A REPORT ON AUSTRALIAN ENGAGEMENT WITH INDIA'S HIGHER EDUCATION SYSTEM

Brigid Freeman

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OVERVIEW OF FINDINGS

This report summarises the research conducted by the Australia India Institute for the Commonwealth Department of Education and Training on developments in India's higher education sector. It outlines key areas of difference between the higher education systems in Australia and India and highlights the challenges and opportunities for effective engagement between Australian universities and Indian higher education institutions. Its key research findings are:

1. India’s higher education system is large and structurally complex, encompassing Central Universities, State Universities, State Private Universities, Deemed-to-be Universities, Institutes of National Importance, and Institutes established by state legislation. It is dominated by the private sector. A vast array of colleges and technical institutes, three-quarters of which are private, are affiliated to public universities.

2. The Government of India is developing a new National Education Policy that incorporates higher education, based on extensive consultation with all key institutional players in this sector. These have recommended increased internationalisation through a range of initiatives such as inviting leading overseas universities to establish their presence in India, recruiting foreign faculty, and attracting more research students to work in areas of new knowledge and technological innovation in part through international collaborations.

3. Australian universities have increased their engagement with India substantially over the past decade. Many have established MoUs with leading and specialist Indian higher education institutions to foster cooperation in research, research training, joint publications, and student-staff exchanges. There are several points of difference between Australian universities and their Indian higher education counterparts that may impede deeper engagement.

4. Australian universities have significant opportunities to broaden their collaborations with Indian higher education institutions in research, research training, industry engagement, in-country teaching, academic staff exchanges and transnational education. Their current engagement in these areas is limited in comparison to universities in competitor countries. This is reflected in the limited brand recognition of Australian universities by students in leading Indian higher education institutions.

5. The research provides recommendations centred on five points of engagement between Australian universities and Indian higher education institutions.
   1. **Research Collaborations**: Explore STEM and interdisciplinary research collaborations with academics at the IISc and eligible IITs to apply for Imprint India Initiative funding.
   2. **Research Commercialisation**: Seek opportunities for research commercialisation by collaborating with Indian researchers and Australian industry partners to apply for UAY funding.
   3. **Transnational Education**: Pursue twinning or articulation arrangements with undergraduate colleges in first- or second tier-cities; enable Australian university academic staff to participate in the GIAN program at partner Indian higher education institutions.
   4. **International Student Mobility**: Offer a larger number and wider range of merit-based doctoral scholarships to attract talented students from the leading Indian higher education institutions; establish broad credit transfer and study protocols to facilitate semester study abroad in both directions; provide supportive migration pathways for employment and permanent residency for international students graduating from Australian universities.
   5. **International Offices**: Encourage exchanges between Australian university international offices and emerging international offices in Indian higher education institutions.
INDIA’S INTERNATIONALISATION OF HIGHER EDUCATION: A SHORT BACKGROUND

The Indian higher education system encompasses nearly 50,000 institutions, including 760 universities, 38,000 colleges and over 12,000 stand-alone institutions that deliver specialist and technical diploma qualifications.\(^1\) The university sector includes public Central Universities; public and private State Universities; Deemed Universities that may be government funded, government-aided, or private; Open Universities that may be central- or state-funded, or private; Institutes of National Importance; and Institutes set up under State Legislature Acts. Although some of its centrally-funded universities and institutes of science and technology command international attention, they comprise a small proportion of the country’s higher education institutions. Nearly 75% of undergraduate higher education is offered by private colleges and institutions affiliated to public universities.\(^2\)

India’s higher education student population is over 34 million,\(^3\) the second largest in the world after China (42 million) and ahead of North America (27 million).\(^4\) Its growth has been attributed to factors such as the universalisation of primary education, higher rates of completion of secondary education, expansion of the urban middle class, and aspirations of young women and men for employment in well-paid white-collar professions like engineering, medicine, and business management.\(^5\) Admission to the elite higher education institutions in these specialist fields is limited and intensely competitive. Over the past decades, thousands of private providers have entered the market to meet this demand. Despite the trend in “market-led massification”,\(^6\) there continues to be significant unmet demand for undergraduate and postgraduate education in India. This is partly reflected in the increasing numbers of Indian students moving abroad for higher education.\(^7\)

