

Association of Indian Universities

AIU 95th Central Zone Vice Chancellors' Conference 2020-21
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Concept Paper

Theme: *Promoting Quality, Research and Internationalization in Higher Education*

Technical Sessions:

Technical Session–I : *A New and Forward-looking Vision Towards Teaching Learning*

Technical Session–II: *Catalyzing Quality Academic Research*

Technical Session–III: *Promoting Internationalization*

Introduction

The Association of Indian Universities (AIU) organizes Zonal Meets of Vice Chancellors every year wherein issues relating to higher education are discussed. Recommendations of the Zonal Vice Chancellors' Meets are considered in the Annual Meeting of the Association. In the Zonal Vice Chancellors' Meet more than 200 Vice Chancellors/Directors of member Universities/Institutions apart from some educationists, representatives of UGC, MHRD and apex bodies are expected to participate.

The Governing Council of Association of Indian Universities in its 361st Meeting held on November 05, 2020, recommended the theme for 95th AIU AGBM/ National Seminar as formulating "Implementation Strategy for NEP 2020". The five zonal conferences have been planned keeping the main theme in mind.

Accordingly, the proposed theme for AIU Central Zone VCs Meet is "***Promoting Quality, Research and Internationalization in Higher Education***". However, in view of the wide spread impact of COVID-19 Pandemic and in the interest of the safety of academic fraternity, Association of Indian Universities proposes to hold Zonal Meets of Vice Chancellors through Virtual Mode.

Technical Session I: *A New and Forward-looking Vision Towards Teaching Learning*

Recommendations in NEP 2020:

Effective learning requires a comprehensive approach that involves appropriate curriculum, engaging pedagogy, continuous formative assessment, and adequate student support. The curriculum must be interesting and relevant, and updated regularly to align with the latest knowledge requirements and to meet specified learning outcomes. High-quality pedagogy is then necessary to successfully impart the curricular material to students; pedagogical practices determine the learning experiences that are provided to students, thus directly influencing learning outcomes. The assessment methods must be scientific, designed to continuously improve learning and test the application of knowledge. Last but not least, the development of capacities that promote student wellness such as fitness, good health, psycho-social well-being, and sound ethical grounding are also critical for high-quality learning. Thus, curriculum, pedagogy, continuous assessment, and student support are the cornerstones for quality learning. Along with providing suitable resources and infrastructure, such as quality libraries, classrooms, labs, technology, sports/recreation areas, student discussion spaces, and dining areas, a number of initiatives will be required to ensure that learning environments are engaging and supportive, and enable all students to succeed.

First, in order to promote creativity, institutions and faculty will have the autonomy to innovate on matters of curriculum, pedagogy, and assessment within a broad framework of higher education qualifications that ensures consistency across institutions and programmes and across the ODL, online, and traditional 'in-class' modes. Accordingly, curriculum and pedagogy will be designed by institutions and motivated faculty to ensure a stimulating and engaging learning experience for all students, and continuous formative assessment will be used to further the goals of each programme. All assessment systems shall also be decided by the HEI, including those that lead to final certification. The Choice Based Credit System (CBCS) will be revised for instilling innovation and flexibility. HEIs shall move to a criterion-based grading system that assesses student achievement based on the learning goals for each programme, making the system fairer and outcomes more comparable. HEIs shall also move away from high-stakes examinations towards more continuous and comprehensive evaluation. Second, each institution will integrate its academic plans ranging from curricular improvement to quality of classroom transaction - into its larger Institutional Development Plan (IDP). Each institution will be committed to the holistic development of students and create strong internal systems for supporting diverse student cohorts in academic and social domains both inside and outside formal academic interactions in the classroom. For example, all HEIs will have mechanisms and opportunities for funding of topic-centred clubs and activities organized by students with the help of faculty and other experts as needed, such as clubs and events dedicated to science, mathematics, poetry, language, literature, debate, music, sports, etc. Over time, such activities could be incorporated into the curriculum once appropriate faculty expertise and campus student demand is developed. Faculty will have the capacity and training to be able to approach students not just as teachers, but also as mentors and guides.

Third, students from socio-economically disadvantaged backgrounds require encouragement and support to make a successful transition to higher education. Universities and colleges will thus be required to set up high-quality support centres and will be given adequate funds and academic resources to carry this out effectively. There will also be professional academic and career counselling available to all students, as well as counsellors to ensure physical, psychological and emotional well-being.

