

SPAIN INDIA 2020

A joint reflection on the past,
present and future of our
bilateral relations

WORKING PAPER 7

Education and language training



FUNDACIÓN
CONSEJO
**ESPAÑA
INDIA**

**SPAIN
INDIA**
COUNCIL
FOUNDATION

WITH THE COLLABORATION OF



Indo Spanish Chamber
of Commerce

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Design and layout: www.nolsom.com

Translation from the original Spanish

Madrid, November 2020

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7.1.

Framework of relations in the field of education and language training

Spain and India currently lack a specific framework for educational collaboration beyond the 1982 cultural and educational agreement. The opening in India of a technical consultancy of the Ministry of Education of Spain under the Education Office in Australia, whose post is vacant, meant a boost for educational relations between both countries. The greatest landmark achieved by this technical consultancy has been including India in one of the programmes of the Ministry of Education and Vocational Training of Spain for the first time –the programme of foreign language assistants in Spain. The main bilateral agreements in force to date are the ones signed between the Ministry of Foreign Affairs and Cooperation of Spain, the Spanish Agency for International Development Cooperation (AECID, by its Spanish acronym) and seven Indian universities, which consist of grants and subsidies to Spanish lecturers.

In addition to this institutional framework, there has been an extensive number of framework agreements, on cooperation and specific ones between Indian and Spanish universities. However, their implementation in terms of mobility is still very limited, especially regarding Spanish students who decide to carry out part of their studies in India. The scholarship system is the cornerstone to promote these exchanges between students, teachers and researchers, including the Erasmus + KA-107 programme, the most used mechanism at present, and scholarships for studies in India from the Indian Council of Cultural Relations (ICCR), which has been operational the longest. The low awareness of each other is one of the main factors that prevents a larger number of educational exchanges between both countries,

ILLUSTRATION 51 / Indicators of the Spanish and Indian university systems

	India	Spain
Number of universities	993	83
Number of students, in millions	37.4	1.6
Numbers of foreign students, in thousands	47	140
Number of students abroad, in thousands	332	41

Source: Ministry of Universities of Spain; Ministry of Human Resource Development of India; Mint; UNESCO Institute of Statistics

as India and Spain are still not mutually present in the educational radar of each other's students.

The major multiplying vector of the presence of Hispanic studies in India has been the Indian Hispanic scholars and their university departments. These Spanish departments of the main Indian universities have played a decisive role in spreading interest and knowledge of the Spanish language and culture, thus creating a new generation of experts in their own classrooms. The shortage of departments, experts and training programmes on India in Spain, especially on contemporary India, has been one of the main reasons for which the Spanish universities have been absent from the main international investigation networks about India. Therefore, its experts have had to train in India itself or in other European universities.

The creation of Instituto Cervantes in New Delhi and the consolidation of the Spanish lecturers' network in the main universities have played an essential role in expanding the Spanish studies in India. These began thanks to the work of pioneering Hispanic scholars from India and Spanish lecturers during the last third of the 20th century. Thanks to its economic dimension and the career prospects for its students, nowadays the Spanish language has become one of the most sought-after languages in India.

Although at a private level the interest in Spain for learning both classical and contemporary Indian languages is growing along with the interest in yoga and Indian philosophy, Indian languages are still a pending subject in the Spanish university system.

7.2.

Studies about India in Spain and studies about Spain in India

The increase in the purchasing power of the Indian middle-class and the pyramid shape of the Indian demographic structure are some of the reasons why the Indian educational sector has experienced one of greatest expansions in the country and the world. 26.3% of the Indian population is aged between 0 and 14, almost 350 million people, and 17.5% are aged between 15 and 24, more than 232 million, as opposed to 55 million in the European Union (CIA Factbook, 2020). The Indian educational system is made up of 1.52 million schools, 39 thousand secondary schools and 993 universities, with more than 37 million university students, 26% of the population aged between 18 and 23 (Ministry of Human Resource Development, 2019) (see Illustration 51). In addition, India is the main university training centre for students of South Asia –except for Pakistan–, which represent half of their foreign student population, as well as for Central Asia and the coast of East Africa (All India Survey in Higher Education, 2019).

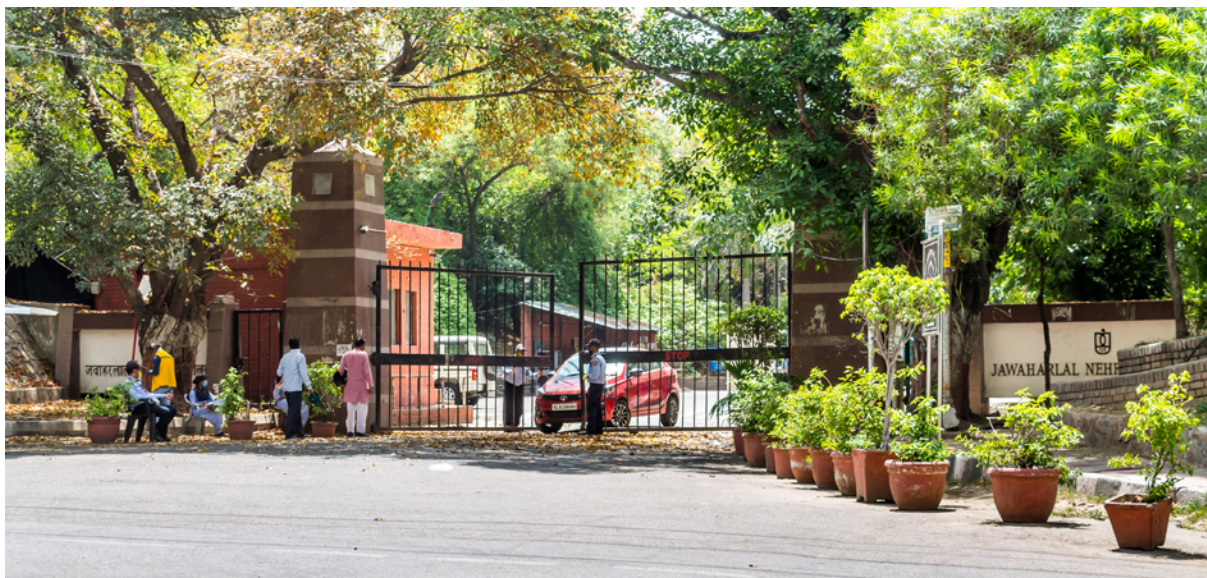
In the case of Spain, the total number of students registered during the 2019-2020 academic year amounted to 1,633,358 in its 83 universities. The net enrolment rate in university education registered in degree or master's studies of the Spanish population aged between 18 and 24 was of 32.4% during the 2018-2019 academic year (Ministry of Universities of Spain, 2020). Spain was the destination with the most exchange

students enrolled within the framework of the Erasmus + programme in 2018, way ahead of the second destination, Germany, which received 34,539 students (Publications Office of the European Union, 2018).

The proliferation of Spanish language and culture studies in India began in the 70s thanks to the pioneering work of professors Benimelis and Dey in the 60s (see In Detail 21). Since then and driven by the new generations of Hispanic scholars trained in the Indian university classrooms, the Spanish departments have started to consolidate in the main Indian universities, mainly in the cities of Delhi and Hyderabad (see Illustration 52). Different networks of Indian students interested in the Spanish culture and society, like the India-Spain Youth Forum, have also contributed to the growth of the interest on Spain in Indian universities in recent years.

Studies about classic and contemporary India are still absent in the Spanish educational system. The last postgraduate diplomas about India offered in Spain include Specialist in Indian Culture and Art, by the **Complutense University of Madrid**, led by the Head Professor of Asian Art and Contemporary Art, Eva Fernández del Campo Barbadillo, and the university extension Diploma in Languages and Cultures of India and Iran, by the **University of Salamanca**, promoted by professors Ana Agud and Alberto Cantera, both offered for the last time during the 2018/19 academic year. The postgraduate course on Specialist in India by the University of Valladolid stopped being offered several years ago, and the same thing finally happened to the master's degree in Economy and Business of China and India, specific to the University of Alcalá de Henares.