India is the second-largest contributor, after China, to the global flow of internationally mobile students in tertiary education. In 2015, there were 233,540 Indian international students in universities abroad (China was the largest contributor with 790,850 students, and Germany followed India with 115,513). The top destinations for India’s international students were major Anglophone countries, USA (40%), Australia (11%), United Kingdom (8.4%), and Canada (6%), followed by the United Arab Emirates (5%) and various countries in Europe, Scandinavia, Singapore, Japan, China and Russia.\(^8\) Most students moved for postgraduate studies and the choice of study destination is strongly influenced by a combination of factors including mobility or institutional scholarships; international reputation of professionally-oriented programs or disciplinary areas for research; world rankings of universities; and opportunities for post-study work and immigration.

Although India’s higher education system draws on British traditions and has a history of international student mobility, internationalisation of Indian higher education institutions emerged as a strategic objective in the decades following the liberalisation of the Indian economy in the 1990s. International students coming to study in India

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3. Ministry of Human Resource Development, 2016a, Table 6A.
7. Joshi & Ahir, 2013, pp. 43, 44.
have largely been from neighbouring Asian countries and African countries and linked to development and technical cooperation agreements. Most public universities with assured government revenue and substantial domestic demand have not regarded internationalisation as a priority. Private universities, in contrast, have seen the revenue potential and been more active in enrolling international students.

The rise of world university ranking systems like the ARWU, THE and QS and the absence of most Indian universities from these league tables (the notable exceptions being the Indian Institute of Science and a few IITs), spurred both past and present governments to develop policies for improving academic and research performance of Indian higher education institutions through internationalisation. The Foreign Educational Institutions Bill (Regulation of Entry and Operations Bill 2010) introduced by the previous government has stalled, but its Science, Technology and Innovation Policy 2013 promoted participation in international consortia models "prioritizing critical R&D areas like agriculture, telecommunications, energy, water management, health and drug discovery, materials, environment and climate variability and change", as well as "interdisciplinary research, including traditional knowledge".

Formal policy inputs by the present government, such as the Themes and Questions for Policy Consultation on Higher Education, and Some Inputs for Draft National Education Policy 2016, recommend increasing internationalisation through a range of policy initiatives. This includes inviting leading universities to establish footprints in India, recruiting foreign faculty, attracting research students, and promoting research, innovation and new knowledge in part through international collaborations. The introduction of the National Institutional Ranking Framework signals potential Indian partners to foreign universities interested in collaborations. Initiatives such as the Global Initiative of Academic Networks (GIAN) provide funding for international faculty to offer courses in the leading Central Universities, IITs, IIMs, Bilateral agreements to enhance internationalisation have been formalised with the USA, UK, Japan, South Korea, Germany, France, China, Singapore, Canada and other members of G20 countries.

AUSTRALIAN UNIVERSITIES’ ENGAGEMENT WITH INDIA

When compared with India’s higher education system, Australia’s higher education system appears small and homogenous. It comprises public universities (37), private universities (6), for-profit providers (63), not-for-profit providers (58), and Technical and Further Education (TAFE) institutes (12). Most students (91.5%) are enrolled in public universities. There were 1.4 million students enrolled in higher education in 2015, and over two-thirds of these were enrolled in undergraduate programs. International students comprise 25.8% of the total higher education student population, reflecting Australia’s strong presence in the global education market and prioritisation of higher education export.