Fourth, ODL and online education provide a natural path to increase access to quality higher education. In order to leverage its potential completely, ODL will be renewed through concerted, evidence-based efforts towards expansion while ensuring adherence to clearly articulated standards of quality. ODL programmes will aim to be equivalent to the highest quality in-class programmes available. Norms, standards, and guidelines for systemic development, regulation, and accreditation of ODL will be prepared, and a framework for quality of ODL that will be recommendatory for all HEIs will be developed.

Finally, all programmes, courses, curricula, and pedagogy across subjects, including those in class, online, and in ODL modes as well as student support will aim to achieve global standards of quality.

Proposed Implementation Strategy

Objectives to be achieved

- i. Provide a holistic quality educational experience to students which focusses on learning outcomes, physical and mental wellness, ethical grounding, and formative assessment.
- ii. Implementation of a Choice Based Credit System.
- iii. Increase access to quality education through Online Distance Learning (ODL).
- iv. Increase access to quality education through Financial Support.

Action Points

- An expert committee of academics should be formulated to focus on improvements in pedagogy, curriculum and assessments. This committee should also onboard Centres of Higher Education across universities in advisory roles for providing quality research content (Ministry of Education, India by 2021).
- Based on the recommendations of the Expert Committee a regulatory framework should be established to include the following – Pedagogy, Assessment, Curriculum, Additional student support, Infrastructure, Student Wellness, Extra Curricular Activities (Clubs, Competitions). Credit Structure should be a part of this to have a flexible system (Expert Committee by 2021).
- The overall regulatory frameworks should be summarized into the National Higher Education Qualification Framework (GEC by 2021).
- HEIs to implement the new framework, in synchronisation with their autonomy status and establish an Institution Development Plan (IDP) (HEIs by 2021).
- Setup student clubs with faculty assignments for different activities (such as debate, music, dance, literature and other extra-curricular activities) to improve social engagement, and holistic development of students (HEIs by 2021).
- Set up formative assessments for students (HEIs by 2021).
- Establish systems in place for mental wellness counselling, workshops, awareness, and activities (HEIs by 2021).

- Create activities for physical fitness:
 - On campus activities
 - Tie-up with local centres, in case campus does not have infrastructure
 - In-room activities which don't need additional infrastructure such as yoga, pilates. (HEIs by 2021)
- Eliminate high-stake examinations in sync with the regulations. Have a system in place for: diagnostic assessments, interim assessments, benchmark assessments, formative assessments, summative assessments (HEIs by 2022).
- Establish a revised regulatory framework for permitting ODLs and Online Programmes (HECI by 2021).
- Identify the disciplines or degree programmes which have a demand for ODL, especially in remote rural areas. Have targeted institutions which will offer programmes of interest based on this analysis (Ministry of Education, India by 2021).
- Identify the locations/districts which will require setup of the Learner Centers (admission counselling, access to computer systems, laboratories, studios) created to suit the programmes being accessed from those centres (Ministry of Education, India and State by 2021).
- Identify centralised ODL committee of academics, education technology experts and private players engaging in online learning to build high quality E-Resources, OERs and MOOCs and innovate on assessment methodologies corresponding to the demands of programmes arising from the survey (Ministry of Education, India by 2021).
- Communicate online resources, guidelines and regulatory framework which can be utilised to the HEIs (Ministry of Education, India and State by 2022).
- Plan the ODL/Online Learning Programmes: Curriculum, Infrastructure, Resources, Admissions (HEI by 2022).
- Build the central repository with shared and open access resources for online programmes and ODLs (Target HEI by 2023).
- Develop the ODL/ Online Learning Programmes (HEI by 2023).
- Establish
 1. Learner Centers
 2. An examination centre network with the required regulatory implementation such as CCTV recording (HEI by 2023)
- Identify and Deploy the appointed staff for the Learner Centers (admissions, counselling, academic query resolution, IT staff) (HEI by 2023).
- Develop an HEI specific Centre of Distance Education, and an Internal Quality Team with a Monitoring and Evaluation Process (HEI by 2023).
- Set up an accreditation system to monitor and evaluate the ODL/Online Learning Programmes (NAAC/NAC by 2021).

- Setup high quality support Centres for SEDG Students (HEIs by 2035).
- Set up focused counselling (academic and professional) for SEDG Students (HEIs by 2023).
- National Scholarship Portal to have an integrated tracking mechanism, which captures demand and supply of financial needs of students (Ministry of Education, India by 2035).