The **Spanish Association of Interdisciplinary India Studies**, founded in Cordoba in 2008



Access to Jawaharlal Nehru University in Delhi.

under the aegis of Professor Antonia Navarro, which organises a yearly congress/seminar and the publication of the e-journal *Indialogs: Spanish Journal of India Studies*, is the main academic network about India in Spain. In the field of university research, the **Asia Research Group** (GIA, in Spanish) of the Complutense University, promoted by Professor Carmen García-Ormaechea for the studies on Indian and Eastern Asian art, is one of the oldest and most consolidated ones. The **Institut Barcelona d'Estudis Internacionals** (Barcelona Institute of International Studies-IBEI) launched the research project Explaining Global India in 2017, within the multi-sectoral PhD training programme Marie Skłodowska-Curie European Training Network on explaining global India.

Out of the 39 programmes of expert, degree or master's studies related to Asian studies, the vast majority are focused on East Asia, except for the diplomas mentioned before from the Complutense University of Madrid and the University of Salamanca, the University master's programme in Asian-Pacific Studies in a Global

ILLUSTRATION 52 / Main Spanish departments in Indian universities

University	City	Department
Doon University	Dehradun	Department of Spanish Studies
English and Foreign Languages University	Hyderabad	Department of Hispanic and Italian Studies
Jamia Millia Islamia	Delhi	Centre for Spanish and Latin American Studies
Jawaharlal Nehru University	Delhi	Centre of Spanish, Portuguese, Italian and Latin American Studies
University of Delhi	Delhi	Department of Germanic and Romance Studies

Source: Prepared by the authors.

Context of the **Pompeu Fabra University** and the master's in International Relations and Asian Studies by the **University of Valladolid** (see Illustration 53). The **University of Valladolid**, which has strongly committed to India in recent

ILLUSTRATION 53 / Main programmes of Asian studies in Spain.

Main Asian studies without mention to Southern Asia in the Spanish universities		Main Asian studies with mention to Southern Asia in the Spanish universities	
Spanish University	Studies	Spanish University	Studies
Autonomous University of Madrid	Bachelor's degree in Asian and African Studies	Complutense University	Specialist in Indian Culture and Art
	Master's degree in East Asian Studies	University of Salamanca	University extension diploma in Languages and Cultures of India and Iran
University of Cordoba and Higher Institute of Linguistic Studies and Translation (ISTRAD)	Master's degree in Languages, Cultures and Commercial Relations with East Asia	University of Valladolid	Master's degree in International Relations and Asian Studies
University of Granada	Master's degree in East Asia Studies	Pompeu Fabra University	Master's degree in Asian-Pacific Studies in a Global context
University of the Basque Country	Master's degree in Chinese Studies	<i>Source: Prepared by the authors based on the study programmes of the universities and data from the Spanish Association of East Asian Studies.</i>	
University of Salamanca	Bachelor's degree in East Asia Studies		
	Master's degree in East Asian Studies		
University of Sevilla and University of Malaga	Bachelor's degree in East Asian Studies		
University of Zaragoza	Master's degree in Japanese Studies: Law, Society and Culture		
Autonomous University of Barcelona	Bachelor's degree in East Asian Studies		
	Bachelor's degree in Chinese and Spanish Studies: Language, Literature and Culture		
	Master's degree in Teaching Chinese to Spanish Speakers		
	Master's degree in European Union-China: Culture and Economy		
	Master's degree in Global East Asian Studies		
	PhD in Translation and Intercultural Studies		
University of Barcelona	Master's degree in Culture and Business in East Asia		
Pompeu Fabra University	Master's degree in Translation among Global Languages: Chinese-Spanish		
University of Valencia	University Expert in East Asia: Valencia, Silk Route		

years, is best positioned to revert this situation of absence of specific official programmes on India at degree and PhD level, and commit to its internationalisation in the South-Asian country (see Case 14).

The opportunities for the participation and collaboration of Spanish universities in the Indian university system are increasing more and more. The growth of online education in India is significant in master's and PhD programmes. North American universities like Carnegie Mellon, MIT or Cornell have been offering specific programmes of online training for Indian students for years. The current educational reform of India is encouraging foreign universities to establish their campus in India, and student exchanges between countries is being promoted. Finally, dual degree programmes, very extended with China in Spain since the signing of the first dual degree agreement by the Polytechnic University of Catalonia in 2010, have still not been explored with India.



The work of Indian Hispanic scholars in establishing and disseminating the studies of Spanish language and culture in India

Spanish studies began in India in the late 60s by the assistant professor of Spanish, Antonio Binimelis, and university professor Susnigdha Dey. Thanks to the work of these pioneering professors, they were able to fill a niche for Spanish language and culture studies in the Indian universities, which did not exist for the main European languages like German or French.

The first regulated programmes of Spanish studies were offered in the 70s in the Centre of Spanish Studies of the **Jawaharlal Nehru University (JNU)**, renamed in 2004 as the Centre of Spanish, Portuguese, Italian and Latin American Studies, and in the Department of Germanic and Romance Studies of the **Delhi University (DU)**. These pioneering departments were followed by others like the Centre for Spanish and Latin American Studies of the **Jamia Millia Islamia (JMI)**; the Department of Hispanic and Italian Studies of the **English and Foreign Languages University** of



Hyderabad; and since 2010, the Department of Spanish Studies of the **Doon University** in the city of Dehradun.

The first generation of Indian Hispanic scholars who have already retired, including professors Vibha Maurya, Shyama Prasad Ganguly, Anil Dhingra, Vasant Gadre, Aparajit Chattopadhyay or Tarun Kumar Ghatak, along with second generation who are still active, including Sonya Gupta, Indrani Mukherjee, Mini Sawhney or Vijaya Venkataraman, among others, form the main pillar for the promotion and dissemination of Spanish language and culture studies in India. They have

trained the new generation of Hispanic scholars who are expanding the studies of Spanish throughout the Indian university fabric. The multiplying effect that can be observed today in the effort to promote the Spanish language in India by professors Binimelis and Dey is undeniable.

CASE 14

University of Valladolid, champion of India in Spain

The University of Valladolid has been a pioneer in the university relations with India. Through its **Asian Studies Centre** of the Faculty of Commerce, which celebrates its 27th anniversary in 2020, and **Casa de la India**, co-founded by the University along with the City Council of Valladolid and the Government of India in 2003, India has been strategically present in the international projection of the University of Valladolid. This commitment of the University of Valladolid with India was endorsed by the visit in 2019 of Antonio Largo as Vice-Chancellor and Chairman of the Casa de la India Foundation, together with the Deputy Vice-Chancellor of Internationalisation, Paloma Castro, during which meetings were held with several Indian universities and educational institutions in a programme organised by the Indian Council of Cultural Relations (ICCR) of the Government of India.

The excellent relation and collaboration with the ICCR have allowed the University of Valladolid to have a **chair of Hindi and the Rabindranath Tagore chair of Indian Contemporary Studies**, both

sponsored by the ICCR and pioneers in Spain, placing the university in the centre of the Indian contemporary studies in Spain. Its **master's degree in International Relations and Asian Studies**, which unlike other universities includes all of Asia and not only East Asia, has positioned Valladolid on the forefront of academic offerings on Asia.

The University of Valladolid has **framework agreements of international cooperation in India** with DC Kizhakemuri Foundation University (Kerala) and the Sister Nivedita University of the Techno India Group (Kolkata), and a framework agreement with the University of Ahmedabad in addition to a specific agreement for the exchange of students between the School of Engineering and Applied Science and the School of Industrial Engineering of both universities. The University of Valladolid also has relations with the University of Delhi, the Jawaharlal Nehru University of Delhi and the Visva-Bharati University of Santiniketan.

The University of Valladolid's solid relations with the University of Ahmedabad have allowed **student exchanges to grow in recent years**. During the 2018-19 academic year, ten students of Indian universities studied in the University of

Valladolid, eight of which came from the University of Ahmedabad, five within the framework of the bilateral agreement and three within the framework of the visitors programme. Four students of this university studied at the University of Valladolid during the 2019-20 academic year within the framework of the Erasmus+ KA107 programme. Within that Erasmus+ KA107 agreement, three scholarships for educational or administrative personnel were also granted to two professors and an employee of International Relations of the University of Ahmedabad. Since these exchanges did not take place due to the COVID-19 crisis, they are still pending for the 2020-21 academic year.

