

# INDIA MATTERS

How stronger educational and cultural ties can help  
to unlock the full potential of the UK–India relationship

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# FOREWORD

Historically, the ties between the UK and India have been very close. From curry to culture to cricket, the two countries have much in common, so it's no surprise that the UK is home to one of the largest Indian diasporas in the world. But a shared past is not enough to keep a relationship going.

With a fast-growing India now poised to become one of the world's most influential nations and, potentially, one of the UK's most important partners, this report represents a timely call to action for us all. It highlights the need for the UK to build deeper connections through business, trade, diplomacy, education and cultural exchange.

This engagement must not be tackled piecemeal. Government, business and major cultural and academic institutions need to work together to build a long-term vision aimed at deepening friendship and mutual understanding between the two nations, and to set the tone for collaboration between UK and Indian organisations both large and small. This strategy needs to be founded on deep appreciation of each other's contemporary culture, not on any outdated perceptions.

Worryingly, this report highlights that there is a widening gap between the knowledge of young people from the UK about India, compared with the familiarity their urban and educated contemporaries in India have with the UK. Young Indians are excited and interested by the UK and its culture, but may begin to disengage if their

interest is not reflected by the young British people that they come into contact with.

India is a vibrant, dynamic and growing nation that is addressing its economic and social priorities at speed and at scale. Programmes such as the Indian government's Smart Cities agenda demonstrate that the country is keen to urbanise in an innovative way, using new technology to facilitate economic growth and prosperity for its citizens. Any successful engagement strategy will need to be closely aligned with these priorities, further underlining the need for mutual understanding.

As the balance of economic and political power shifts around the globe, we're at a key juncture in the development of relations between India and the UK. This report provides a timely introduction to the ties between our two nations, a sobering warning of what may happen if we neglect those ties, and a valuable insight into the opportunities that exist to strengthen them – opportunities we'd be foolish to ignore.



A handwritten signature in black ink, appearing to read 'S2A'.

**Sajid Javid**  
**Secretary of State for Business,  
Innovation and Skills**

# EXECUTIVE SUMMARY

The UK's relationship with India is becoming ever more important. India's economic, cultural and geopolitical influence is growing fast. The views of India's leaders and the actions of its people are increasingly influential in shaping the future of global society.

This suggests a critical need for the UK to understand contemporary India better and represents a vital opportunity for the UK to strengthen the bilateral relationship. Stronger cultural and educational connections will be particularly important to achieving a relationship of mutual value.

India will be one of the most important nations throughout the 21st century. It is already the third largest economy in the world<sup>1</sup> and, by 2050, is forecast to become the second largest.<sup>2</sup> Predictions show that by 2050, India's working age population could be larger than that of China and the US combined and its economy 30 times larger than it is today.<sup>3</sup> As its economy is transformed, its political, military and cultural power is likely to undergo a similar transformation, leaving India as one of the greatest international powers. As internationally recognised economist Jim O'Neill has written, India will soon be 'one of the biggest influences on the world'.<sup>4</sup>

If the UK is to have a closer relationship with the major power that India will become over the next few decades, it must take action now to further strengthen the relationship. In recent years there has already been a concerted effort to strengthen the

UK's bilateral relationship with India. Prime Minister David Cameron has visited India three times, bringing with him the largest UK trade delegation ever to visit India in 2013. The Foreign and Commonwealth Office's recent Network Shift programme has led to the opening of three additional Deputy High Commissions and new Trade Offices across the country.

Now is a crucial moment to invest in the opportunities that a strengthened relationship offers, as the UK government sets a new agenda in Westminster and Prime Minister Narendra Modi continues to realign India's foreign policy. This new political landscape presents an excellent chance for the two countries to further improve their relationship, with enormous potential benefits for both.

India and the UK share history, language, culture and values, which gives the UK a huge potential advantage over other countries when it comes to assisting in and benefiting from India's rise as a world power.

The fast growth of India's English-speaking middle class suggests there is a window of opportunity for the UK to take much fuller advantage of its unique relationship with India to become this important rising power's

global partner of choice for business and trade, diplomacy, culture and education, before India's next generation turns its attentions elsewhere. Given the size of India, the scale of change and the Indian government's reform agenda it is likely that many of these opportunities are best pursued through collaboration at state level and in second tier cities.

However, research conducted by the British Council has found that there is a growing disconnect between the UK and India. In particular there is a mismatch between Indian and British young people's experience and knowledge of each other's countries. In a survey conducted by Ipsos MORI for the British Council 74 per cent of young educated Indians said they knew 'a great deal' or 'a fair amount' about the UK, while just 21 per cent of young people from the UK said the same about India. At the same time, the UK is seen by some Indians as a country of diminishing relevance.<sup>5</sup> For educational, employment and investment opportunities, young Indians are increasingly turning to the US, Australia and Germany.

1. When measured at purchasing power parity exchange rates.

2. PriceWaterhouseCoopers (2015) *The World in 2050: Will the shift in global economic power continue?* Available online: <https://www.pwc.com/gx/en/issues/the-economy/assets/world-in-2050-february-2015.pdf>

3. Jim O'Neill (2011) *The Growth Map: Economic Opportunity in the BRICs and Beyond*, Portfolio Penguin.

4. *Ibid.*

5. Jo Johnson (2012) *Trading with the New India*.

This is particularly noticeable in the field of education. There is therefore a need for a much greater exchange of ideas and learning between the UK and India in order to secure a sustainable and strategic bilateral relationship for the future.

Cultural and educational collaboration should play a key role in this and there are many opportunities identified in this report to build on existing links. As well as presenting significant economic opportunities in themselves for both countries, such collaborations offer a vital mechanism for improving the mutual understanding between future leaders and influencers. This in turn can underpin wider economic and strategic engagement and lead to mutual benefits in terms of prosperity, security and influence.<sup>6</sup>

The report offers a set of recommendations for how the UK should act to make the most of the UK–India relationship.

Key strategic recommendations include:

- The UK government and leading institutions (academic, commercial, educational and cultural) should set out a 2050 vision for the UK–India relationship, and make a long-term commitment to realising this.
- The UK should understand and support India's agenda to ensure it remains relevant, including engaging with the Indian government's ambitions for Digital India, Skill India, Make in India, the Smart Cities initiative, etc. The main actors should identify key areas for collaboration where the UK has a world class unique offer, e.g. education, science, and creative industries, and set out plans to scale up joint work and relations in these areas.
- The UK should consider launching a UK–India Young Leaders/Next Generation Forum for young people between the ages of 15 and 35, who will be leaders in the respective countries in 2050. The UK should identify, train and mentor these leaders, and bring them together in forums to exchange knowledge and ideas and build new relationships.
- UK organisations, companies and institutions should seek further opportunities to collaborate more with each other in their engagement with India within and across sectors, with a focus on long term-outcomes. This will enable sharing of best practice, bringing together different skills and expertise and creating opportunities to work at scale.

6. British Council (2012) *Trust Pays*. Available online: [www.britishcouncil.org/organisation/publications/trust-pays](http://www.britishcouncil.org/organisation/publications/trust-pays) and British Council (2013) *Culture Means Business*. Available online: [www.britishcouncil.org/organisation/policy-insight-research/research/culture-matters](http://www.britishcouncil.org/organisation/policy-insight-research/research/culture-matters)







# Infrastructure

India has **three of the world's top ten megacities** of over ten million people – more than China



## 1.45 billion inhabitants

India will soon become **the most populous country in the world**, with about 1.45 billion inhabitants according to UN estimates. India's population is expected to overtake China's in 2025

### Clean India



## 29 states

The total value of trade in services between UK and India was worth £4.7 billion in 2013

## £4.7 billion



Demographic dividend or disaster

## More billionaires than the UK



## Narendra Modi

India is likely to have the world's largest labour force by 2030



## Inequality

## Global influence



## Bureaucracy

## India is the largest democracy in the world





# INTRODUCTION

New political landscapes in both the UK and India present a critical moment to secure and strengthen the UK–India relationship for the future.

India is in the midst of a major transition. In coming decades its population is forecast to overtake China's and by 2050 it will be a huge economic powerhouse. India and the UK share history, language, culture and values, which gives the UK a great potential advantage over other countries when it comes to assisting in, and benefiting from, India's rise as a world power.

Cultural, educational and people-to-people connections are particular areas of opportunity to achieve a mutually valuable relationship for the future. India's burgeoning and often English-speaking middle class is hungry for international cultural and educational products of the sort at which the UK excels.

In order to add to the understanding and appreciation of modern India in the UK, this report shares the British Council's latest insights into the contemporary relationship, the trends and developments in the cultural and education spheres in India, and the policy environment in these sectors, as well as the perceptions that young people from India and the UK have of each other.

The report is based upon:

- research on the latest studies into the relationship between the two countries
- analysis of a major quantitative survey of 1,000 young people in India and 1,000 in the UK on their attitudes towards each other's countries (see Appendix)
- interviews with 25 leading cultural and educational organisations in the UK who have worked in India
- discussions with British Council staff in India
- discussions with the British High Commission in Delhi and the Foreign and Commonwealth Office and the Department for Business, Innovation and Skills in London
- the findings of the British Council's 2013 *Reimagine: UK–India Cultural Relations in the 21st Century*<sup>7</sup> and 2014 *Understanding India* education studies.<sup>8</sup>

The report looks at the implications of current trends on the long-term relationship between the UK and India. It concludes with recommendations for UK policymakers, sectors and institutions for how the relationship between India and the UK might be strengthened through educational, cultural, and people-to-people connections.

7. British Council (2013) *Reimagine: India–UK Cultural Relations in the 21st Century* – [www.britishcouncil.in/programmes/re-imagine/findings-our-research](http://www.britishcouncil.in/programmes/re-imagine/findings-our-research)

8. British Council (2014) *Understanding India: The future of higher education and opportunities for international cooperation*. Available online: [www.britishcouncil.org/sites/default/files/understanding\\_india\\_report.pdf](http://www.britishcouncil.org/sites/default/files/understanding_india_report.pdf)

# UNDERSTANDING CONTEMPORARY INDIA

India is in the midst of a major transition that will have important consequences for the UK.

The overwhelming victory of the Bharatiya Janata Party (BJP) in May 2014 has changed the Indian political landscape. Narendra Modi's campaign connected with the aspirational desires of the young and middle classes, whose vote of confidence has placed the BJP at the heart of Indian politics. In choosing Narendra Modi as the Prime Minister, the Indian electorate can be seen as opting for an agenda of change, a central role for the private sector and a less regulated market.<sup>9</sup>

So far, Prime Minister Modi has shown signs of laying the foundations for a major long-term reform programme.<sup>10</sup> Modi's priorities appear to be focused in four key areas: urbanisation and infrastructure; energy; trade and investment; and education and skills. Linked to these priorities, the Indian government has launched initiatives such as Make In India, Clean India, Skill India, Digital India and the Smart Cities programme. This could be interpreted as a reflection of a longer-term and strategic vision for India's future. The challenge remains to ensure rapid, inclusive and sustained growth, whilst maintaining the support of the electorate.

## Growing geopolitical importance

As internationally recognised economist Jim O'Neill has written, India will soon be 'one of the biggest influences on the world'.<sup>11</sup>

As its economy is transformed, its political, military and cultural power is likely to undergo a similar transformation, leaving India by 2050 as one of the greatest international powers in a position of corresponding regional and geopolitical importance.

India is a member of the BRICS<sup>12</sup> group of countries, is one of a small number of states with nuclear weapons capability as well as large armed forces, and has played a key role in multilateral trade discussions as part of the World Trade Organization. Developing economies from Sub-Saharan Africa and South Asia are increasingly looking to India for assistance in their reform programmes. As India's global importance grows, Indian policymakers strive for greater international recognition and status, including permanent membership of the United Nations Security Council and enhanced influence in organisations such as the International Monetary

Fund and the World Bank.<sup>13</sup> India's immense and growing geopolitical importance cannot be overlooked and the country's future choices and actions will be vital in shaping the future of the entire global order and rules-based system.<sup>14</sup>

## Economic optimism and caution

India is already the third largest economy in the world by purchasing power parity.<sup>15</sup> In just five years, between 2005 and 2010, India's share of global GDP increased from 1.8 to 2.7 per cent and 53 million people were lifted out of poverty.<sup>16</sup> In the last decade, India's economy expanded at an average annual rate of 7.6 per cent, weathering the 2008 financial crisis well and placing it in the top ten of the world's fastest growing nations.<sup>17</sup> Significant economic reforms in the early 1990s under then Finance Minister Manmohan Singh began the transition to much higher levels of growth, which saw India move towards liberalisation and away from socialist policies. Modi's new government has now further distanced the country from India's traditional centrally planned approach.<sup>18</sup>

9. Kumar, R (April 2015) *India 2015: Towards Economic Transformation*. Legatum Institute. Available online: [www.li.com/activities/publications/india-2015-towards-economic-transformation](http://www.li.com/activities/publications/india-2015-towards-economic-transformation) and Price, L (2015) *The Modi Effect: Inside Narendra Modi's campaign to transform India*, London: Hodder & Stoughton.

10. Kumar, R (April 2015) *India 2015: Towards Economic Transformation*, op. cit.

11. O'Neill, J (2011) op. cit.

12. Brazil, Russia, India, China and South Africa.

13. Kliman, D and Fontaine, R (November 2012) *Global Swing States: Brazil, India, Indonesia, Turkey and the Future of International Order*, German Marshall Fund of the United States and Centre for a New American Security, available online: [www.cnas.org/files/documents/publications/CNAS\\_GlobalSwingStates\\_KlimanFontaine.pdf](http://www.cnas.org/files/documents/publications/CNAS_GlobalSwingStates_KlimanFontaine.pdf)

14. *Ibid.*

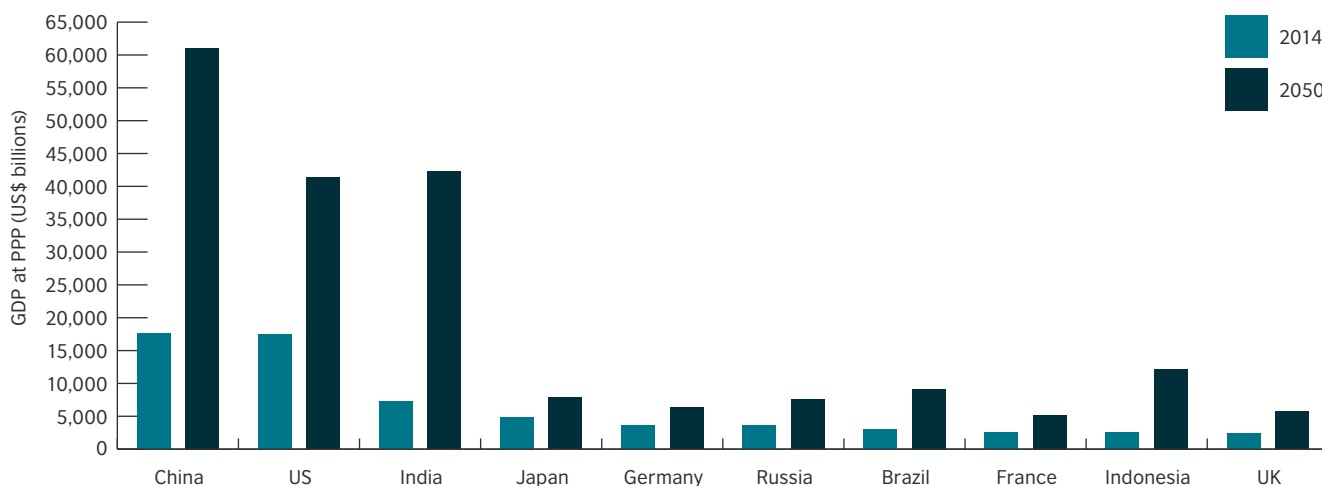
15. When measured at purchasing power parity exchange rates.

16. World Bank (21 March 2013) *Country Partnership Strategy for India for the Period FY2013–2017*.

17. *Ibid.*

18. Price, L (2015) op. cit.

**Chart 1: India's rising economic prosperity**



Source: IMF WEO database (October 2014) for 2014 estimates, PwC (2015) *The World in 2050: Will the shift in global economic power continue?*

These changes, over a 25-year period, have allowed development to take place at an unprecedented pace.

Despite these immense steps forward, India's per capita income remains low, and its development challenges are deep and complex. India continues to face significant challenges in areas such as health, education, environmental issues, a growing socio-economic divide, social inequalities, terrorism, regional violence and corruption.<sup>19</sup> To this day, one third of the world's poorest people live in India,<sup>20</sup> with 69 per cent of India's population living on less than US\$2 a day.<sup>21</sup> India's future prospects are also not without significant economic challenge as the country requires a GDP growth of 9–10 per cent in the next 20–30 years in order to absorb its expanding workforce and

reach middle-income status.<sup>22</sup> Most economic forecasts are nonetheless consistent in predicting India to continue to make rapid progress over the next 30 to 40 years.

### Importance of the states and tier two cities

The Indian government expects the next wave of economic growth to be driven by the emerging cities.<sup>23</sup> Cities are central to India's economic future and may account for nearly 70 per cent of India's GDP by 2030. Urban population growth could result in India, by 2030, having as many as 68 cities with populations of more than one million. India's 29 states and seven union territories are at different stages of demographic and economic evolution. Richer and more urbanised states like Gujarat and Tamil Nadu require a different approach compared

to rapidly emerging ones such as Andhra Pradesh, or less developed states such as Madhya Pradesh and Bihar.<sup>24</sup> The varying levels of development and differing priorities of states will have major implications for how the UK might engage with the regions of India in the future. It will be important to recognise India's significant diversity and not treat the country as a monolith. This will require a more detailed understanding of India and the strengths and opportunities of its various states and cities. Regional parties have traditionally held a lot of power in India and further devolution of budgets and decision-making powers away from the centre and towards the states is currently underway.

