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ACADEMY of HIGHER EDUCATION
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Manipal Centre for European Studies

Jean Monnet Centre of Excellence

and

Association of European Studies in India (AESI)

INDIA-EU HIGHER EDUCATION MEET

Reimagining Border in Cross-border Education

7-8 October 2021

ABSTRACTS AND PROFILES



Jean Monnet
Centre of Excellence
India-EU Interdisciplinary Studies-
Culture, Literature, Education and
Society

Co-funded by the
Erasmus+ Programme
of the European Union

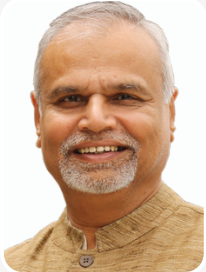


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SESSION I**POLICY POINTERS TO CROSS-BORDER EDUCATION: INDIAN PERSPECTIVE**

Bhushan Patwardhan

Bhushan Patwardhan was Vice Chairman, University Grants Commission, New Delhi and Chairman (Additional Charge), Indian Council of Social Science Research, New Delhi. He is Chairman, Interdisciplinary AYUSH RandD Task Force on COVID-19, Ministry of AYUSH and Member of several academic research and policy committees such as Planning Commission, National Board of Examination, United Nations, World Health Organization Geneva. Fellow, National Academy of Sciences and National Academy of Medical Sciences (India)

Manish Joshi

Manish Joshi is part of the Education Team at UNESCO New Delhi where he is responsible for Technical and Vocational Education and Training (TVET), Higher Education and ICT. He has over 13 years of experience in designing and implementing entrepreneurship development and TVET programs at the state and national levels. Manish had served as Deputy Head of International Collaboration at the National Skill Development Corporation (NSDC). He is a Fellow of the Alexander von Humboldt Foundation, Germany and was awarded the Global Ambassador Scholarship to study Public Policy in South Korea.

Lt Gen M D Venkatesh

Lt Gen M D Venkatesh is the Vice Chancellor of MAHE Manipal. He has contributed significantly in the field of medical education, through his various academic positions at the Armed Forces Medical College (AFMC), Pune, from Reader to Dean. He was also a founder faculty of the department of Medical Education Technology at AFMC. He was in the armed forces for 38 years, during which, besides academic, he has also held numerous administrative appointments, and is credited with many achievements

H Vinod Bhat

H Vinod Bhat is the Executive Vice President of MAHE Manipal. With an MD in (Community Medicine), he is an Honorary Fellow of the Royal College of Physicians and Surgeons, Glasgow. Dr. Bhat has had a long and illustrious career both as a teacher as well as an able administrator. He has initiated over 25 Dual Degree programs with European Universities in the last six years. He was the Co-Chair of the FICCI Higher Education Committee for the year 2017 -18

SESSION 2

PROBING POSITIONALITY: CHANGING PATTERNS IN KNOWLEDGE FLOWS

**Elizabeth Songate**

Elizabeth K. Songate, PHD, is working as Country Officer at the University of Göttingen (UGOE)-India Office since 2016. She represents UGOE in its academic exchange activities and cooperation projects with partner institutions in India. Prior to her work at Göttingen India Office, Dr. Songate worked as an Assistant Professor of Sociology at Savitribai Phule Pune University (SPPU).

ABSTRACT

Knowledge Transfer and Management Beyond Borders: An Indo-German Collaboration Perspective

The increasing competitiveness of the global market and economy is complemented by increasing demand for knowledge production, knowledge sharing and innovative transformation. This paper features an empirical understanding of the Indo-German knowledge production sites and proceedings within the backdrop of a theoretical understanding from the 'new production of knowledge' (Gibbons et al 1994). It emphasises on the Indo-German academic collaboration in general and the internationalization of higher education strategy and experience of the University of Göttingen (UGOE) in specific.

**Pranjali Kirloskar**

Pranjali Kirloskar is a faculty member at Manipal Centre for European Studies and Coordinator International Collaborations at the department. She is the Coordinator for Centre for Education Research and is also in charge of Erasmus Manipal Network. Her areas of academic interests are internationalization of higher education, European Higher Education Area, Indian participation in Erasmus program.

ABSTRACT

Student Mobility to Europe: Emergence of Central and Eastern Europe as HE Destinations

In the context of the evolving patterns of international student mobility, this chapter explores Eastern and Central Europe as an emerging higher education destination. While there is much research on scholar movements to Western Europe in the period immediately following the Second World War, not much attention has been paid to Eastern and Central Europe. This paper explores how signing of the Bologna declaration, advent of harmonization, Erasmus program, push-pull factors and the rise of cultural institutes significantly contributed to the conspicuous presence of central and eastern European nations in the international higher education landscape.