9 Yeravdekar & Tiwari, 2014.
10 Bhalla & Powar, 2015.
15 Department of Education and Training, 2016a.
16 Department of Education and Training, 2016a.
Students from India represent the second largest international group in the higher education system (44,646 in 2016) after China (112,824).17 Most are recruited through in-country agents. Some universities send marketing representatives to elite and international schools in major cities to promote undergraduate study. A small proportion of students are recruited through targeted scholarships for postgraduate study or doctoral research.

Australian universities are guided by their institution-specific internationalisation plans and policies, and their engagement in India is promoted by the Australia India Education Council and promoted through the Australian High Commission in Delhi, Austrade, and Department of Education and Training. The approach to internationalisation of higher education is guided by the National Strategy for International Education 2025, developed by the Coordinating Council for International Education. The strategy aims to strengthen partnerships at home and abroad, enhance student and faculty mobility, and position Australian education institutions to compete globally by promoting excellence and embracing opportunities to expand international education. At the government level, this includes “quality assurance, institutional accreditation and regulation, market access and promotion, qualifications recognition and research collaboration”. At the institutional level, this policy envisages “the provision of education and training through multiple institutions; credit transfer and qualifications recognition; student, professional and researcher exchange; joint degrees and research; and consultancies”.18

In addition to the national strategy, the Australian International Education 2025 (AIE2025) provides a market development roadmap. The National Innovation and Science Agenda incorporates strategies that aim to facilitate increased international research collaboration and partnerships with industry, while the recently released science policy, Australia’s National Science Statement supports interdisciplinarity alongside international research collaboration.

All Australian universities have well-established professional structures for international student recruitment and internationalisation. These offices are responsible for formalising institution-to-institution agreements and memorandums of understanding (MOUs) for inbound and outbound international student exchanges, faculty exchanges and collaborations.

Alongside active recruitment of students from India, Australian universities are increasing their engagement with Indian higher education institutions. Associations such as the International Education Association of Australia, Council of International Students Australia, and Universities Australia have outlined internationalisation strategies for India. The MoU between Universities Australia and The Association of Indian Universities in 2010 outlined the establishment of joint working groups for cooperation in “information sharing; faculty, technical staff, student and research scholar exchanges; mutual recognition of qualifications; staff development; university management; joint research projects in areas of mutual interest; sharing of infrastructure; joint publications”.19 Some of the initiatives pursued include the Vice-Chancellors and Senior Universities Executives’ Workshops and the India-Australia University Shadowing Program: Pilot 2012 for facilitating knowledge transfer between

19 Universities Australia and The Association of Indian Universities, n.d.
The recently established Group of Eight (Go8) taskforce seeks to increase the number of Indian students enrolled in PhD programs in member universities.

The Commonwealth government’s flagship scheme, the Australia-India Strategic Research Fund (AISRF) supports research collaborations between higher education institutions in both countries in medical sciences, biotechnology, and engineering disciplines. It also provides funding for international doctoral student scholarships at Australian universities, some of which are allocated to Indian students. A few universities have gone further in providing additional scholarships specifically for Indian nationals as part of their commitment to increase engagement with India and Indian higher education institutions. Some universities have used the government’s New Colombo Plan scholarship scheme to organise undergraduate study programs and internships in India.

**CHALLENGES OF ENGAGING WITH INDIA’S HIGHER EDUCATION SYSTEM**

Despite considerable efforts at government and institutional levels, engagement between Australian universities and Indian higher education institutions is patchy and relatively weak. Our research identified six points of difference that pose obstacles to increased engagement in research collaboration, research commercialisation, transnational education, and international student mobility.

**Undergraduate teaching and research nexus:** India’s higher education system has many specialist and technical institutions but fewer universities that offer a comprehensive range of offerings across humanities, arts, and social sciences (HASS) and science, technology, engineering and mathematics (STEM) disciplines. There is a bifurcation between teaching and learning-focused undergraduate colleges and research-focused universities, specialised institutes like the IISc, IITs, and IIMs and autonomous research institutes. This division poses a challenge for most Australian universities which are comprehensive in disciplinary coverage (except the University of Divinity) and have a strong nexus between undergraduate and postgraduate teaching, research training, and pathways to research specialisation and industry collaborations.