Together with Brazil, India is a preferential country for obtaining the **Asia-Latin America scholarships programme**, promoted by the Deputy Vice-Chancellor's Office of Internationalisation of the University of Valladolid with the sponsorship of Banco Santander, aimed at professors from partner universities and students of Latin-America and Asia to carry out official university master's studies offered by the University of Valladolid.

India is also very present in the **day-to-day of the University**, thanks to the coordination of



The Rector of the University of Valladolid, Antonio Largo, together with the Vice-Chancellor for Internationalization, Paloma Castro, and the Director of Casa de la India, Guillermo Rodríguez, during their visit to India in November 2019.

activities with Casa de la India and the Asian Studies Centre, as could be seen in the wide range of initiatives organised in 2019. On the occasion of the 150th anniversary of the birth of Mahatma Gandhi the following activities were held: different conferences by Vinay Sahasrabuddhe, President of the ICCR; Summauli Pyne, Director of International Relations of the Sister Nivedita University; and Mario López Areu, professor of the Comillas Pontifical University; the sixth international congress of the Spanish Association of Interdisciplinary India Studies, in collaboration with the Department of English Philology, which included the participation of the Indian

actress and director Aparna Sen; a cycle of cinema dedicated to Mahatma Gandhi by the Chair of Cinema; and a concert of bansuri flute by Rupak Kulkarni's group, sponsored by the ICCR. Also in 2019, the Faculty of Commerce hosted the conferences "Changing India", by the Ambassador of India, Sanjay Verma, and "India's Evolving World View", by the writer Mukul Kesavan. That same year there were also the Indian cinema festival produced by Casa de la India, "IndiaIndie", and the Seminar "Classical Music and Dance of India", by musicians Rabbi Prasad and Subrata De and the expert in performing arts of India, Mónica de la Fuente.

The University of Valladolid, as champion of Indian studies, is the best placed public university to **lead a new boost in our bilateral educational relations**. Regarding the training about India in Spain, the University of Valladolid has the necessary experience and relations with India to promote studies at degree and PhD level on contemporary India. Regarding its internationalisation in India, the University of Valladolid is prepared to participate in the online academic training together with its Indian partners and counterparts, and in the teaching of the Spanish language in India through its **Language Centre**, leader in this field.



Visit of the delegation of the 1st Edition of the Indian Leaders Program of the Spain-India Council Foundation to IE Business School in 2012.

7.3.

Agreements, collaborations and mobility at the university level

Despite the mutual lack of awareness and the scant historical relations, Indian and Spanish universities have become more and more connected, thanks to the increasing internationalisation of Spanish universities in Asia and to the inclusion of the English language in their programmes at degree and PhD level, which are increasingly attracting a greater number of Indian students to the Spanish educational setting. In a sampling of the relations of 15 Spanish universities with India, Spanish universities maintain exchanges with an average of four Indian universities (see Illustration 54). The increase of both framework agreements and specific agreements between the Spanish and Indian universities shows how both university fabrics have committed to collaborate and cooperate.

Spanish universities have made a revitalising effort in their exchanges and collaborations with India. An example of this is **Esade**, whose students of regular programmes, like the Master of Management Sciences (MSc) or the Executive MBA (EMBA), carry out a study tour in India, and in turn, welcomes students of Indian universities who spend a week training in Spain, like the **Indian Institute of Management Ahmedabad (IIAMB)**. The **Instituto de Empresa** is the only Spanish university with an independent representation office in India, and the **Polytechnic University of Cartagena** the only Spanish public university with an office and information point inside an Indian university since 2019, in this case the Sarvajanik College of Engineering and Technology of Surat.

The promotion and support work of the **Spanish Service for the Internationalisation of Education (SEPIE, in Spanish)** has been essential to connect the Spanish and Indian university systems. In the last three years, the SEPIE has participated in the *Uniagents Annual Summit 2018* in New

ILLUSTRATION 54 / Sampling of agreements between 15 Spanish universities and Indian universities

Spanish university or academic institution	Indian university or academic institution
Catholic University of Valencia	<ul style="list-style-type: none"> • St. Aloysius College • Christ University"
ESADE	<ul style="list-style-type: none"> • Indian Institute of Management (Ahmedabad, Bangalore and Kolkata) • Indian School of Business • Xavier School of Management • Jindal Global University"
IE Business School	<ul style="list-style-type: none"> • Institute of Management (Ahmedabad, Bangalore and Kolkata) • Indian School of Business • FLAME University • Jindal Global University
Polytechnic University of Valencia	<ul style="list-style-type: none"> • Anna University • Unitedworld Institute of Design • Sri Ramaswamy Memorial University • Dibrugarh University
Pontifical University of Comillas	<ul style="list-style-type: none"> • Jindal Global University • National Law School of India University • National Law University • West Bengal National University of Juridical Sciences • Loyola-ICAM College of Engineering and Technology • St. Xavier's College
Ramon Llull University	<ul style="list-style-type: none"> • Indian Institute of Management (Ahmedabad, Bangalore and Kolkata) • Indian School of Business • ISBR Business School • Jindal Global University • REVA University • Xavier School of Management (Additionally agreements with other 5 universities)
University of Alicante	<ul style="list-style-type: none"> • Chitkara University • Vel Tech Institute of Science and Technology • Acharya Institutes
University of Almeria	<ul style="list-style-type: none"> • Suresh Gyan Vihar University • Sharda University
University of Deusto	<ul style="list-style-type: none"> • Savitribai Phule Pune University
Universidad de Málaga	<ul style="list-style-type: none"> • Vellore Institute of Technology
University of Granada	<ul style="list-style-type: none"> • Indian Institute of Technology Madras • Parul University
University of La Coruña	<ul style="list-style-type: none"> • Lovely Professional University
University of La Laguna	<ul style="list-style-type: none"> • Kaivalyadhama S.M.Y.M. Samiti • Hindustan Institute of Technology and Science • University of Kerala
University of Malaga	<ul style="list-style-type: none"> • Vellore Institute of Technology
University of Valladolid	<ul style="list-style-type: none"> • Ahmedabad University • DC Kizhakemuri Foundation University • Sister Nivedita University
University of Barcelona	<ul style="list-style-type: none"> • Jawaharlal Nehru University • Banaras Hindu University • University of Hyderabad • Shree Guru Gobind Singh Tricentenary University • Amrita Vishwa Vidyapeetham • Institute of Technology Madras

Source: Information provided by the universities and academic institutions

Delhi, the 14th FICCI Higher Education Summit 2018 and in the Seminar "The educational sector in India: Demand and distribution", organised by ICEX Spain Export and Investments in 2020. SEPIE has also participated in the 2019 and 2020 editions of the European Higher Education Virtual Fair (EHEVF), organised by the European Union Delegation in India in collaboration with the member states, with the aim to spread the word about the Spanish academic offer and its network of universities and educational centres among the Indian students.

194 thousand foreign students went to Spain to study a higher education programme during the 2018-19 academic year, of which 1,204 were students from India within the framework of 157 programmes of mobility. It was the second Asian country in number of exchanges after

ILLUSTRATION 55 / Compared perspective of student mobility between Spain and India					
INCOMING MOBILITY: Foreign students in Spain	Total enrolled students				
	2018-2019	2017-2018	2016-2017	2015-2016	2015-18 Growth
India	1,204	1,112	969	779	54.56%
China	11,810	10,588	9,416	8,397	40.65%
Japan	455	422	373	332	37.05%
South Korea	1,056	944	904	906	16.56%
OUTGOING MOBILITY: Spanish Students abroad	Total enrolled students				
	2018-2019	2017-2018	2016-2017	2015-2016	2015-18 Growth
India	25	22	22	28	

Source: Integrated University Information System (SIUU, in Spanish) and SEPIE (Spanish Service for the internationalisation of Education, in Spanish). Ministry of Universities of Spain.