SESSION 2

PROBING POSITIONALITY: CHANGING PATTERNS IN KNOWLEDGE FLOWS

**Oksana Zamora**

Oksana Zamora is a PhD, Associate Professor, currently working at the Department of International Economic Relations of Sumy State University. She combines experiences of project design and management both in academic and non-governmental sector: 7 years of work in International Affairs Office of the university and more than 12 years in the third sector working with the grant projects.

**Tatiana V Shcherbyna**

Tatiana V Shcherbyna is an Associate Professor, Candidate of Economic Sciences, Engagement Officer of the Education and Research Institute for Business, Economics and Management of Sumy State University. Her expertise is in monetary policy, the transmission mechanism of monetary policy, international economic relations, internationalization of business, international organizations, global marketing. Since 2017, she has been actively involved in international projects, including universities in Poland, the Czech Republic, Germany, Slovakia, and Nigeria.

ABSTRACT

The New Ukrainian Universities Concept: Development of International Cooperation and Global Positioning

Global educational trends emphasize on the need to revise the concept of educational services and the whole system functioning in Ukraine. The paper analyses the Ukrainian universities as a system in comparison to the EU and US standards and trends building the concept of a new model, which will work in the new changing conditions. The study is based on the case-studies analysis and empirical data. The defined foundations of a new model of Ukrainian Universities include: validity of scientific researches and their connection with the industry demands, human centricity and ethics, willingness for systemic changes in all spheres, and the relevance to the highest education quality standards.

**P A Nilsson**

Per A Nilsson is an analyst at Umeå University, Sweden. His major research interests lie in the area of international student mobility and studying abroad. Dr. Nilsson has worked with internationalization of higher education for many years.

ABSTRACT

Swedish outbound exchange students post-COVID-19

The student participation in exchange programmes in the Nordic countries has not reached the expected amount even when study abroad opportunities exist within their study programmes. It is important to examine this particular trend amidst the times of pandemic. The aim is to focus on Swedish outbound exchange students and to discuss what can be expected post-COVID-19 in regards to studying abroad. It appears that COVID-19 is reshaping the concept of studying abroad and will open up new possibilities for virtual cross-border education. This study makes use of the Swedish national statistics and takes into account the trends and figures in tertiary education.

SESSION 2**PROBING POSITIONALITY: CHANGING PATTERNS IN KNOWLEDGE FLOWS**

CHAIR

Vijay Khare

Vijay Khare is Director of the International Centre, Dr. Khare provides excellent leadership to all international engagements for internalization of higher education. Under his dynamic leadership, collaborations have been extended with renowned universities engaged in a number of National and International Projects and actively involved in European Commission Funded Projects. He is one of the finest academicians and administrators who have generated a large amount of revenue to the University through a remarkable International Collaborative Projects, International Students Admission Fees and other MOUs with different leading Universities and Organizations including Pen State University USA.

SESSION 3

CONSTRUCTIONS, CONTESTATIONS AND CONTEMPLATIONS:
BORDERS IN DISCOURSE**Srinivasa Kumar N Acharya**

Srinivasa Kumar N Acharya is the Coordinator of the Department of Philosophy (DoP). His responsibilities include academic activities and administration of the Department and its initiatives like programs, projects, publications, and events. He is the Principal Investigator (PI) of MAHE Mahabharata research project, funded by Manipal Academy of Higher Education (MAHE), Manipal. He also brought out a couple of philosophical translations and publications through Manipal Universal Press (MUP) as an Editor.

**Tanima Nigam**

Tanima Nigam is a Lecturer at the DoP, MAHE as she administers postgraduate courses on Indian and western - metaphysics, ethics, and aesthetics, along with skill-based courses - critical thinking and academic writing. She is also Deputy-in-charge (Academics) and Coordinator of the Academic Committee as well as Mentoring and Counselling Cell.

ABSTRACT

Philosophising Knowledge: Epistemic Structures in India and West

The educational institutions have played a vital role in the production of knowledge at various levels. In addition, the public sphere compliment the knowledge production by being intellectual companions, while the libraries function as knowledge depots. The spatiotemporal existence and temperamental nature of such means influence the contents of knowledge produced and disseminated. The proliferation and mutlifacetedness of these causal actors institutionalise the effectuated knowledge. Nevertheless, the knowledge thus effectuated has to be scrutinised further for determining its nature, existence and essence. This paper analyses the epistemic structures of Indian and western counterparts while philosophically investigating the intellectual dispositions.

**Aditya Divya Singh**

Aditya Divya Singh is an Assistant Professor at the Department of Foreign Languages. She currently teaches German Language to the students pursuing BA in Foreign Languages and Intercultural Studies. Her areas of interest include travel literature, literature of science, cultural studies, art history, cross-cultural communication and diplomacy.