**Student populations:** Universities in India have large numbers of students in their affiliated undergraduate colleges and relatively smaller numbers in their main universities. Leading higher education institutions such as the IITs and IIMs have much smaller student populations, and the specialised and autonomous research institutions most frequently have no undergraduate students and very small numbers of postgraduate or doctoral students. The ratios between students, academic and professional staff vary widely between these different institutions; colleges teach large numbers of students with comparatively fewer academic and support staff, while autonomous research institutions have sizeable academic and support staff for small numbers of postgraduate and doctoral students. This contrasts with the structure of Australian universities which have a consolidated and large population of undergraduates, postgraduate and doctoral research students that are served by large contingents of academic and professional support staff. The implication of these size differentials is that comparisons between Indian higher education institutions and Australian universities in terms of student populations, staff-student ratios, and research capacity make little sense.

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20 Universities Australia, 2013.
Undergraduate to Postgraduate Student Ratio: Leading Indian higher education institutions have a larger population of postgraduate coursework students compared to undergraduate students. Their interest and emphasis is on international collaborations at the postgraduate level for teaching courses, offering seminars and staff exchanges and student mobility programs over a term or semester. The ratio of undergraduate to postgraduate students is the opposite in Australian universities, and the ratio of international to domestic students is generally higher in postgraduate coursework programs in most universities.

Research capacities of academic staff: Academic staff members in Indian undergraduate colleges have high teaching workloads and generally do not engage in research and produce publications. Research and publication by academic staff at leading Indian universities and postgraduate institutions varies widely, and autonomous research institutes with little or no teaching are often the places where academic staff capacity for grant seeking and research output is the highest. Some higher education institutions may use regional languages for instruction, and their academic staff, particularly those in humanities and social sciences, many publish in languages other than English. In Australian universities, most academic staff engage in teaching and research in English, and have workloads, expectations, and outputs that reflect these commitments.

Curriculum and examinations: Universities in India are responsible for developing curriculum for all their affiliated undergraduate colleges, centralised setting of examinations and conferral of degrees. This is done through Boards of Studies comprising academic staff from universities and different colleges. Although most Indian universities and highly selective institutions use English as the medium of instruction, many colleges use regional languages (e.g., Hindi, Tamil, Bengali etc.) as the medium of instruction. Curriculum delivery and quality assurance within a single University between English-medium and regional language-medium colleges can be structurally complex. Australian universities carry out similar responsibilities but with less structural complexity.

Competitor Country engagement: Many universities from competitor countries such as USA, UK, Japan, South Korea, Germany, France, Canada, and Singapore have maintained longstanding connections with leading Indian higher education institutions through postgraduate teaching and joint research. Hence academic staff at the Indian institutions often prefer to partner with them for international research collaborations. Students at these higher education institutions are directly and regularly exposed to visiting academics from these universities in seminars, teaching programs, and public debates. Some may have opportunities to work as their research assistants in joint research projects conducted in India. Such exposure is crucial for students making decisions to travel abroad and choosing programs and universities to pursue further postgraduate or doctoral studies. Another critical factor is the availability of scholarships. Many universities in competitor countries offer full- or partial scholarships, free tuition or tuition waivers, paid research assistantships, field research and industry engagement opportunities which serve as powerful incentives for talented students at the leading Indian higher education institutions.

Chattopadhyay, 2014.
GLOBAL ENGAGEMENT WITH INDIA’S HIGHER EDUCATION SYSTEM

Indian higher education institutions have established MOUs with universities in countries that lead in higher education teaching and research across the full disciplinary spectrum. The Association of Indian Universities (AIU) has MOUs with university associations in many countries including the UK, Canada, France, Germany, the Netherlands, Australia, Singapore, and Taiwan. These agreements commit to cooperation regarding the mutual recognition of qualifications, faculty and student exchanges, staff development, collaborative research and publication, and infrastructure sharing.