TECHNICAL SESSION –II: *Catalyzing Quality Academic Research*

Recommendations in NEP 2020:

Knowledge creation and research are critical in growing and sustaining a large and vibrant economy, uplifting society, and continuously inspiring a nation to achieve even greater heights. Indeed, some of the most prosperous civilizations (such as India, Mesopotamia, Egypt, and Greece) to the modern era (such as the United States, Germany, Israel, South Korea, and Japan), were/are strong knowledge societies that attained intellectual and material wealth in large part through celebrated and fundamental contributions to new knowledge in the realm of science as well as art, language, and culture that enhanced and uplifted not only their own civilizations but others around the globe.

A robust ecosystem of research is perhaps more important than ever with the rapid changes occurring in the world today, e.g., in the realm of climate change, population dynamics and management, biotechnology, an expanding digital marketplace, and the rise of machine learning and artificial intelligence. If India is to become a leader in these disparate areas, and truly achieve the potential of its vast talent pool to again become a leading knowledge society in the coming years and decades, the nation will require a significant expansion of its research capabilities and output across disciplines. Today, the criticality of research is more than ever before, for the economic, intellectual, societal, environmental, and technological health and progress of a nation.

Despite this critical importance of research, the research and innovation investment in India is, at the current time, only 0.69% of GDP as compared to 2.8% in the United States of America, 4.3% in Israel and 4.2% in South Korea.

The societal challenges that India needs to address today, such as access for all its citizens to clean drinking water and sanitation, quality education and healthcare, improved transportation, air quality, energy, and infrastructure, will require the implementation of approaches and solutions that are not only informed by top-notch science and technology but are also rooted in a deep understanding of the social sciences and humanities and the various socio-cultural and environmental dimensions of the nation. Facing and addressing these challenges will require high-quality interdisciplinary research across fields that must be done in India and cannot simply be imported; the ability to conduct one's own research also enables a country to much more easily import and adapt relevant research from abroad.

Furthermore, in addition to their value in solutions to societal problems, any country's identity, upliftment, spiritual/intellectual satisfaction and creativity is also attained in a major way through its history, art, language, and culture. Research in the arts and humanities, along with innovations in the sciences and social sciences, are, therefore, extremely important for the progress and enlightened nature of a nation.

Research and innovation at education institutions in India, particularly those that are engaged in higher education, is critical. Evidence from the world's best universities throughout history shows that the best teaching and learning processes at the higher education level occur in environments where there is also a strong culture of research and knowledge creation; conversely, much of the very best research in the world has occurred in multidisciplinary university settings.

India has a long historical tradition of research and knowledge creation, in disciplines ranging from science and mathematics to art and literature to phonetics and languages to medicine and agriculture. This needs to be further strengthened to make India lead research and innovation in the 21st century, as a strong and enlightened knowledge society and one of the three largest economies in the world.

Thus, this Policy envisions a comprehensive approach to transforming the quality and quantity of research in India. This includes definitive shifts in school education to a more play and discovery-based style of learning with emphasis on the scientific method and critical thinking. This includes career counselling in schools towards identifying student interests and talents, promoting research in universities, the multidisciplinary nature of all HEIs and the emphasis on holistic education, the inclusion of research and internships in the undergraduate curriculum, faculty career management systems that give due weightage to research, and the governance and regulatory changes that encourage an environment of research and innovation. All of these aspects are extremely critical for developing a research mindset in the country.

To build on these various elements in a synergistic manner, and to thereby truly grow and catalyse quality research in the nation, this policy envisions the establishment of a National Research Foundation (NRF). The overarching goal of the NRF will be to enable a culture of research to permeate through our universities. In particular, the NRF will provide a reliable base of merit-based but equitable peer-reviewed research funding, helping to develop a culture of research in the country through suitable incentives for and recognition of outstanding research, and by undertaking major initiatives to seed and grow research at State Universities and other public institutions where research capability is currently limited. The NRF will competitively fund research in all disciplines. Successful research will be recognized, and where relevant, implemented through close linkages with governmental agencies as well as with industry and private/philanthropic organizations.