ABSTRACT

Translanguaging in multilingual classrooms - Transcending borders in German language education in India

The concept of crossing borders, in theory and practice, is central to language education. Yet, it is accompanied by the creation of new boundaries that restricts education. The curricula for German language is usually designed with only English-speakers in mind, thereby, disregarding the linguistic diversity of multilingual learners. The issue is particularly evident in India, where existing language hierarchies and class divides restricts equal access to education. This paper aims to study the incorporation of translanguaging in the teaching methodology of German language across India and its contribution in forming positive multilingual identities.

SESSION 3

CONSTRUCTIONS, CONTESTATIONS AND CONTEMPLATIONS:
BORDERS IN DISCOURSE**Sonam Arora**

Sonam Arora is a Ph.D. scholar at the National Institute of Educational Planning and Administration, Delhi (India) with a specialization in higher education, economics, and economic development. She completed her M.Phil in Educational Planning and Administration from the same institute with Masters in Economics from Gokhale Institute of Politics and Economics, Pune (India). Her research interests include higher education, gender, labor, internationalization of higher education, growth, and development

The Gendered Perspective of Internationalization of Higher Education Across Borders

ABSTRACT

This paper brings out gendered realities of internationalisation of higher education across borders by thoroughly making use of secondary data and both country specific and international reports. As the nations become more equal, the gender gap in inbound and outbound mobility of students should be reduced in higher education. The findings are supported with empirical evidences and are outcomes of trend analysis. The paper also presents a strong theoretical background that highlights the importance and need to investigate this subject from a gender lens. The policy recommendations will help the governments, educational departments and authorities to ensure that cross-border mobility of higher education are open to all genders.

**Rahul Putty**

Rahul Putty is the Coordinator of Department of Languages, Manipal Academy of Higher Education. Along with his pivotal role in institution building, he is engaged in the designing and teaching of innovative modules centered on cultural and linguistic mediation.

Transatlantic University and Academic Identity in the Campus Novel: A Study of Régis Messac's Smith Conundrum

ABSTRACT

The 'narrative turn' in social sciences since the 1980s and increased focus in recent years on academics traversing cultural and disciplinary boundaries in higher education research have reinstated on the one hand, the importance of non-positivist data sources such as fiction, and on the other, the preponderance of narratives as a methodology of interest. Drawing from Bakhtin's theory of literary chronotopes, this paper carries out a narrative analysis to examine the nature of borders in the novel and the performative and dialogic dimensions of identity that surround them. In doing so, it also advances a historicization of academic fiction writing by immigrants from Europe to Canada.

SESSION 3**CONSTRUCTIONS, CONTESTATIONS AND CONTEMPLATIONS:
BORDERS IN DISCOURSE**

CHAIR

**Shantanu Chakrabarti**

Shantanu Chakrabarti is Professor in the Dept. of History, University of Calcutta, India. He also holds the honorary position of the Convenor of the Academic Committee, Institute of Foreign Policy Studies at the University of Calcutta. He is a former Research Fellow of the Institute for Defence Studies and Analyses (IDSA), New Delhi, India. His key research areas include South Asian regional dynamics; Security Studies with special focus on privatization of security and comprehensive security agenda in Asia; Connectivity process in Asia: historical and contemporary trends and Indian foreign policymaking.

SESSION 4**(A)SYMMETRIES AND (IM)BALANCES IN THE GLOBAL KNOWLEDGE
ARCHITECTURE: EXPERIENCES FROM INDIA AND EUROPE**

Jayaraj Amin

Jayaraj Amin is Professor and Chairman of the Department of Political Science, Mangalore University. He has been the Coordinator of Erasmus Mundus Programme (Action 2, Strand 1) in Mangalore University for Interdisciplinary Bridges in Indo-European Studies (IBIES), and academic exchange programme sponsored by European Commission for the period 2011-15 and Coordinator of a Jean Monnet Module. His expertise includes International Relations/Regional organisations, International Political Economy, Indian Foreign Policy.

Sanjeev Roy

Sanjeev Roy is Senior Key Expert Higher Education for the EU Public Diplomacy Project of European Union Delegation in India. He is an education management professional with nearly three decades of experience in a wide-ranging background within the field of education and skill development in India and Europe. He is also the Skill development consultant to UNESCO Paris and Country Expert for 'Study in Estonia'.

Shantanu Chakrabarti

Shantanu Chakrabarti is Professor in the Dept. of History, University of Calcutta, India. He also holds the honorary position of the Convenor of the Academic Committee, Institute of Foreign Policy Studies at the University of Calcutta. He is a former Research Fellow of the Institute for Defence Studies and Analyses (IDSA), New Delhi, India. His key research areas include South Asian regional dynamics; Security Studies with special focus on privatization of security and comprehensive security agenda in Asia; Connectivity process in Asia: historical and contemporary trends and Indian foreign policymaking.

