

# Bringing global education home

**B**ased on the University Grants Commission's recommendations, the Ministry of Education has handed over twelve letters of intent to top foreign universities to establish their campuses in India during the last year. One U.K. university has already opened its doors in Gurugram, launching its programmes for the 2025-26 academic session, with the remaining universities setting up campuses in Bengaluru, Chennai, Mumbai and the National Capital Region. The fact that world-class universities are establishing their physical campuses in India shows our conscious policy realignment. It opens new opportunities for our students and expands educational horizons in ways we could hardly imagine a decade ago.

The beginning point for this development is a regulation introduced by the University Grants Commission (UGC) in 2023. The idea is to allow top-ranking foreign universities to establish campuses in India with operational autonomy and regulatory clarity. The UGC took this calibrated decision to align with the vision of the National Education Policy (NEP) 2020. At its core, NEP 2020 calls for re-imagining higher education to be globally competitive while remaining locally rooted. Facilitating the establishment of global university campuses in India constitutes a direct implementation of that objective.

## Why now?

India stands at an inflexion point. With a large aspirational youth population, India has a rapidly expanding and stable economy. Our start-up economy ranks among the fastest-growing globally and is a crucible of global innovation. There is a demand for quality higher education, especially in new-age fields such as AI, design, data science, sustainability, and finance.

Foreign universities are not arriving on empty ground. They are coming into a country already



**Mamidala Jagadesh Kumar**

is former Chairman, University Grants Commission, and former Vice-Chancellor, Jawaharlal Nehru University

Students who might not have considered international education due to economic or social constraints can make that possibility real now

undergoing serious educational reform. Multidisciplinarity is being actively built into the curriculum. We are adopting hybrid educational delivery mechanisms using digital public infrastructure. Research funding is being streamlined through the Anusandhan National Research Foundation. Quality assurance mechanisms are becoming more outcome-oriented due to the reforms in accreditation. Foreign universities see the potential. Many western institutions face diverse challenges, including rising operational costs, demographic changes, and expanding globally. Establishing campuses in countries with a high youth population and growing intellectual capital makes strategic sense. India offers both.

## Local advantage, global gains

For students in India, its long-term impact could be truly consequential. Access to international-quality education without the high costs of going abroad changes the game entirely. Families no longer have to stretch their finances or send their children halfway across the world. The benefits go beyond academic degrees. Students will have exposure to diverse peer networks, industry partnerships, and entrepreneurial ecosystems embedded within the country.

And here lies a critical point. Students who might not have considered international education due to economic or social constraints can make that possibility real now. From the parents' perspective, the appeal is straightforward. They want their children to have the best possible education, and they want to feel secure in that choice. Sending a child abroad involves logistical, emotional, and financial complications. With global campuses coming to Indian cities, that equation changes.

This situation, in turn, raises the bar for Indian institutions as well. Healthy competition never hurts a system. When foreign

university campuses in India offer cutting-edge programmes, our universities must innovate, reflect, and re-energise their models. There is a strong case for research collaboration, too. For instance, we have seen IITs, IISERs, AIIMS, central universities, and State universities collaborate with global partners on areas such as renewable energy, public health, and engineering. Australian and U.K. universities share strong educational collaborations with Indian universities. European and U.S. universities are intensifying linkages. These collaborations support research, innovation, and skills development.

## Education powerhouse

India is a rising power in technology, diplomacy, and manufacturing. Yet, we rarely speak of our potential in global education with the same conviction. India must position itself as an emerging force in international education not by imitating the western university model, but by drawing the world to engage with us on our terms, within our cultural, intellectual, and societal landscape. India's centuries-old tradition of scholarship, from Nalanda to Shantiniketan, should not be seen as relics of the past, but as living sources of credibility in shaping a distinctive, modern learning environment. India already draws thousands of international students each year, yet the scale is negligible compared to our potential. Some claim that prioritising global education is a distraction from India's domestic needs. The truth is the opposite. Inviting the world's students, researchers, and institutions to work with us here also lifts our universities' quality, resources, and ambitions. To ignore this is to allow other nations to monopolise the narrative of what "world-class education" means, while we remain consumers instead of shapers of that narrative.