19. British Council Education Intelligence (June 2013) *Further Education: India*.

20. The People's Linguistic Survey of India. [www.worldbank.org/content/dam/Worldbank/document/State\\_of\\_the\\_poor\\_paper\\_April17.pdf](http://www.worldbank.org/content/dam/Worldbank/document/State_of_the_poor_paper_April17.pdf)

21. World Bank (2010) Available online: <http://data.worldbank.org/indicator/SI.POV.2DAY>

22. Kumar R (April 2015) *op. cit.*

23. UK India Business Council (March 2011) *Beyond the Metros UK Business Success in India's Emerging Cities*. Available online: [www.ukibc.com/business-services/policy\\_and\\_research/published\\_reports.aspx](http://www.ukibc.com/business-services/policy_and_research/published_reports.aspx)

24. McKinsey & Company (October 2014) *India's economic geography in 2025: states, clusters and cities – Identifying the high potential markets of tomorrow*. Available online: [www.mckinsey.com/insights/asia-pacific/understanding\\_indias\\_economic\\_geography](http://www.mckinsey.com/insights/asia-pacific/understanding_indias_economic_geography)



Prime Minister Modi plans to respond to the rapidly urbanising population through his Smart Cities agenda. He plans to build 100 'smart cities' that will use technology to facilitate better living conditions, management of energy resources, water, transport and traffic, safety and security.<sup>25</sup>

### Demographic dividend – or disaster

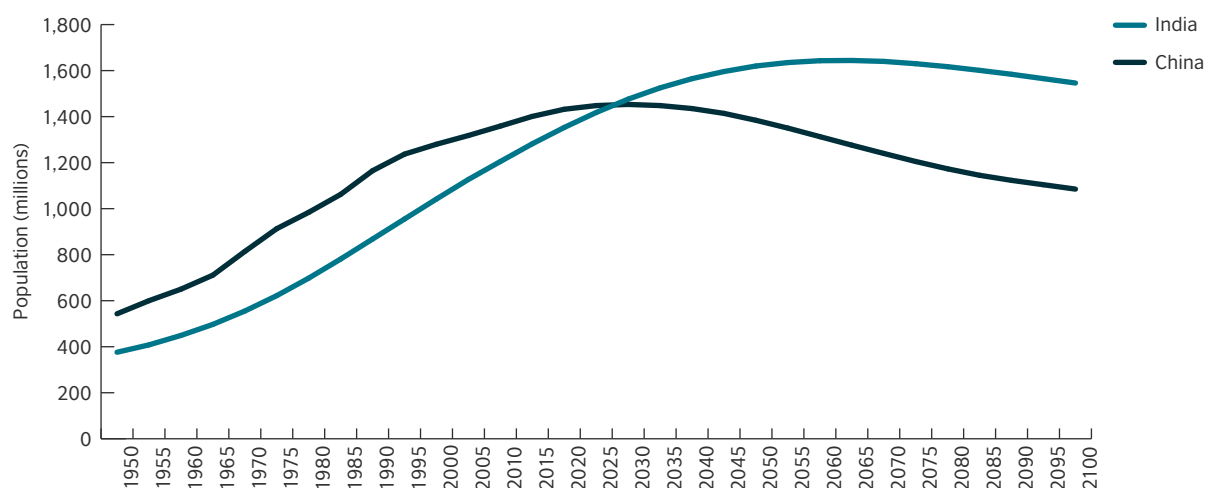
India has a population of 1.2 billion, of which 65 per cent are below the age of 35 and nearly 50 per cent are below the age of 25. By 2025 India is forecast to surpass China as the most populous country on Earth. Its population is expected to continue to rise until at least 2050. Furthermore, India's demographic profile will mean a significant increase in the working age population up to 2030, whilst years of the 'one child policy' in China means that its working age population is forecast to contract.<sup>26</sup>

Such a demographic spread has the potential to help India achieve the rapid and sustained economic growth that it needs. Yet, if these people's aspirations and potential are not quickly harnessed, there is acute potential for social and political unrest, with serious implications for India and the wider world. To avoid such a scenario and capitalise on its demographic profile, India may have to generate 12 million jobs a year for the next 20 years and provide the training and skills necessary to do those jobs.<sup>27</sup> According to its 12th Five Year Plan, India only has the capacity to train 4.5 million people per year. To meet its jobs and skills ambitions India will therefore need to increase the scale and quality of its education system significantly as well as increasing its trade and investment activity. This creates huge potential opportunities for other countries, including the UK.

### WHAT DOES INDIA MEAN FOR THE UK?

In recent years there has been a concerted effort to strengthen the UK's bilateral relationship with India. In 2004 the UK and India agreed to intensify co-operation in civil nuclear energy, space, defence, counter-terrorism, economic ties, science and technology, education and culture. Prime Minister David Cameron has visited India three times; bringing with him the largest British trade delegation ever to visit India in 2013. Since 2007 the UK India Business Council (UKIBC) has done valuable work to foster trade and business links between the two countries, with offices in Delhi, Mumbai and Bangalore. We have seen the establishment of a strong Science and Innovation Network in India and the arrival of Research Councils UK in 2008 as well as significant investment in joint UK-Indian research and partnership through the UK India Education and Research Initiative (UKIERI) and Newton-Bhabha programmes.

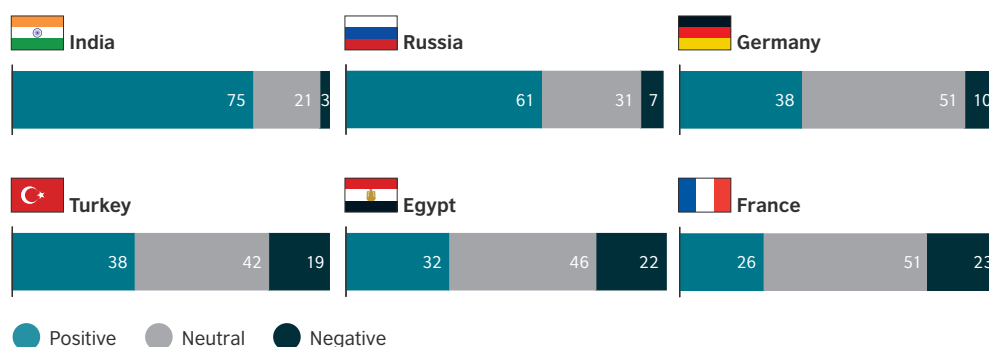
**Chart 2: Forecast population India versus China 1955–2100**



Source: United Nations Department of Economic and Social Affairs (2015).

### Chart 3: Perceptions of the UK around the world

Question: To what extent do you feel positive or negative towards the UK?



Source: YouGov (September 2013). Base: Adult (over 18) population (7,488) in Egypt (1,081), France (1,029), Germany (1,070), India (1,022), Russia (1,019), Turkey (1,052).

Note: Any deviation from a total of 100 per cent is due to rounding of individual figures.

In 2014 a Memorandum of Understanding on cultural co-operation was signed, which set a strong basis for future collaboration.

There have also been initiatives such as the India–UK Roundtable and the India–UK CEO Forum, which facilitate focused discussion and knowledge-sharing.

The UK has increased its physical presence in India by opening new Deputy High Commissions and Trade Offices, which will improve services across second tier cities throughout India. Such investment gives the UK a strong platform on which to continue to build. Cultural and educational connections with the UK are strong and growing.

#### Strengths and weaknesses

As a consequence of India and the UK's long and complex history, there are many shared cultural assets and a variety of close links that give a sense of familiarity between the two countries. Research by the British Council in 2014 showed that 75 per cent of people in India feel positively towards the UK, by far the highest of the countries surveyed.<sup>25</sup> Indian perceptions were significantly more positive towards the UK than those of people from any of the other six countries surveyed, higher than Russia (61 per cent), Germany and Turkey (38 per cent), Egypt (32 per cent) and France (26 per cent).

One important link between India and the UK is through the movement of people. Colonial history facilitated a flow of Indian migrants to the UK. Today there are an estimated 1.5 million people of Indian descent

living in the UK, mostly from Gujarati, Bengali and Punjabi communities. People of Indian origin are the largest ethnic minority group in the UK. Those in the UK declaring Indian ethnicity are the second largest such community outside Asia in terms of total population – only surpassed by the US – and the largest in proportion to the total population.

The Indian community in the UK is not only unique because of its size, but also because of its diversity, representing India's vibrant mix of cultures, regions and religions. Indian communities in the UK fall broadly into three main groups: British born Indians, East African Indians who emigrated in the mid-20th century and those who have recently emigrated from India itself.<sup>26</sup> Many retain an affinity and links with India, which has created strong and continuing movement and communication between the two countries.

25. Ministry of Urban Development, Government of India (2015) Available online: <http://smartcities.gov.in/>

26. RAND Corporation (2011) *China and India: The Asian Giants are Heading Down Different Demographic Paths*. Available online: [www.rand.org/pubs/research\\_briefs/RB9598/index1.html](http://www.rand.org/pubs/research_briefs/RB9598/index1.html)

27. Kumar, R (April 2015) *op. cit.*

28. British Council (2014) *Remember the World as Well as the War*. Available online: [www.britishcouncil.org/organisation/publications/remember-the-world](http://www.britishcouncil.org/organisation/publications/remember-the-world)

29. Bound, K (2007) *India: The uneven Innovator*. Available online: [www.demos.co.uk/files/India\\_Final.pdf?1240939425](http://www.demos.co.uk/files/India_Final.pdf?1240939425)

India and the UK also share a momentous history in two world wars. In both the First World War and the Second World War hundreds of thousands of Indians volunteered, fought and died, making a hugely important contribution in both cases.<sup>30</sup>

Such cultural familiarity and historic ties should not, however, be taken for granted for the future or assumed to give immediate access or understanding. In some contexts, the colonial legacy also presents a barrier for the UK in forging relationships with India today and in the future. Indeed, there is a growing sense of frustration in India as some feel that a colonial mindset still lingers with some people in the UK, as at times it appears that India is still not perceived or treated as an equal to the UK.<sup>31</sup>

### **Global competition**

The UK has a strong and growing trade relationship with India. The UK already attracts more Indian investment than the rest of the EU put together.

The growth of India's multinational companies has contributed greatly to the UK's economy. As of 2014, the top 41 fastest-growing Indian companies in the UK generated some £19 billion of turnover and there are over 700 Indian-owned businesses in the UK, employing more than 100,000 people.<sup>32</sup>

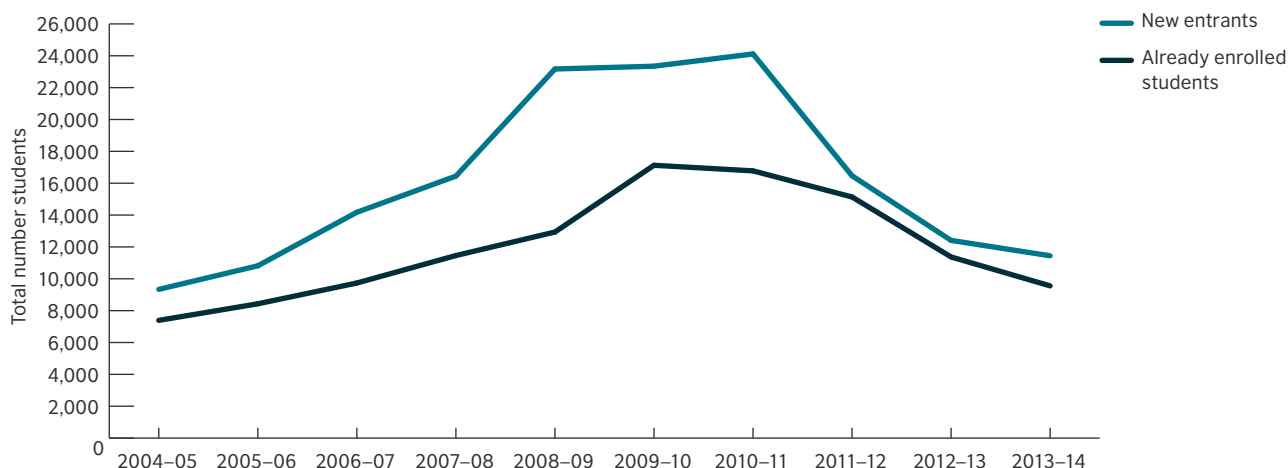
In turn, UK firms have an estimated US\$85 billion invested in India, more than any other country and about 30 per cent of all Foreign Direct Investment (FDI) into India,<sup>33</sup> making it India's biggest counterparty for FDI. UK banks lend more to India than any other country, accounting for 28 per cent of the world's exposure to India.<sup>34</sup> There are bilateral committees such as Joint Economic and Trade Committee (JETCO). However, the UK faces increasing international competition for India's attention, as India looks elsewhere for trade, investment and political partnerships, and other governments recognise and have increasingly acted upon India's fast-growing international significance and influence.

Therefore, despite trade between the two countries growing in absolute terms, in relative terms the UK has nevertheless rapidly fallen down the comparative rankings of India's trading partners as other countries eclipse it in significance. In 1999, the UK was India's fourth most important source of imports; in 2015 it is just 18th.<sup>35</sup> Similarly, India ranks 18th on the list of the UK's export destinations.

India's Look East policy has been widely publicised, and indeed, India's attention has shifted east. China is now India's biggest trading partner and a visit by Prime Minister Modi to China has underlined the importance of ties between the countries.



**Chart 4: Total number of Indian students enrolled in UK higher education in last ten years**



Source: British Council analysis of HESA data (2015).

In the field of education, although over 20,000 Indian students continue to study in the UK, the number has fallen dramatically since 2010. In the years 2010–11 to 2013–14 the number of Indian students studying in the UK declined by 49 per cent. Yet in the same period other host countries experienced significant growth. Numbers to the US have grown by six per cent. In 2009–10 Australia hosted half as many Indian students as the UK – today Australia hosts 5,000 more than the UK.<sup>36</sup> While there are a range of reasons for this decline, there are concerns that increased real, or perceived, difficulties facing Indian

students wishing to study in the UK are contributing to negative perceptions of the UK as a welcoming destination to study. These include cost, the visa process, opportunities to work and qualification recognition.

In the cultural sector, French, Germans, Spanish, Swiss, Americans and Koreans are actively engaged in growing collaboration with India. There is, for example, increased interest from museums in Germany, France, the US and China in collaborating with Indian museums, and growing activity in performing arts, visual arts and literature from these countries.

In general, the UK has significant advantages and has been investing more in its relationship with India over recent years. However, there is much more to do to build on this investment, as increasing competition for India's attention from other international players means that the UK cannot afford to be complacent.

30. For more information about the Indian contribution to the First and Second World War and how this affects the relationship between the countries today see – British Council (2014) *Remember the World as Well as the War and King*, M (2014) 'My Family and India' in British Council (2014) *Reimagine: UK–India Cultural Relations in the 21st Century*, London: Bloomsbury.

31. British Council (2013) *Reimagine: India–UK Cultural Relations in the 21st Century*, op cit.

32. Grant Thornton (2014) *India meets Britain: Tracking the UK's top Indian companies*, available online: [www.grant-thornton.co.uk/Documents/India-meets-Britain-tracker-report.pdf](http://www.grant-thornton.co.uk/Documents/India-meets-Britain-tracker-report.pdf)

33. Available online: [www.economist.com/news/britain/21586829-two-countries-have-close-financial-ties-trade-between-them-feeble-odd-couple](http://www.economist.com/news/britain/21586829-two-countries-have-close-financial-ties-trade-between-them-feeble-odd-couple)

34. The Economist (28 September 2013) Britain and India: The odd couple – The two countries have close financial ties, but trade between them is feeble, available online: [www.economist.com/news/britain/21586829-two-countries-have-close-financial-ties-trade-between-them-feeble-odd-couple](http://www.economist.com/news/britain/21586829-two-countries-have-close-financial-ties-trade-between-them-feeble-odd-couple)

35. Government of India Ministry of Commerce and Industry trade database. Available online: <http://commerce.nic.in/eidb/default.asp>

36. British Council (2015) *International Students to the UK from India and Pakistan: analysis and forward look*.







# HOW INDIA AND THE UK UNDERSTAND EACH OTHER

Strong bilateral relationships between countries depend on a foundation of mutual knowledge, understanding, trust and appreciation. The UK–India relationship is no exception.

While there are many examples of strong connections between the two countries at the level of individuals, businesses and institutions, there are also some indicators that the two countries are not as close as they could be. Indian young people have some knowledge, experience and appreciation of the UK, but the number choosing the UK as a study destination is falling. Meanwhile their UK counterparts have low levels of interest, awareness and understanding of India.

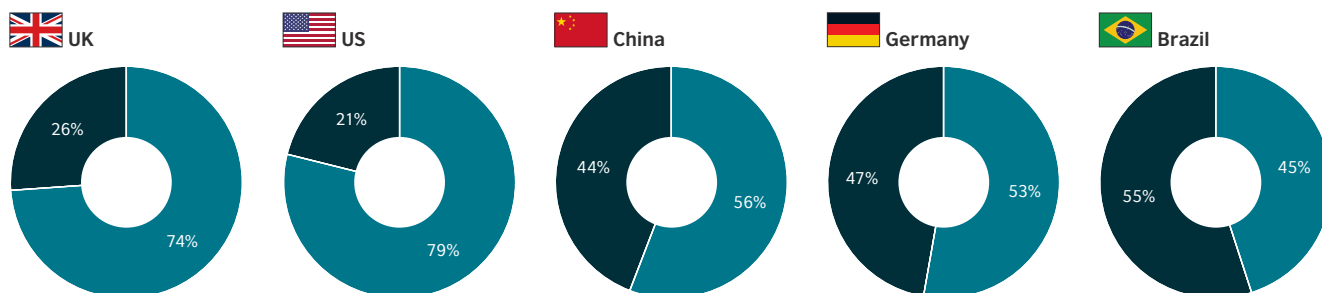
If India and the UK are to work together towards a sustainable and mutually beneficial relationship for the future, the perceptions and actions of young people in India and the UK will be very important. It will be through experience and understanding of each other's contemporary culture that future relationships will be built.

One study which brings this out is a survey the British Council commissioned from Ipsos MORI

to explore young Indians' perceptions of the UK and vice versa. The survey included 1,000 young people in each country. It focused on people between the ages of 18 and 34 who had a minimum of secondary education, mainly from urban areas and active online. Clearly, this does not necessarily represent the full diversity of the Indian population, or its views.

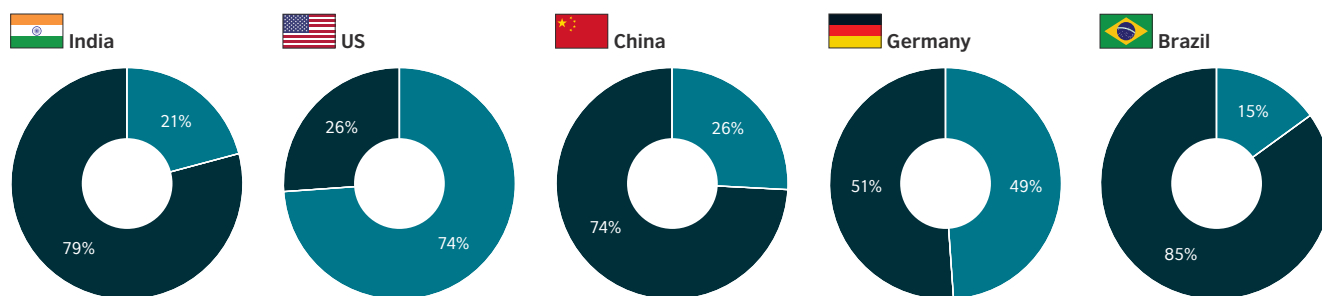
**Chart 5: How much people in India know about different countries**

Question: How much would you say you know about the following countries?