Sudarsan Padmanabhan

Sudarsan Padmanabhan is Associate Professor of Philosophy in Dept of Humanities and Social Sciences, IIT Madras. His expertise lies in social and political systems, civil society, Indian medical ethics, Indian philosophy and culture. He has been the Co-ordinator of European Union funded Erasmus Mundus IBIES Consortium at IIT, Madras (2013-2016) and led the European Commission project for Establishing Contemporary EU Study Centres in India- Department of Humanities and Social Sciences, IIT Madras.

SESSION 5

DIAGNOSING AND DECRYPTING ASYMMETRIES IN CROSS-BORDER EDUCATION

**Kennedy Monari**

Kennedy Monari is an Education in emergencies specialist, trainer/teacher, and a researcher with specialties focusing on designing and implementing educational projects, from the emergency phase to post-conflict situations — emphasizing the mechanisms required to ensure the protection of children's affected by conflict /disaster and improve the quality of education during and after humanitarian crises, technical and strategic support to the emergency team on education response and recovery.

ABSTRACT

Diagnosis of Imbalance in Knowledge Mobility across Different Borders

Higher education should be responsive to global environment as a significant step in aligning to international standards. Cross-border education can be seen as opening the education system in such a way that its inputs and outputs are not restricted to national boundaries. When we trace patterns and trends of global flow knowledge, mainly students and academics in recent years, we can see the larger flows are from Asia to United States of America and second largest from Asia to Europe. In this paper, the authors provide a diagnosis of imbalances that exist in the flow of knowledge and mobility of scholars across different borders specifically between India and Europe.

**Kurt Hübner**

Kurt Hübner is Jean Monnet Chair for European Integration and Global Political Economy, Institute for European Studies at University of British Columbia, Canada. His research focuses on the interplay of institutions and capital accumulation, on the national as well as on the international level. Over the years his work concentrated on money and currency regimes, politics and economics of European integration as well as on contradictions and complementarities of sustainability and international competitiveness.

**Conrad King**

Conrad King is an Instructor of Political Science at Kwantlen Polytechnic University, Canada with a particular interest in recent reform attempts of secondary education in Germany and France. He also has an interest in the Bologna Process (the creation of a European Higher Education Area) and its implications for universities and research agendas in Europe, as well as lesson-drawing between Canada and the European Union regarding governance of education and skills regimes.

ABSTRACT

Global Knowledge Flows, Institutional Hierarchies, and the Roles of the Nation State

This chapter examines some of the imbalances that exist and will argue that the emergence of a knowledge economy - very much driven by private actors - puts new and intense pressure on traditional knowledge producers like universities. By analyzing some of the key mechanism of convergence, we show that national higher education systems are undergoing a partial converge towards an Anglo-Saxon regime, and that this process leads simultaneously to homogenization and differentiation on a global scale.

SESSION 5

DIAGNOSING AND DECRYPTING ASYMMETRIES IN CROSS-BORDER EDUCATION

**Aatmika Ganesh Shetty**

Aatmika Ganesh Shetty works as an Assistant Professor and handling the subjects – Principles of Management, Banking Technology, Business Analysis for BBA, B.com and international students.

**Sushmita Roy**

Sushmita Roy is a research scholar at the Manipal Centre for European Studies (MCES) and is pursuing her PhD under Prof Neeta Inamdar with a working title, "Shifting Boundaries and Cultural Capital: Unearthing the Quest for Cross-border Education amongst Students and HEIs". Her research interest lies in economics and internationalization of higher education, EU law, and project management.

ABSTRACT

Internationalization of Higher Education, Resource Allocation and Growing Disparities: A Cost-Benefit Perspective

The implicit and explicit disparities in the Global South and Global North in the implementation of internationalization of higher education points out to the impact of distinct processes of resource allocation towards internationalization in these two regions. This paper explores real costs and the benefits incurred by higher education institutions in Global South and Global North. This paper argues that the India and Europe, representatives of these two regions respectively have a unique story with regard to the resources allocated to international activities and therefore their dissimilar experiences in internationalization.

**Maresi Nerad**

Maresi Nerad is the founding director of the Center for Innovation and Research in Graduate Education (CIRGE) and Professor for in Higher Education in the Leadership in Higher Education Program, College of Education, at the University of Washington, Seattle. She has served on many national and institutional doctoral education reviews including the German Excellence Initiative (2006, 2011), the U.S. National Research Council (2002-3) to examine the Methodology for the Assessment of Research Doctorate Programs.