CASE 15

Instituto de Empresa, the success of the educational commitment with India

The Instituto de Empresa (IE), whose innovative international studies at degree and PhD level have a renowned global prestige, is the only Spanish educational institution with an **independent representation office in India**, located in Mumbai. These years of continuously committing to India have allowed the IE to both enjoy a solid acknowledgment in the region and to create one of the largest networks of Indian students. Thanks to this pioneering spirit in India, the IE has also become the only Spanish university **whose Law programme is accredited by the Bar Council of India**, so its Law

students of Indian nationality can choose to take the Bar exams in India.

The attraction of students from India has been a constant in recent years, and it now has one of the largest networks of alumni in India. It currently has two groups in India – Delhi and Mumbai – that coordinate the activities in the region. A total of **776 alumni from India form these groups**, of which 758 are PhD students and 18 are degree students. Over the past few years, these groups have organised activities such as the annual dinner for Diwali, initiatives of Venture Networking or exchanges with the IVY league.

Within the international diversity of the IE, with students from 140

countries distributed among the university, its five faculties of PhD programmes and ongoing training courses *XL exponential learning*, India holds a place of reference. In 2019, IE had **117 students of master's courses, 12 of degree level and 7 of PhD and executive training from India**. Almost 80% of the master's students chose the business training programmes full time. In order to meet the current challenges, the IE has developed a unique model of liquid learning in which the students can move between a physical and digital educational setting, customising their educational experience.

Over the years, the IE has been creating a **solid network of agreements with Indian educational institutions**. The IE has exchange agreements

China, with 11,810 students. The mobility of Indian students in Spain is experiencing an increasing progression, with a more than 50% growth in the last four academic years (see Illustration 55). The authorisations to Indian nationals to study in Spain have doubled in the last decade—from 468 in 2010 to 1,084 in 2019—, with a 37.9% growth this last year. 1,246 student visas were issued in 2019 to Indian nationals (Permanent Immigration Observatory in Spain, 2019). The **Instituto de Empresa**, one of the pioneering educational institutions in relations with India and among the ones that attracts the most Indian students to Spain, shows the good results in attracting students when decidedly committing to India (see Case 15).

However, the mobility of Spanish students to India is still very low. In the last three academic years, the number of Spanish students who have studied in India has not been over thirty annually (Integrated University Information System of Spain, 2020). By way of exception, it is worth highlighting the five students of the Engineering School of the **University of Seville** who have studied in the **Indian Institute of Technology of Madras** during the 2019-20 academic year, preceded by three students the previous year, and whose experience has been very positive, as they themselves convey. The dissemination of these constructive experiences between potential students of mobility would be a useful tool to increase the exchange of Spanish students in India.

for master's students with the Indian Institute of Management of Ahmedabad, Bangalore and Kolkata, in addition to the Indian School of Business, and for degree students with FLAME University, Global Jindal Law School and Jindal Global University. The IE also has a Visiting Students Programme to receive students from other Indian universities as well as specific agreements, including the one with the Vellore Institute of Technology for the master's degree in Business Analytics & Big Data.

Some of the teaching staff of the IE are **Indian professors**, including Sugata Jain, professor of entrepreneurship; Kriti Jain, of organisational behaviour and human resources; Sharada Kumaran, of operations and

supply chains; Kiron Ravindran, of information systems; or Jeeva Somasundaram, of operations and technology. This group of Indian professors, in addition to other professors specialised in India, allows the IE to study specific cases of India, like the case of the company Reliance by professor Cruz Serrano, and to publish numerous articles in the Indian media, including newspapers like Times of India or specialised magazines like Education Diary.

This mutual presence of India in the IE and the IE in India can also be observed in the **many activities that are organised annually with India**. In addition to the numerous Indian lecturers who visit the IE annually, professors of the IE also travel to India to consolidate the

partnerships in the country. As part of the initiatives of IE Woman, IE India has been developing the event "I AM WOMAN" since 2016, to make the work of successful women in different business and social fields visible. Regarding the relations with the Indian business fabric, the IE is currently collaborating in the programmes Global Tata Internships of Tata Group and InStep Program of Infosys. One of the most successful initiatives developed by the IE in India has been the IE Venture Day, a competition of business plans between Indian institutes and universities which involved the main Indian educational institutions.

7.4.

The role of public and private scholarships in bilateral training

In two countries with a low historical rate of educational and cultural exchanges, scholarships have become fundamental assets for the creation of new generations of bilateral experts. The main expert indologists of today were trained thanks to the now extinct exchange scholarships of Spain and India of the Spanish Ministry of Foreign Affairs. An example of the great impact of these scholarships among the scholarship holders of the 1986 and 1987 academic years include Òscar Pujol, Director of Instituto Cervantes of New Delhi; Chantal Maillard, National Poetry prize winner; Jesús Aguado, Hiperión poetry prize winner, or Laura Benito, founder and director of the Hispania Institutes in India.

Within the framework of the **India-Spain Cultural Exchange Programme**, the **Indian Council for Cultural Relations** (ICCR) offers five annual scholarships for Spanish students who wish to study degree, PhD or research studies in the education universities and institutions of India. Important experts have been trained within these exchange programmes, whose scholarships do not always fully cover the total living expenses or are scarcely promoted. An example is the dancer and choreographer Mónica de la Fuente, who in 2019 received the prestigious ICCR Distinguished Alumni Award granted every year by the ICCR to former students and scholarship holders for their outstanding professional experience.

The European scholarship system has become a most useful tool to promote educational exchanges with India. The **Erasmus+ KA107 programme**, which finances the training of students and teachers in higher education institutions outside Europe, has played an essential role. In 2019, 6 Spanish institutions of

higher education received euros 210,480 for 54 mobility programmes in India, and 29 students of 11 Indian institutions of higher education received euros 138,430 to study in 12 Spanish universities (SEPIE, 2020).

The Spanish organisations also participate in the training of bilateral experts through the educational programmes of their foundations. **La Caixa Foundation** offers 55 scholarships to PhD students to accomplish their studies in universities of North America and the Asia-Pacific region, including India. Santander Universidades and the **IE University Foundation** have launched the “Santander IE Aid Fund to Education”, which will benefit 15,500 teachers, university students and young professionals from all over the world, including India. Spanish companies also participate in this effort, training their Indian workers through technical training programmes (see In Detail 22).

7.5.

The language universe of India in Spain

With its more than 22 official languages and 447 living languages, India is a mosaic of linguistic diversity. Hindi is the third most spoken language in the world with 637 million speakers, and Bengali, Urdu, Marathi, Telugu, Tamil or Punjabi also rank among the 20 most spoken languages (Ethnologue, 2020). These languages are not only spoken in South Asia, they are also used by the Indian diaspora, estimated at more than 32 million people (Ministry of External Affairs of India, 2020).

However, the presence of these languages in Spain, beyond the Indian communities, is almost non-existent. At university level, the creation of the ICCR Hindi Chair in the **University of Valladolid** has brought about a turning point in

IN DETAIL 22

The role of Spanish companies and development NGOs in vocation training and technical training in India

Despite the great collaboration opportunities in vocational and technical training between Spain and India, an underdeveloped sector with great outreach in India, exchanges have not been sufficiently explored to date. The new dimension of the virtual and hybrid education that the pandemic has brought about and the collaboration opportunities within the Horizon 2020 framework of the EU offer a new space for this bilateral alliance.

In the private sphere, numerous Spanish companies established in India are actively participating in the vocational and technical training of their workers in India. On the one hand, several Spanish companies are organising training programmes for their Indian employees in their production centres in Spain. One of these companies, **Juaristi** has developed a specialised training plan whereby Indian technicians of the company receive training in their head office of Azkoitia (Basque Country). During these sessions they



receive training in mechanical, electrical and hydraulic aspects and participate in the pre-acceptance tests of machines with clients.

On the other hand, Spanish companies are also collaborating with Indian educational institutions in the creation and launching of training centres in India. **Fagor Automation India**, which belongs to the Mondragón Group, created in 2018 a technical training class for CNC and mechanical manufacturing in its campus of Don Bosco Technical Training School in Krishnagar, West Bengal. This class will train more than 250 students each school year in subjects related to the machine tool industry and technological innovations.