**Chart 6: How much people in the UK know about different countries**

Question: How much would you say you know about the following countries?



● A great deal/a fair amount ● Just a little/nothing at all

Source Chart 5: Fieldwork (December 2013–January 2014) – Ipsos MORI; Analysis – In2Impact. Base: 18–34 year olds in India (1,006).  
Source Chart 6: Fieldwork (January 2014) – Ipsos MORI; Analysis – In2Impact. Base: 18–34 year olds in the UK (1,022).



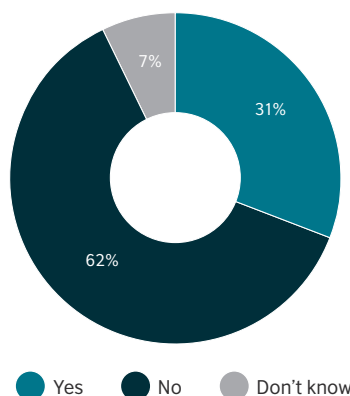
They can, however, be seen as representing the new middle class and the demographic from which, in 20 to 30 years' time, those of leadership and influence in politics, business, diplomacy and other sectors are likely to be drawn. Therefore, although it is estimated that English is spoken by at least ten per cent of the overall Indian population,<sup>37</sup> as many as 91 per cent of those in the survey reported speaking English fairly or very well.

### Levels of knowledge

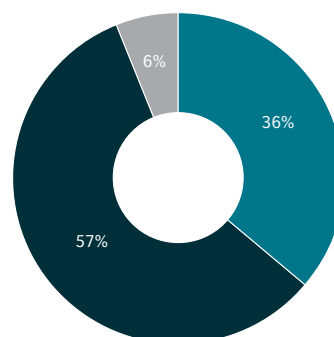
The survey results gave interesting insights into the levels of knowledge that young people from India and the UK have of other nations, including each other's countries. A total of 74 per cent of Indian young people indicated that they believe that they know 'a great deal' or 'a fair amount' about the UK. This was a higher level of knowledge than for any other country rated, except the US. On the other hand just 21 per cent of their UK counterparts reported having 'a great deal' or 'a fair amount' of knowledge about India. This chimes with previous research that has shown that 'interest in India among young people in the UK is waning' just as the importance of the relationship is increasing.<sup>38</sup>

**Chart 7: Extent to which people in India have participated in UK programmes and events**

Question: Have you **participated in a specific project or programme** designed to increase your knowledge of the UK or level of contact with people from the UK?



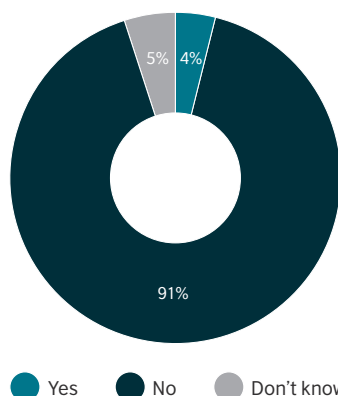
Question: Have you **attended an arts or cultural event, exhibition or performance** involving a UK institution, artist or performer?



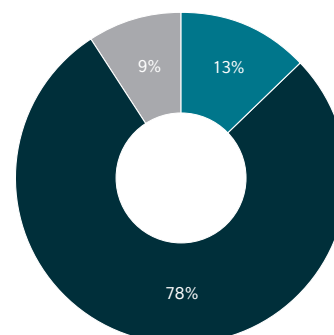
Source: Fieldwork (December 2013–January 2014) – Ipsos MORI; Analysis – In2Impact. Base: 18–34 year olds in India (1,006).

**Chart 8: Extent to which people in the UK have participated in Indian programmes and events**

Question: Have you **participated in a specific project or programme** designed to increase your knowledge of India or level of contact with people from India?



Question: Have you **attended an arts or cultural event, exhibition or performance** involving an Indian institution, artist or performer?



Source: Fieldwork (January 2014) – Ipsos MORI; Analysis – In2Impact. Base: 18–34 year olds in the UK (1,022).

37. 2001 Census of India.

38. British Council (2013) *Reimagine: India–UK Cultural Relations in the 21st Century*, op cit.

39. British Council (2013) *Reimagine: India–UK Cultural Relations in the 21st Century*, op cit.

## Levels of experience

Turning to direct experience of each other's countries, 30 per cent of the young Indians in the survey reported that they had visited the UK and 22 per cent that they had done business with the UK. In contrast just nine per cent of young people from the UK had visited and only eight per cent had done business with India.

Respondents in India were also asked about whether they had experience of attending UK arts and cultural events, or participating in programmes to increase their knowledge of the UK. The results showed that 31 per cent had participated in a programme to increase knowledge of the UK and an even higher figure of 36 per cent had attended a UK arts or cultural event, exhibition or performance.

Respondents from the UK were asked similar questions, again, a far smaller proportion had engaged in cultural contact with India. Just four per cent

had participated in a programme to increase their knowledge of India and only 13 per cent reported that they had attended an arts event or exhibition involving an Indian artist, institution or performer. This perhaps reflects fewer opportunities for young people from the UK to gain direct experience of India.

These findings demonstrate the extent of the challenge facing the UK. If young people from the UK know much less about India and lack the opportunities to gain first-hand experience of the country, this suggests that, in the future, UK people may not be well positioned to take advantage of the opportunities that India offers and may not be aware of the country's strengths and potential for collaboration. One key area for strengthening and future-proofing the relationship may therefore be enabling more young people from the UK to gain these insights and experiences.

The findings of this survey support the recommendation of the 2013 Reimagine study that called for young people from the UK to be given the opportunity to spend meaningful amounts of time in India which could underpin long-term relationships.<sup>39</sup> This need is more urgent than ever. There are also a range of other ways that this could be achieved, for example by providing young British people with increased opportunities to learn about contemporary India via the school curriculum, or via contemporary Indian cultural assets such as film or cultural events.

## WHAT ARE INDIA AND THE UK'S MAIN SOURCES OF ATTRACTION TO EACH OTHER?

### What makes the UK attractive to Indians?

To establish how well the UK compared with other countries for Indian young people, the sample were asked to rank the overall attractiveness of the UK compared to the 14 other leading economies in the world. The results showed that the UK was considered as the second most attractive country overall, after the US.

In order to find out what the most important factors were in terms of making the UK attractive we asked

the Indian sample to rank a wide range of different factors. The answers given show that the UK's education system and institutions, its technology and infrastructure, its cities, and its countryside and landscape were the most important factors. To gain a better understanding of what young people from India find most attractive about the UK overall, they were asked to name one thing that was most significant.

A wide range of different things, places, attributes and qualities were mentioned, with culture being the most frequent. Taking the responses to the two questions together it seems that culture, education and cities

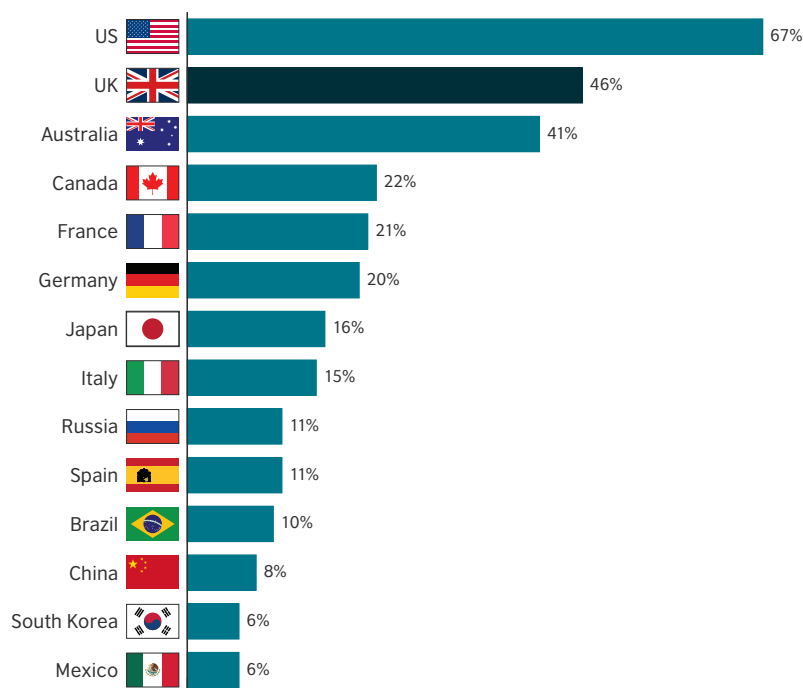
are amongst the UK's most powerful sources of attraction for Indian young people.

The sample was also asked what they felt the UK should be particularly proud of. The results again showed that aspects of education and culture scored very highly, with universities selected by 42 per cent, the royal family by 38 per cent and arts and culture selected by 31 per cent.

Previous research has suggested a correlation between cultural and educational engagement, levels of trust and interest and willingness to do business with the UK.<sup>40</sup> Strengthening the cultural and educational relationship further could be a powerful way for the UK to increase its influence in India and also to develop an increase in mutually beneficial trade, tourism, and collaboration between the countries.

### Chart 9: Attractiveness of the UK to people in India

Question: Taking everything into consideration, which three of the following countries do you find most attractive overall?



Source: Fieldwork (December 2013–January 2014) – Ipsos MORI; Analysis – In2Impact. Base: 18–34 year olds in India (1,006).

**Chart 10: What makes the UK attractive to people in India**

Question: What one thing, if anything, most makes the UK attractive to you?

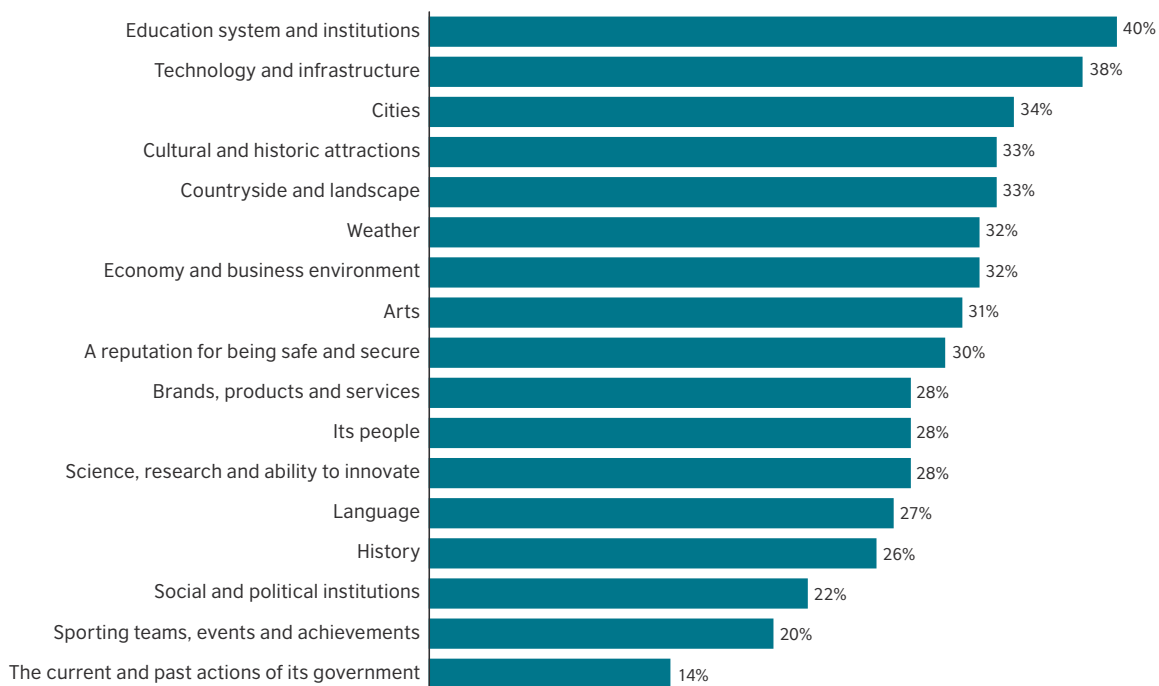


Source: Fieldwork (December 2013–January 2014) – Ipsos MORI; Analysis – In2Impact. Base: 18–34 year olds in India (1,006).

Note: Open ended question asked of one in five survey respondents. Visual represents the top 29 attractive features mentioned for accessibility.

**Chart 11: Factors which make the UK attractive to people in India**

Question: Which, if any, of the following characteristics particularly contribute to making the UK attractive to you?



Source: Fieldwork (December 2013–January 2014) – Ipsos MORI; Analysis – In2Impact. Base: 18–34 year olds in India (1,006).



## What makes India attractive to the UK?

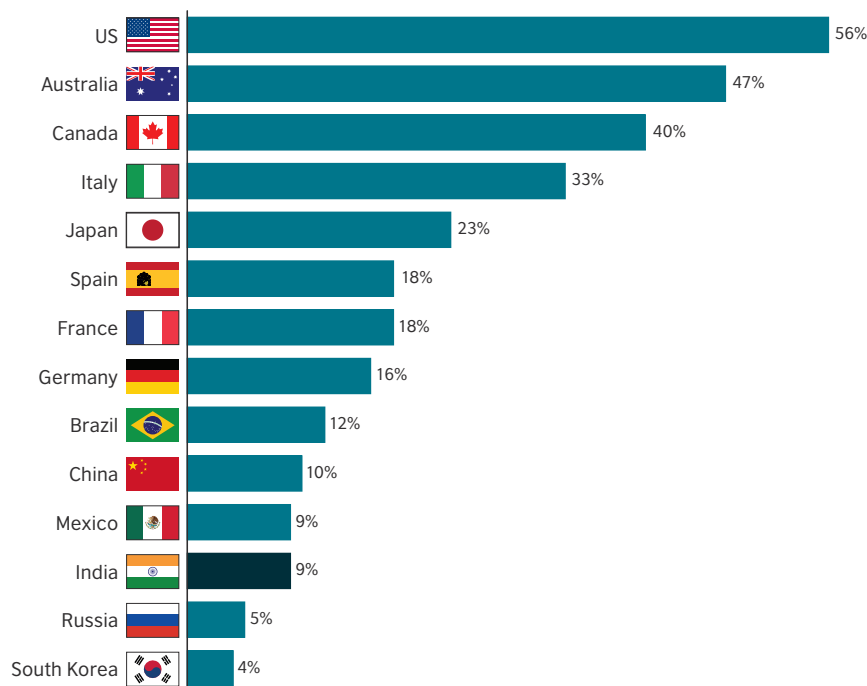
In order to assess how young people in the UK viewed India, the sample of young people from the UK were asked similar questions to those asked of their Indian counterparts, to establish their current perceptions of India and areas of future potential in the relationship between the countries. Overall India scored towards the bottom of the table in the list of most attractive of the world's largest economies to young people from the UK, coming 12th out of 14. Again this perhaps suggests a potentially concerning level of awareness and attitude towards India.

To help establish what young people from the UK feel is the most attractive thing about India overall, the sample was asked to identify one thing that made India attractive to them. The results are shown in Chart 13. Culture, food, history, difference to the UK, weather and the historic site of the Taj Mahal were all mentioned as important factors. However, it is noticeable how many fewer words are cited by young people from the UK about India than by Indian young people about the UK, perhaps reflecting a lower level of knowledge about the country, its history, attractions and current strengths.

Young people from the UK were also asked to state which things they felt India should be particularly proud of. The list also showed cultural and historic factors scoring highly. The most commonly chosen factor was Gandhi's legacy (49 per cent), with the history of India (37 per cent), and arts and culture (30 per cent), the three most commonly chosen. This is further evidence that young people from the UK do find India's culture and history appealing, despite limited knowledge of the country.

## Chart 12: Attractiveness of India to people in the UK

Question: Taking everything into consideration, which three of the following countries do you find most attractive overall?



Source: Fieldwork (January 2014) – Ipsos MORI; Analysis – In2Impact. Base: 18–34 year olds in the UK (1,022).

**Chart 13: What makes India attractive to people in the UK**

Question: What one thing, if anything, most makes India attractive to you?

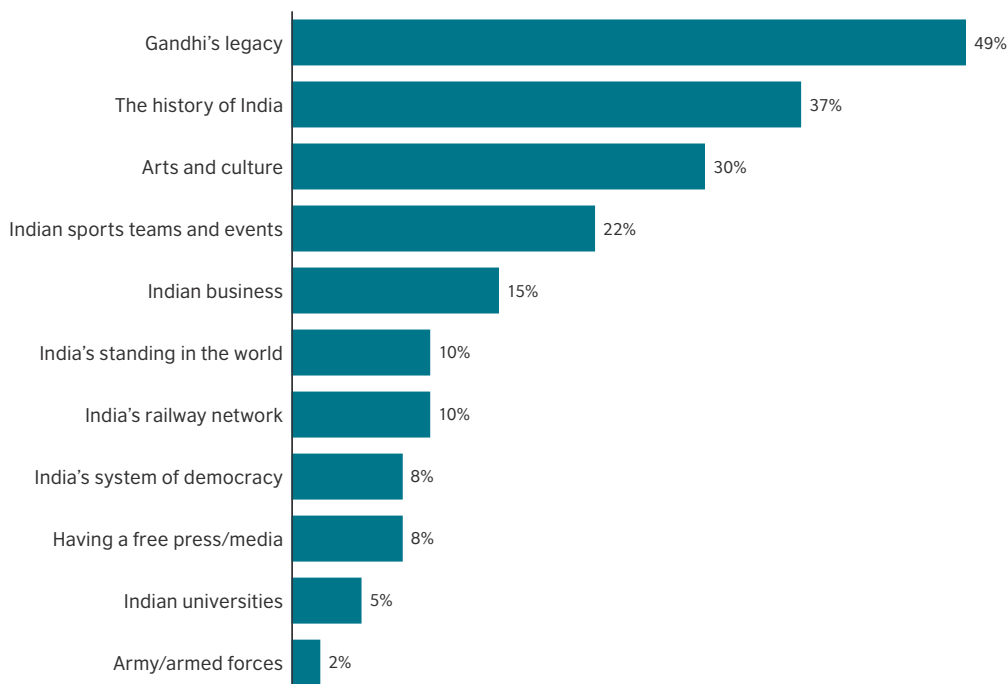


Source: Fieldwork (January 2014) – Ipsos MORI; Analysis – In2Impact. Base: 18–34 year olds in the UK (1,022).

Note: Open ended question asked of one in five survey respondents. Visual represents the top 18 attractive features mentioned for accessibility.

