# INTERNATIONALIZATION OF HIGHER EDUCATION: CHALLENGES AND OPPORTUNITIES: A SUCCESS STORY OF SAVITRIBAI PHULE PUNE UNIVERSITY

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## INTRODUCTION

Internationalization in European higher education has developed over the last 30 years, from marginal point of interest to a central factor also called mainstreaming of Internationalization. Globalization of our societies and economies has expanded the influence of competition and market process on the way internationalization is implemented. There are misconceptions myths about internationalization whereby internationalization is regarded as synonymous with a specific programmatic or organizational strategy to promote internationalization in other words, where the means appear to have become the goal.

There are myths of internationalization of higher education in the age of globalization i.e. education in  English language, studying or staying abroad, an international subject, having international  students, few international students guarantee success and no need to test intercultural and international competencies, The more partnership the more international, higher education becomes by nature, However there are truths about internationalization acknowledge  and builds on national and regional priorities, policies and practice, Internationalization is a process of integrating an international, intercultural, and global dimension into the goals, functions, and delivery of higher education. Internationalization focuses on the worldwide flow of ideas, resources, people, economy, cultural values, ethos, knowledge, goods, services, and technology. Internationalization focuses on strategic partnership between and among the state, people, cultures, institutions and system. Internationalization of higher education has been positively and negatively influenced by globalization. The fundamental principles guiding internationalization always means different objects to various people, institutions and countries. This paper deals with new trends of Internationalization of higher education in India and challenges and opportunities and it will take an overview of success story of Savitribai Phule Pune University for internationalization of higher education.

### Conceptual Framework

The concept of international education was actually born soon after the World War I, when a sense of peace had set in and young minds were keen to explore the World through the media of higher education. The Institute of international Education a on for profit institution in the US was established in 1919 in the aftermath of World War I by Nobel Peace Prize winners led by Nicholas Murray Butler, President of Columbia University, in the USA as they believed that is was not possible to achieve lasting peace without greater understanding between nations, and that international educational exchange formed the strongest basis for fostering such understanding. After the First and Second World War there was a paradigm shift in global political

system including international institutions. Creation of organizations such as the Institute of International Education in US, German Academic Exchange Service in Germany in 1925, British Council in the United Kingdom in 1934 are examples for political initiative for internationalization of higher education. There was a strong belief that the academic community could help build international solidarity and contribute to peacebuilding and overall development of humankind.

In Europe, student's mobility, staff mobility from the former colonial empires to Western Europe were the main focus of international higher education activities but they were rather scattered and fragmented. During the Cold War period, the concept of "Soft Power" initiatives, such as the Fulbright Program, established in 1946, the National Defence Education Act of 1958 were a direct reaction to the launch the year of Sputnik I by the Soviet Union. Many academic Partnership programs, funded through the US agency for International development and other organizations, linked American Universities with those in many developing countries including India. After the Cold War in the 1980s, the first sign of increased academic cooperation between Central and Eastern Europe and Western Europe as well as with the United States became manifest. Still academic cooperation was mainly a political issue and little institutional and personal autonomy was possible. After 1980s, international cooperation in higher education increase rapidly. The transnational European Mobility Program for University Studies Scheme (TEMPUS) of the European Community, established in 1990 for Hungary and Poland, extended to the other central and eastern European countries over the years. A program of CEEPUS, of the Australian Government, Programs like the Framework Programs for research and development and ERASMUS and European Union sponsored exchange, research, and collaboration programs both for the core and EU community and a wider a European audience, were related to the broader political and economic goals of the European Union.

### Internationalization of Higher Education in Indian Context

The idea of India as a global destination is not new to India. It is as old as history, starting with the great migration of people from across the globe to India. However, in contrast, the last two decades in higher education is about outward mobility of Indian students. This trend is economically affecting India. This dismal ratio of inbound to outbound mobility in India represents a major challenge: It is not human capital that is flowing out of India but a substantial amount of revenue as well. Further, the spread of Education as soft power is gaining eminence as countries have started emphasizing on the cultural aspect of education through various programs and incentives.

### A Descriptive Analysis of Education as Soft Power

Soft power in the words of Joseph Nye, "is the ability to get what you want through attraction rather than coercion or payments. It arises from the attractiveness of a country's culture, political ideals and policies. When our policies are legitimate in the eyes of others, our soft power is enhanced." The OECD suggests that by 2025 there will be no fewer than 8 million international students studying outside their

home country, an astonishing number in comparison to the 2 million registered in 1998. Certainly, the rising number of students studying abroad positively affects their host countries. International students promote intercultural relationship on the campuses where they contribute to local economies, and they often fill gaps in the labour market entering as highly qualified workers if they stay after graduating.