In addition to the work carried out by the Spanish companies, the Spanish Development NGOs also have projects for vocational training in India. The Professional School of Foreign Languages of the **Vicente Ferrer Foundation (VVF)** was created in Rayalaseema in 2012, aimed at unemployed graduates to improve their communicative capacities in foreign and technological languages. Subsequently, another professional school was established in BK Samudram, exclusively for the training of women. Thanks to these programmes, a total of 188 students were trained in the Professional Schools of the VVF between 2012 and 2017.

the presence of Indian modern languages in the Spanish universities. At a private level, **Casa Asia** has constantly offered Hindi courses in recent years, taught by the expert Deepti Golani, who has also collaborated with the **Indian Cultural Centre** of Barcelona. Indian language assistants in Spain are also playing an essential role in the mutual knowledge of the Indian linguistic diversity at an educational level (see In Detail 23).

Spain has remained outside the major European networks of Sanskrit studies, despite the effort carried out by pioneering professors like Mario Daza or Pedro Urbano in the 19th century and beginning of the 20th century. In the last few decades, Sanskrit has been marginally present in the Spanish universities at a curricular level

and without a long-term planning to promote its research or study. Sanskrit can be studied as a curricular subject in the University of Salamanca, Complutense University, University of Santiago de Compostela or the University of Barcelona, and in a non-formal training system in the University of Murcia or in the Language Centre of the University of Valladolid (UVA). In the latter, a 40-hours-long Sanskrit course was taught in 2018 by professor Ram Prakash Yadav, of the Hindi Chair of the Indian Council for Cultural Relations in the UVA, with great success among the teaching staff of the university.

Ana Agud, pioneer of Sanskrit studies in the University of Salamanca, has developed educational material for teaching the language.

IN DETAIL 23

Indian language assistants in Spain, vectors of mutual knowledge

The opening in India of a technical consultancy of the Ministry of Education under the Education Office in Australia meant a boost for educational exchanges between both countries. Thanks to the efforts of this technical consultancy, India could be included in the **programme of foreign language assistants in Spain**, one of the main landmarks of our educational relations in recent years. These language assistants support the teaching of foreign languages –English in the case of India– in primary, secondary and

language schools throughout all of Spain.

In the **first call in 2019-20**, 65 Indian language assistants were selected and took their seat in a number of centres throughout the entire Spanish geography. In the **second call in 2020-21**, the selected Indian language assistants increased to 134. The high qualification of the Indian applicants, many of them with PhD studies, show the positive reception and success of extending this programme to India.

The presence of Indian language assistants in Spanish educational centers has not only favoured the teaching of the English language in the

Spanish educational system, as was this programme's aim, but that has also had a number of positive collateral effects. On the one hand, language assistants have the opportunity to improve their knowledge of the Spanish language and to learn the methods of Spanish linguistic teaching on the field and is a training experience for future teachers of Spanish in India. On the other hand, they are vectors of bilateral mutual knowledge, ensuring that India, its culture and its linguistic diversity are also present in the Spanish educational system.



Aerial view of the Amity University campus, which is incorporating Spanish studies into its educational programs.

Outside the university context, institutions like Casa Asia organise introductory courses of Sanskrit for yoga students and people interested in Indian philosophy, taught by experts like Montserrat Simón, Javier Ruiz Calderón or Laia Villegas.

7.6.

The teaching of Spanish in India

India's National Education Policy 2020 has once again included Spanish as one of the foreign languages being offered in secondary education, consolidating the offer of the Spanish language as a second language in private and public schools across all of India. Spanish has become the third most studied foreign language after French and German, without taking English into account, which is an official language in India. During the 2019-20 school year, more than 7,500 students studied Spanish in a sampling of Indian schools carried out by Instituto Cervantes of New Delhi (Instituto Cervantes, 2020). Establishing the **technical consultancy of the Ministry of Education in India** not only meant a boost in the contacts with public and private secondary education schools; it also served to support the expansion of Spanish

in India through the participation of five Indian teachers in teacher training courses of the International University Menéndez Pelayo in 2019 and by transferring a Spanish resource centre to India, among other initiatives.

At a university level, 29 Indian universities offer specific degrees in Spanish, including 11 degrees and 6 master's degrees (see Illustration 56). Private universities are also incorporating Spanish studies to their programmes, like the **Amity University**, which offers a Spanish degree in three of its campuses and offers Spanish courses to its interdisciplinary students. **Spanish lecturers** play an essential role in expanding the studies of the Spanish language in the Indian universities (see In Detail 24). The Catalan language is also present in universities, like the Jawaharlal Nehru University, after the signing of an agreement to boost Catalan language and culture studies in 2007 or the Jamia Millia Islamia, which even offered Catalan courses in 2009 with the support of the **Ramon Llull Institute**.

The **Instituto Cervantes of New Delhi** plays an essential role in the Spanish studies in India and in promoting the Spanish and Latin American culture. In addition to organising courses on

ILLUSTRATION 56 / Main Indian universities offering Spanish studies

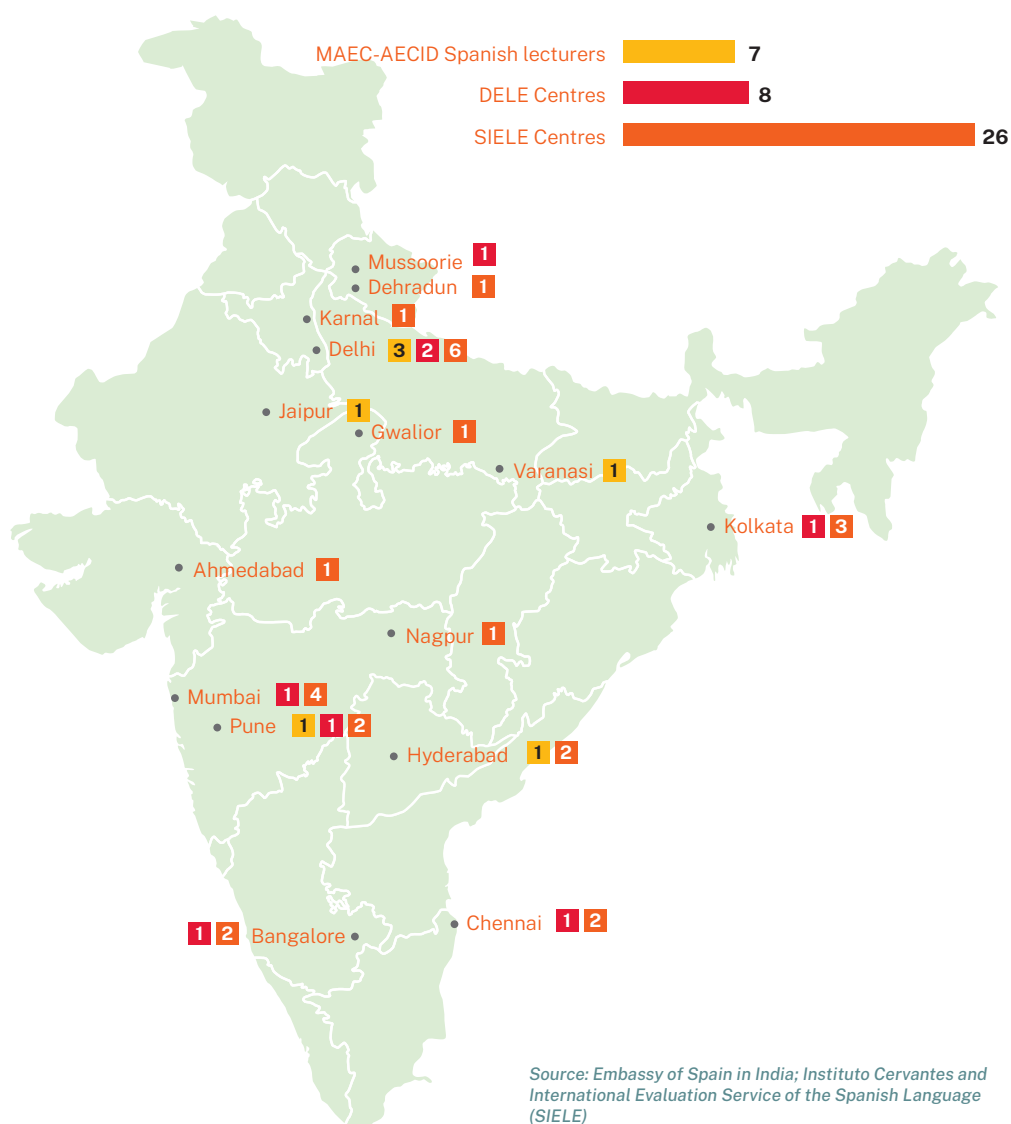
Indian University	City	Level of education			
Aligarh Muslim University	Aligarh, Uttar Pradesh	Master's degree	OPJS University	Churu, Rajasthan	Diploma
Bengaluru Central University	Bangalore, Karnataka	Master's degree	Silver Oak University	Ahmedabad, Gujarat	Diploma
Doon University	Dehradun, Uttarakhand	Master's degree	Swami Ramanand Teerth Marathwada University	Nanded, Maharashtra	Diploma
English and Foreign Languages University	Hyderabad, Telangana	Master's degree	University of Calcutta	Kolkata, West Bengal	Diploma
Jawaharlal Nehru University	Delhi, NCT	Master's degree	University of Madras	Chennai, Tamil Nadu	Diploma
Savitribai Phule Pune University	Pune, Maharashtra	Master's degree	University of Rajasthan	Jaipur, Rajasthan	Diploma
Amity University	Noida, Uttar Pradesh	Bachelor's degree	DIT University	Dehradun, Uttarakhand	Certificate
Competitive Institute of Higher Studies	Bhubaneswar Odisha	Bachelor's degree	GITAM University	Visakhapatnam, Andhra Pradesh	Certificate
Delhi University	Delhi, NCT	Bachelor's degree	IEC University	Baddi, Himachal Pradesh	Certificate
Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya	Wardha, Maharashtra	Bachelor's degree	Karnatak University	Dharwad, Karnataka	Certificate
Allahabad State University	Allahabad, Uttar Pradesh	Diploma	Manonmaniam Sundaranar University	Tirunelveli, Tamil Nadu	Certificate
Andhra University	Visakhapatnam, Andhra Pradesh	Diploma	Maharshi Dayanand University	Rohtak, Haryana	Certificate
Banaras Hindu University	Varanasi, Uttar Pradesh	Diploma	Pondicherry University	Puducherry, Pondicherry	Certificate
Jamia Millia Islamia	Delhi, NCT	Diploma	Rabindra Bharati University	Kolkata, West Bengal	Certificate
			Sharda University	Noida, Uttar Pradesh	Certificate
			University of Mumbai	Mumbai, Maharashtra	Certificate