Institutions that currently fund research at some level, such as the Department of Science and Technology (DST), Department of Atomic Energy (DAE), Department of Bio-Technology (DBT), Indian Council of Agriculture Research (ICAR), Indian Council of Medical Research (ICMR), Indian Council of Historical Research (ICHR), and University Grants Commission (UGC), as well as various private and philanthropic organizations, will continue to independently fund research according to their priorities and needs. However, NRF will carefully coordinate with other funding agencies and will work with science, engineering, and other academies to ensure synergy of purpose and avoid duplication of efforts. The NRF will be governed, independently of the government, by a rotating Board of Governors consisting of the very best researchers and innovators across fields.

The primary activities of the NRF will be to: (a) fund competitive, peer-reviewed grant proposals of all types and across all disciplines; (b) seed, grow, and facilitate research at academic institutions, particularly at universities and colleges where research is currently in a nascent stage, through mentoring of such institutions; (c) act as a liaison between researchers and relevant branches of government as well as industry, so that research scholars are constantly made aware of the most urgent national research issues, and so that policymakers are constantly made aware of the latest research breakthroughs; so as to allow breakthroughs

to be optimally brought into policy and/or implementation; and (d) recognise outstanding research and progress.

Proposed Implementation Strategy

Objectives to be achieved

- i. Transform quantity & quality of research via:
 - a) Governance & regulatory changes
 - b) Improved funding mechanisms and incentive structures
 - c) HEI development and capacity building
 - d) Engaging faculty and students in serious, meaningful interdisciplinary research
 - e) Collaboration, both, national and international
- ii. To streamline research in sync with national priorities and needs, while allowing academic freedom to pursue research as intellectual pursuit.
- iii. To increase Research & Innovation Budget as 3% of GDP (Public and Private).

Action Points

- Draft and Pass Central legislation to establish National Research Foundation (NRF) as the key Central Funding Agency to govern, regulate, and streamline all academic research (Ministry of Education, Centre by 2021).
- MoE to facilitate creation of the NRF-HECI (HEGC) Coordination Council to ensure HEI regulations and institutional and individual (faculty level) incentive structures are aligned to promote impactful research (Ministry of Education, Centre by 2021).
- **a)** Enable NRF to play role of Major funder by bringing on board existing sector/discipline specific funding agencies onto single platform.
b) NRF Committees to draw members from across states for locally relevant projects to ensure non-duplication of efforts while ensuring no bureaucratic hurdles get added due to this (NRF by 2021).
- Create mechanisms for providing transparent, merit-based funding to students and faculty members from any HEI (Private or Public) in India via NRF and SRF (NRF, SRF by 2021).
- NAAC/NAC to identify an accreditation process to assess the Research productivity of HEIs. This accreditation can be integrated within the overall NAC/NAAC Accreditation process. Research accreditation to be done at HEI, School/Department, as well as individual faculty level. Recognise departments/ schools at HEIs for their combined research output and impact via accreditation process (NAC,NAAC by 2021).

- **Institutional:** (a) RU, TU, and AC status to be linked with research output of individual departments, as well as the HEI. Pathways for transition from AC to TU to RU to be linked to research output parameters. (b) Faculty at any HEI (private or public) to have option to independently apply for NRF/SRF research grants (NRF, SRF by 2022).
- Develop a robust institutional level research policy including research/teaching/mixed tracks, research sabbatical, and faculty promotion policy (HEIs by 2022).
- Dedicated budget allocation for research capacity building (Ministry of Education, Centre and State by 2021).
- Establish a framework by which top graded HEIs will mentor other HEIs (HEIs by 2022).
- Develop incentives to encourage non-PhD faculty to enrol for and complete PhD; Link PhD to faculty promotion. Increase number of PhD scholars with a focus on tracking PhD research output (no. of journal publication weighted for impact factor; Number of patents arising directly from PhD research) (HEIs by 2022).
- Self-audit Ph.D. programmes by HEIs to match the accreditation standards (HEIs by 2021).
- Eligible HEIs to modify/create rules for hiring of talented scholars as Research Assistants (including current students) (HEIs by 2021).
- **Interdisciplinary projects:** NRF/SRF to establish a system to give additional weight to research team's interdisciplinary expertise for evaluating each project, with specific projects mandating such interdisciplinary PIs (NRF by 2022).
- **Interdisciplinary courses:** Faculty to co-create interdisciplinary courses (IDC) with their peers across departments (at least one such course per year) to facilitate boundary crossing discussions (HEIs by 2022).
- **Student Research:** Develop incentives to encourage Masters and Ph.D. students to undertake inter-disciplinary research projects for research internships and thesis (HEIs by 2021).
- **Promotion of Indian Languages, Arts, and Culture via research:** NRF/SRF to have projects specifically focused on preservation and propagation of Indian arts, crafts, historical artefacts, languages etc. (NRF by 2023).
- Inclusion of Research Internships in UG Curriculum and semester long research project to be mandatory for PG Programs (HEIs by 2022).
- NRF to establish a process to fund student-faculty joint projects focused on finding novel solutions to existing local or national problems (NRF, SRF by 2022).