While collaborations in science, technology, and medical disciplines at institutions like the IISc, IITs, and AIIMS usually receive higher visibility, elite foreign universities (e.g., Harvard, University of Cambridge, MIT, University of Tokyo, University of Toronto, University of Paris-Sud and National University of Singapore) maintain significant research engagement in humanities, arts, and social sciences with universities such as JNU, University of Delhi, Central University of Hyderabad, TATA Institute of Social Sciences, Banaras Hindu University, Jadavpur University, Anna University, and the University of Pune.

There are a larger number of partnerships between second tier foreign universities and a range of Indian higher education institutions that involve a combination of collaborative research and research training programs; exchange and professional development programs for students and academic staff; and twinning programs with Indian colleges.

At the governmental level, science diplomacy provides a framework for institutional, faculty and industry academic and research engagement, and international student mobility. These are conducted through dialogues (e.g., India-US Higher Education Dialogue); strategic partnership agreements (e.g., South Korea-India Joint Statement for Expansion of Strategic Partnerships); research collaboration agreements (e.g., Canada-India Science and Technology Agreement). In addition, governments offer migration pathways for international students that graduate from their universities.

Many leading universities in North America, UK, Europe, Japan and Singapore have Area studies programs focused on South Asia and India with emphasis on humanities, arts, languages, linguistics, arts, culture and philosophy. They collaborate with several Indian higher education institutions to offer in-country semester or summer study programs. In addition, many make significant intellectual and financial investment in building relationships with Indian higher education institutions through professional development and leadership programs, faculty exchanges, lectures, collaborative research centres, study in India scholarships international scholarships for Indian students, and joint development of MOOC programs.
OBSTACLES FOR AUSTRALIA-INDIA HIGHER EDUCATION ENGAGEMENT

The differences between Australian universities and Indian higher education institutions pose several obstacles for increased engagement, some of which are outlined below.

Research Collaboration

- Identification of potential research collaborators at Indian higher education institutions is difficult due to the bifurcation between teaching and learning-focused colleges, and research-focused universities and autonomous research institutions. Student population and faculty size are poor indicators of research strength and faculty capacity to undertake research and collaborate with international partners.

- Strategies for seeking partners for research collaborations with Indian universities and autonomous research institutions need to be different from those seeking partnerships with colleges aimed at student recruitment.

- Leading higher education institutions in India prefer joint research collaborations with universities from competitor countries that have maintained longstanding connections and research engagement in India.

- Teaching commitments for academic staff at Australian universities are less flexible than for their counterparts from competitor countries, which means that they cannot spend extended periods of time interacting with their research collaborators and students at the Indian higher education institutions.

Research Commercialisation

- Unlike industries from competitor countries in East Asia, Europe and North America, Australian industry investment in research and development (R&D) in India and Australia remains comparatively low. Research commercialisation will remain limited until Australian industry becomes more involved in sustained R&D in India with Indian research institutions and Australian university partners.

Transnational Education

- The stalling of the Foreign Educational Institutions Bill, coupled with the complex regulatory framework governing the entry of foreign higher education institutions, has made it difficult for Australian universities to establish a strong presence in teaching and learning with Indian partners.

- Unlike some universities in some competitor countries, Australian universities have very few twinning or articulation agreements with Indian universities or their affiliated undergraduate colleges that allow students in Indian undergraduate students to move to Australia and complete their studies.

• The lack of presence of India's higher education institutions in world university rankings has discouraged some Australian universities that base their international teaching partnerships and engagement on these rankings.

International Student Mobility

• For Indian students coming to Australian universities, a key concern is the Commonwealth government’s immigration policy relating to student visa regulations regarding student employment, opportunities for post-study employment, and pathways to permanent residency/citizenship.

• The lack of adequate rubrics for credit assessment and transfers prevents Indian undergraduate students from colleges and students in postgraduate coursework programs at Indian higher education institutions from spending one or two semesters on study abroad or exchange in Australian universities.