**Chart 14: UK perceptions of what people in India should be proud of**

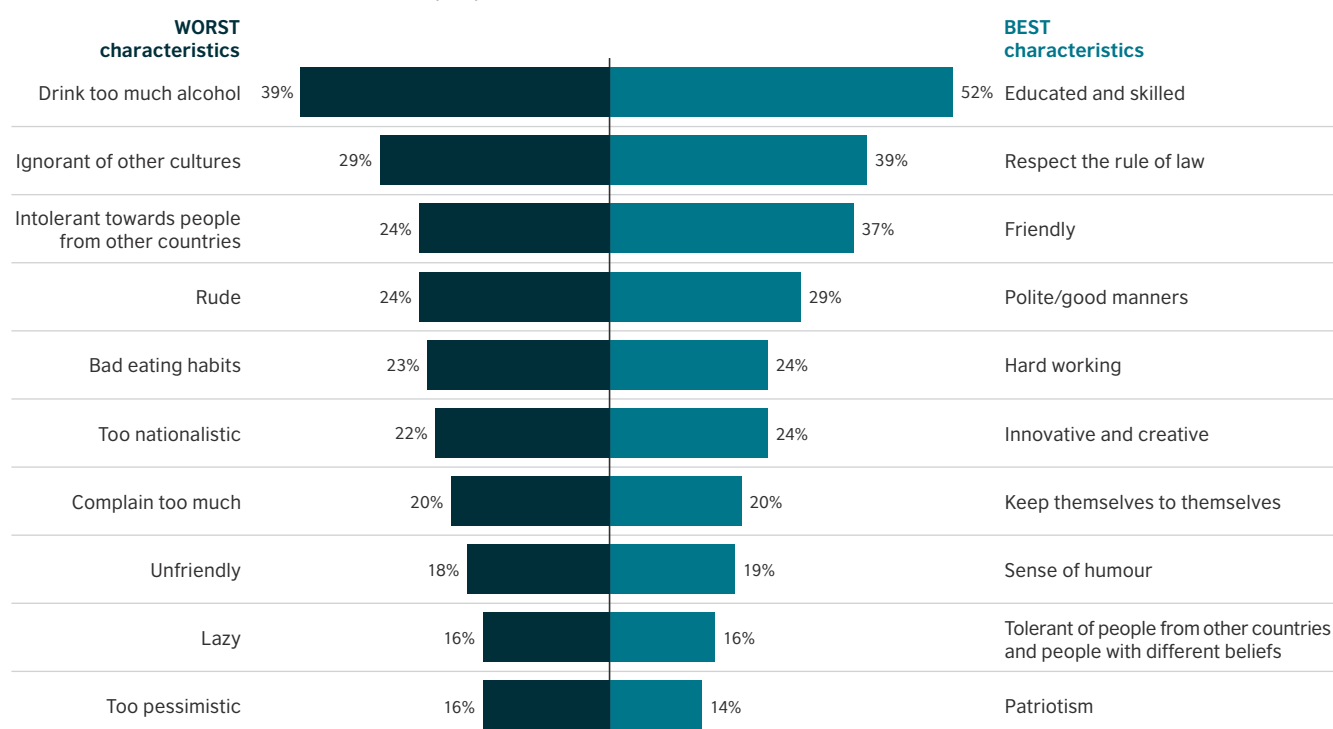
Question: Which three, if any, of the following do you think people in India have most right to be proud of?



Source: Fieldwork (January 2014) – Ipsos MORI; Analysis – In2Impact. Base: 18–34 year olds in the UK (1,022).

## Chart 15: Indian perceptions of the best and worst characteristics of people in the UK

Question: Thinking about people from the UK, from this list which three, if any, do you think are the best/worst characteristics of people from the UK as a whole?



Source: Fieldwork (December 2013–January 2014) – Ipsos MORI; Analysis – In2Impact. Base: 18–34 year olds in India (1,006).

### Views of people

From previous surveys we know that there is a high level of net trust from people in India towards the UK and that people in India feel more positively towards the UK than towards people in a number of other countries. The British Council's *Trust Pays* research<sup>41</sup> showed that there was a net level of 47 per cent of trust from people in India

towards both the people and government of the UK. Compared with ten important countries, India ranked fifth in terms of respondents' level of trust in people from the UK and third in terms of their level of trust in the UK government.

Similarly the British Council's 2013 *Reimagine* research reported a high level of trust from people in India

towards the people, institutions and government of the UK, though in that survey levels of trust in people and institutions were higher than the level of trust in government.<sup>42</sup>

The British Council's 2014 survey of young people in both countries asked some direct questions about the respective populations' views of each other.

41. British Council (2012) *Trust Pays*, op. cit.

42. British Council (2013) *Reimagine: India–UK Cultural Relations in the 21st Century*, op cit.

43. Tata Consultancy Services (2015) *GenY Survey 2014-15*. Available online: [www.tcs.com/SiteCollectionDocuments/TCS-GenY-Survey-2014-15.pdf](http://www.tcs.com/SiteCollectionDocuments/TCS-GenY-Survey-2014-15.pdf)

The sample of young people from India was asked in more detail about the best and worst characteristics of people from the UK from lists of attributes. They rated people from the UK's level of education and skills and respect for the rule of law particularly highly, with 52 per cent and 39 per cent choosing these options respectively. A large proportion also rated UK people as friendly – 37 per cent, and polite with good manners – 29 per cent.

The sample was also asked to identify a number of the worst characteristics of people from the UK. Drinking too much alcohol was the most selected option chosen by 39 per cent and 29 per cent of respondents thought British people were 'ignorant of other cultures'. Some 24 per cent of respondents perceived people in the UK to be 'rude' and the same proportion that they were 'intolerant towards people from other countries'. These are clearly perceptions that are likely to damage the UK's future ability to connect with the next generation in India or indeed other fast-growing economies of importance for the UK's future influence and prosperity. They also perhaps reflect the low scores in other questions relating to knowledge and familiarity with India. If young people from the UK do not have

opportunities or means by which to gain knowledge and experience of India, it is not surprising that they may be seen by some as 'ignorant of other cultures'. This could be a key area for action if the UK is to both equip its young people with the skills and experience to engage effectively with India, whilst also improving the perceptions of the UK amongst the next generation of leaders in India.

### **The information sources of young UK and Indian people**

As well as considering the levels of knowledge, experience and appreciation that young people from the UK and India have of each other, the survey results also gave some insights into where young people access information about other countries. Indian young people indicated that the sources of information that most influenced their views of the UK were internet/websites (36 per cent), social media (23 per cent), and word of mouth from family or friends about the UK (19 per cent). Films (15 per cent), press, radio and television (14 per cent) and books (14 per cent) also score highly among respondents.

This corresponds with further recent research undertaken by Latimer for the British Council that examined the digital

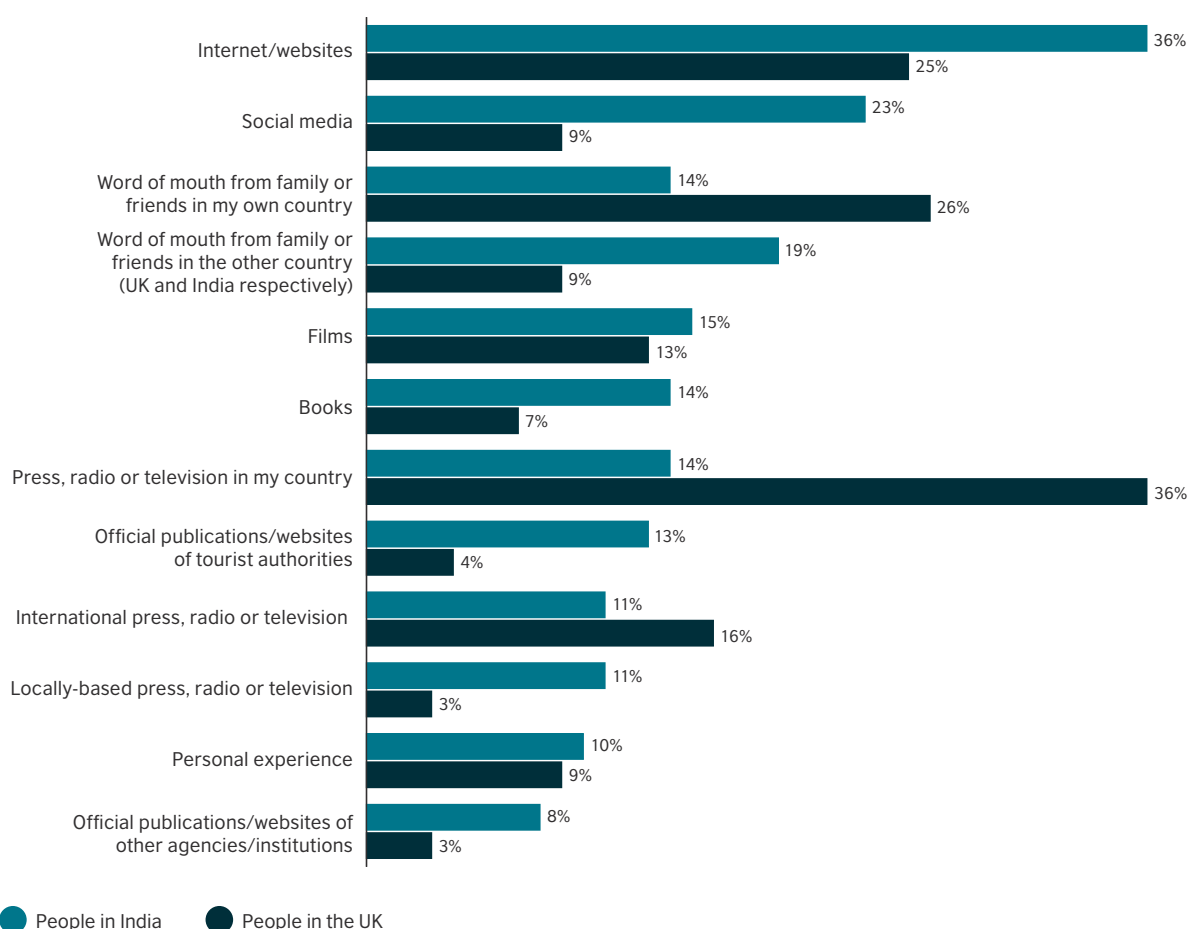
engagement of aspiring young Indian people and their parents. The results showed that, from a sample of over 1,800 across nine cities, social media use is now ubiquitous: 85 per cent own their own smartphones and 81 per cent have laptops, 74 per cent have PCs and 50 per cent tablets. The results also showed that 91 per cent use Facebook regularly, 77 per cent use YouTube, 66 per cent use WhatsApp, 50 per cent are on Twitter, 40 per cent on Google+, 34 per cent on LinkedIn and 25 per cent on Instagram.

This does not mean, however, that face-to-face engagement is a thing of the past. The largest survey of youth attitudes and lifestyles in India, the annual Tata GenY Survey 2014–15 showed that face-to-face is still young people's preferred means of communicating.<sup>43</sup> Similarly, the British Council's Reimagine research showed that in a world where digital connectivity is ubiquitous, there is perhaps an even greater premium on face-to-face contact. In addition, while the Latimer results showed that the majority (90 per cent) access the internet at home, 31 per cent do so in cafés, 27 per cent at the shopping mall, 27 per cent at their educational institution and up to 23 per cent in libraries.



## Chart 16: How people in India form views of the UK and how people in the UK form views of India

Question: Which of the following are the two most important sources of information that influence your views of the UK/India?



Source: Fieldwork (December 2013–January 2014) – Ipsos MORI; Analysis – In2Impact. Base: 18–34 year olds in India (1,006) and the UK (1,022).

This suggests that the UK should consider a stepping up of its efforts to engage young people in India digitally, but not lose sight of the importance of face-to-face contact and exchange.

The survey results for young people from the UK were similar, but press, radio and television were rated much more highly. The top three were press, radio and television – 36 per cent, word

of mouth from family and friends in the UK – 26 per cent, and internet/websites – 25 per cent. It is noticeable that international television scores more highly than for Indian young people and books score less well.

It is of course difficult to disentangle the results of how young people learn about India from their general preferences for learning about issues

and countries in general. However, these results perhaps suggest that there is an opportunity for young people from the UK to learn more about India through cultural and creative industries.







25 per cent of the world's population follow the **four major religions born in India** – Hinduism, Buddhism, Jainism, and Sikhism



Diverse

Dynamic

Scale

India is the **second largest Muslim country by population**. Jewish and Christian communities have also lived continuously in India since 200 B.C. and 52 A.D., respectively



Martial Arts, yoga and chess all originated in India

Complex

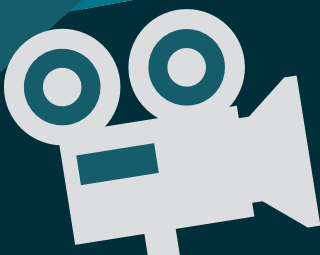
There are at least 780 languages spoken in India

From trigonometry to the number zero, many **important mathematical discoveries** can be traced to India



World's largest film industry

India has the world's largest film industry. **Bollywood alone produces more films than Hollywood**, and most Indian films are not made in Bollywood



Optimism



# THE PRESENT AND FUTURE OF CULTURAL COLLABORATION

Cultural exchange between India and the UK is rich, dynamic and highly valued by the relevant sectors in both countries. However, Indian creative organisations frequently cite a range of issues making it harder for them to work in the UK and many UK organisations have found it equally challenging when working in India. There is a need and opportunity for UK and Indian organisations to initiate new and different partnerships.

This section provides an overview of the Indian creative sector and Indian cultural policy, examines the level of current cultural exchange between India and the UK, and explores the opportunities for future collaborative partnerships.

Cultural and artistic connections are important factors in the broader political, diplomatic and economic ties between nations. A strong and mutually beneficial exchange of culture can help to ensure a contemporary and dynamic image of the UK in India and foster a greater understanding of contemporary India in the UK.

Culture can be an especially powerful means of reaching young people and the next generation of leaders and influencers in both countries. It is widely recognised that creating individual and institutional connections through culture could thus make an important contribution towards a strengthened India–UK relationship.<sup>44</sup> Moreover, the interest in each other's cultures shown by young people in both countries suggests increasing opportunities for the creative industries in each nation to reach new markets.

## OVERVIEW OF INDIAN CULTURAL SECTOR AND CULTURAL POLICY

The Indian cultural sector is vast and incomparably diverse. This diversity is a result of both the variety within the arts and creative industries but also of the plurality of India that escapes easy definition. Considerable activity happens informally, where everyday creativity is weaved into people's daily lives and regional customs.

Public cultural policy operates at centre, state, and city levels. At the centre, the Ministry of Culture plays a major role in the promotion and protection of India's cultural diversity and heritage.<sup>45</sup> The ministry largely focuses on establishing museums, libraries and arts institutions, and protecting ancient monuments and archaeological sites. At the state level, there is either a department of culture or a related department, focusing on the protection of regional languages, folk cultures and support for contemporary arts. At the municipal level, there are bodies that support heritage or conservation and arts in public spaces.<sup>46</sup>

From the time of Indian independence in 1947 to the present day, however, state intervention in culture has declined, while private cultural provision and profit-making creative endeavours have increased. From the 1990s there was a distinct increase in independent arts funding, mostly from individual philanthropists. At present, private funding of arts and culture comes either from major international donors, such as the Ford Foundation and HIVOS, or from the two major Tata Trusts: Sir Ratan Tata Trust and Sir Dorabji Tata Trust. In both of these Trusts, their efforts have mainly been to integrate the arts into a larger developmental focus.<sup>47</sup> There are a growing number of independent foundations that provide arts and culture funding. The key player is the India Foundation for the Arts (IFA), which distributes funds in the areas of arts research and documentation, extending arts practice, arts education, grants and curatorship.<sup>48</sup> Commercial sponsorship for the arts and culture in India has also increased, with corporates providing direct financial

44. Nelson Fernandez & Associates (2009) *India–UK Connections through Culture: Executive Summary, Key Recommendations & Report*, p. 4 and British Council (2013) *Reimagine India–UK – An overview*, op cit.

45. Government of India Ministry of Culture (9 October 2014) *Citizen's/Client's Charter for Ministry of Culture 2013–14*. Available online: <http://indiaculture.nic.in/sites/default/files/citizen%20charter/mculture%20citizens%20charter.pdf>

46. Government of India Ministry of Culture Mission statement. Available online: [www.indiaculture.nic.in/mission-statement](http://www.indiaculture.nic.in/mission-statement)

47. World CP (22 April 2014) India: Financing of culture – 6.1 Overview. Chapter on the India cultural policy profile in the World Database of Cultural Policy. Available online: [www.worldcp.org/india.php?aid=61](http://www.worldcp.org/india.php?aid=61)

48. India Foundation of the Arts About IFA. Available online: [www.indiaifa.org/about-us/about-ifa.html](http://www.indiaifa.org/about-us/about-ifa.html)



support, as well as indirect support mainly from their marketing and advertising budgets. Additionally, there is an increasing trend of media companies organising their own festivals, such as the Hindu Metro Plus Theatre Fest, the Times of India Festival and the Jagran Film Festival.<sup>49</sup>

The two main central ministries involved in international cultural relations are the Ministry of Culture and the Ministry of External Affairs. The Ministry of External Affairs' Public Diplomacy Division aims to foster a greater understanding of India and its foreign policy concerns. Its mandate enables it to organise and support a broad range of outreach activities, both in India and abroad. Another main player is the Indian Council for Cultural Relations (ICCR), which supports the cultural wings of Indian diplomatic or cultural missions abroad, such as the Nehru Centre in London.

### **Developments and trends in the Indian creative sector**

The creative sector in India is not only incredibly diverse, but is also changing rapidly. The sector is responding to, and shaped by, two key factors: growing external influences and a difficult funding environment. There have been an increasing number of external programmes, collaborations and exchanges. This development, combined with the ease of communication allowed by the internet, has created an Indian cultural scene that is more internationally engaged than ever before.

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**'There is a forward-looking, young, independent arts sector in India looking to engage with their counterparts in the UK.'**

**Kath Mainland, Chief Executive, Edinburgh Fringe**

The Indian creative sector is an evolving, complex market. The Indian film industry is the largest in the world, with Bollywood firmly established as a global iconic asset for modern India, generating significant cultural influence, soft power and economic benefits for the country.

In recent times there has also been a significant growth in other major creative sectors. There has, for example, been important growth in the visual arts sector. It is becoming more internationally connected and there have been changes to the conditions of selling, collecting and showing visual art. International sales of Indian artists have increased, many new galleries and museums have opened, and the launch of India Art Fair in 2008 and Kochi Biennale in 2012 marked a new phase in the development of the arts scene.<sup>50</sup> Similarly, literature festivals are establishing themselves across the country with a number, such as the Jaipur Literature Festival, attracting high-profile international participants and audiences. The performing arts scene has also blossomed and it has become increasingly established and confident. The fast-changing

and complex nature of the Indian arts sector presents a wealth of opportunities for UK arts exports.