- Each HEI to create fund for student research projects to be awarded after competitive proposal pitch; Alumni can start research scholarships to be awarded to students after competitive pitching (HEIs by 2022).
- Set up an Award Scheme for best student research projects in multiple categories, with special focus on interdisciplinarity (NRF, SRF by 2022).
- Establish collaborations to create research ecosystem at school level and connect HEI labs & researchers to students and faculty at schools to nurture talent via internships (HEIs by 2023).
- Develop school-level research awards for best projects at state and national level to inculcate the orientation of research at pre-higher-education stage. Student research output to be introduced as one criteria for HEI UG admissions (NRF by 2022).
- Use a combination of National Talent Search Examination, Research Fellowships, & Career Counselling to identify and nurture students' interests and talent for research (NRF by 2022).
- **National Knowledge Clearinghouse:** NRF to create a "Knowledge Clearinghouse" with an aim to make all relevant cutting-edge research accessible to policymakers to enable better decision-making, the scientific community to enable greater interdisciplinary research and communication, as well as to general public to develop scientific temper.

It will have permanent and temporary positions, alongside tapping into HEI network for specific projects. National Knowledge Clearinghouse to also act as conduit to pass national policy priorities to researchers (NRF by 2021).

- **National Educational Technology Forum (NETF)** to coordinate research projects at the intersection of Ed. Tech and Indian Classical/Endangered/Tribal Languages and Arts/culture, as well as for enabling access to SEDG (including Divyangs) (NRF by 2022).
- Central and State Governments to ensure all faculty and students at public HEIs have access to suitable digital infrastructure including hardware/software recommended by NETF (Ministry of Education, Centre and State by 2025).
- NRF to setup processes to strongly encourage project proposals from faculty doing research for pursuit of knowledge in addition to immediate national policy mandate and provide funding based on strength of proposal (NRF by 2022).
- **National Digital Library of India:** NRF to coordinate National Digital Library of India (NDLI) to ensure access of high-quality research journals and databases to all faculty or students across all HEIs (Public or Private) (NRF by 2022).
- Streamline research funding for multidisciplinary projects with NRF acting as a coordinator to synergise sector-specific funding (NRF, SRF by 2022).

- A system to be put in place for improving productivity of research and using resources More efficiently:
 - a) Cross-utilisation of research infrastructure across public and private HEIs (including journal and database access; research labs with specialised equipment).
 - b) Audit and ranking of research infra at department and University level to encourage HEIs to improve facilities (NRF, SRF by 2022).
- Research productivity tracking system to be established at an individual faculty and department level, including a separate metric for research produced by external faculty by utilising department's infrastructure (HEIs by 2023).
- HEIs to engage in national and international research collaborations via joint projects, researcher exchange, research symposiums/conferences etc. to ensure their top research talent is used productively (HEIs by 2022).
- **Funds Pooling:** Establish mechanism to allow Industry-Government to pool funds within NRF; Allow large donors to specify sector/discipline to which they want their NRIF/SRIF contribution to go (NRF by 2022).
- **Tax Incentives:** Put an incentive structure in place which will encourage corporations or philanthropists to create endowment funds (with tax benefits) to fund research via NRF; Funding award to be instituted in name of donor Ministry of Finance, Centre & State by 2022).
- **Direct funding of projects:** Establish mechanism within NRF to facilitate industry to sponsor research in HEIs and retain intellectual property emerging out of it along with researchers involved in project (NRF by 2022).
- a) Central and State governments to park a pre-committed fund (as fixed % of budget) every year for research funding, which cannot be utilised for any other purpose.
 - b) Central and State budgetary commitments and disbursements to become a metric in state Innovation rankings (Ministry of Finance, Centre & State by 2022).