**Christian Peters**

Christian Peters works as Managing Director of the Bremen International Graduate School of Social Science (University of Bremen/Jacobs University Bremen). Besides managing a research unit with more than 70 early career researchers, he has interests in populism studies and the relationship of religion and politics.

SESSION 5

DIAGNOSING AND DECRYPTING ASYMMETRIES IN CROSS-BORDER EDUCATION

CHAIR



Emnet Tadesse Woldegiorgis

Emnet Tadesse Woldegiorgis is an Associate Professor of Higher Education Studies at the Ali Mazrui Center for Higher Education Studies (AMCHES), University of Johannesburg. He did his Ph.D. at the University of Bayreuth, Germany, where he also worked as a post-doctoral researcher. He has published several academic works on theories of regionalization, internationalization, academic mobility, economics of higher education, partnership models, and decolonization issues.

SESSION 6

POLITICS OF HIGHER EDUCATION: POLICY AND PRAXIS

**Priya Vijaykumar Poojary**

Priya Vijaykumar Poojary is a Lecturer and a research scholar at MCES, Manipal. She holds a Master's degree in European Studies from MAHE and a second Master's in International Relations from Metropolitan University Prague (MUP). She is currently pursuing her doctoral studies titled The Dynamics of Higher Education Regionalism in Europe and Asia. She is also the coordinator of the Association of European Studies in India (AESI).

**Neeta Inamdar**

Neeta Inamdar is a Jean Monnet Chair and Head of Manipal Centre for European Studies (MCES). She has led it since its inception in 2009 and has the credit of building it to what is today - a Jean Monnet Centre of Excellence. Her expertise in European economy, society and culture, education in Europe have led to successful projects like Content and Language Integrated Learning (CLIL) and Internationalization and Bologna project. She also acts as a consultant to a few other universities in their internationalization efforts.

ABSTRACT

Towards Glonal Spaces of Competition: Unravelling Higher Education Regionalism

In this paper, we argue that the new (regional) higher education spaces are emerging not only in the backdrop of economic and political rationales but also as a consequence of intense competition. Drawing from the glonacal agency heuristic (Marginson, 2002), we construct the term glonal meaning global-regional. This chapter serves as an important focal point in understanding how competition for global talents, mobility, knowledge, and dominance is constructed and internalized by these actors and also how they reproduce a kind of competition that furthers their economic and political interests.

**Arundhati M A**

Arundhati M.A is a student of MA European Studies with a specialization in Education, Policy and Management at Manipal Centre for European Studies at Manipal Academy of Higher Education. Her research interests include internationalization of higher education, data protection and privacy laws in India and the EU, inclusive education, and e-learning. She was also selected for the Erasmus+ scholarship program to study at Tallinn University, Estonia.

ABSTRACT

Scope of Knowledge Diplomacy in Bridging the North-South Divide

The global north has mostly been the centre of knowledge production. In recent years, there have been more efforts to address the divide existing between the global north and south. Knowledge diplomacy could potentially be beneficial in bridging the existing north-south divide. This paper attempts to understand the potential of knowledge diplomacy in addressing the issue of north-south divide in knowledge production and if similar initiatives can be helpful in widening the scope of Indian and European collaboration as well.

SESSION 6

POLITICS OF HIGHER EDUCATION: POLICY AND PRAXIS

**Stefano Greco**

Stefano Greco works at Chitkara University Punjab, as founder-director of the Chitkara Spaak Centre for Multidisciplinary European Studies. Professor and Jean Monnet Module holder in EU politics, supervisor of multiple EU-funded developments and cooperation projects. In 2019, at the European Parliament Stefano was awarded among the Top40Under40 EU-India leaders.

The Role of Higher Education in the EU Development and Cooperation Policy

ABSTRACT

The need to support the development of the third countries education systems has become a cliché in the contemporary European discussion over migration and asylum. This article aims to empirically - and then conceptually - comprehend the priority acquired by higher education in the EU Development and Cooperation policy. Using the guidelines and the budget of the EU programmes dedicated to third countries, the study investigates the geographical and strategic positioning of the EU over the issue. More specifically, the mission is to assess if the declaratory policies of the Union have lined up with the implementation on the ground; and if third countries' higher education has been organically included in the EU development and cooperation agenda.

**Medini Dinesh Hegde**

Medini Dinesh Hegde is a Research Scholar at Manipal Centre for European Studies (MCES) and is pursuing her PhD under Prof Neeta Inamdar with a working title, "Cross-Border Education at Cross Roads: International Engagements of Universities in a Populist Political Climate". Her scholarly interests lie in political theories, populist movements, internationalisation of higher education and foreign policy.

