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Mona Khare and Sonam Arora

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Mona Khare* and Sonam Arora**

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The increasing demand of advanced qualification fuelled by an enthusiastic young cohort for better employment opportunities has given a new direction to globalisation and internationalisation of higher education. As a result, fostering 'international knowledge'; 'international technology' and 'international workforce' became the priority of countries, developed and developing. Globalisation and internationalisation are closely related yet, two different phenomena (Altbach & Knight, 2007). Globalisation on one hand is a market mediated process led by economic rationality and commercial interests while, Internationalisation of Higher Education (IoHE) is a response to opportunities and challenges of globalisation. It is thus little wonder that International organizations like the Organization for Economic Cooperation and Development (OECD), the United Nations Educational, Scientific and Cultural Organization (UNESCO), World Bank, the European Union, Regional associations like the Commonwealth, the Association of Southeast Nations (ASEAN), Universities as well as national governments strive to forward internationalization, in a more defined and strategic fashion.

International education has become an industry, a source of revenue and a means for enhanced reputation (Wit, 2020). The whole movement of HE internationalization is being fuelled by increasing individual capacities to self finance international education and institutional requirements to improve their branding, reputation and global ranking. International Student (IS) mobility is an important tool of 'soft power' that refers to country's capacity to influence another country's collective attitude and behaviour as a result of non-coercive and non-threatening factors (Nye Jr., 2004). IS are considered as carriers of international knowledge and competency. Today internationalisation is understood in a much broader framework of "internationalisation abroad" and "Internationalisation at home (IaH)" (Knight, 2008). Internationalization abroad can be predominantly understood as 'preparing to go out', while internationalization at home may best be understood as 'preparing to host' (Khare, 2019) as the former may be measured by people and program mobility while the latter with curricular and pedagogic structures, campus environment and outcomes. Although, developed parts of the world profess and promote

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