-centric areas like Biology, Astronomy, Astrobiology, Avionics, Space Research. Nano Sciences or Pharmacy do not receive enough support from Indian institutions in terms of either the infrastructure or resources. Universities in America, Australia, Canada and Britain offer abundant resources to provide students with the best labs and the sophisticated technologies, equipment and infrastructure to conduct in-depth research. Our students do choose research courses abroad because of favorable environs and conditions, flora and fauna as also the habitat in those specific locations.

HOW THE NEP CAN HELP CONVINCING OUR YOUTH TO STAY AND WELCOME STUDENTS ABROAD TO STUDY IN INDIA

We do need out-of-the-box approaches and lateral thinking to propose ‘Stay in India’ and ‘Study in India’ initiatives not only from the best practices and learning at par with that of foreign universities, but also our own unique conditions in India. From the standpoint of surprisingly simple tweaking of existing traditions to major policy shifts, we need a more holistic study abroad experience in India. Yes, we have to promote scholarships; ensure a pathway to better jobs in India, provide learning with potential to travel abroad; giving back to India through incentivisation of academic excellence; mentoring of students by ensuring pathways to leading edge jobs; promoting centres of excellence in cutting edge areas; retaining the brightest which requires challenging them; and implementing the outcomes. In an increasingly globalised economy, where Vasudeva Kuttumbakkam is our core belief, being adaptable and attuned to cultural differences – both within our country and abroad – will be an invaluable approach. To bring to India the best from globally renowned institutions while also retaining our own students, will be the way forward for the future, particularly in an online and digitalised virtual new normal of tomorrow. The employability quotient and lateral mobility coupled with skilled workforce will prove to be a demographic dividend, instead of a demographic disaster, where our youth will stay and

study in India and we would open our arms to the best from abroad too, so as to make India a destination of choice for all.

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