Bridging the Gap between Populist Governments and Internationalization of Higher Education: A look at the relationship between the UK and India

ABSTRACT

In light of the shift from conservative neoliberal government to right wing populist administrations experienced by both the UK and India, the chapter will analyse their immigration policies towards student mobility and other policies on Internationalization from 2013 to 2021. Drawing from the argument by Altbach and De Wit (2021), that it is too early to determine the long-term consequences of populist movements, the chapter argues that populist ideologies and the protectionist stance of nation states is strained with the need to cope with the compulsions of the neoliberal environment and does not always serve as a deterrent to IHE.

SESSION 6

POLITICS OF HIGHER EDUCATION: POLICY AND PRAXIS

CHAIR



César de Prado

César de Prado is a MOFA Fellow at the EU Centre in Taiwan (Department of Political Science of National Taiwan University), relaunching his academic career with several articles on Europe, China and Asia, and a book on the EU+ in great power competition. He has published three books (including *Global Multi-Level Governance: European and East Asian Leadership*, United Nations University Press), and has single-authored around 40 novel academic articles, book chapters and policy papers.

SESSION 7

GLOBALIZATION AND TRANSNATIONAL EDUCATION: DYNAMICS OF DIVERSITY

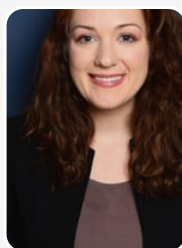
**Robert Coelen**

Robert Coelen is Professor of Internationalisation of Higher Education and Director of the Centre for Internationalisation of Education. He has 16 years of experience in executive roles and several years' experience in research in the area of internationalisation of high education. He has a PhD from the University of Western Australia, a Bachelor's and a Master's degree from La Trobe University in Melbourne, Australia, and a Graduate Certificate of Education from James Cook University, Australia.

ABSTRACT

How to diffuse the borders of internationalisation of education?

International mobility, as an important part of the internationalisation of higher education (IoHE), enhances an array of transversal skills such as team work, communication skills, critical thinking, data fluency etc. In this regard, IoHE creates a border, where the difference lies in whether or not students acquire substantially enhanced transversal skills. Thus, internationalisation activities of higher education enhance the disparity between different groups of graduates. In this paper, the author suggests that by designing activities similar to those conducted in international classrooms, the transversal skills of those who cannot travel can be enhanced, thereby, negating or diffusing the borders created by IoHE.

**Jessica D Schüller**

Jessica D Schüller is a Doctoral Researcher at Miami University, Ohio and a graduate of the Erasmus Mundus MARIHE program. She has worn many hats in international higher education: international student, practitioner and now, budding researcher. Her research interests include transnational education, international employability, and inclusive internationalization.

**Padmakumar Nair**

Padmakumar Nair is Dean and Professor at LM Thapar School of Management. His expertise covers a wide variety of fields and disciplines from physics, social entrepreneurship, evolutionary psychology and behavioural Economics.

**Jason Lane**

Jason Lane is Dean of Miami University's College of Education, Health and Society. He is co-founder of the Cross-Border Education Research Team (C-BERT) and is an internationally renowned expert on international branch campuses.

SESSION 7

GLOBALIZATION AND TRANSNATIONAL EDUCATION: DYNAMICS OF DIVERSITY

ABSTRACT

Reframing Internationalization: The Case of India's International Branch Campus Regulation

India missed the mark on potentially game-changing opportunities in higher education with their 2020 National Education Plan (NEP). Instead, in higher education, the NEP 2020 perpetuates a continuation of colonial heritage in the education sector. The most telling example of all is the foreign university international branch campus provision, which seeks to attract the world's best universities to set up institutions in India. In this conceptual paper, the overall misalignment of India's national internationalization strategy will be demonstrated using the example of the branch campus provision, calling into question the role of the NEP plans in moving the country's higher education system forward.

**Fabrizio Trifiro**

Fabrizio Trifiro is an international expert in the regulation, quality assurance and recognition of TNE. He heads Ecctis' (formerly UK NARIC) quality benchmark services aimed at supporting the recognition of international qualifications and leads strategic engagement with key international and national stakeholders. At Ecctis he developed the TNE Quality Benchmark, the first international scheme aimed at supporting the global portability of TNE qualifications.

ABSTRACT

Improving the recognition climate for Transnational Education qualifications through cross-border cooperation.

Over the past 20 years the international education community has seen significant growth in transnational education (TNE). However, despite its growth, there are still important challenges and hurdles to the recognition of TNE as an acceptable mode of earning a qualification. This paper outlines a new international initiative- TNE Quality Benchmark (TNE QB) scheme developed by UK NARIC- aimed at offering a global solution capable of bridging the different existing national approaches for the quality assurance and recognition of TNE qualifications. The paper argues that this new scheme is capable to do so by building on four international dimensions: international scope; international standards; international peer-review; and international cooperation.