### China experience

One can learn from the case study of China as to how it transformed into a hub for international students through soft power, cultural engagement and transitions. China aspires to become the new focal point of educational and research excellence. This marks the paradigm shift in global prospects as China is utilizing the asymmetries better than any other country in the world. In October 2011, at the National Congress of the Central Politburo of the communist party of China, General Secretary Hu Jintao focused on developing "Cultural Soft Power" as a foreign policy priority. The principle idea was to increase China's language and culture abroad and increasing its international impact. By 2017 there were 525 Confucius Institutes and 1,113 Confucius classrooms in countries with an enrolment of 9.16 million students. Institutes have offered 410,000 language courses to around 46,000 full and part-time and overseas Chinese teachers. China has increased the number of scholarships up to 30,000 especially to students from Central Asia and invited 10,000 teachers and students from the region's Confucius institutes to participate in training programs in China. China has invested in infrastructure projects in over 70 countries in Eurasia, South Asia, Southeast Asia, Africa, and Latin America and facilitated staff and students exchange programs. The number of Chinese graduates that have returned home has more then doubled since 2011. According to official statistics, if 339,700 Chinse students that studied abroad in 2011, 186,200 returned to China that year. 2016 upwards out of 544,500 Chinese students who were studying abroad, 432,500 returned home. Chinese policy makers established clear targets and were able to attain their initiatives that included utilizing higher education as the vehicle to achieve policy goals. As a result, International students, perhaps unwittingly, become actors in China policy. Recognizing China's skill at reaching goals through peaceful means is a demonstration of global policy that leverages soft power to advance a large geopolitical agenda.

### The Current trends in India for enrolment of International Students in year 2018-19

In 2018-19 total international students enrolled in India is 47,427 from 164 different countries from all across the globe. The highest share of international students come from the neighbouring countries of which Nepal contributes 26.88% of the total, followed by Afghanistan 9.8% Bangladesh 4.38%, Sudan 4.02%, Bhutan 3.82%, Nigeria 3.4%, United States of America 3.2%, Yemen 3.2%, Sri Lanka 2.64% and Iran 2.38%. Among major contributors, Nepal has more male students than female. On the other hand, Sudan 87.2% Yemen 90.9% Afghanistan 87.7% have a considerably higher number of male students. Although the maximum number of international students (295) enrolled in Ph.D. are from Ethiopia followed by Yemen

149, there are also 1518 international students from the USA of which 53.3 are female students. The highest number of international students are enrolled in undergraduate courses that is 73.4% of the total international students followed by post graduate with about 16.15% enrolment. Enrolment in rest of the levels constitutes 10.4% international students.

### What is being done
**Study in India Campaign**: The campaign focuses on bringing international students to study in top ranking higher educational institutions in India. India has historically been a destination for higher knowledge. In continuation with this historical strength, 100 top institutions in the country are identified to admit 30,000 international students every year. The aim of the campaign is to make available high-quality premier education in India at affordable costs, for international students.

### Under the Campaign Sector Scheme
Government of India is offering 2500 scholarships to worthy students covering their living costs as well as tuition fees. In order to improve living facilities for the international students, international hostels are being constructed at the cost of Rs.10 Crore per institution. The Ministry of Human Resource (MHRD) provides 1.000 scholarship for Syria, a special dispensation is provided for Syrian students of high merit.

India has emerged as the fastest growing economy in the world and it is expected that it will be one of the top three economic powers of the world, in the years to come. The advancement of new technology has changed the entire face of education. In this regard, innovative technology has been incredibly helpful. Innovative technology brings about dramatic changes in the world and there can be no sustainability without innovation. Innovation is very important for students as it motivates them to explore, research and use all the means available at their disposal to unveil something new. Students thus learn to deal with problems from different perspective. Creativity and problem solving skills of the students are thus developed due to the thinking process developed due to innovative ideas.