Source: Prepared by the authors based on data from the Target Study platform and the university websites.

the Spanish language –it is the first centre in the world in number of hours per students, with a high loyalty percentage–, the Instituto Cervantes also organises the exams for Spanish official diplomas DELE (Diplomas of Spanish as a Foreign Language) and SIELE (International Evaluation Service of the Spanish Language), carries out training courses for teachers, supports the work of Hispanic scholars, participates in programmes to spread the Spanish language and encourages the promotion and study of other co-official languages.

For the Spanish language to reach the entire Indian territory, the work of the Spanish academies and private schools is commendable. During the 2019-20 academic year, more than 9,193 Indian students studied the Spanish language in private academies (Instituto Cervantes, 2020). **Hispanic Horizons**, the only Instituto Cervantes Accredited Centre in India, is the examination centre for the DELE exam in Mumbai, one of the SIELE centres in India, an examination centre accredited for the DIE (International Diploma of Spanish) examinations

ILLUSTRATION 57 / Universities with Spanish lecturers and SIELE and DELE examination centres in India



of FIDESCU (Foundation for Research and Development of Spanish Culture), as well as an examination centre for Spanish with specific purposes –Businesses, Tourism and Health– of the Chamber of Commerce of Madrid. The **Instituto Hispania**, pioneer in the teaching of Spanish in India, has opened centres in seven of the major

cities of India. Thanks to the work of these private academies there are seven cities in India with DELE centres and 26 SIELE centres spread throughout a major part of the Indian geography (see Illustration 57).

The essential work of Spanish lecturers for Spanish studies in India

Spanish studies were established in India thanks to the work of a Spanish teaching assistant, Antonio Binimelis, who arrived at the Jawaharlal Nehru University (JNU) in 1962. With the institutionalisation of the first Spanish lecturers in the universities of Delhi and JNU in 1985, and their exponential growth in the first decade of the 21st century to up to 10 universities, a number of Spanish lecturers have worked as Spanish teachers in numerous Indian universities throughout the entire geography, many of them extending their stay beyond the agreed initial year.

Currently the Spanish lecturers from MAEC (Ministry of Foreign Affairs and Cooperation of Spain)-AECID (Spanish Agency

for International Development Cooperation) are aimed at young Hispanic scholars who wish to teach Spanish as a foreign language in foreign universities, strengthening the programmes of Hispanic language and culture and acting as focal and revitalising points of inter-university cooperation between the host university and the Spanish university network. In 2019 there were seven MAEC-AECID teaching assistants in: **Delhi University**, **Jamia Millia Islamia** (Delhi), **Jawaharlal Nehru University** (Delhi), **Savitribai Phule Pune University** (Pune), **Banaras Hindu University** (Varanasi), **University of Rajasthan** (Jaipur) and the **English and Foreign Languages University** (Hyderabad).

Spanish lecturers play an essential role in developing the methodology of the Spanish language, in encouraging each of the universities with a Spanish

lecturer to introduce an official Spanish certificate (DELE of SIELE), in the continuous training of DELE examiners, and in the promotion of the Spanish culture in their universities, in addition to being vectors of Hispanism in India. In December 2019, the Embassy of Spain in New Delhi organised the second meeting of AECID Spanish lecturers of India and Sri Lanka, in collaboration with the Instituto Cervantes of New Delhi –the first one took place in 2017– to keep the network of Spanish lecturers in contact and coordinated. Not only is it important to keep this network of Spanish lecturers updated, but it is also necessary to expand it to the main cities of the country where they are not present, like Mumbai, Bangalore, Ahmedabad, Chennai or Kolkata.