**Tamara Dagen**

Tamara Dagen holds a PhD from the University of Zagreb. Her research interests are policy analysis in HE. She published a book *Impact of Globalisation on Internationalisation of Universities* with Danica Fink-Hafner (2019), and several articles related to HE. Since 2016 she has been affiliated researcher at the University of Ljubljana, Faculty of Social Sciences research group working on the implementation of a Delphi method in HE.

SESSION 7

GLOBALIZATION AND TRANSNATIONAL EDUCATION: DYNAMICS OF DIVERSITY

**Melita Kovačević**

Melita Kovačević is a full professor at the University of Zagreb. She has been involved in a policy of HE for two decades and she held different positions on national and European level related to HE. As a keynote or plenary speaker, she has delivered more than 150 speeches worldwide on HE, HE reform, academic leadership and doctoral education. She is a former Vice-Rector for Research and Technology of the University of Zagreb (2006 to 2014).

ABSTRACT**Globalisation impact on internationalisation HE policies: Southeast Europe Perspective**

As two very interconnected and sometimes mutually opposite processes, globalisation and internationalisation tremendously influenced changes in HE landscape. While globalisation raises some negative connotations, internationalisation is largely perceived as a process that has generally more positive marks. The aim of this concept paper is to question relations between globalisation and internationalisation in HE. The paper brings a perspective from the Southeast Europe, and compares states in particularly relying on the concept of centres and peripheries in HE. It also analyses differences in internationalisation policies across Europe, which strongly depend on political actors' decisions and public funding, and overall, the whole social context.

CHAIR

**Rahul Putty**

Rahul Putty is the Coordinator of Department of Languages, Manipal Academy of Higher Education. Along with his pivotal role in institution building, he is engaged in the designing and teaching of innovative modules centered on cultural and linguistic mediation.

SESSION 8

TRANSFORMING HIGHER EDUCATION:
VIRTUAL MOBILITIES AND ALTERNATIVE PEDAGOGIES**Pollyanna Magne**

Pollyanna Magne, a National Teaching Fellow, has worked in Higher Education since 2001. She joined Peninsula Medical School in September 2020 and is Programme Lead for The MSc in Global Health and a Lecturer in Clinical Education. Previous roles include Associate Professor in Educational Development and the Programme Director of a Postgraduate Certificate in Academic Practice (2007-2019).

ABSTRACT

Introducing 'critical global pedagogies' - a conceptual model designed to rebalance the power dynamics of knowledge systems

In today's time, regional epistemic, systemic, cultural and political structures influence, encourage, challenge and sometimes curtail ways of thinking (Freire, 2001). These structures also frame the pedagogic approaches used in the quest for teaching and learning, and set expectations and parameters that both propel and predetermine forms of knowledge creation with our HEIs (Gutek, 2014). This paper will call into question the ways in which our own curricula and pedagogies support hegemonic thinking (Andreotti, 2016) and it will propose a model of 'critical global pedagogies' (Magne, 2019) designed to challenge assumptions, norms and biases and enable students to read the world more intelligently.

**Sayantan Mandal**

Sayantan Mandal is a senior Assistant Professor at the Department of Humanities and Social Sciences (HSS) in the Indian Institute of Technology Jammu (IIT Jammu). Previously, he has worked at the National Institute of Educational Planning and Administration (NIEPA, Govt. of India) and the University of Delhi. Dr. Mandal is presently coordinating a research project on Integrating Digital Technologies with Teaching and Learning in the Jammu and Kashmir and Ladakh region.

**Sheriya Sareen**

Sheriya Sareen is a Doctoral fellow at IIT Jammu. The broad area of her research is Technology Integration in Higher Education. She has been a visiting scholar at IIT Delhi. She is also a UGC-JRF fellowship awardee. Previously, she has completed dual masters, one in the field of Physics, followed by another one in the field of Education.

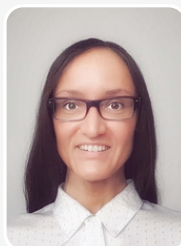
SESSION 8

TRANSFORMING HIGHER EDUCATION:
VIRTUAL MOBILITIES AND ALTERNATIVE PEDAGOGIES

ABSTRACT

Virtual Epistemic Inequality studied through Online Learning Readiness Scale for Synchronous Mode (OLRSSM) in students of Indian higher education institutions: Gender, social and economic perspectives

Inequalities in online education are not just bound to unequal resource mapping and allocation but have contoured the epistemic structures of teaching-learning, thereby, questioning the effectiveness of online learning. In this regard, OLRSSM in students of HEIs is one of the comprehensive instruments that assesses OLR for real-time online classes. The paper focuses on consequences of the OLRSSM on gender, social and economic dynamics. The study reconfirms the resurfacing of gender-based, social and economic stratification in online teaching-learning, materialised through OLRSSM.