As per the 2014 report of the United Nations Educational, Scientific and Cultural Organization (UNESCO), "India is gradually emerging as preferred destination for international students", particularly from the South Asian region. In 1977- 978, India hosted 16000 international students and in 2017- 2018, the total number went up to 46144. It means there has been an increase of 65%. In 2007-2008, the total number of students were 41275 i.e. 61.2%. In three decades (from 2007-2008 to 2015- 2016), enrollment of students jumped from 41275 to 45424. In nine years, there was an increase of 01.12% . Over a period of time, students from African countries, especially from Nigeria, Ethiopia and South Asia have been attracted to India because of Government of India initiative to sponsor international students through Indian Council for Cultural Relations (ICCR).
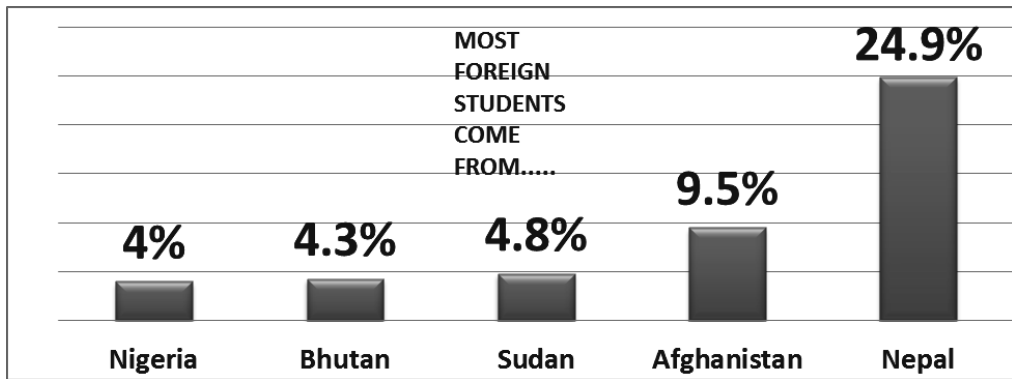
*Figure 1. Countries from which most foreign students come to India*

As per UNESCO data, around 3,05,970 Indian students have been pursuing courses in foreign countries. As per the Reserve Bank of India (RBI) report, spending on tuition and hostel fees by Indian students studying abroad has shot up by 44% (from 1.9 billion in 2013-14 to 2.8 billion in 2017-18). The sequential growth in overseas education expenditure indicates that more Indian students are going abroad to pursue higher education.

### The Sequential Growth

The sequential growth in overseas education expenditure indicates that more Indian students are going abroad for pursuing education.



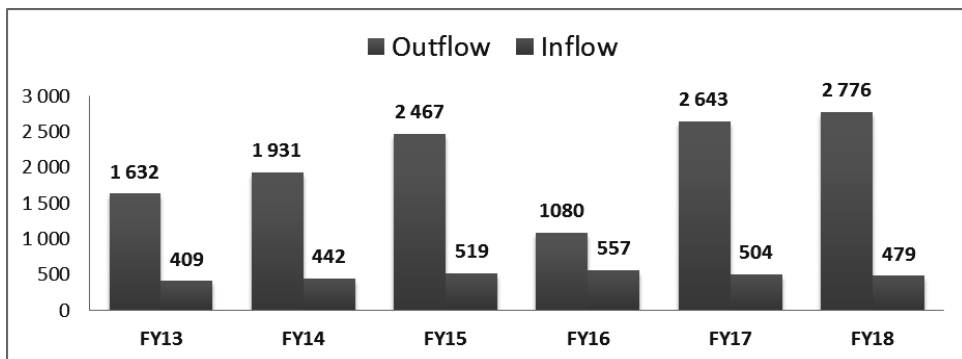*Figure 2. Education-related forex expenses (in $ million)*

While analyzing the international students data for internationalization, India ranks as 22nd source country, whereas as destination, India ranks at 26th position in the world for international students. Expenses of international students in India

declined from $557 million in 2015-16 to $479 million in 2017-18 and the main cause of concern is that Indian outreach is limited to developing countries.

### Challenges for Internationalization of Higher Education in India

India has potential to become global actor in the field of higher education. However, there are structural issues while framing the international strategy.

### I) Multiple agencies looking at this aspect

As per the Constitution of India, education is a subject included in the concurrent list. Federal and State Governments have different yardsticks, while framing education policies. The main concerns are regional identity, language barriers, political intention and other related issues. Apart from that, at national level several different national agencies are involved with issues related to international students like, Foreigners Registration Office (FRO), University Grants Commission (UGC), All Indian Council for Technical Education (AICTE), Medical Council of India (MCI), Agricultural Council of India (ACI) and so on. Therefore, it is difficult for International Students to have a single window system at National Level.

### II) Multiple Stakeholders

There are a number of stakeholders for international students, such as, State funded universities, Central universities, Private universities, Agricultural universities, and Indian Institutes of Technology (IITs), Indian Institutes of Management (IIMs) and others have different strategy for internationalization of higher education.

### III) Systematic Mechanism of Data Collection and Data Tracking

Presently, data collection of international students is a big challenge. International students come for short and long courses. At national level, All India Survey on Higher Education (AISHE) is responsible to collect and compile data. Furthermore, Association of Indian Universities (AIU) also collects data of international students from different agencies. However, there is hardly any scope to match the data.

### Challenges at Ground level

India has around 800 universities, 40,000 colleges, and several national institutes of importance but only 150-200 universities host international students. Lack of good quality residential facilities is a major issue and the most important are perception issues- news headlines such as, "India Mob Strips Tanzanian student in Bangalore", in 2016 or, " Attacks on Nigerian Students Shock India", highlight the security concerns about studying in India.