### **Indian cultural audiences**

Indian audiences are just as complex as the Indian creative sector. Compared with urban China, urban India experiences a lower proportion of the population attending paid-for arts and cultural events. This perhaps can be explained by a number of reasons – including fewer people being affluent enough to afford this kind of activity, a significant free offering of traditional cultural events, but also the country's less well-developed cultural provision.<sup>51</sup>

Cinema is the other most popular cultural activity in India, with 97 per cent of those surveyed having watched a film in the past three years; it is a saturated, competitive and well-served market.<sup>52</sup> UK organisations should be aware of the intense competition that they face in that market and explore the opportunities in areas such as film festivals, where there is more space to engage new audiences.

Museums are also popular in India, and there is significant potential to engage with Indian audiences via the museum sector. However, interviews conducted

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49. World CP (22 April 2014) *India: Financing of culture – 6.3 Trends and indicators for private cultural financing*. Chapter of the India cultural policy profile in the World Database of Cultural Policy. Available online: [www.worldcp.org/india.php?aid=63](http://www.worldcp.org/india.php?aid=63)

50. Blaney, A (2014) *Voices from the Field Funding Scenarios for the Visual Arts in India*. Available online: [www.indiaifa.org/programmes/extending-arts-practice/voices\\_from\\_the\\_field.html](http://www.indiaifa.org/programmes/extending-arts-practice/voices_from_the_field.html)

51. Morris Hargreaves MacIntyre (2014) *Arts Audience Atlas India*, 2014.

52. *Ibid.*

53. *Ibid.*

54. TNS India (2015) *Asset mapping of performing arts in India*.

55. Edwards, J, interviewed by Bostanci, A and Coyle, E (10 March 2015).

56. Latimer Group (2015) *South Asia Audience Insight: India – Competitive analysis drivers*.

as part of this research have shown that this potential is currently hampered by lack of infrastructure, funding and staff capacity. To engage new audiences in the museums sector, future engagement should focus on exploring new funding models and incorporating capacity building into projects.<sup>53</sup>

The performing arts currently have a small share of audiences in India. This can be explained by the immense infrastructural and funding challenges faced by this art form. Yet the contemporary independent performing arts scene holds significant opportunities for international collaborative work and high potential to increase audience numbers with less competition. Similar to the museums sector, sustainable

engagement will require innovative funding models, investment in building capacity and long-term focus on audience development.

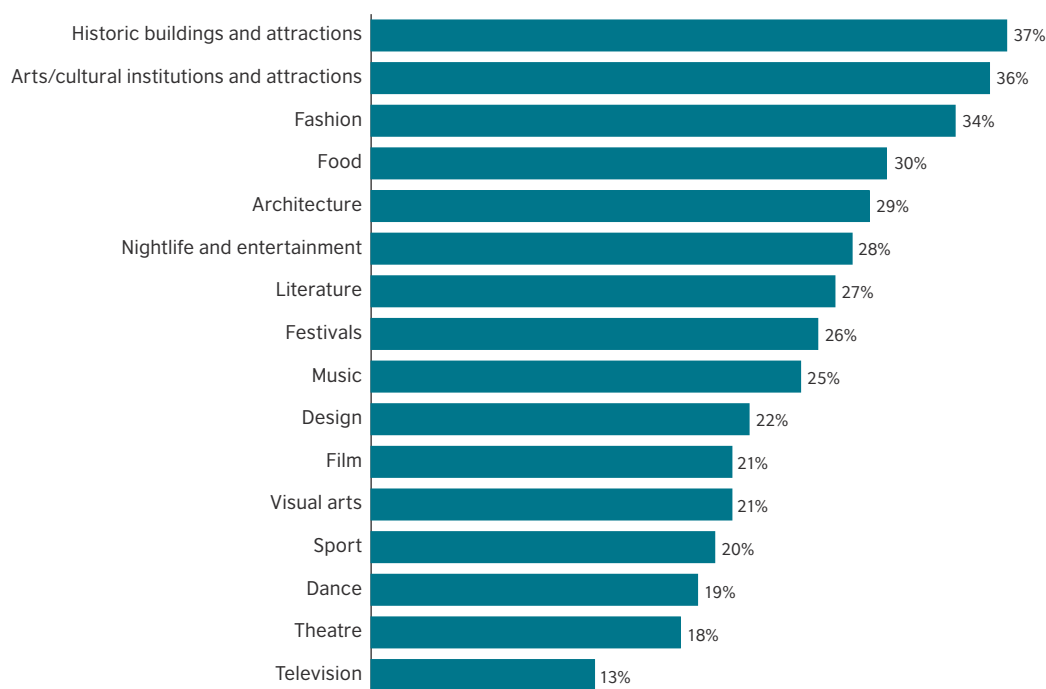
British Council research has shown that 69 per cent of Indian performing arts organisations have no previous experience of working with a UK arts organisation and would like to create links with UK counterparts.<sup>54</sup> Similarly, interviews undertaken as part of the development of this report and research for the British Council's 2013 Reimagine project has shown that both Indian and UK arts organisations have expressed strong interest in developing a deeper and more consistent engagement with their counterparts.

As the Indian arts sector becomes more internationally engaged, so too do the audiences. This has created considerable demand for international cultural exports to India.<sup>55</sup> The Indian audience and sector's openness to arts and culture from the UK presents an opportunity to build a stronger connection between the countries for the future. However, this window of opportunity will not last indefinitely, as the Indian cultural space becomes more crowded with other international players and the UK risks holding less appeal for young Indians than it does with previous generations.<sup>56</sup>



## Chart 17: How people in India rank aspects of the UK's arts and culture

Question: Thinking about specific aspects of arts and culture, which, if any, of the following particularly contribute to making the UK attractive to you?



Source: Fieldwork (December 2013–January 2014) – Ipsos MORI; Analysis – In2Impact. Base: 18–34 year olds in India (1,006).

## HOW DO INDIA AND THE UK COLLABORATE THROUGH ARTS AND CULTURE?

India and the UK have a rich history of cultural exchange.<sup>57</sup> Cultural exchange between India and the UK is dynamic and cuts across the arts and creative industries. Examples of creative or research collaborations, touring exhibitions and performances, skills training, institutional partnerships, and memoranda of understanding, are abundant. This is particularly true of the UK's nations. Scotland has a rich historical connection with Kolkata in

particular, as well as a long-standing relationship with Indian artists, chiefly through festivals such as the Rajasthan International Folk Festival, the Edinburgh Festival and Fringe, Melas and Celtic Connections. Engagement between Wales and India continues to illustrate cultural synergies between the two countries, chiefly through a shared understanding of linguistic and cultural diversity. Literary and musical collaborations are particularly vibrant between Wales and India.

UK culture as a whole is well regarded in India. When asked what single thing about the UK they found most

attractive, it is notable that 'culture' was most frequently mentioned (see Chart 10).

Similarly, 'culture' was most frequently mentioned by young people from the UK when asked to identify the single thing that made India most attractive to them (see Chart 13). It is therefore clear that, whatever the differences in mutual knowledge between the two groups surveyed, culture is a strong attractor towards the other country for young people from both India and the UK. This suggests important opportunities for the cultural and creative sectors in both nations.

57. British Council (2013) *Reimagine India–UK – An overview*, op. cit.

58. Nelson Fernandez & Associates (2009) *India–UK Connections through Culture: Executive Summary, Key Recommendations & Report*.

59. TNS India (2015) *Asset mapping of performing arts in India*.

When Indian young people were asked about a range of leading economies' cultural strengths, they rated the UK as the second most attractive country for its arts and culture, with 34 per cent selecting it as one of the top three countries they found most attractive. The most popular things about British culture that young people from India found most attractive were 1. historic buildings and attractions – 37 per cent, 2. arts/cultural institutions and attractions – 36 per cent and 3. fashion – 34 per cent.

The case studies below offer examples of successful cultural collaborations between India and the UK.

### **A trend towards co-creation**

A study commissioned by the British Council in 2009 found that a significant amount of collaboration with Indian

organisations still consisted of sharing physical spaces more than qualitative collaboration or co-creation.<sup>58</sup>

Interviews with representatives of the UK arts sector in 2015, however, suggest that there is now a shift towards working collaboratively and co-creation, which are two factors consistently identified by UK organisations as key contributors to successful projects in India.

### **The performing arts in need of particular attention**

It is worth noting that, historically, UK museums, visual arts and literature organisations have worked in India more than the performing arts sector has. Given the strengths of both countries in the performing arts, it would seem that this is a missed opportunity. Indeed, there is evidence

to suggest that there has been a decline in the amount of interaction through the performing arts in the past five years. Research conducted by the British Council in 2014 showed that the majority of relationships between UK and Indian performing arts organisations were initiated before or during 2009, while only 14 per cent had engaged subsequently.<sup>59</sup> Yet this decline does not signify lack of interest from organisations in either country, as our research has shown that both Indian and UK arts organisations have expressed strong interest in developing a deeper and more consistent engagement with their counterparts. It is therefore important to address the reasons behind this decline, such as funding models, infrastructure and access to information, and to explore ways to develop this opportunity.

## **CASE STUDY**

### **Reimagine India**

#### *Arts Council England and the British Council*

Reimagine India is a five-year programme devised by the British Council to increase the cultural links between the UK and India. Through a significant partnership with Arts Council England, using the Arts Council's lottery investment in international work, it has supported research visits from 22 English arts organisations to scope new collaborations with Indian partners.

The best of these will receive additional support to help deliver project ideas emerging from the research, allowing organisations in both countries to work collaboratively over a three-year period, exchanging ideas, knowledge, work and existing practice.

This project is an example of prioritising financial resource to enable long-term creative collaborations and achieve mutual benefit for organisations in both countries.



### **Need for strategic vision and collaboration to enable sustainable engagement**

Respondents from the UK interviewed for this report overwhelmingly expressed a desire to expand their work with their Indian counterparts. Yet activities have tended to be sporadic, independent, small-scale interactions or big one-off projects that have been unable to sustain themselves financially.

UK arts organisations have identified a need for knowledge sharing and to work with each other towards shared goals in India. Sharing information about experiences of working in India was deemed significantly important, as much of the Indian arts sector functions informally and the plurality of the sector and diverse contexts among the 29 states requires a range of solutions.

Indian artists and organisations cite a diverse range of issues as hindrances to their practice and many UK arts

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‘A two way relationship is fundamental to our international work. It is important to realise that it is an exchange and the process of international collaboration is transformative for the people on both sides. We always need to make sure that there is a dialogue and that it is not us imposing things on others.’

**Anaïs Aguerre, Head of International Initiatives,  
Victoria & Albert Museum**

organisations have found things equally challenging when working in India.<sup>60</sup> It is interesting and concerning that many of the challenges reported by the UK arts sector in British Council research in 2009 remain the same challenges that UK arts organisations cited during interviews for this report in 2015. These include challenges in areas such as capacity, funding,

infrastructure, differences in working cultures, and difficulty in accessing information. The combination of sporadic activity, lack of knowledge and ongoing challenges indicate a need for a more strategic vision and partnerships amongst the UK cultural sector to tackle the key obstacles and enable sustainable cultural engagement.

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### **CASE STUDY**

## **Writers' Bloc**

### *The Royal Court and Rage Productions*

Writers' Bloc aims to develop and showcase Indian playwrights through collaborative workshops with young playwrights which lead to a festival of new Indian plays for Indian audiences and the production of work in the UK. The workshops themselves have, since 2003, been with practitioners from the Royal Court Theatre in London, who oversee the development of the plays with each writer taking part.

This project has produced numerous high quality works and fruitful relationships over the past 15 years. The success of this project can be attributed to sustained funding and the acknowledgement of the importance of long-term engagement, along with commitment to mutually valuable relationships between all partners.

‘India is a vast country with huge human resources and amazing talent. This project has been of tremendous value to us, because we have worked with writers who have given us untold stories and great possibilities for making theatre.’ (Elyse Dodgson, Head of International Department, Royal Court)

## CASE STUDY

### Victoria & Albert Museum (V&A)

The V&A's connection with India dates back to the 18th century and today the museum maintains active partnerships with many institutions in the subcontinent. The V&A's relationship with India is multifaceted and reflects a commitment to sustained mutually beneficial engagement.

The V&A has curated several exhibitions which have included objects borrowed from India, toured several exhibitions around numerous museums in India, as well as touring India-themed exhibitions to countries around the world. The most recent initiative is the V&A India Festival, which in autumn 2015 – to mark the 25th anniversary of the Museum's Nehru Gallery of Indian Art – presents a series of exhibitions, displays, events and digital initiatives that will explore the rich and varied culture of South Asia.

The V&A has invested in institutional collaborations with several institutions in India through workshops, capacity building programmes, memoranda of understanding and research collaborations. Such long-term activity and acknowledgement of the importance of mutually beneficial engagement has resulted in a vast network of contacts in India, the sharing of scholarship and production of high quality exhibitions that have expanded the museum's knowledge base and engaged new audiences.

## OPPORTUNITIES FOR FUTURE COLLABORATION AND PARTNERSHIP

Indian and UK artists and organisations cite persistent issues that hinder their opportunities to collaborate: funding, infrastructure, differences in working cultures, capacity and difficulty in accessing information.

To address these challenges, collaboration should be explored in the areas of research, professional development, funding and audience development.

### 1. The need for insight about India: research and networks

The lack of publicly available information and knowledge about the arts in India and of the immense complexity and diversity of the country is widely acknowledged as a barrier to initiating and sustaining work with the Indian cultural sector.<sup>61</sup> Few Indian arts organisations have websites or social media presence. Much information

sharing and networking occurs offline and informally, which therefore makes it difficult for international organisations to know who to talk to and how to engage their Indian counterparts.

UK arts bodies have identified the need for more research into the Indian arts sector and audiences, which should be publicly available.<sup>62</sup> There is also a need to facilitate networking between organisations who have worked and those who want to work in India, so as to enable knowledge sharing.

### 2. Professional development: an opportunity to build sustainable links

UK arts organisations have noted how resource intensive projects in India often have to be in order to make them a success. Some have expressed concern that they could not repeatedly deploy the same amount of staff time and funds in a context where funding for the arts is declining in the UK.<sup>63</sup>

One key factor that explains why projects can be so resource-intensive is the lack of capacity within Indian arts organisations. Some UK arts organisations have identified the need for investment in professional development in order to mitigate challenges caused by bureaucracy and to address barriers to the development of the Indian arts sector, such as management and technical skills.<sup>64</sup>

There is therefore a need for the UK and India to work together to identify Indian and British emerging leaders in the sector and create a sustained programme of professional development both at individual and institutional level. A particular need for professional development has been identified in the museum, visual arts and film sectors. The museum and visual arts institutions have identified needs in collection development and physical heritage conservation and are keen to develop young professionals who will represent

60. Nelson Fernandez & Associates, (2009) *op. cit.*

61. *Ibid.*

62. Nesbitt, J, interviewed by Bostanci, A and Coyle, E (18 March, 2015).

63. Moriarty, L, interviewed by Bostanci, A and Coyle, E (2 April, 2015).

64. *Ibid.*

professional practice and curatorial thinking from India.<sup>65</sup> The film sector has identified that Indian and British Asian film communities share many of the same challenges, specifically in the independent film sector. There is an opportunity here for the British Asian and Indian independent film industries to work together to create a pool of writers, producers and directors.<sup>66</sup>

Investment in professional development will not only create a less challenging environment in which UK and Indian organisations can work together, but is also a way of developing sustainable links between young emerging leaders and institutions in both countries, which will contribute towards a robust India–UK cultural relationship.<sup>67</sup>

### **3. Security and investment: a need to create sustainable funding**

Lack of financial resources for the arts in both India and the UK is consistently cited as one of the key barriers to successful collaboration and exchange.<sup>68</sup> UK arts and creative organisations

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‘There is enormous enthusiasm and pent up demand for collaboration, but for museums and visual art organisations in the UK and India to share collections and expertise requires sustained investment. Without this, our mutual expectations and ambitions will be frustrated’

**Judith Nesbitt, Director of National & International Programmes, Tate**

have found that projects in India have required substantial resources due to infrastructural challenges or that sustainable funding for the arts in India are limited or are unbalanced towards certain art forms. Indian and UK organisations report a severe shortage of spaces in which to rehearse, train and perform. Additionally, the spaces that are available frequently pose health and safety risks, which limits the scale and type of possible work.<sup>69</sup>

There is also a need for more supportive structures that help artists or organisations in production and business development activities.<sup>70</sup> Government support tends to be given to museum development, physical heritage conservation and classical Indian art forms.

This has meant that other art forms, especially contemporary, experimental or non-traditional work, have been less supported to date.

Indian expectations towards the arts compound this challenge; festivals and most arts performances tend to be free of charge in India and ticketed events are considered to be too expensive for most people.<sup>71</sup> Such audience expectations create a challenge for international arts organisations when working out funding models to sustain projects. A culture of corporate sponsorship is fairly nascent in India, although it is becoming more widespread and is an option worth exploring.<sup>72</sup>

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## **CASE STUDY**

### **ARThinkSouthAsia**

*British Council, Goethe-Institut, Khoj*

The British Council and the Goethe-Institut have supported the development of ARThinkSouthAsia, a fellowship in arts management modelled closely on the UK's Clore Fellowship programme. Initially covering India, the programme has now expanded to include seven countries across South Asia, offering future leaders in the cultural sector skills, knowledge and networks through training programmes in India, and placements in Germany and the UK.

## CASE STUDY

### Mummy: The Inside Story

#### *British Museum and Chhatrapati Shivaji Maharaj Vastu Sangrahalaya (CSMVS)*

This exhibition was presented through the collaboration of the British Museum and CSMVS in Mumbai, supported by BP and the Reliance Foundation. The exhibition was a huge success in India and serves as a good example of multi-layered partnership and funding between UK and Indian organisations.

Some UK arts organisations have reported successful outcomes when their funding model has included a mix of public and private sponsorship.<sup>73</sup>

These factors have meant that past engagement has generally not been financially sustainable and was unable to meet demand. UK arts organisations continue to contend with the consequences of the financial crisis and reductions in arts funding, which has meant that UK organisations have been unable to fund projects sustainably. Many now recognise the need to explore partnership and mixed funding models. There is therefore a real need for the UK and India to work together to create sustainable funding and support investment in improved cultural infrastructure.

Valuable support for such cultural collaboration could be provided via further funding from Reimagine India, a joint project between Arts Council England and the British Council to

support artistic exchange and collaboration between artists, arts organisations and museums in India and the UK, building towards activities coinciding with the 70th anniversary of Indian independence in 2017.

#### **4. Audience development**

The presence of large Gujarati, Bengali and Punjabi communities is seen as an important area for audience development by some UK arts organisations.<sup>74</sup> Arts organisations recognise the need and opportunity to engage with and champion new talent from Indian communities in the UK as they are currently under-represented and under-served in the contemporary UK arts sector, as well as encouraging wider UK audiences to engage with and experience Indian and Indian diaspora culture. Strategic partnerships between UK and Indian organisations would enable creative engagement with the Indian communities in the UK.