• For Australian undergraduate students seeking to study in Indian higher education institutions, opportunities for study abroad and exchanges are limited due to the significant differences between the Indian college-level curriculum and their university curriculum. Leading higher education and technical institutes like the IITs may not be have much flexibility to accommodate the needs of Australian undergraduate student’s course plans.

ENABLERS OF HIGHER EDUCATION ENGAGEMENT

The obstacles described above are not insurmountable. Indeed, many new initiatives put forward by the Government of India and the Commonwealth government aim to overcome these and establish conditions for greater and more effective bilateral engagement in higher education. The Government of India has identified internationalisation of higher education as a critical mechanism for global engagement and reform of India’s higher education system. The Australian Commonwealth and state/territory governments are committed to internationalisation of higher education and specifically interested in increased Australia-India engagement in this sector. Government-to-government diplomatic efforts and bilateral agreements provide the groundwork for enabling increased engagement between Indian higher education institutions and Australian universities. Some of the key enabling features are highlighted below:

Research Collaboration

• Many Australian universities have already established partnerships with leading Indian higher education institutions such as IISc, IITs, IIMs, TISS, and leading comprehensive universities such as JNU, Central Universities centred on research areas such as engineering and technology; information and computing sciences; medical, health and biological sciences; agriculture; management and law/legal studies; and communications and culture.

• Some of these partnerships are progressing through a stepped model of research collaboration, involving: i) PhD programs, including government or institutional scholarships for Indian students; ii) Joint PhD supervision; iii) Joint research projects.
• The Australia-India Strategic Research Fund (AISRF) provides funding for STEM and medical sciences research.

• The Indian Government’s Imprint India Initiative\(^{23}\) provides funding for large research projects that tackle major challenges across ten thematic domains, led by academic staff at the IISc and leading IITs with international academic collaborators.

**Research Commercialisation**

• The Indian Government’s Uchhatar Avishkar Yojana (UAY)\(^{24}\) provides funding for research collaborations between leading higher education institutions such as the IISc and eligible IITs and Indian or international industry for innovation in manufacturing and design in India. Academics from foreign universities can take part by joining as partner investigators with the lead Indian academic investigator in such industry-oriented research projects.

**Transnational Education**

• The Indian Government’s Global Initiative of Academic Networks (GIAN)\(^{25}\) provides funding for academics from foreign universities to participate as visiting or adjunct faculty and offer short- or semester-long courses at leading higher education institutions such as IISc, IITs, IIMs, and Central Universities.

• Visiting international faculty at leading Indian higher education institutions are allowed to offer credit-based, fee-paying, intensive summer and winter programs that include Indian and international students.

• Foreign universities can establish twinning or articulation agreements with Indian universities or their affiliated undergraduate colleges. Some Australian universities are developing collaborations with leading institutions such as IISER to develop specialised undergraduate science curricula for students at Indian colleges.

**International Student Mobility**

• Many Indian higher education institutions, particularly elite institutions (e.g., IISc, IITs, IIMs, leading comprehensive universities) are actively pursuing internationalisation agendas with foreign higher education institutions.

• Leading Indian higher education institutions are establishing dedicated offices with faculty and professional staff for coordinating institutional internationalisation efforts, and attracting international students to undertake semester- or year-long study programs alongside domestic students.

• Several leading Indian higher education institutions have already established credit transfer protocols and mechanisms with European, US, and UK

\(^{23}\) See http://imprint-india.org/

\(^{24}\) See https://uay.iitm.ac.in/proposal/

\(^{25}\) See http://www.gian.iitkgp.ac.in/cgenmenu/guidelines
universities. Some have established study abroad and exchange agreements with Australian universities.