### Past Initiatives

In 1978, ICCR review Committee brought to notice the lack of activities and quality of education, which resulted in some students returning to their respective countries, dissatisfied with their stay in India. In 2007, a report was prepared by the Ministry of External Affairs, on the directions of the Prime Minister's Office to study how foreign students are being treated. In 2008, Inter-Ministerial Committee was formed to examine the report and implement it. In 2012, Inter-Ministerial meetings were held by the foreign secretary and in 2015, ICCR organized, education conference on the subject matter.

**Advantage India**

With increased access to information, Indians and foreigners are more comfortable than before, sharing knowledge with each other. India is progressing well and the image of the 3rd world poor country is being eliminated, slowly. Since that last two decades, India has developed the image of being a home to successful tech companies. Our top institutions, specially the IITs are world class and feature in the top 200 world rankings.

**Success story of Savitribai Phule Pune Univesity for Internationalization**

The Savitribai Phule Pune University (formerly University of Pune), since its foundation in 1949, has been one of the premier institutions of higher learning and research in India. With a picturesque campus sprawling over 416 acres of area, the University is a state university and one of the best universities in India, with jurisdiction over the districts of Pune, Nashik and Ahmednagar in Maharashtra. The University is not only one of the favoured educational destinations among students from different parts of India, but also draws international students from various parts of the globe. There are 4 faculties, 49 teaching and research departments on campus. Besides that there are 629 colleges and institutes and 194 research centres affiliated to the University. Under the dynamic leadership and support of the Hon'ble Vice-Chancellor, Prof. (Dr.) Nitin R. Karmalkar, Savitribai Phule Pune University, SPPU (Formerly University of Pune) has been working towards the advancement of innovation, creativity and sustainability. It has earned a place of distinction in the UK based Times Higher Education World Rankings 2018-2019. It is ranked first amongst traditional Indian Universities and is placed between 501 and 600 among universities worldwide. In the rankings from the preceding three years, that is 2016, 2017 and 2018, SPPU has consistently ranked among the top 600 to 800 universities in the world. As per the current National Institutional Ranking Framework (NIRF) ranking, which takes into account all Indian universities and institutes, SPPU holds a commendable tenth position. SPPU is one of the top ranking universities in India with highest established credential in education since 1949. As a part of our mission, we have collaborated with global institutions and universities to form a Centre of Excellence in teaching, research and extension activities.

The International Centre, Savitribai Phule Pune University (formerly University of Pune), is a pivotal department, providing a single-window service to international students who wish to study at the University. Savitribai Phule Pune University is a preferred educational destination for many foreign nationals who come to study in India. The objective of the International Centre is to coordinate between various departments of SPPU and affiliated colleges and institutes. The University has been actively involved in the **Internationalisation of Higher Education** programme, a Government of India initiative under the Twelfth Five Year Plan**.** The International Centre, SPPU, is a dedicated internationalisation unit and is also responsible for conducting all kinds of international academic and cultural activities involving the international student community.

In line with this recent endeavour, the Savitribai Phule Pune University (formerly University of Pune) has been actively involved in the internationalisation of higher education through its participation in several collaborative programmes with

leading national and international universities and institutes. Since its inception in 1949, the aim of the University has been to achieve a high level of excellence in academics and research to match global standards. It has not only welcomed international students from all corners of the globe but has also encouraged Indian students to go global and take part in different academic and research activities.

With the goal of internationalisation, the Savitribai Phule Pune University has entered into global academic partnerships with some renowned international universities. The University has initiated multi-disciplinary collaborative programmes with the Pennsylvania State University (Penn State), USA, for which the Joint Centre for Collaborative Engagements has been set up at the International Centre, SPPU. The University is also the 2013 Grant Recipient of the 'Obama-Singh 21st Century Knowledge Initiative Awards', now known as 'Indo-U.S. 21st Century Knowledge Initiative Awards' and has undertaken a joint research project, 'Inclusive Universities: Linking Diversity, Equity and Excellence for the 21st Century' with the University of Massachusetts, Amherst, USA.

Since the last several years, SPPU is involved in several international projects which were funded by the European Commission, under Erasmus Mundus. Students, staff and faculty got tremendous benefits from these projects. Presently, the SPPU is actively involved in the Erasmus + projects wherein a number of windows are open for bilateral thoughts and ideas in selective areas.