Similarly, audience research and evaluation, particularly in the museum sector, is fairly undeveloped in India. In instances where UK organisations have embarked on a collaborative project in India, it has resulted in UK organisations heavily depending on their Indian partner organisations' advice on audience engagement, which may not be wholly accurate or comprehensive. There is therefore an opportunity for UK and Indian organisations to work collaboratively to learn more about audiences in India to the benefit of the Indian arts sector and scope for UK organisations to engage more meaningfully with audiences in India.

65. British Council (October 2014) *Reimagine: Museums and Galleries – UK–India Opportunities and Partnerships*. Available online: [www.nationalmuseums.org.uk/media/documents/re-imagine\\_museums\\_india-uk.pdf](http://www.nationalmuseums.org.uk/media/documents/re-imagine_museums_india-uk.pdf)

66. Sathe, D, interviewed by Coyle, E (5 March 2015).

67. Nelson Fernandez & Associates (2009) *op. cit.*

68. *Ibid.*

69. Blaney, A (2014) *Voices from the Field Funding Scenarios for the Visual Arts in India*. Available online: [www.indiaifa.org/programmes/extending-arts-practice/voices\\_from\\_the\\_field.html](http://www.indiaifa.org/programmes/extending-arts-practice/voices_from_the_field.html)

70. Gladstone, E, interviewed by Coyle, E (27 February 2015).

71. Morris Hargreaves MacIntyre (2014) *Arts Audience Atlas India, 2014*.

72. The incorporation of the Corporate Social Responsibility Voluntary Guidelines into the Companies Act, 2013. This legislation has the potential to encourage a culture of corporate sponsorship of cultural activities with a social outcome, however, there has been no noticeable shift towards this as of yet.

73. Edwards, J, interviewed by Bostanci, A and Coyle, E (2 April 2015).

74. Nelson Fernandez & Associates (2009) *op. cit.*



India **exports software**  
to 90 countries

Over 50 per cent  
of India's  
population  
is below the  
age of 25

Skill India

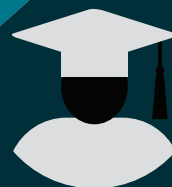


Make in India

Smart Cities

£  
£  
£  
£  
£6.5 billion  
India's exports of goods  
to the UK were worth £6.5 billion in 2013

By 2020 India will have the  
**largest tertiary education**  
**enrolment** in the world



Science  
and  
innovation



The UK's exports of goods to India  
were worth £5.3 billion in 2013

£5.3 billion

Education  
provision  
at scale



£

£

£



# THE PRESENT AND FUTURE FOR EDUCATIONAL AND RESEARCH COLLABORATION

Educational exchange and partnership between India and the UK is highly valued by the UK and Indian education sectors. It is, however, mutually recognised that both countries would benefit from increased educational and research collaboration.

This section provides an overview of the Indian education sector and education policy, the level of current educational exchange between India and the UK, and the opportunities for further collaboration.

Education can be an especially powerful means of reaching young people and the next generation of leaders and influencers in both countries. Creating individual and institutional connections through education is likely to contribute towards greater mutual understanding and a strengthened India–UK relationship.

## OVERVIEW OF INDIAN EDUCATION SYSTEM AND EDUCATION AND RESEARCH POLICY

By 2020 the Indian education system will be the largest in the world. Yet it faces many economic and structural difficulties.<sup>75</sup> Problems relating to access, lack of government funding, rural–urban divide, gender inequality, subject variety, quality standards and teacher shortages have made it difficult for the system to provide standardised, quality education to the required scale. Free and compulsory education is provided as a fundamental right to children between the ages of six and 14. Yet despite huge strides in primary enrolment rates, India still has the largest number of out-of-school children in the world.<sup>76</sup>

## Devolution of power to the states

Education in India is provided by the public and private sectors, with control and funding at three levels: central, state, and municipal. Public provision is governed by the Ministry of Human Resources Development. Since 2013, however, the state governments have been given more autonomy. While the central government continues to control the central universities and institutes of national importance, devolution of authority and budgets towards the states is underway. These changes will have a significant impact on the higher education sector which comes under their control, including many private colleges. Capacity, approach and priorities will vary between states, but this devolution of power presents fresh policies and opportunities are beginning to emerge for international collaboration with new partners in the state and private sectors.<sup>77</sup>

## Reform agenda

In January 2015, the Indian government launched a consultation programme aimed at drafting a new national education policy ‘to meet the changing dynamics of the population’s requirement with regards to quality education, innovation and research’. The aim of the initiative is ‘to make India a knowledge superpower’.<sup>78</sup>

The consultation programme has the potential to change the structures, priorities and funding of the Indian education system significantly.

## Formation of the Ministry of Skill Development and Entrepreneurship

Another initiative to address the changing dynamics of Indian society is the formation of the Ministry of Skill Development and Entrepreneurship in 2014. Approximately 20 ministries are engaged in skills training and there are over 70 training schemes. The remit of the new ministry is to provide co-ordination and bring convergence across these schemes.

In recognition of the gaps in capacity and quality of training infrastructure and the lack of certification and common standards, the ministry has published its National Policy for Skill Development and Entrepreneurship 2015. The vision of the policy is to achieve ‘empowerment by skilling on a large scale at speed with high standards and to promote a culture of innovation based on entrepreneurship’.<sup>79</sup> India’s challenges and aspirations are familiar to the UK system which has an established quality assurance system for competency-based training that can support India’s emerging system. Equally, the UK is increasingly focusing on entrepreneurship and can take many lessons from India.

75. British Council (2013) *Reimagine: India–UK Cultural Relations in the 21st Century*, op cit.

76. World Bank (2011) Data indicating the poverty headcount ratio at \$2 a day by country. Available online: <http://data.worldbank.org/indicator/SI.POV.2DAY>

77. British Council (January 2015) *The Indian States: Opportunities for International Higher Education Collaboration*.

Available online: [www.britishcouncil.org/sites/britishcouncil.uk2/files/the\\_indian\\_states\\_-\\_opportunities\\_for\\_international\\_higher\\_education\\_col\\_.pdf](http://www.britishcouncil.org/sites/britishcouncil.uk2/files/the_indian_states_-_opportunities_for_international_higher_education_col_.pdf)

78. Government of India, launch of New Education Policy Group discussion, <https://blog.mygov.in/new-education-policy-group/>

79. Available online: [www.skilldevelopment.gov.in/National-Policy-2015.html](http://www.skilldevelopment.gov.in/National-Policy-2015.html)

As well as a priority in its own right, skills development will also be a crucial element in achieving other government priorities such as energy, urbanisation and manufacturing.

### Rise of the private sector

The private education sector has grown rapidly in the last decade, with 30.8 per cent of schoolchildren in India attending private schools, up from 18.7 per cent in 2006.<sup>80</sup> This is partly due to the continued challenges and inconsistent standards in the public education sector.<sup>81</sup>

Equally, the majority of growth of new training places in India is expected to be provided by the emergence of private training providers and new public private partnerships, supported by the National Skill Development Corporation and the Ministry of Skill Development's initiative to create new industrial training institutes in the form of Multi-Skill Institutes across the country.<sup>82</sup>

In the higher education system, demand outstrips supply by some margin. Entrance requirements are very high due to the scarcity of places.

This dynamic drives demand for private education and tuition, as well as study abroad and distance learning.<sup>83</sup>

### PEOPLE, PROSPERITY AND POLITICS – THREE FACTORS AFFECTING THE INDIAN EDUCATION SYSTEM

The Indian education system is undergoing major changes. Three factors will significantly drive changes taking place: demographics, economic growth and politics.<sup>84</sup>

#### A changing demographic profile

More than 50 per cent of India's population is under the age of 25. By 2020, India will have one of the youngest populations in the world, with an average age of 29.<sup>85</sup> Progress in primary enrolment, access to secondary education and retention rates may mean that India will have the largest growth in tertiary enrolment in the world in 2020.<sup>86</sup> In addition, India's demographic profile will mean a significant increase in the working age population and as a result the government has set a new target of training 402 million people by 2022.<sup>87</sup>

### Economic growth

In the next decade, the middle classes of Indian society will grow exponentially to some 500 million as India's economy continues to boom. This means that a huge number of people will demand access to better education.<sup>88</sup> It is estimated that India will require an additional 800–1,600 universities to meet future demand. Due to the current limited number of places, universities have raised entrance requirements, which in turn has driven demand for private education and tuition.<sup>89</sup> Consumer expenditure on education is thus high, owing to the proliferation of the private education sector, low trust in public provision, access, high costs associated with schooling and rising aspirations.<sup>90</sup> In addition to new universities, India will need a huge increase in research capacity to meet its innovation needs. With many of its researchers studying abroad and choosing to remain there to work, India has a growing need for assistance that the UK could help to meet.

80. ASER report 2014 [http://img.asercentre.org/docs/Publications/ASER%20Reports/ASER%202014/fullaser2014mainreport\\_1.pdf](http://img.asercentre.org/docs/Publications/ASER%20Reports/ASER%202014/fullaser2014mainreport_1.pdf)

81. British Council Education Intelligence (May 2014), *Country Brief: India*.

82. Available online: [www.skilldevelopment.gov.in/National-Policy-2015.html](http://www.skilldevelopment.gov.in/National-Policy-2015.html)

83. *Ibid.*

84. British Council (February 2014) *Understanding India: The Future of Higher Education and Opportunities for International Cooperation*. Available online: [www.britishcouncil.org/sites/britishcouncil.uk2/files/understanding\\_india\\_report.pdf](http://www.britishcouncil.org/sites/britishcouncil.uk2/files/understanding_india_report.pdf)

85. International Labour Organisation (2011) data from the *Estimates and projections of the economically active population: 1990-2020*, 6th edition. Database available online: [http://laborsta.ilo.org/applv8/data/EAPEP/eaep\\_E.html](http://laborsta.ilo.org/applv8/data/EAPEP/eaep_E.html)

86. Oxford Economics, cited in British Council (2012) *The shape of things to come*. Available online: [www.britishcouncil.org/sites/britishcouncil.uk2/files/the\\_shape\\_of\\_things\\_to\\_come\\_2.pdf](http://www.britishcouncil.org/sites/britishcouncil.uk2/files/the_shape_of_things_to_come_2.pdf)

87. Available online: [http://articles.economictimes.indiatimes.com/2015-07-10/news/64283056\\_1\\_steel-ministry-psus-steel-authority](http://articles.economictimes.indiatimes.com/2015-07-10/news/64283056_1_steel-ministry-psus-steel-authority)

88. NESTA (2012) *Our Frugal Future: Lessons from India's Innovation System*. Available online: [www.nesta.org.uk/publications/our-frugal-future-lessons-india%C2%92s-innovation-system#sthash.51kgSlvk.dpuf](http://www.nesta.org.uk/publications/our-frugal-future-lessons-india%C2%92s-innovation-system#sthash.51kgSlvk.dpuf)

89. British Council Education Intelligence (May 2014) *Country Brief: India*, *op. cit.*

90. *Ibid.*

91. British Council (February 2014) *Understanding India: The Future of Higher Education and Opportunities for International Cooperation*, *op. cit.*

92. British Council Education Intelligence (May 2014) *Country Brief: India*.

93. The Times Higher Education (2015) *BRICS & Emerging Economies Rankings 2015*. Available online: [www.timeshighereducation.co.uk/world-university-rankings/2015/brics-and-emerging-economies#/](http://www.timeshighereducation.co.uk/world-university-rankings/2015/brics-and-emerging-economies#/)

94. British Council (November 2014) *FICCI Conference: UK-India Knowledge Paper*. Available online: [www.britishcouncil.org/education/ihe/knowledge-centre/partnerships-collaboration/report-ficci-conference-uk%E2%80%93india-knowledge-paper](http://www.britishcouncil.org/education/ihe/knowledge-centre/partnerships-collaboration/report-ficci-conference-uk%E2%80%93india-knowledge-paper)

## Politics

The third factor affecting educational change is political. Education in India is highly politicised and complex. There is now central government approval to devolve more decision making power to the states. However, there are considerable variations in the ability and the will of individual states to implement change.<sup>91</sup>

The Indian higher education system has a low level of international visibility. Education policy has tended to focus on a rounded education, resulting in a lack of specialised institutions and graduates with specific skills. As such, only a small number of institutions have international visibility in terms of subject-specific excellence.<sup>92</sup> In the 2015 Times Higher Education (THE) World University Rankings, no Indian institution appeared in the top 200. In THE's 'BRICS and Emerging Economies Rankings', India has 11

'International engagement in higher education is a massive asset for the UK. We have one of the strongest systems in the world, it is very highly regarded, and, for a wide variety of reasons, the UK benefits from those links, not only economically, but also in terms of soft power, diplomacy and the influence that we have through alumni of UK universities around the world.'

**Vivienne Stern, Director, UK Higher Education International Unit**

universities in the top 100.<sup>93</sup> There are negligible numbers of foreign researchers and students from Western countries in India.

### HOW DO INDIA AND THE UK CURRENTLY CONNECT THROUGH EDUCATION?

India has more active links with UK institutions than with any other country in the world.<sup>94</sup>

The UK and India have a well-established and growing partnership in education. The extensive portfolio of initiatives, many jointly funded by the UK and Indian governments, reflect the importance of this partnership.

The UK education system is highly regarded in India, ranking as the second most attractive place to study among the world's leading economies (see Chart 19).

## Chart 18: How people in India rate education in the UK

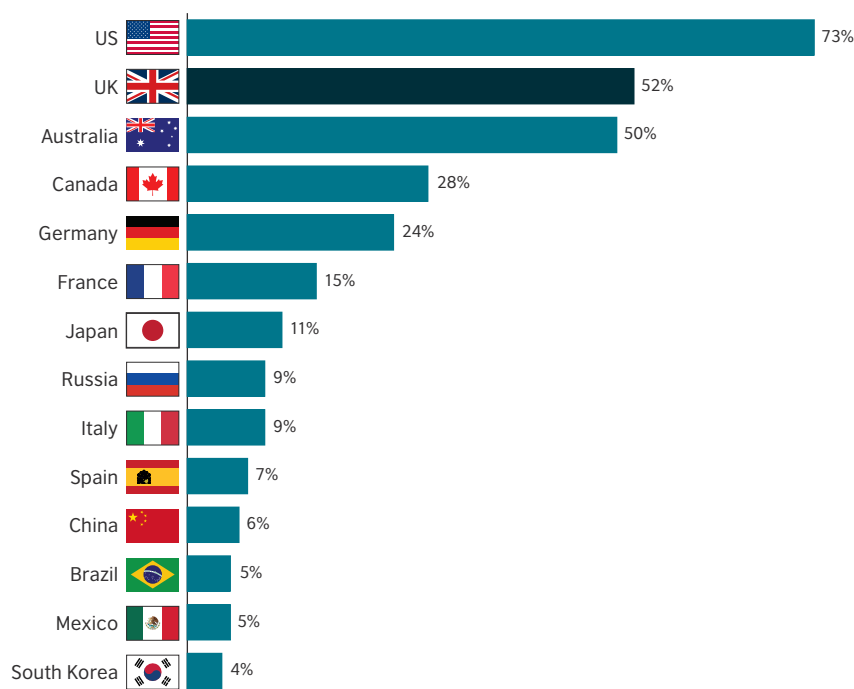
Question: Thinking specifically about the UK, to what extent do you agree or disagree with the following statements?



Source: Fieldwork (December 2013–January 2014) – Ipsos MORI; Analysis – In2Impact. Base: 18–34 year olds in India (1,006).  
Note: Any deviation from a total of 100 per cent is due to rounding of individual figures.

## Chart 19: Attractiveness of the UK as a place to study for people in India

Question: Which three of the following countries do you find MOST attractive as a country in which to study?



Source: Fieldwork (December 2013–January 2014) – Ipsos MORI; Analysis – In2Impact. Base: 18–34 year olds in India (1,006).

As Chart 19 shows, the US was considered the most attractive destination, with Australia, Canada and Germany coming in third, fourth and fifth place respectively.

According to the survey, Indians also rate highly the quality of the UK's academic research, qualifications, schools, welcoming atmosphere, creativity and innovation in the education system (see Chart 18).

In recent years, there has been an increase in the number of India centres within UK universities. Some institutions see their India centres as products of their research focus, while others are considered hubs for community engagement, student recruitment or

collaboration. A sharpened focus on India within the UK higher education sector can be seen as a reflection of India's importance and the rich relationship between India and the UK in higher education.

### Mobility

In the last nine years, there have been over 25,000 exchanges between Indian and UK academics, researchers and students through the UKIERI scheme alone. This is in addition to the over 160,000 Indian students who have gained a university education in the UK over the last decade. Indian scholars and students have internationalised and have been a strong part of the academic life in UK universities for

many years. These connections have resulted in extensive research and teaching networks and collaborations.

The UK government is keen to encourage greater mobility and exchanges of students between the UK and India. The British Council's Generation UK–India Programme aims to support up to 25,000 young people from the UK to gain skills and experience in India over the next five years. Also notable is the substantial expansion of the UK government's Chevening Scholarships, providing fully-funded scholarships for over 150 Indian scholars each year. Funding has been quadrupled to £2.6 million, enabling more scholarships and

95. British Council (2015) *International Students to the UK from India and Pakistan: analysis and forward look*.

96. UNESCO Institute for Statistics *Global Flow of Tertiary Level Students*. Available online: [www.uis.unesco.org/Education/Pages/international-student-flow-viz.aspx](http://www.uis.unesco.org/Education/Pages/international-student-flow-viz.aspx)

97. British Council (2015) *The Indian States: Opportunities for international higher education collaboration*. Available online: [www.britishcouncil.org/sites/britishcouncil.uk2/files/the\\_indian\\_states\\_-\\_opportunities\\_for\\_international\\_higher\\_education\\_col\\_.pdf](http://www.britishcouncil.org/sites/britishcouncil.uk2/files/the_indian_states_-_opportunities_for_international_higher_education_col_.pdf)

## CASE STUDY

### GREAT Britain Scholarships India

With 125 scholarships awarded in the 2014–15 academic year and up to 400 in 2015–16, the GREAT Britain Scholarships is the largest ever scholarships programme offered to Indian students. The scholarships for the current year are worth almost £1.5 million and cover varied subject areas ranging from engineering, law and business to art and design and biosciences across 57 UK institutions in England, Scotland, Wales and Northern Ireland.

making India the largest country in the Chevening programme, although clearly there is room for significant further expansion.

More concerning, though, is the fact that the numbers of Indian students choosing to study at UK universities has fallen by 49 per cent in the past three years. The most significant element in the decline is in postgraduate numbers. The decline has continued, though it has slowed in the last year, perhaps partly through the impact of the GREAT campaign.