- The AIEC Qualification Assurance and Qualification Recognition (QAQR) Working Group has been working with the UGC and AIU to develop systems for recognising Australian qualifications gained through credit transfer arrangements, including study at university partner institutions through foundation, pathway and twinning programmes.26

RECOMMENDATIONS FOR FUTURE ENGAGEMENT

The following recommendations arise from our research findings and provide strategic direction for effective engagement between Australian universities and Indian higher education institutions.

Recommendation 1 – Research Collaborations: Explore research collaborations with academics at the IISc and eligible IITs to apply for Imprint India Initiative funding.

Recommendation 2 - Research Commercialisation: Seek opportunities for science and engineering research commercialisation by encouraging Australian academics to be partner investigators with research counterparts at the IISc and eligible IITs for UAY funding.

Recommendation 3 - Transnational Education: a) Establish twinning or articulation arrangements with undergraduate colleges in first- or second tier-cities to provide opportunities for students to complete their postgraduate degree in Australia; b) Enable academic staff to offer short- or semester-long courses through the GIAN program at eligible partner institutions.

Recommendation 4 – International Student Mobility: a) Offer more, and a wider range of, merit-based scholarships for doctoral study to attract talented students from the leading Indian higher education institutions; b) Support the AIEC’s QAQRE Working Group’s efforts to establish clear and mutually recognised credit transfer protocols for foundation, twinning and semester study abroad programs for undergraduate and postgraduate students enrolled in Indian higher education institutions and Australian universities; c) Establish visa regulations that allow paid employment during study and pathways for professional internships, employment after graduation, and permanent residency.

Recommendation 5 – International Offices: Encourage exchanges between Australian university international offices and emerging international offices in Indian higher education institutions.

26 AIEC, 2016.
REFERENCES


AIEC (2016). Australia India Qualification Recognition and Quality Assurance Workshop minutes, September.


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APPENDIX 1: INTERVIEWS ON HIGHER EDUCATION

IN INDIA

Indian government: Central and state/UT
- Karnataka State Higher Education Council (Dr Thandava Gowda, Administrative Officer) (Bangalore, Karnataka)
- Higher and Technical Education Department, Government of Maharashtra (Mr Sitaram Kunte, Additional Chief Secretary) (Mumbai, Maharashtra)
- Department of Higher Education and Technical Education (Dr Apoorva Palkar, Convenor, Task Force on Globalisation) (Mumbai, Maharashtra)
- Universities Grants Commission (Government of India) (Mr Avichal Kapoor, Joint Secretary) (New Delhi, Delhi)