Apart from hosting Erasmus scholars, faculty and students, SPPU has hosted various international delegates. Savitribai Phule Pune University has signed various memorandums of understanding (MOUs) with international universities from Asia, Europe, Australia and America. Memoranda of Understanding (MoUs) have been signed with universities of high international standing such as the Pennsylvania State University, USA, Udayana University, Bali, Indonesia, Pukyong National University, Korea, George-August University, Gottingen, Germany, Salisbury University, USA, University of Warsaw, Poland, Adam Mickiewicz University of Ponzan, Poland, Geumgang University, Korea, University of Central Florida, USA, Institute Eutdes Politiques de Paris, France, University of Camerino (Italy), University of Bamiyan, Kabul, Afghanistan, Hanyang Univeristy, Seoul, Korea, Ontario University, Canada, Jonkoping University, Sweden, University of Kelaniya, Sri Lanka, Thammasat University, Bangkok, Thailand, Eberhard Karls Universitat Tuibengen, Germany , Dharma Drum Buddhist College, Taiwan, Telemark University, Norway, Fachschule fur Liftfahrzeugfuhrer, flying Institute in Germany, University of Central Florida, USA, Kanazawa University, Japan, Monash University, Australia, the University of Tokushima, Japan, University of Bolonga, Italy, Mount Crest University College (MCU), Ghana, University of Santiago, Spain, WuFeng University, Taiwan, University of Galati, Romania, The Delft, Netherlands  and University of Cyprus, Cyprus.

Erasmus+ Inter-institutional Agreements have been signed with Universidad de Deusto, UD, (University of Duesto), Spain, University of Applied Sciences, Nysa, Poland, University of Santiago de Compostela, Spain  and University of Goettingen, Germany.

Letters of Intent have been signed with Pennsylvania State University, (Penn State University), USA; TVET (Technical Vocational Education and Training) Authority (TVETA), Government of Afghanistan; Indo-European Education Foundation (IEEF), Poland, International Mind Education Institute (IMEI), South Korea and Lincoln University College (LUC), Kuala Lumpur, Malaysia.

SPPU is also a partner in the Erasmus + Capacity Building Higher Education [CBHE] Projects, Social Innovation for Local Indian and Israeli Communities and Graduate Entrepreneurs [SILICE] coordinated by IDC Herzliya, Israel and Tuning India project coordinated by University of Deusto (UD), Spain

SPPU also has been awarded "Social Science and Humanities Research Projects", funded by the European Commission. It is an international research project titled Cultural Heritage and Identities of Europe's Future (CHIEF) under the Horizon 2020 research program of the EU. It is an ambitious project that will investigate processes of transmission of cultural knowledge and how they impact the construction of cultural identities among young people within and outside Europe. The University will be a partner in this project along with nine other European Universities. Aston University, Birmingham, UK will coordinate the project. SPPU is the only Indian University participating in this project.

So far SPPU has been engaged in more than 12 Erasmus Mundus projects, namely, Erasmus Mundus, Erasmus + , EXPERTS4ASIA, Experts Sustain, EMINTE, EUPHRATES, Euro Culture, EXPERTS I, II, III, Strong Ties, INDIA4EU, Lund Lot 13 (EMECW), Erasmus Mundus External Cooperation Window, EuriIndi and three Capacity Building Higher Education [CBHE] Projects with several Indian and European partners.

SPPU also set up a Global Language Park, where new innovative ideas, were received through speaking trees. 100 trees were planted on International Centre premises. Ideas came from our international students. Global Language Park was setup in collaboration with Poets, Essayists, Novelists (PEN) International. It is one of the first language parks where trees will speak. Poets, authors, writers, thinkers from more than 67 countries planted trees on campus.

SPPU is the unique and one of the best learning institutions in India. It is called the "Oxford of the East". While enrolling students from three different districts, the strategy implemented by SPPU is to give more weightage to first learner and second learner generation. 70% first and second generation learners are from marginal sections of the society who are granted admission. Inspite of having such diverse population on campus, SPPU plays an important role not only at national but also international level by setting up new practices in higher education and administration.

SPPU as a dynamic and fast-growing Indian state university, is committed to nurturing and developing knowledge and talent and thereby contributing towards the social and economic advancement of the country. We, at the University, work tirelessly together towards the growth and well-being of a global society.