While the UK hosts comparatively large numbers of Indian students (21,000 in 2014),<sup>95</sup> the number of UK students in India is insignificant by comparison (80).<sup>96</sup>

Given the low levels of knowledge of contemporary India generally among UK young people, highlighted earlier in this report, and the greater perceived cultural distance compared to countries like US, Australia and Canada, it is not surprising that India currently has relatively low attractiveness as a place to study (see Chart 20).

However, given the low levels of awareness, perceptions among young people from the UK of the quality of education in India could be considered quite positive (see Chart 21). Positive perceptions may be arising from the significant growth in university partnerships with India over the last decade or encountering high calibre Indian students in the UK. In addition,

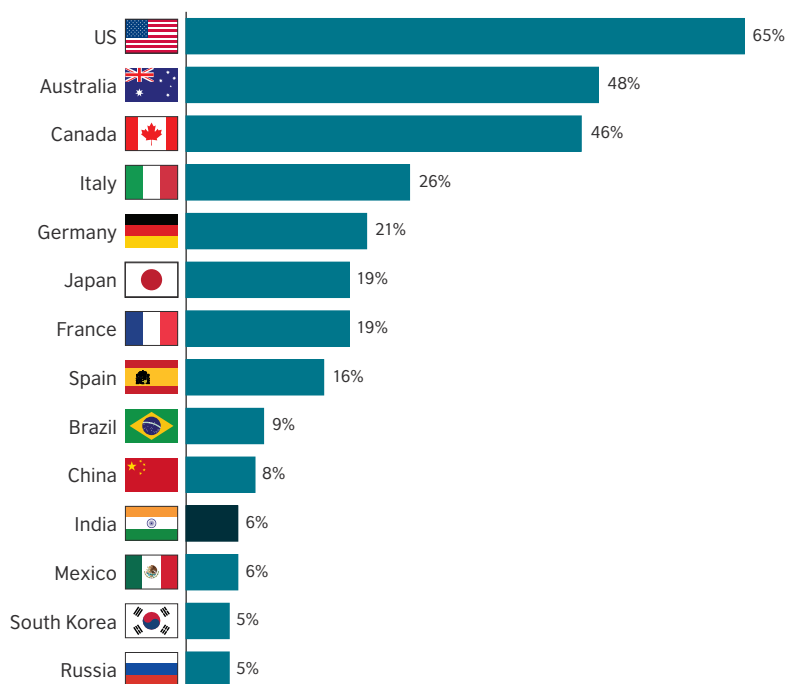
more Indians now hold academic positions and highly skilled professions, such as medicine.

It is worth noting that the Indian government has announced its plans to launch a new education policy in December 2015. The policy will be designed to meet the changing dynamics of the population's requirements with regard to quality education, innovation and research, although it will also provide some protection against external commercial and academic competition. Simultaneously, the Indian government has announced several new initiatives specifically related to international collaboration, including:

- Global Initiative for Academic Networks (GIAN),<sup>97</sup> aimed at tapping

#### Chart 20: Attractiveness of India as a place to study for people in the UK

Question: Which three of the following countries do you find MOST attractive as a country in which to study?

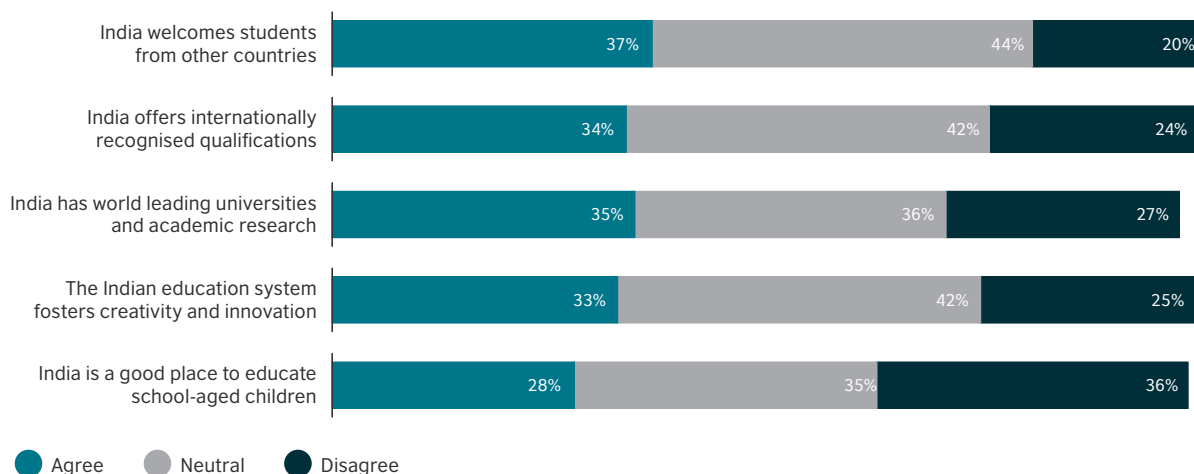


Source: Fieldwork (January 2014) – Ipsos MORI; Analysis – In2Impact. Base: 18–34 year olds in the UK (1,022).



## Chart 21: How people in the UK rate education in India

Question: Thinking specifically about India, to what extent do you agree or disagree with the following statements?



Source: Fieldwork (January 2014) – Ipsos MORI; Analysis – In2Impact. Base: 18–34 year olds in the UK (1,022).  
Note: Any deviation from a total of 100 per cent is due to rounding of individual figures.

the talent pool of international scientists and entrepreneurs to encourage their engagement with Indian higher education institutions to augment existing academic resources, accelerate the pace of quality reform, and elevate India's scientific and technological capacity to global excellence.

- Connect to India Programme, to attract undergraduate students from other countries to spend time in India on short courses or summer schools under a shared funding model. In addition to these central initiatives, some state governments are also setting up various programmes, particularly in faculty and student mobility.

### English language training

The English language constitutes an ineluctable bond between India and the UK. English has a key role in India today because of the UK and India's shared history and its global predominance as the language

of social mobility, educational and professional opportunity, and of global business, trade and dialogue.

Estimates vary, but there are over 100 million Indians who speak English and tens of millions more who speak or read some English (though in a population of over 1.2 billion this is not as high as is sometimes assumed).<sup>98</sup> There is a huge demand for English and at any one time there are millions studying to improve their ability in the language. With up to 258 million learners<sup>99</sup> enrolled in government schools alone, and the vast majority of Indian states introducing English into the curriculum from Grade 1, the numbers are staggering.

There are many studies suggesting that students do not necessarily have the language skills to access or excel in often English-mediated higher education, and that a high percentage of graduates leaving university lack the skills to make them ready for the world of work, with one of those skills being

English. Research by Aspiring Minds, for example, suggests that more than 25 per cent of engineers 'do not possess the English comprehension skills to understand an engineering school curriculum'.<sup>100</sup>

There is a widespread perceived link between economic advancement and English language education, which research shows may increase salaries by up to 34 per cent.<sup>101</sup> Parents and students are reacting to that, with reports such as Pratham ASER<sup>102</sup> and PROBE<sup>103</sup> indicating that an ever increasing number of parents are choosing to put their children in fee-paying private English medium schools rather than in free government schools. ASER 2013 estimates that currently 46 per cent of India's primary schoolchildren are either going to private schools or taking private tuition,<sup>104</sup> and surveys in Delhi and Hyderabad indicate that over 60 per cent of children in the poorest urban slums in these cities attend low-cost private schools.<sup>105</sup>

However, the demand for English is complex and is often a subject of debate. On the one hand the National Knowledge Commission summed up the situation in its 2007 recommendations to the nation when it states that, 'this reality is not lost on our people, who recognise that the English language is a critical determinant of access to, and opportunities for a better life'.<sup>106</sup> At the same time the reality is that India is a highly diverse country with hundreds of languages<sup>107</sup> with much of the population being multilingual. This leads some to fear that the growth of English in the education system will prejudice the learning and knowledge of national, regional, local and tribal languages, a debate which has been highlighted in the press in recent years. India has a 'three language formula',<sup>108</sup> with education in Hindi, English and State or regional language', although how this is followed in practice varies.<sup>109</sup>

There is an incredible spectrum of schools ranging from the highest quality elite monolingual and bilingual schools, to the burgeoning private sector, where many children are experiencing English medium education for the first time, and where quality standards can vary greatly. For a country with such diversity, there will be no one size fits all solution, but the challenge is to empower children with

the access to the different languages they will need in their work and studies, while benefiting from education in the mother tongue and protecting linguistic diversity and culture.

Central and state governments are actively engaged in programmes of educational reform which are addressing many quality issues in schools, including issues around language learning. UK providers such as Trinity College London, Cambridge English Language Assessment, Pearson Education, CfBT Education Trust and the Open University, have been active in collaboration with Indian institutions. The British Council has worked with 12 state governments to help improve standards of English language teacher training and learning. These programmes have already benefited more than 840,000 teachers in India and as a result influenced the teaching of over 17 million learners.

The major UK publishers are very active in India, both for educational publishing and for literature. Oxford University Press, Cambridge University Press, Pearson Education, Macmillan, Collins and many more are established brands. There is a passion for literature in India: there are undoubtedly more current readers of Dickens, PG Wodehouse and Shakespeare in India than in the UK. Bookshops, both physical and online varieties,

are well stocked with classics and contemporary works in English by both British and Indian authors.

### Skills development

The rapidly growing skills development sector in India, stimulated by the reforms the government is driving forward, is highly compatible with the UK sector. There is a shared focus on competence-based training, national occupational standards, third party assessment and industry-led skills. Through a number of initiatives the UK has been working closely to share best practice and support the development of sustainable partnerships between UK and Indian organisations in the skills sector.

The Department for International Development (DFID) has long supported the Indian government's Education for All scheme, which has helped increase the number of Dalit children and other vulnerable groups into the education system. DFID's 'skills for jobs' provides technical assistance worth £4.5 million to help the Indian skills market deliver jobs to the poor in low income states of India. This supports private entrepreneurs to deliver skills training while strengthening the skills ecosystem of state skills missions and sector skills councils through the National Skill Development Corporation (NSDC) and the National Skill Development Agency (NSDA).

98. Graddol, D (2010) *English Next India*. British Council 2010 pp. 66–7. Available online: <http://englishagenda.britishcouncil.org/publications/english-next-india>

99. Available online: <http://dise.in/Downloads/Publications/Documents/U-DISE-SchoolEducationInIndia-2013-14.pdf>

100. Available online: [www.aspiringminds.com/sites/default/files/Learning%20Levels%20Report%20-%20English%20%2C%20Engineers%20-%202012.pdf](http://www.aspiringminds.com/sites/default/files/Learning%20Levels%20Report%20-%20English%20%2C%20Engineers%20-%202012.pdf)

101. Aslam, Kingdon et al. (2010) *Economic Returns to Schooling and Skills*; RECOUP Working Paper No. 38, Cambridge University Press.

102. Annual Status of Education Report: [www.asercentre.org/#j8j1z](http://www.asercentre.org/#j8j1z)

103. Public Report on Basic Education in India: [www.in.undp.org/content/india/en/home/library/hdr/thematic-reading-resources/education/-public-report-on-basic-education-in-india.html](http://www.in.undp.org/content/india/en/home/library/hdr/thematic-reading-resources/education/-public-report-on-basic-education-in-india.html)

104. Wadhwa, W (2013) *Private inputs into schooling: Bang for the Buck?*

Available online: [http://img.asercentre.org/docs/Publications/ASER%20Reports/ASER\\_2013/ASER2013\\_report%20sections/aser2013fullreportenglish.pdf](http://img.asercentre.org/docs/Publications/ASER%20Reports/ASER_2013/ASER2013_report%20sections/aser2013fullreportenglish.pdf)

105. Dixon, P (2012) *Why the Denial? Low-Cost Private Schools in Developing Countries and Their Contributions to Education*, Econ Journal Watch, 9/3 September.

106. Available online: [http://knowledgecommissionarchive.nic.in/downloads/documents/nkc\\_se.pdf](http://knowledgecommissionarchive.nic.in/downloads/documents/nkc_se.pdf)

107. The 2001 Census of India lists a total of 122 languages and 234 mother tongues with over 10,000 speakers. <http://peopleslinguisticsurvey.org/>

108. Graddol, D (2010) *op. cit.* <http://englishagenda.britishcouncil.org/publications/english-next-india>

109. Available online: [www.thehindu.com/news/national/threelanguage-formula-not-implemented-effectively-mha/article6287829.ece](http://www.thehindu.com/news/national/threelanguage-formula-not-implemented-effectively-mha/article6287829.ece)





## CASE STUDY

### The Newton-Bhabha Fund

The Newton-Bhabha Fund aims to bring together the UK and Indian scientific research and innovation sectors to find joint solutions to the challenges facing India in economic development and social welfare. The Fund is worth £50 million over five years and is supported by the UK and Indian governments through a ministerial agreement. Activities under the fund are managed by a core group of delivery partners: the academies; the British Council/HE International Unit; Research Councils; TSB; and the Met Office.

The Fund covers:

- building skills and capacity through training and people exchanges
- research collaboration on development topics
- taking innovation from universities to industry.

By working together on research and innovation programmes, the UK and India will build a strong, sustainable and systemic relationship. This will support the continued excellence of a scientific research base and innovation ecosystem and act as a golden key to unlock opportunities for wider collaboration and trade between both countries.

The UKIERI scheme engaged very early on with the new Indian skills policy in 2009, organising dialogues between the NSDC and the UK Commission for Employment and Skills. Phase two of UKIERI, initiated in 2011, has had a very strong skills strand, supporting Sector Skill Partnerships for Sector Skills Councils and travel and institutional grants for capacity building.

A significant number of UK organisations are engaged in the skills sector in India. Pearson has a large presence in India and City and Guilds have established a joint venture with Manipal Education – Manipal City and Guilds. The Association of Colleges has also established an office in India on behalf of 33 member further education colleges, hosted by the UK India Business Council. Some of the members either have successful UKIERI projects underway or have established

independent ventures such as Bourneville College in West Bengal or Vision West Nottinghamshire College's subsidiary 'bksb' in Chandigarh. New partnerships continue to emerge as India's network of Sector Skills Councils, which have the responsibility to both set standards and certify skills, build new relationships with their UK counterparts, including the Sector Skills Councils and awarding bodies.

#### Research and innovation

The UK is the biggest foreign collaborator with India in research. Research and innovation is also the fastest growing area of bilateral engagement, with joint collaboration approaching £200 million since 2008. All seven UK Research Councils are engaged with partners in India, with research areas covered ranging from social sciences to nuclear energy, and over 90 industrial partners involved.

Joint investment in science and innovation has increased to over £150 million now, from just £1 million in 2008 following the opening of a representative office of the UK Research Council in New Delhi.<sup>110</sup> The UK's science and innovation partnership with India is supported by the joint Foreign Office/Department for Business, Innovation and Skills' Science and Innovation Team based in the British High Commission in New Delhi and the British Deputy High Commissions in Bangalore and Mumbai. As such, research and innovation is arguably one of the strongest pillars of the UK–Indian relationship. It is of great mutual benefit, and is vital for any long-term strategy of engagement between the two countries.

110. British High Commission (January 2015) *Education Core Script*.



## Transnational education

The last decade has seen the very rapid growth of new private sector higher education institutions in India, responding to the large numbers of students exiting secondary education. Many of these private providers have sought out foreign university partners and do so for a number of reasons, including to speed up the establishment of new programmes, to bring external quality assurance and because they are new and the foreign higher education institutions (HEI) brand offers enhanced recognition. HESA statistics for 2013–14 indicated that over 70 UK universities have some form of transnational education (TNE) partnership in India and that, of these, there are 24 with more than 50 students enrolled on their programmes. Nearly 13,000 Indian students study on UK courses delivered outside the UK, via distance learning, overseas campuses or joint programmes.<sup>111</sup>

‘India is a very important place for us; where we have partners with who we conduct research and whose history, but also contemporary scientific and technological advances are, very important for us’.

**Professor Timothy O’Shea, Principal  
and Vice-Chancellor of Edinburgh University**

Some UK universities appear to be doing well with their Indian partnerships, including delivering supported distance learning degrees, articulation arrangements to offer opportunities with provision for study in the UK, and also the delivery of full degree programmes in India – particularly when it comes to MBAs and other business and finance programmes. Other UK universities have developed innovative approaches for co-operative doctoral research degrees with their Indian partners.

India’s demand for education is likely to continue to increase as India’s population increases over the next 30 to 40 years and a significant number of households become able to pay for international education.<sup>112</sup> It is therefore clear that there are opportunities for significant further expansion in this area and the British Council is carrying out research to clarify the regulatory and legal landscape in India in TNE, to provide case studies and a toolkit for UK universities wanting to establish TNE partnerships in India. This is due out in December 2015.

## CASE STUDY

### UK India Education Research Initiative

UK India Education Research Initiative (UKIERI) is the largest, most comprehensive bilateral government-to-government partnership programme in higher education in India. Since 2006 UKIERI has promoted over 1,000 partnerships, facilitated 25,000 exchanges of academics, researchers, staff and students and 35 million young people have benefited through ‘train the trainer’ UKIERI programmes. UKIERI has provided guidance and support to the 50 UK universities that have opened offices in India. UKIERI has also paved the way for Research Council UK’s presence in New Delhi and its subsequent exponential growth of UK–India research partnerships.

## OPPORTUNITIES FOR FUTURE COLLABORATION AND PARTNERSHIP

### Student and staff mobility

There are approximately 200,000 Indian students studying abroad in popular host countries such as the US, Australia, the UK and Germany.<sup>113</sup> This trend towards outward mobility is predicted to continue and can be explained by weaknesses within the Indian higher education system such as shortage of faculty access, and issues around teaching and learning outcomes, which drive Indian students to choose foreign universities.<sup>114</sup>

However, several factors have caused student numbers to fluctuate significantly in recent years. Whilst the Indian government actively encouraged the trend for foreign study in the past, it is now focusing on improving its national education system and retaining talent. In 2013, the government capped loans for study abroad at US\$36,500, which may

prevent students from going overseas or cause them to opt for countries that allow students to work during study. The depreciation of the rupee in 2013 also had a severe impact on Indian students abroad.<sup>115</sup>

There is an urgent need to strengthen UK–India relations in this area, after a period of steep relative decline. This can be done through expanding outward mobility programmes, such as Generation UK India and responding to the Indian government's Global Initiative of Academic Networks (GIAN) programme, which aims to encourage international academics, entrepreneurs and scientists to teach at Indian higher education institutes. The US has already responded to GIAN enthusiastically and there is an important opportunity for the UK to engage more closely itself. To increase inward mobility, changes to real and perceived barriers to mobility such as qualification recognition, employment regulations and visa requirements could all be considered.

Indian public sector employers currently do not recognise one-year UK master's. Pursuing a mutual agreement of the recognition of qualifications with the government of India should be continued.