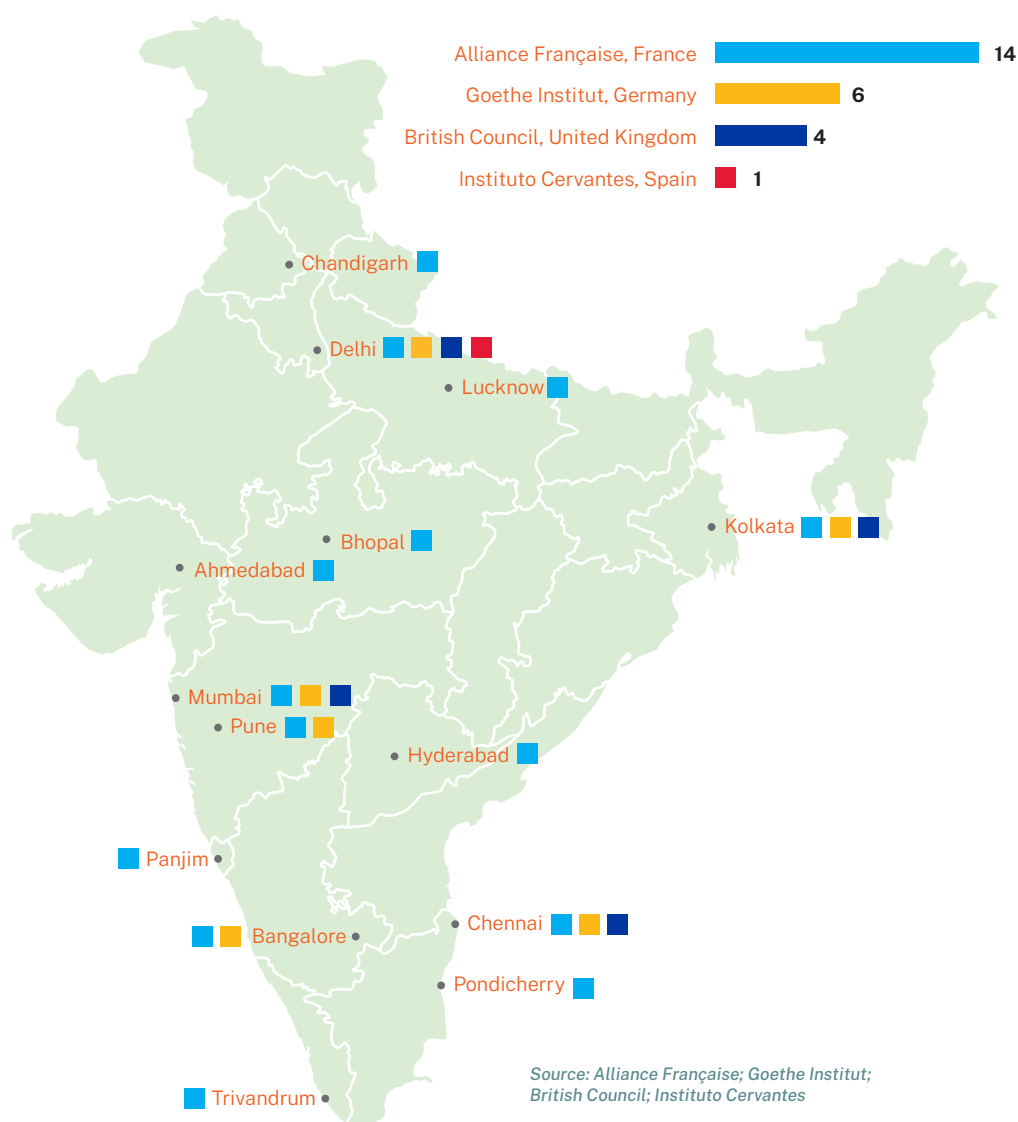
7.7.

The educational, economic and public diplomacy dimension of the Spanish language in India

The increased interest in the Spanish language in India has been endorsed with the increase in recent years in the number of students in public and private centres. As a main example, between 2016 and 2019 the number of students in the

private school of Spanish **Hispanic Horizons** in Mumbai has grown more than 53%, similar to the growth in the same years of the total amount of hours studied by students in the **Instituto Cervantes of New Delhi**, with more than 57% (see Illustration 59). This increase in the educational activity, together with the loyalty of the students in recent years and more than two enrolments per student, have turned the Centre of New Delhi into the largest Instituto Cervantes in the world (Instituto Cervantes, 2020) (see Case 16). However,

ILLUSTRATION 58 / Compared presence of cultural and language institutes of France, United Kingdom, Germany and Spain in India



with a single head office in New Delhi, the Instituto Cervantes is at a disadvantage with other European centres like the Alliance Française, with centres in 14 Indian cities (see Illustration 58).

One of the reasons for this growth is the weight of Spanish in the world, including at a digital and labour level. More than 350 million Internet users

surf the Net in Spanish, 7.9% of the total (Internet World Stats, 2020). Regarding social media, Spanish is also the third most spoken language with 7.7% of the world content (Mozilla, 2017). This weight of the Spanish language in the digital world is commensurate with its relevance in the labour market. The number of Indians interested in learning Spanish is increasing due to the career prospects it

CASE 16

Instituto Cervantes of New Delhi, leader of the network of Instituto Cervantes centres in the world

Ever since its **inauguration by the then Prince and Princess of Asturias in 2009**, the Instituto Cervantes of New Delhi has taken its place as the flagship of the Spanish language and culture in India. The Instituto Cervantes is the benchmark of Spanish teaching in India, and the champion of its promotion and its dissemination. But the work carried out by the Instituto Cervantes of New Delhi is not only restricted to the scope of linguistic education. It also plays an essential role in areas like education, culture or public diplomacy, not only of Spain but also of Ibero-America.

The Instituto Cervantes of New Delhi is **since 2015 the world leader of the network of Instituto Cervantes centres in total hours taught to students (hours/students)**, obtaining the all-time record of the Instituto Cervantes, almost doubling the following centre in number of hours/students, Tangier, and more than doubling the following Asian centres of Manila or Beijing. The number of hours/students has grown from 244,223 in 2014 to

454,590 in 2019, with more than 32% annual increase between 2017 and 2018. To train its almost 3,750 students in the Spanish language, the Instituto Cervantes of New Delhi has six teachers on staff and around forty collaborating teachers.

The Instituto Cervantes also carries out an important role in **promoting the Spanish language**, by opening DELE examination centres in different cities of India and by signing agreements for the promotion of Spanish in different universities, university training centres and Indian schools. Regarding the promotion of the relations between universities, the Instituto Cervantes of New Delhi serves as a meeting and promotion point, participating in a number of university fairs promoted by the European Union in India.

Its famous head office in Hanuman Road has become the **benchmark of the Spanish culture in Delhi**. Exhibitions like the 2009 Volland Suite of Picasso or the 2011 exhibition on Goya, *Chronicler of All Wars*, were well received among the local public and had an impact in the Indian press. Its auditorium is also the biggest platform for Spanish culture, thanks to its cinema cycles and plays and zarzuela operas in Spanish.

As the centre of Ibero-American culture in New Delhi, the Instituto Cervantes is playing an essential role at a public diplomacy level. Activities like the Day of Spanish; a fair of Spanish-speaking countries in India, which has held eleven editions since 2009, including the participation of the Ibero-American Embassies; or the recent webinars by Spanish-speaking diplomats are examples of how the work of the Instituto Cervantes has served to place Spain in the epicentre of the Latin American culture in Delhi.

The current COVID-19 pandemic has served to show the adaptive capacity of the Instituto Cervantes of New Delhi. The Instituto Cervantes of New Delhi has shown a **fast and successful adaptation to the digital context**, both in the training of teachers and in generating cultural events. These include the series of webinars “Semblanzas”, which have brought about wonderful moments, like the unprecedented virtual conversation between poet Chantal Maillard and Nuño Aguirre de Cárcer –her main investigator– about her work. As a result of the COVID-19 crisis and the lockdown measures, the Instituto Cervantes of New Delhi hosted a group of Spanish citizens in its premises until



The former Vice President of the Government of Spain, María Teresa Fernández de la Vega, with the Director of the Instituto Cervantes, Carmen Caffarel, during her visit to the Instituto Cervantes in Delhi in January 2009.

they could be repatriated in a flight organised by the Ministry of Foreign Affairs of Spain. This was a display of the adaptability of its premises, the availability of its team and its institutional solidarity.

This leadership of the Instituto Cervantes and its continuous records in figures, which they have obtained with just one office in New Delhi, show the success of the Spanish language in India. The outstanding challenge now

lies with its **expansion beyond New Delhi** by expanding to other cities, already under consideration, either through agreements with Indian universities, private companies of the educational field or other education institutions. Even though new Instituto Cervantes centres still have to be opened in other important Asian countries, like South Korea, creating a new centre of the Instituto Cervantes in Mumbai would be an extraordinary measure in the mid-term. It

would capitalise the interest for the Spanish language in this city and would offer a space for Ibero-American culture in Mumbai. Although it entails a considerable budgetary effort, the Instituto Cervantes of New Delhi has proved the high return of an investment of this calibre in India.

ILLUSTRATION 59 / Growth of total hours studied by students of the Instituto Cervantes of New Delhi and of the number of students in Hispanic Horizons of Mumbai

Growth of total hours studied by students of the IC Delhi between 2016 and 2019

2016	287,907
2017	351,720
2018	465,120
2019	454,590
2016-19 Growth	57.89%

Source: Instituto Cervantes

Number of students in Hispanic Horizons (Mumbai), only IC accredited center in India, between 2016 and 2019

2016	1,046
2017	1,215
2018	1,713
2019	1,608
2016-19 Growth	53.73%

Source: Hispanic Horizons

offers in Indian companies that are present in Latin America and other Spanish-speaking markets. These factors have turned Spanish into the fourth most sought-after foreign language in the Indian labour market and the second highest paid along with French and after Mandarin (Adzuna, 2019).