## Table 1. International Students Country Wise Data (2013 to 2019)

| Sr. No. | Country | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | Total |
|---|---|---|---|---|---|---|---|---|---|
| 1 | Afghanistan | 248 | 319 | 350 | 244 | 407 | 578 | 576 | 2722 |
| 2 | Angola | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 3 |
| 3 | Austria | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| 4 | Australia | 3 | 2 | 0 | 0 | 0 | 0 | 0 | 5 |
| 5 | Bahrain | 4 | 1 | 8 | 0 | 1 | 3 | 69 | 86 |
| 6 | Bangladesh | 14 | 8 | 13 | 10 | 5 | 4 | 41 | 95 |
| 7 | Belarus | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| 8 | Benin | 0 | 0 | 0 | 0 | 1 | 0 | 3 | 4 |
| 9 | Bhutan | 3 | 1 | 0 | 1 | 2 | 8 | 32 | 47 |
| 10 | Botswana | 2 | 1 | 3 | 1 | 0 | 3 | 6 | 16 |
| 11 | Brazil | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 |
| 12 | Burundi | 1 | 0 | 0 | 3 | 2 | 9 | 15 | 30 |
| 13 | Cambodia | 2 | 0 | 0 | 3 | 0 | 3 | 14 | 22 |
| 14 | Cameroon | 0 | 0 | 0 | 0 | 1 | 2 | 6 | 9 |
| 15 | Canada | 1 | 1 | 0 | 1 | 0 | 4 | 6 | 13 |
| 16 | Cape Verde | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| 17 | Chad | 0 | 1 | 0 | 2 | 4 | 9 | 16 | 32 |
| 18 | Chile | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| 19 | China | 9 | 3 | 5 | 4 | 17 | 6 | 4 | 48 |
| 20 | Congo | 2 | 2 | 0 | 4 | 9 | 16 | 48 | 81 |
| 21 | Congo(DR) | 0 | 0 | 2 | 3 | 1 | 0 | 4 | 10 |
| 22 | Cote D'Ivoire | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| 23 | Czech Republic | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 2 |
| 24 | Djibouti | 2 | 1 | 2 | 3 | 2 | 9 | 7 | 26 |
| 25 | Egypt | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| 26 | Eritrea | 0 | 1 | 1 | 0 | 1 | 9 | 17 | 29 |
| 27 | Ethiopia | 0 | 0 | 6 | 4 | 4 | 9 | 28 | 51 |
| 28 | Fiji | 1 | 1 | 2 | 1 | 0 | 3 | 29 | 37 |
| 29 | Finland | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 4 |
| 30 | France | 0 | 0 | 1 | 0 | 0 | 6 | 11 | 18 |
| 31 | Gabon | 0 | 0 | 0 | 0 | 2 | 6 | 0 | 8 |
| 32 | Gambia | 0 | 1 | 9 | 4 | 0 | 0 | 12 | 26 |
| 33 | Germany | 0 | 0 | 9 | 21 | 13 | 4 | 9 | 56 |
| 34 | Ghana | 2 | 0 | 1 | 0 | 3 | 4 | 29 | 39 |
| 35 | Guinea | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| 36 | Hungary | 0 | 0 | 0 | 0 | 0 | 2 | 6 | 8 |
| 37 | Indonesia | 1 | 0 | 2 | 1 | 0 | 2 | 0 | 6 |
| 38 | Iran | 3 | 4 | 9 | 28 | 76 | 222 | 161 | 503 |
| 39 | Iraq | 4 | 2 | 40 | 60 | 395 | 207 | 87 | 795 |
| 40 | Ireland | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| 41 | Italy | 0 | 2 | 1 | 2 | 2 | 0 | 2 | 9 |
| 42 | Ivory Coast | 0 | 0 | 0 | 0 | 1 | 3 | 0 | 4 |
| 43 | Japan | 1 | 1 | 4 | 7 | 9 | 5 | 0 | 27 |
| 44 | Jordan | 0 | 1 | 1 | 0 | 1 | 2 | 0 | 5 |
| 45 | Kazakhstan | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 2 |
| 46 | Kenya | 0 | 0 | 1 | 0 | 0 | 5 | 36 | 42 |
| 47 | Kuwait | 5 | 15 | 16 | 2 | 0 | 1 | 0 | 39 |
| 48 | Kyrgyzstan | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| 49 | Laos | 0 | 0 | 0 | 1 | 0 | 2 | 7 | 10 |
| 50 | Lesotho | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 2 |
| 51 | Liberia | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 2 |
| 52 | Libya | 0 | 0 | 0 | 0 | 6 | 3 | 0 | 9 |
|  | Madagascar | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| 53 | Malawi | 1 | 1 | 3 | 3 | 0 | 0 | 0 | 8 |
| 54 | Maldives | 1 | 2 | 0 | 0 | 2 | 0 | 0 | 5 |
| 55 | Mauritius | 13 | 5 | 11 | 12 | 4 | 5 | 21 | 71 |
| 56 | Maxiso | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |

| 57 | Maynmar | 0 | 0 | 0 | 2 | 1 | 6 | 14 | 23 |
|---|---|---|---|---|---|---|---|---|---|
| 58 | Mongolia | 0 | 1 | 0 | 5 | 7 | 19 | 18 | 50 |
| 59 | Mozambique | 2 | 3 | 10 | 10 | 15 | 3 | 16 | 59 |
| 60 | Namibia | 0 | 2 | 5 | 1 | 0 | 0 | 7 | 15 |
| 61 | Nepal | 15 | 10 | 13 | 26 | 31 | 98 | 77 | 270 |
| 62 | Netherlands | 1 | 1 | 0 | 0 | 1 | 1 | 3 | 7 |
| 63 | Nigeria | 6 | 3 | 2 | 9 | 29 | 26 | 18 | 93 |
| 64 | NRI- GULF | 0 | 0 | 5 | 111 | 129 | 176 | 287 | 708 |
| 65 | Oman | 0 | 4 | 13 | 0 | 0 | 0 | 0 | 17 |
| 66 | Pakistan | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 2 |
| 67 | Palestine | 0 | 0 | 0 | 0 | 4 | 4 | 0 | 8 |
| 68 | Peru | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| 69 | PIO/OCI | 0 | 0 | 0 | 19 | 31 | 35 | 56 | 141 |
| 70 | Portugal | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 3 |
| 71 | Qatar | 0 | 0 | 19 | 0 | 0 | 2 | 0 | 21 |
| 72 | Russia | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 |
| 73 | Rwanda | 0 | 0 | 0 | 1 | 3 | 3 | 7 | 14 |
| 74 | Saudi Arabia | 6 | 9 | 14 | 1 | 0 | 15 | 19 | 64 |
| 75 | Seychelles | 1 | 0 | 0 | 1 | 1 | 0 | 2 | 5 |
| 76 | Swaziland | 0 | 2 | 0 | 0 | 0 | 0 | | 2 |
| 77 | Singapore | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| 78 | Somalia | 0 | 1 | 7 | 9 | 10 | 2 | 7 | 36 |
| 79 | South Africa | 11 | 5 | 5 | 12 | 0 | 0 | 14 | 47 |
| 80 | South Korea | 0 | 11 | 16 | 12 | 30 | 7 | 39 | 115 |
| 81 | South Sudan | 3 | 7 | 4 | 3 | 35 | 6 | 16 | 74 |
| 82 | Spain | 0 | 0 | 3 | 3 | 2 | 4 | 3 | 15 |
| 83 | Sri Lanka | 28 | 10 | 40 | 41 | 3 | 12 | 17 | 151 |
| 84 | Sudan | 5 | 6 | 6 | 14 | 34 | 80 | 26 | 171 |
| 85 | Sweden | 0 | 0 | 2 | 3 | 0 | 0 | 0 | 5 |
| 86 | Syria | 0 | 1 | 1 | 1 | 9 | 6 | 6 | 24 |
| 87 | Taiwan | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| 88 | Tajakistan | 2 | 1 | 0 | 0 | 0 | 0 | 3 | 6 |
| 89 | Tanzania | 1 | 1 | 0 | 2 | 5 | 2 | 16 | 27 |
| 90 | Thailand | 3 | 11 | 16 | 29 | 28 | 45 | 28 | 160 |
| 91 | Togo | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 2 |
| 92 | Tonga | 0 | 0 | 1 | 0 | 1 | 3 | 7 | 12 |
| 93 | Tunisia | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 |
| 94 | Turkey | 0 | 2 | 1 | 9 | 7 | 3 | 2 | 24 |
| 95 | Turkmenistan | 100 | 52 | 38 | 45 | 49 | 44 | 54 | 382 |
| 96 | UAE (Emiria) | 10 | 13 | 25 | 1 | 1 | 2 | 2 | 54 |
| 97 | Uganda | 1 | 1 | 2 | 3 | 2 | 0 | 31 | 40 |
| 98 | United Kingdom | 4 | 1 | 0 | 1 | 1 | 1 | 0 | 8 |
| 99 | USA | 17 | 12 | 11 | 1 | 1 | 1 | 2 | 45 |
| 100 | Uzbekistan | 4 | 2 | 7 | 7 | 5 | 16 | 17 | 58 |
| 101 | Vietnam | 12 | 2 | 17 | 2 | 4 | 9 | 4 | 50 |
| 102 | Yemen | 9 | 8 | 18 | 33 | 125 | 101 | 61 | 355 |
| 103 | Zaire | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 6 |
| 104 | Zambia | 1 | 0 | 0 | 1 | 2 | 0 | 7 | 11 |
| 105 | Zimbabwe | 0 | 0 | 1 | 0 | 0 | 3 | 0 | 4 |
| **Total** | | **569** | **560** | **803** | **859** | **1580** | **1898** | **2201** | **8470** |