Initiatives to improve inward and outward mobility would contribute to building lasting individual and institutions' connections, social, political and economic benefits to both countries and the improvement of the global competitiveness of the UK and India's workforces. Additionally, the growth of the Indian higher education will have a profound effect on the employability of young people in the UK. In a world where opportunities and power are shifting eastward, UK institutions will need to work with India as an essential partner in the internationalisation of the UK's education institutions, so as to ensure that their graduates are globally competitive.<sup>116</sup>

111. HESA (December 2014) *2013/14 data download*, Table P.  
Available online: [https://www.hesa.ac.uk/index.php?option=com\\_pubs&Itemid=&task=show\\_year&publd=1&versionId=25&yearId=312](https://www.hesa.ac.uk/index.php?option=com_pubs&Itemid=&task=show_year&publd=1&versionId=25&yearId=312)

112. British Council (2013) *The shape of things to come 2: The evolution of transnational education*.  
Available online: [www.britishcouncil.org/sites/default/files/the\\_shape\\_of\\_things\\_to\\_come\\_2.pdf](http://www.britishcouncil.org/sites/default/files/the_shape_of_things_to_come_2.pdf)

113. British Council (October 2014) *Postgraduate student mobility trends to 2024*.  
Available online: [www.britishcouncil.org/sites/britishcouncil.uk2/files/postgraduate\\_mobility\\_trends\\_2024-october-14.pdf](http://www.britishcouncil.org/sites/britishcouncil.uk2/files/postgraduate_mobility_trends_2024-october-14.pdf)

114. British Council Education Intelligence (May 2014) *Country Brief: India*, op. cit.

115. *Ibid.*

116. British Council (February 2014) *Understanding India: The Future of Higher Education and Opportunities for International Cooperation*.  
Available online: [www.britishcouncil.org/sites/britishcouncil.uk2/files/understanding\\_india\\_report.pdf](http://www.britishcouncil.org/sites/britishcouncil.uk2/files/understanding_india_report.pdf)

## English language teaching

The growing demand for English brings with it a huge number of opportunities. The British Council worked with the British High Commission in New Delhi to commission a report by iValue Consulting Private Limited to look at market potential in the English language teaching sector.<sup>117</sup> The report highlights opportunities in an expanding market which is estimated at a value of over \$4 billion, with opportunities right across the business-to-consumer, business-to-business and business-to-government market segments. It is noted that barriers to entrants in this market are relatively low, but that the commercial business-to-consumer English language teaching sector is also highly disorganised and lacking in commonly used quality standards.

Demand for quality benchmarks are reflected in the success of UK English examinations with an ever growing take up of examinations from providers including Cambridge English Language Assessment, Cambridge International Examinations, Trinity College, and the British Council/Cambridge/IDP examination IELTS, which is used widely by those applying to study or work overseas. The British Council recently

introduced an English language Quality Standards Programme aimed at the private English medium school sector, illustrating the demand for quality improvement in education.<sup>118</sup>

The UK is engaged in research and policy dialogue with the Indian government and institutions. Research links have already been established with Warwick and Reading universities and Indian partners including the English and Foreign Languages University (EFLU) in Hyderabad. English is increasingly becoming recognised as a core skill for employability, both for graduates and across the skills sector. The British Council, along with Trinity College London and Manipal City and Guilds have been working closely with the National Skill Development Agency to define the opportunity and need for English Skills for Employability.<sup>119</sup>


The rapidly growing digital environment in India is providing a wealth of opportunity in both the public and private sector. According to I-Cube 2014, India had 159 million mobile internet users as of October 2014. Out of this, 119 million users were from urban India and the other 40 million were from rural India, a growth of 45 per cent from October 2013.<sup>120</sup>

India has demonstrated a great appetite for all things digital and in particular e-learning and massive open online courses (MOOCs),<sup>121</sup> and this is now being seen in the rapid take up of MOOCs offered on the UK's FutureLearn platform.<sup>122</sup> The government of India has shown its commitment to the digital space through the hugely ambitious Digital India programme, which has a 'vision to transform India into a digitally empowered society and knowledge economy.'<sup>123</sup>

There is a need and an opportunity for the UK to build on existing collaborative partnerships at central and state level on English language teaching reform, policy development and implementation, as well as much scope for further research collaboration in English language teaching in the higher education sector. There are also numerous opportunities for UK providers in publishing, digital learning technologies, examinations and quality initiatives across all areas of English in India.

## Skills development

The scale of the skills challenge in India is significant and the Indian government has set a new target to skill 402 million people by 2022.<sup>124</sup>



The definition of skills is broad in India and covers everything from employability, entrepreneurship and short vocational courses, to longer craft training courses, diploma and bachelor qualifications in engineering. The target group is equally broad, including people living below the poverty line and graduates.

The Indian government has placed skill development high on the national agenda, both in its own right with the launch of Skill India in July 2015 and as a critical component for other Initiatives, such as Make In India. One of the first acts of the new government was the creation of a new Ministerial post for Skill Development. Shri Rajiv Pratap Rudy became the Union Minister of State for Skill Development and Entrepreneurship (Independent Charge) and Parliamentary Affairs in November 2014.

A significant challenge in India is scaling up whilst maintaining quality, which includes rapidly building a workforce of qualified trainers and assessors in both the public and private sector. The UK, with its robust quality assurance systems, is well placed to support the development of strong

quality assurance systems in India, including assessment and certification and training of trainers and assessors. In terms of meeting the challenge of scale, the UK government and the British Council are developing projects with the new Ministry to establish joint centres of excellence based on the UK's National Skill Academy (NSA) and new models of blended learning that maximise opportunities for leapfrogging through new technologies, using the UK's expertise in the delivery of distributed and electronic learning.

There is therefore a significant opportunity for the UK and India to work together to respond to the Indian government's Skill India initiative. This could include firstly, the pursuit of recognition of UK qualifications as part of India's National Skills and Qualifications framework. Secondly, positioning the UK to become the management partner of choice for the state level skills institutes or skills centres of excellence. Thirdly, establishing a strategic infrastructure programme including skills programmes and apprenticeship opportunities that focus on key Indian cities and sectors where the UK has particular strengths.

## Research collaboration

India's increasing international importance and position in responding to global challenges depend on world class research, innovation and talent pipelines.<sup>125</sup> Increasing internationalisation in research and teaching is strongly supported by the Indian sector and considered vital for Indian institutions in developing India's capacity in research and innovation, driving up India's institutional rankings and increasing the quality of teaching and learning.<sup>126</sup>

The success of the UK's research and innovation base is critical to ensuring the UK's future economic growth and prosperity. This will be increasingly dependent on long-term, strategically-focused international collaboration. World class research and innovation depends on access to the best future academic and research talent. In the next decade, India will have the largest tertiary enrolment in the world and will be a key source of intellectual capital;

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117. Available online: [www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/211231/2013\\_01\\_FINAL\\_ELT\\_Report.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/211231/2013_01_FINAL_ELT_Report.pdf)

118. Available online: [www.britishcouncil.in/programmes/english-partnerships/research-policy-dialogues/kite-marking](http://www.britishcouncil.in/programmes/english-partnerships/research-policy-dialogues/kite-marking)

119. Available online: [www.britishcouncil.in/english-skills-employability-think-tank](http://www.britishcouncil.in/english-skills-employability-think-tank)

120. Available online: [www.digitalmarket.asia/indias-digital-commerce-to-grow-by-33-in-2015/](http://www.digitalmarket.asia/indias-digital-commerce-to-grow-by-33-in-2015/)

121. Available online: [www.hindustantimes.com/utimf/digitizing-india-addressing-india-s-education-challenges-through-the-internet-of-everything/article1-1369361.aspx](http://www.hindustantimes.com/utimf/digitizing-india-addressing-india-s-education-challenges-through-the-internet-of-everything/article1-1369361.aspx)

122. Available online: [www.futurelearn.com](http://www.futurelearn.com)

123. Available online: [www.digitalindia.gov.in](http://www.digitalindia.gov.in)

124. Available online: [http://articles.economictimes.indiatimes.com/2015-07-10/news/64283056\\_1\\_steel-ministry-psus-steel-authority](http://articles.economictimes.indiatimes.com/2015-07-10/news/64283056_1_steel-ministry-psus-steel-authority)


125. British Council (November 2014) *FICCI Conference: UK-India Knowledge Paper*.

Available online: [www.britishcouncil.org/education/ihe/knowledge-centre/partnerships-collaboration/report-ficci-conference-uk%E2%80%93india-knowledge-paper](http://www.britishcouncil.org/education/ihe/knowledge-centre/partnerships-collaboration/report-ficci-conference-uk%E2%80%93india-knowledge-paper)

126. British Council (February 2014) *Understanding India: The Future of Higher Education and Opportunities for International Cooperation*.

Available online: [www.britishcouncil.org/sites/britishcouncil.uk2/files/understanding\\_india\\_report.pdf](http://www.britishcouncil.org/sites/britishcouncil.uk2/files/understanding_india_report.pdf)





UK universities will need to tap India's talent pipeline to engage with the best researchers in the world. Enabling further exchange of students and early stage researchers in both directions is increasingly important and demanded by Indian institutions.<sup>127</sup>

Furthermore, the huge steps forward that will have to be taken in India's physical and digital infrastructure, including the proposed Smart Cities programme, present significant opportunities for mutually beneficial research collaboration. Collaboration through research would therefore be valuable to both the UK and India. There is an opportunity for the UK to grow individual and institutional connections with India, and invest in both countries' intellectual capital.

### **International educational opportunities**

There are many indications suggesting increasing TNE prospects in India. These include a drive to

internationalise India's higher education sector and transnational education activities such as distance learning, franchises, international branch campuses, MOOCs, combined degrees and twinning now being offered in different forms across India. There are significant further opportunities to be had from exploiting digital technology for educational purposes. In particular, MOOCs offer a huge potential for UK educational providers to tap into growing demand in India.

However, there is not yet a policy framework which allows India to exploit these opportunities fully. A further concern relates to finance, particularly to meet the costs of the foreign partners given the relatively modest fees students pay in Indian higher education institutions. As has been found with TNE elsewhere such challenges need to be achieved through economies of scale, which generally depends on good numbers of enrolled students.

For UK institutions who seek to pursue transnational education opportunities in India, crucial requirements would be firstly to identify appropriate partners and secondly to understand the regulatory requirements.

As the central government is enabling states and institutions more autonomy, there will be greater potential for international engagement, including research and other partnerships between UK and Indian universities. The pace and scale of expansion and reform in India will require UK institutions to develop programmes that are flexible and responsive to changes in regulation and opportunity. A new study commissioned by the British Council plans to investigate these factors in detail, and advise both UK and Indian potential partners.

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<sup>127</sup>. *Ibid.*



# CONCLUSION AND RECOMMENDATIONS

This report set out to highlight India's growing international influence and to examine its implications for the UK's relationship with India.

The focus has been particularly on the cultural and education spheres and considered the relationship in terms of people-to-people connections – given their importance for both countries in their own right and their role in supporting and underpinning other engagement between the UK and India.

The report shows that there are a wealth of existing connections between the UK and India in both the culture and education fields and examples of some long-term mutually beneficial partnerships.

In the cultural sector, these relationships are often set up and sustained on an ad hoc basis and depend on personal connections and commitments. In the case of education and research in particular, the UK has the longest history of engagement in India and still has the biggest footprint among foreign partners.

In this report the British Council identifies many opportunities for the UK to partner with India. In the cultural and creative sector there is scope for collaboration across a range of areas including expanding and building new networks, pursuing professional development, audience development and co-creation. Across the education sector, there are opportunities in knowledge transfer and innovation through research collaboration. There is also huge scope for supporting India in skilling up the large, young and growing population which will be

the engine for India's economic development and key to a prosperous and secure future.

The report also highlights opportunities to increase the connections between young Indians and British people through various types of real and virtual exchange and exposure to each other's cultures and ways of life.

Many future opportunities for collaboration are likely to be found through engagement at the individual state level, given the devolution of power and reform agendas to the Indian states. Equally, the urbanisation accompanying India's economic and population growth means that opportunities for engagement between UK and Indian organisations are as likely to be found in second and third tier cities as they are in Mumbai, Delhi, and Kolkata.

The UK enjoys advantages from its traditional links with India. However, India's economic success and rapid development means that the country now enjoys a much greater choice of foreign partners, as can be seen in the area of education and skills where Germany, the US, and Australia are very present.


At the same time, the scale and pace of change taking place in India means that it is crucial that the UK has a focused offer and acts with energy to further develop its relationship with India.

The foreign competition, scale and pace of change and India's evolving priorities also means that it is absolutely critical that those seeking to engage with India appreciate and take into account the priorities and agenda of the Indian government and key sectors.

The British Council has discovered that there is a lack of knowledge and appreciation among young people in the UK vis-à-vis India, which will be a barrier to effective engagement between the two countries if it is not arrested and reversed.

The report also identified a range of other barriers which stand in the way of effective engagement between the two countries, from the lack of funding for artistic co-operation to complexities around operating in India as a foreign entity.

The key conclusion of this report is that – to ensure that it doesn't lose out to other countries – the UK must act quickly and purposefully to deepen its relationship with India. There are huge opportunities for both countries from closer collaboration, particularly in the culture and education sectors. Improving UK understanding of India and its priorities is key to this.



Different UK interests therefore need to come together to enable a step change in the relationship. If the UK does not grasp this opportunity and build on its current strengths in its relationship with India, it risks losing out to its competitors.

## RECOMMENDATIONS

This report argues that there are many opportunities for the UK to transform its relationship with India. It offers high level, strategic priorities as well some detailed recommendations for how this can be achieved in the specific context of education and research and culture as well as for the UK at large.

### Strategic level

- The UK government and leading institutions (including academic, commercial, educational and cultural) should set out a 2050 vision for the UK–India relationship, and make a long-term commitment to realising this. The larger institutions and organisations should do all that they can to support smaller organisations in engaging with India.
- The UK should understand and support India's agenda to ensure it remains relevant, including engaging with the Indian government's ambitions for Digital India; Skill India; urbanisation etc. The main actors should identify key areas for collaboration where the UK has a world class unique offer e.g. education, science, creative industries, and set out plans to scale up in these areas.

- A UK–India Young Leaders/Next Generation Forum should be launched for young people between the ages of 15 and 35, who will be leaders in the two respective countries in 2050. These leaders should be identified, trained and mentored, and brought together in forums to exchange knowledge and ideas and build new relationships. The young leaders would come from all walks of life including rural India, and would include politicians, journalists, academics, artists, entrepreneurs.
- UK organisations, companies and institutions should seek further opportunities to collaborate more with each other in their engagement with India within and across sectors. This will enable sharing of best practice, bringing different skills and expertise together and creating opportunities to work at scale.

### Policymakers in the UK should

- Systematically review policy to focus on and facilitate increased engagement with India, with further increases in funding and key contributions from across Whitehall including in trade, culture and education policies.
- Ensure a greater focus on Indian culture, history and society in school curricula across the UK.
- Keep any changes to visa and immigration requirements under review to ensure that those designed to address legitimate concerns do not have unnecessary and unforeseen consequences for Indians who wish to study or engage with the UK.

- Recognise India's significant diversity and not treat the country as a monolith. This will require a more detailed understanding of India and the strengths of its various states and cities and the different opportunities they present.
- Use the 70th anniversary of India's independence to consider how the future relationship between the two countries might help both to address the challenges of the 21st century.

### The UK cultural sector and relevant funding bodies should

- Share experiences and explore new financial solutions to enable sustainable engagement with India.
- Develop mentoring schemes, forums and networks that would enable UK organisations to share knowledge and work together towards shared goals in India.
- Form collaborations with the Indian arts sector to enable it to flourish and create a less challenging environment.
- Carry out more research on the Indian arts sector, audience insight and engagement.
- Forge partnerships to present contemporary Indian culture in the UK and allow British arts organisations to engage with and represent UK–Indian communities.
- Build on investment in institutional and individual collaborations in the arts, including an expansion of Arts Council England's Reimagine funding stream.



- Expand UK sporting programmes in India to engage young people, building on the successful model of the British Council and the Premier League's Premier Skills programme.

### **The UK education sector and institutions should**

- Work together to identify and make the most of opportunities to raise Indian awareness of UK strengths in education, science and technology.
- Consider how to address negative perceptions in India towards the UK as an increasingly unwelcoming, difficult and expensive destination for study.
- Enhance their engagement with India through MOOCs and other digital channels, as well as research and other partnerships between UK and Indian universities.
- Increase scholarship schemes and bursaries for outstanding Indian students to study in the UK, building on the recent expansion of the Chevening programme.
- Respond positively and energetically to the Indian government's GIAN initiative.
- Respond positively to initiatives like the Connect to India programme by taking advantage of opportunities for UK students to spend time in India.
- Work with policymakers to review the real and perceived barriers to mobility and exchange of students, researchers and university faculty, including visa policies, recognition of one-year UK master's courses in India and employment regulations.
- Support young people from the UK to gain first-hand experience of India via exchanges and visits. Schemes such as the British Council's Generation UK-India programme should be increased, to enable young people from the UK to travel to India for work and study.
- Consider engaging Indian institutions and policymakers at the state and city level as well as the national level.
- Work with policymakers to identify more research collaboration with India, building on its strong track record.
- Embrace opportunities for joint provision, co-taught provision, co-supervision, joint or double degrees, etc.
- Meet the growing demand for English language in India at central and state level with support in the areas of English language teaching reform, policy development and implementation.
- Support India's skills development agenda by pursuing the recognition of UK qualifications, as part of India's National Skills and Qualifications Framework.
- Become the management partner of choice for skills by positioning itself to support the individual state level multi skill institutes and centres of excellence as well as the reform of India's apprenticeship system.
- Establish a strategic workforce development programme for trainers and assessors in sectors where it has particular strengths to achieve scale around the skills agenda in second and third tier cities. This should be done through new organisational partnerships and the use of blended learning techniques.

### **The UK and its people should**

- Address its significant lack of knowledge and understanding of contemporary India.
- Be aware of the negative perceptions held by a significant minority of young Indians, and seek to dispel such perceptions through positive interaction.





# APPENDIX

## ABOUT THE BRITISH COUNCIL SURVEY CONDUCTED BY IPSOS MORI

The UK and India Ipsos MORI data referenced in this report derives from a wider survey conducted for the British Council in Brazil, China, Germany, India, the US and Germany between December 2013 and January 2014.

The attractiveness of each country was assessed excluding respondents from that country.

In each country, the sample included at least 1,000 18–34 year olds who had a minimum of secondary education.

| COUNTRY      | SAMPLE       |
|--------------|--------------|
| Brazil       | 1,003        |
| China        | 1,007        |
| Germany      | 1,003        |
| India        | 1,006        |
| UK           | 1,022        |
| US           | 1,010        |
| <b>TOTAL</b> | <b>6,051</b> |

Ipsos MORI conducted the surveys among online panels in these countries in the local languages. The data was weighted on gender and age to reflect the population profiles. Analysis was provided by In2Impact.

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