The weight of Spanish in the social media and the labour market goes beyond the Spanish-speaking countries and is also predominant in the United States or Canada, with an unquestionable dimension in the North American economy. The situation of the Spanish language as second language in the United States has been one of the key elements of its popularity in Indian schools. A great number of Indians study in North American schools for a year, where they learn Spanish as a foreign language, and they hear it in their day by day. These students, who seek to study in the United States, are aware of the importance of Spanish and even encourage their Indian schools to allow them to continue with their learning.

The public diplomacy of the Spanish language, with the Instituto Cervantes as its greatest exponent, has served to assert the role of Spain in the Latin American world and its capacity to lead the promotion of the Ibero-American culture in India. The Ibero-American Embassies in India are supported by the Instituto Cervantes to promote the culture and gastronomy of their countries. Its head office in Hanuman Road is the standard-bearer of the Ibero-American language and culture in India. Within the desired triangulation between Spain, India and Latin America, the Spanish language has emerged as the true asset and the Instituto Cervantes as the main vector of exchange. As an example, young Indian diplomats go to Spain to study Spanish courses in the universities of Salamanca and Complutense, and after this training in Spain they go to different destinations in Latin America. Likewise, the teaching of Spanish for professionals who will work in the Latin American and North American market is being led by Spanish universities and centres.



Façade of the Instituto Cervantes in New Delhi.

Ideas and proposals for the revitalisation of the relations in education and language teaching

The educational relations between India, with 50% of its population below the age of 24 and whose training demands grow annually, and Spain, whose educational system is growing more and more internationalised and adapted to training in English, will have an opportunity to realise its expected dimension the upcoming decade. To obtain a strong India-Spain collaboration in the education field, it is necessary to institutionalise our educational relations through new bilateral agreements and to promote scholarship programmes, a solid cooperation network between the educational institutions of both countries and new research with bilateral content. The good reception of the few bilateral scholarship programmes developed

to date—including the foreign language assistants programme in Spain—, and the success of the Spanish universities that have committed to India—like the University of Valladolid or the Instituto de Empresa—, lead to furthering our educational relations to a higher level of integration and collaboration.

The growth in the number of Spanish students in the Instituto Cervantes or in the private Spanish academies, its inclusion as a foreign language in India's National Education Policy 2020 or the development of new degrees and master's degrees of the Spanish language in the Indian universities are evident displays of the interest that the Spanish language arouses in India. The Instituto Cervantes and Spanish universities, as well as private institutions and centres, can play an essential role in the expansion of the teaching of Spanish in India, both in the classroom or



The growth in demand for Spanish language teaching in India is steady.

virtually. Given the increase in the demand, there is room for non-competitive participation of all these stakeholders. The consolidation of scholarship programmes, the expansion of the network of Spanish lecturers or the spreading of training courses are essential for the creation of a new generation of Indian teachers of Spanish.

The measures compiled in this process of joint reflection, which could continue promoting bilateral cooperation in education and linguistic training, include:

1. Education is a field of our government bilateral relations that has not been sufficiently explored yet. In a sector in which solid institutional frameworks are crucial to promote bilateral relations, **signing a comprehensive bilateral agreement in education** would lay the foundations to promote joint programmes, revitalise exchanges and facilitate the

internationalisation of the educational fabrics. It is important that this agreement should also have educational mechanisms to favour this collaboration, with two cross-cutting factors that promote collaboration in the field of digital education and new technologies, as well as the knowledge and exchange of university fabrics through joint platforms.

2. Opening a technical consultancy in education has been one of the main steps to revitalise our educational relations. Including India in the programme of the Ministry of Education and Vocational Training of language assistants in Spain—the Spanish scholarship to which more Indian students have had access to date—, has been a success in its level of reception and promotion of the interest and knowledge about Spain. It would be very advisable to **fill the position of this technical consultancy**, which is currently vacant, so we can continue to

promote the educational links between Spain and India. Just like the Education Department of China covers East Asia, in the medium-term it would be advisable to create an Education Department in India to cover South Asia, since India is currently directed by the Education Office of Australia, which is more than 10 thousand kilometres away.

3. Scholarships have played an essential role in training the main bilateral experts at present. The **creation of a new system of bilateral scholarships**, to renew the ones from the Ministry of Foreign Affairs of Spain which have already expired, **and the promotion of exchanges with India within the framework of the H2020 programme of the European Union**, are essential instruments for the training of a new generation of bilateral experts.
4. The Indian university ecosystem, in continuous growth and development, has scope for the participation of Spanish universities. The **collaboration of Spanish and Indian universities in university training through the creation of joint in-class and online campuses, the development of dual degrees or online education**, also in the field of vocational training, are spaces still to be explored. In order to facilitate the knowledge and exchange between universities of both countries, it would be advisable to promote the involvement of Spanish universities in exchange platforms, like the university fairs in India; the participation of Spanish educational organisations in virtual conferences organised by SEPIE and ICEX; and the creation of hybrid matchmaking platforms, specifically for the university environment.
5. India, and especially contemporary India, are amazingly absent from the curricula of the Spanish universities, which does not

happen with other Asian countries like China, Japan or South Korea, and from the training programmes about Asia, which are focused on East Asia, excluding South Asia. The scarce presence of India in the Spanish academic field prevents those who have trained in India or third countries to dedicate themselves to India in their academic and research activity in Spain. In order to be able to **create specific studies on India at the degree and PhD level, and to include South Asia in the programmes about Asia**, it is important to promote a multidisciplinary research, joint academic initiatives and exchange networks, like the Spanish Association of Interdisciplinary India Studies, that promote the creation of a fabric of experts that can lead and teach these programmes.

6. The success of the Instituto Cervantes of New Delhi, the largest one of its international network, confirms the interest in India for the Spanish language. The outstanding challenge is the **expansion of the network of the Instituto Cervantes in India beyond New Delhi by expanding to the main Indian cities**, either through agreements with Indian universities, private companies of the educational field or other education institutions.
7. This growth in the demand for teaching of Spanish in India offers scope for the participation of Spanish public and private institutions. It would be advisable to promote the **involvement of Spanish educational organisations in the training of Spanish in India** by establishing joint centres or developing online platforms.
8. To promote the teaching of Spanish in the Indian primary and secondary education, it is necessary to train local teachers through courses and scholarship programmes, and to create networks of Spanish teachers in

India. Germany, through courses, scholarship programmes and collaboration networks promoted by the Goethe-Institut, has made the German language the most studied foreign language in a number of Indian states. Including India in other programmes of the Ministry of Education and Vocational Training of Spain, like the one for **Spanish language assistants abroad**, would be appropriate to promote the knowledge of the Spanish language and culture in the new generations of the Indian society.

9. Spanish lecturers have been a key tool in the expansion of Spanish studies in the Indian universities. The **expansion of the network of Spanish lecturers in cities like Mumbai, Kolkata, Chennai or Bangalore** is essential to promote and to support Spanish in the main Indian universities.
10. Indian Hispanic scholars have played an essential role in the training and spreading of the Spanish culture in India. The **first generation of Hispanic scholars, who have already retired, have still not received the due recognition for their work from Spain**. The use of decorations, like France assiduously carries out, is a well-received tool in India to show this gratefulness to the work of the pioneers in the teaching of Spanish in India.

* The proposals and ideas collected in this working document do not necessarily reflect the position of the Spain-India Council Foundation, nor that of its trustees, nor that of the Indo-Spanish Chamber of Commerce, nor that of any of the entities or individuals who have contributed to this exercise.

Sources

In the section on language training, this working document has counted with the essential participation of the Instituto Cervantes and its Director of the New Delhi centre, Òscar Pujol. We have collected the visions and anonymous considerations of 200 people and institutions interested in our bilateral relations through surveys and online forms, as well as from 80 bilateral stakeholders through customised virtual interviews.

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