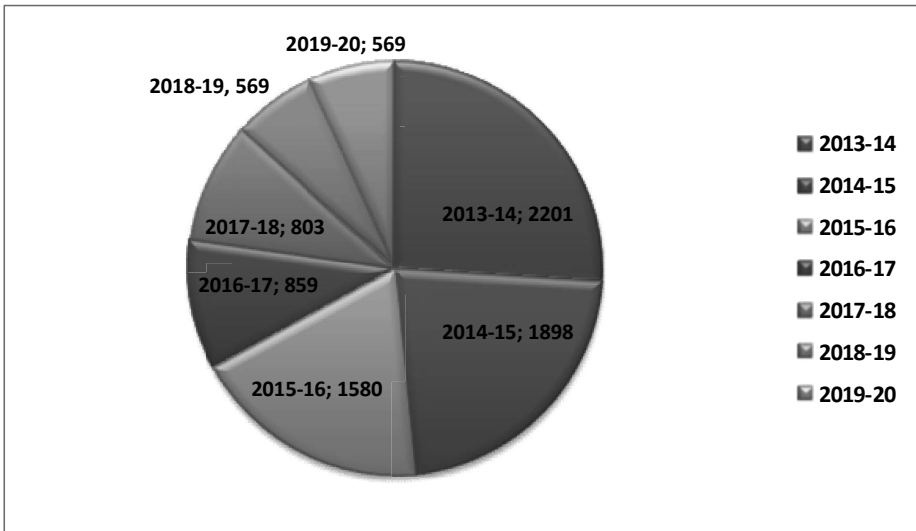Source: International Centre, Savitribai Phule Pune University

*Figure 3.International Students Data 2013 to 2019 (Total Students = 8470)*

Source: International Centre, Savitribai Phule Pune University



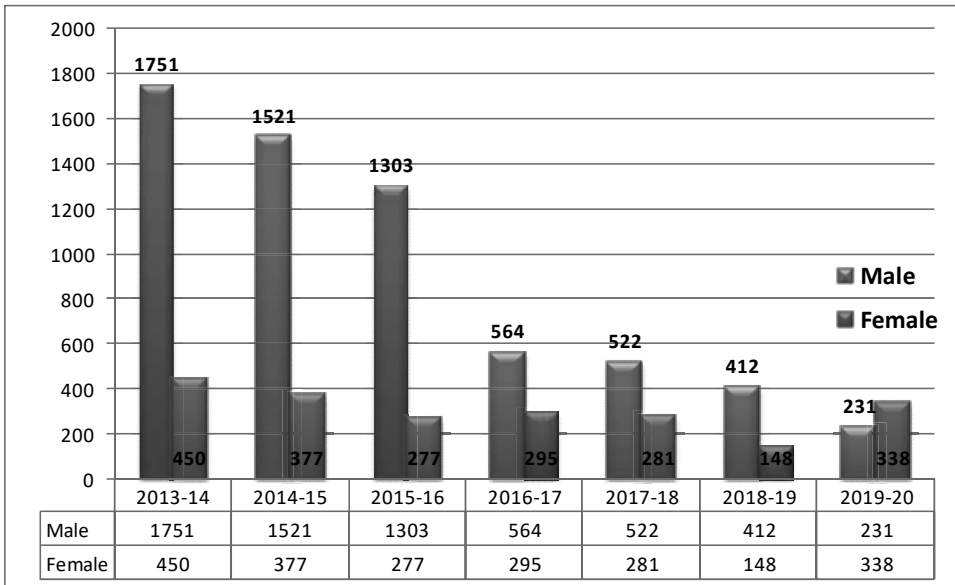| | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|---|---|---|
| Male | 1751 | 1521 | 1303 | 564 | 522 | 412 | 231 |
| Female | 450 | 377 | 277 | 295 | 281 | 148 | 338 |

*Figure 4. International Students Data 2013 to 2019 (Total Students = 8470)*

Source: International Centre, Savitribai Phule Pune University

Table 2.Indian Council for Cultural Relations (ICCR) Students Data (2013 to 2019)
Total Students = 1996

| Academic Year | Under-Graduate | | Post-Graduate | | Total |
|---|---|---|---|---|---|
| | Male | Female | Male | Female | |
| 2013-14 | 287 | 59 | 0 | 1 | 347 |
| 2014-15 | 519 | 136 | 0 | 0 | 655 |
| 2015-16 | 22 | 5 | 4 | 4 | 35 |
| 2016-17 | 97 | 80 | 19 | 10 | 206 |
| 2017-18 | 167 | 88 | 32 | 31 | 318 |
| 2018-19 | 102 | 33 | 27 | 16 | 178 |
| 2019-20 | 133 | 47 | 45 | 32 | 257 |
| Total | 1327 | 448 | 127 | 94 | 1996 |

Source: International Centre, Savitribai Phule Pune University

## CONCLUSION

There is an urgent need to develop high quality and competitive educational programs that match international standards. The institutional ranking of Indian Universities on global platforms needs to be increased. There is a need to revamp new curriculum, teaching pedagogy, and pattern of examination. According to IIE 26% of students were studying STEM fields while the rest choose business 20.7%, Social Sciences 17.2%, Languages 7.3% and applied arts 6.3%. It would be safe to assume that destination countries for STEM field swill remain European universities, not Indian universities. So Indian universities could focus on short-term programs in other fields of study-particularly the social sciences and business that may be of greater interest to international students.

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