Zane Šime

Zane Šime is an affiliated researcher of the Norwegian University of Science and Technology (NTNU). She explores the EU science diplomacy, as well as the EU macro-regional governance and the EU-India educational diplomacy in the Asia-Europe Meeting (ASEM) context. She has completed research at the United Nations University Institute on Comparative Regional Integration Studies (UNU-CRIS) and the Academy of the Organization for Security and Co-operation in Europe (OSCE).

ABSTRACT

A Permacrisis Compass: What Does the Digital Transformation Bring to the European Higher Education and Research?

The pandemic has brought major changes in the way higher education and research sectors operate across the globe. Institutions have adopted online medium to enhance their capacity to provide uninterrupted learning and research opportunities to reach a wider audience. An autoethnographic account of virtual research experience at two higher education and research institutions each affiliated to a different international organization brings new empirical insights about the multi-faceted developments experienced during the on-going permacrisis. It offers food for thought about how intellectual hubs adjacent to international organizations can broaden ties.



Emma Sabzalieva

Emma Sabzalieva, PhD, is a Senior Policy Analyst at UNESCO's International Institute for Higher Education (IESALC). She is a comparative and international higher education specialist with two decades of international expertise in research, teaching, policy analysis, consultancy, and practice. Her current research projects include the futures of higher education, post-pandemic student mobility, geopolitics of higher education, and the international education-immigration policy nexus.

SESSION 8**TRANSFORMING HIGHER EDUCATION:
VIRTUAL MOBILITIES AND ALTERNATIVE PEDAGOGIES****ABSTRACT****Virtual student mobility for a post-pandemic world**

The onset of the COVID-19 pandemic changed everything for higher education student mobility. The world has now woken up to the potential of virtual student mobility (VSM), with 60% of higher education institutions (HEIs) reporting increased virtual forms of mobility as alternatives to physical student mobility. This paper reports the ongoing work by UNESCO-IESALC to identify what it would take to embed VSM after the pandemic, either as a standalone alternative to physical mobility or in a blended format combining physical and virtual mobility. The paper highlights findings from a series of global case studies with HEIs that decided to implement VSM during the pandemic as well as with HEIs that have longer experience of operating virtual forms of student mobility.

CHAIR**Pushkarni Panchamukhi**

Pushkarni Panchamukhi is an Assistant Professor at RV University, Bengaluru. She has diverse experience in the field of education with a multi-disciplinary perspective that recognises the impact of political economy on policy-making. Her research provides insights and analyses of grassroots practice into the larger macroeconomic policy framework. Her doctoral research was in the area of Economics of Education. Her interest continues in the area of education with special focus on strategic planning and management of higher education in India and Europe.

SESSION 9

**FUTURE OF CROSS-BORDER EDUCATION:
TOWARDS INCLUSIVITY AND SUSTAINABILITY**

**Bowen Xu**

Bowen Xu is a doctoral researcher at Cambridge University, focusing on China's Belt and Road Initiative with its implications for regional political economy and higher education. He explores education policy, international relations, Asian regionalism, new geopolitics and knowledge production.

**César de Prado**

César de Prado is a MOFA Fellow at the EU Centre in Taiwan (Department of Political Science of National Taiwan University), relaunching his academic career with several articles on Europe, China and Asia, and a book on the EU+ in great power competition. He has published three books (including *Global Multi-Level Governance: European and East Asian Leadership*, United Nations University Press), and has single-authored around 40 novel academic articles, book chapters and policy papers.

**Fiona Hunter**

Fiona Hunter works globally as a consultant, trainer and researcher in higher education with private, public and faith-based institutions. She is also Associate Director at the Centre for Higher Education Internationalisation (CHEI) at the Università Cattolica del Sacro Cuore in Milan, Italy, and Co-Editor of the *Journal of Studies for International Education (JSIE)*. Her work focuses mainly on strategic change and internationalisation, and recent projects have included work with university leadership in Italy, Romania, Albania, Russia, Israel, Colombia and Cuba.

**Vijay Khare**

Vijay Khare is Director of the International Centre, Dr. Khare provides excellent leadership to all international engagements for internalization of higher education. Under his dynamic leadership, collaborations have been extended with renowned universities engaged in a number of National and International Projects and actively involved in European Commission Funded Projects. He is one of the finest academicians and administrators who have generated a large amount of revenue to the University through a remarkable International Collaborative Projects, International Students Admission Fees and other MOUs with different leading Universities and Organizations including Pen State University USA.

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Co-funded by the
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of the European Union



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