TECHNICAL SESSION –III: *Promoting Internationalization*

Recommendations in NEP 2020:

The various initiatives mentioned above will also help in having larger numbers of international students studying in India, and provide greater mobility to students in India who may wish to visit, study at, transfer credits to, or carry out research at institutions abroad, and vice versa. Courses and programmes in subjects, such as Indology, Indian languages, AYUSH systems of medicine, yoga, arts, music, history, culture, and modern India, internationally relevant curricula in the sciences, social sciences, and beyond, meaningful opportunities for social engagement, quality residential facilities and on-campus support, etc. will be fostered to attain this goal of global quality standards, attract greater numbers of international students, and achieve the goal of 'internationalization at home'.

India will be promoted as a global study destination providing premium education at affordable costs thereby helping to restore its role as a Vishwa Guru. An International Students Office at each HEI hosting foreign students will be set up to coordinate all matters relating to welcoming and supporting students arriving from abroad. Research/teaching collaborations and faculty/student exchanges with high-quality foreign institutions will be facilitated, and relevant mutually beneficial MOUs with foreign countries will be signed. High performing Indian universities will be encouraged to set up campuses in other countries, and similarly, selected universities e.g., those from among the top 100 universities in the world will be facilitated to operate in India. A legislative framework facilitating such entry will be put in place, and such universities will be given special dispensation regarding regulatory, governance, and content norms on par with other autonomous institutions of India. Furthermore, research collaboration and student exchanges between Indian institutions and global institutions will be promoted through special efforts. Credits acquired in foreign universities will be permitted, where appropriate as per the requirements of each HEI, to be counted for the award of a degree.

Proposed Implementation Strategy

Objectives to be achieved

- i. Promote Internationalization in Higher Education
- ii. Attract foreign students to India by making it a hub for affordable quality education
- iii. Giving International Experience to students in India itself
- iv. Enhancing International Collaboration

Action Points

- Establish a committee to work for promoting the internationalisation in Indian Higher Education and establish the overall policy reforms with the following objectives:
 1. Identify national goals of internationalisation (number of international students, number of student exchange programmes, number of dual degree programmes, number of affiliations, rank-based university collaboration targets).
 2. Identify performance links such as Accreditation, Ranking, Funding
 3. Identify International engagement and networking activities
 4. Identify International collaborations at a country and institutional level
 5. Identify International Scholarships or non-monetary incentives for international students
 6. Identify courses specifically designed to attract international students
 7. Identify areas of international collaboration
- Based on the inputs of the Expert Committee for Internationalisation, a framework to be developed to Identify the mandatory and optional internationalisation requirements, and incentives to adopt the recommendations. Framework to include flexibility on credits earned in international programmes or exchange programmes (HECI by 2021).
- Regulatory Reforms to be introduced to:
 - Enable selected foreign universities to setup campuses in India
 - Enable Indian universities to setup campuses abroad based on pre-defined criteria.
 - Enable joint degrees between Indian and International Institutions

- Enable credit transfer between Indian and International Institutions
- Synchronise Indian credit system with International credit systems (HECI by 2021)
- HEIs to set up an International Office to establish the following:
 - Create online programmes, friendly agreements, dual degree programmes, study abroad programmes, student exchange programmes.
 - Policies on cultural sensitisation, trainings
 - Administration to support the visa process (HEIs by 2021)
- HEIs to build international quality residential facility (HEIs by 2022).
- Create and deploy a global outreach programme which promotes Indian universities on foreign soils for:
 1. Students to come and study in India
 2. Foreign Universities to establish MoUs with Indian universities and create online programmes, friendly agreements, dual degree programmes, study abroad programmes, student exchange programmes
 3. Faculty Recruitment and Exchange
- Relaxation in laws about
 1. Foreign students studying in India.
 2. Foreign students working in India post completion of their higher education in India.

Also, enhance the visa application process for international students to make it easier (Government of India by 2021).

Identify global development projects which can engage other countries, create job opportunities and skill development which will attract more international students (Government of India by 2021).

- Develop a centralised portal which allows International Universities to identify potential partner Universities from India based on the discipline of interest. The portal will be required to have an in-built mechanism to identify these Indian Institutions based on pre-required criteria and merit-based parameters (Ministry of Education, AIU, Central Government by 2023).
- Develop an Indian Network of International Educators to facilitate the collaboration between Indian and International Institutions (AIU by 2023).
- Review, and identify reforms in the Indian Credit System so that an equivalence can be drawn between the education received in Indian and International Universities (AIU by 2023).