Indian higher education institutions
- Chellammal Women’s College (Dr R Sreelatha, Associate Professor of English & Head) (Chennai, Tamil Nadu)
- VIT University (Dr S Denis Ashok, Professor, Department of Design and Automation, School of Mechanical Engineering, VIT University) (Vellore, Tamil Nadu)
- Indian Institute of Technology (IIT) Madras (Professor R Nagarajan, Dean International and Alumni) (Chennai, Tamil Nadu)
- Anna University (Prof Rajendran, Centre for International Affairs) (Dr Manivannan, Registrar, Periyar University in attendance) (Chennai, Tamil Nadu)
- TATA Institute of Social Sciences, Hyderabad campus (Professor Siva Raju, Deputy Director; Professor Rekha Pappu, Chairperson; Dr Ritesh Khunyakari, and Dr Murah Krishna, Assistant Professors, Azim Prenji School of Education) (Hyderabad, Andhra Pradesh)
- NALSAR (University of Law) (Professor Amita Dhanda and Mr Sidharth Chauhan) (Hyderabad, Andhra Pradesh)
- Indian Institute of Science, Bangalore (Dr Anita Sneh, International Relations Officer) (Annie Santhana, Regional Director – Education, Victorian Government in attendance) (Bangalore, Karnataka)
- National Institute of Advanced Studies, Bangalore (Professor Anitha Kurup, Dean, School of Social Sciences; Dr Shivali Tukedo, Assistant Professor) (Bangalore, Karnataka)
- Government Ramnarayan Chellaram College of Commerce & Management (Dr Sudha) (Bangalore, Karnataka)
- Indian Institute of Management, Bangalore (Professor Sourav Mukherji, Dean of Academic Programmes) (Bangalore, Karnataka)
- Bangalore University (Professor Rajesh, International office) (Bangalore, Karnataka)
- Tolani College of Commerce Mumbai (Dr Vijaya Krishna, Principal; Dr Sachin Pendse, Dr Vasudev Iyer, Ms Shalini Jonnala, faculty) (Mumbai, Maharashtra)
- IIT Bombay (Mr Arnab Das, International Relations Office) (Mumbai, Maharashtra)
- University of Mumbai (Dr Khan, Registrar) (Mumbai, Maharashtra)
- TATA Institute of Social Science, Mumbai campus (Professor Madhushree Sekher, Chair, internationalisation committee) (Mumbai, Maharashtra)
- Indian Institute of Technology (IIT) Mumbai – Monash Research Academy (Professor Murali Sastry, CEO) (Mumbai, Maharashtra)
- PUKAR, Mumbai (Dr Anita Patil-Deshmukh, Executive Director) (Mumbai, Maharashtra)
- Symbiosis International University, Pune (conference) (Pune, Maharashtra)
- Jawaharlal Nehru University (JNU) (Professor Saumen Chattopadhyay, Chairperson, Zakir Husain Centre for Educational Studies, School of Social Sciences) with Dr Karen Barker (New Delhi, Delhi)
• National University of Education Planning and Administration (NUEPA) (Professor Varghese, Director, Centre for Policy Research in Higher Education and faculty: Dr Nidhi Sabharwal, Dr Garima Malik, Dr Jinusha Panigrahi, Professor Mona Khare) (New Delhi, Delhi)
• OP Jindal Global University (Professor Raj Kumar, Vice Chancellor; A/Prof Shaun Star) with Dr Karen Barker (Sonepat, Haryana)
• Ashoka University, Haryana (Ms Rashmi Singh, Office of Student Life; and Ms Aniha Brar, Assistant Dean, The Young India Fellowship) with Dr Karen Barker (Sonepat, Haryana)

**Australian government**
• State Government of Victoria, Australia (Ms Annie Santhana, Regional Director – Education) (Bangalore, Karnataka)
• Australian Consulate-General, Mumbai (Ms Mohaa Vyas, Mr Varun Sainani and Mr Bhavin Kadakia) (Mumbai, Maharashtra)
• Australian Consulate-General, Mumbai (Mr Tony Huber, Consul General) (Mumbai, Maharashtra)
• Australian High Commission (Dr Amanda Day, Counsellor, Education) (New Delhi, Delhi)

**Other**
• World Bank (Mr Francisco Marmolejo, Lead Tertiary Education Specialist and Coordinator of its Network of Higher Education Specialists) (New Delhi, Delhi)
• Australia India Institute-Delhi (All@Delhi) (Professor Amitabh Mattoo, Honorary Director; Mr Vinod Mirchandani, Deputy Director, Engagement)

**IN AUSTRALIA**

**Australian universities**
• University of Melbourne (Professor Fazal Rizvi, Melbourne Graduate School of Education)
• Australia India Institute-Melbourne (AII) (Mr Jim Varghese, Executive Director, Business Development)
• University of Sydney (Ms Amanda Sayan, Director of Partnerships, Office of Global Engagement*)
• Swinburne University of Technology (Ms Tanya Loh, Associate Director, International Relations*)
• University of Queensland (Mr Michael Holder, Acting Director, Global Engagement*)
• Curtin University (Ms Gillian Ajayi, Regional Recruitment Manager, Curtin International*; and Professor Sambit Datta, School of the Built Environment and School of Electrical Engineering and Computing)
• University of New South Wales (Ms Meherlyn Jussawalla, UNSW International)
• Melbourne South Asia Studies Group (MSASG), University of Melbourne (Dr Surjeet Dhanji)

*emailed responses