



## **Connecting Cultures: International Alumni as Cultural Mediators at Nalanda University**

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**Abstract:** This paper looks at how graduates from different nations act as bridges between cultures within Nalanda University. Their experiences shape conversations among scholars from different backgrounds and help others see more clearly how alumni networks support the university's reputation and enrich what students learn. This article is based on alumni project records, interviews, and field notes from exchange activities carried out between 2018 and 2024. Research indicates that alumni from abroad expand the university's cultural reach by guiding students informally, taking part in joint projects, and keeping in touch after graduation. Their presence helps students feel at ease when encountering new cultures and shows how the university is regarded overseas. Those graduates often find personal fulfilment and stay closely connected to their alma mater. Research further suggests that when a university helps its graduates act as cultural intermediaries, everyone benefits—students, alumni, and the university alike. Policies that value these graduates as unofficial ambassadors of the university's international spirit help keep alive the shared openness that true higher learning requires.

**Keywords:** Cultural Mediation, Alumni Networks, Intercultural Communication, Soft Power, Cultural Diplomacy, Experiential Learning, Cross-Cultural Engagement

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## 1.0 Introduction to Cultural Mediation

### 1.1 Defining Cultural Mediation

The idea of Cultural Mediation involves more than the quick exchange of words—it encourages a sense of shared human connection. When different traditions meet within the same academic space, students from varied backgrounds discover common ground in their daily learning. Those who come from abroad often begin discussions that make study life more open and humane. Within these moments of exchange, groups grow in confidence and understanding. They begin to sense the depth of one another's experiences across both personal and cultural boundaries—a long-held value in education that reaches for understanding between nations and peoples (Deardorff, 2006, p. 254; Spitzberg and Changnon, 2009, p. 9).

Graduates enrich the university community through their own stories of learning across nations. They join projects that bring traditions into contact and turn the campus into a living place of exchange. Such meetings build respect and broaden the way students see the world around them (Byram, 1997, p. 45; Gudykunst, 2004, p. 121).

Graduate networks shape how people regard the university beyond its own grounds. When a university stays in touch with those who have studied there and now live and work abroad, it shows its willingness to share knowledge and effort more widely. Studies in international education note that institutions that keep such ties strong often fare better in global rankings (Kim, 2018; Altbach & Knight, 2007, p. 291). Learning within more than one culture also gives graduates the insight to serve as bridges between societies (Berry, 2008; Marginson & Sawir, 2011, p. 88).

At Nalanda University, these exchanges link present-day study with a long tradition of scholarship that once drew minds from many countries. Graduates who help translate one culture to another carry forward a practice that began more than a thousand years ago. It

still ties the university to the spirit of shared learning that defines its history and promise.

### 1.2 The Importance of Cultural Mediators in Higher Education

People who link cultures at universities such as Nalanda help students learn from one another and work well together. Studies feel richer, and students who live far from home begin to feel they belong. Alumni mentors build an atmosphere where different ways of thinking meet naturally and respectfully, and fresh approaches to learning together start to appear (Knight, 2008, p. 20; Deardorff, 2011, p. 67).

Graduates who have lived in another culture give advice that helps current students settle into an unfamiliar place. The daily routine of a student, the university culture and the relationships with the outside community are informally passed to the next generation by the senior students. This mentoring influences how universities think about fairness and who belongs. Graduate networks improve how a university is seen abroad, and the achievements of former students, together with their regular contact, show a habit of openness that others can notice (Paige & Goode, 2009, p. 341; Kim, 2018). Online contact helps graduates keep these ties after their studies are completed, and many of these links grow into friendships that stretch across countries and time zones.

Exchange programmes deepen friendships among students from many backgrounds and these friendships stay with them when they move into working life. Universities that hold on to these connections keep curiosity alive about other ways of living and thinking, and that curiosity belongs at the heart of education in a world that links distant places and lives (Byram, 1997, p. 34; Altbach, 2013, p. 37).

### 1.3 Overview of Nalanda University and Its International Alumni

Nalanda University goes back to the fifth century, and in that early period, it was one of the first great centres of learning known well outside India (Mookerji, 1947, p. 89). Today it draws students from more than thirty nations, and this mix of people makes academic life richer when many ways of thinking converge. The multi-cultural events organised by Nalanda University enrich the collaboration, togetherness and respect among local and international students. The unity of cultural diversity becomes the uniqueness that makes Nalanda significant and prestigious while cherishing one another's conventions and history. A habit of welcoming other cultures links the modern university to its ancient predecessor, and it shows how learning can cross borders.

The same habit lives on in its graduates around the world, and they bring together people who speak different languages and follow different faiths. Their years at Nalanda mark them deeply, and they often link different societies and show that the university still has a place as a meeting place for ideas from many parts of the world. This network often turns into joint work and new discoveries, and these keep the university's belief in broad learning alive (Marginson & Sawir, 2011, p. 92).

Cultural exchange lies at the centre of this effort. Visiting students explore Indian traditions, while local students learn from the perspectives of their guests. In that exchange, they find confidence and move easily between different worlds, turning unfamiliarity into learning. Such qualities form the essence of what modern higher education seeks to achieve (Deardorff, 2006, p. 255; Knight, 2008, p. 24).

Nalanda graduates also take part in building understanding between countries through work that builds trust among nations. By sharing their learning at global meetings, they show that the university's influence rests on respect rather than authority. The communi-

cation skills gained at Nalanda guide their work and their personal lives alike (Gudykunst, 2004, p. 137).

The great Nalanda has become the centre for many international graduates to research the disconnected past that occurred many years ago. The heard stories become true in their eyes when their exploration begins in the real places with interest. When the students explore the historical ruins, the folk tales and mythical stories woven around theology become their first-hand experiences, which result in finding connections and building up stronger bonds between nations that existed in the past. It offers a clear indication to understand the notion of self and identity as a nation inside and outside its geographical peripheries. These kinds of transformative learning are essential not only in integration and adaptation but also in identifying differentiation and reinventing oneself within a new context, which is called identity development (Erichsen, 2011).

Experiential learning is a life-long education. Nalanda, as the hub of learning, provides ample opportunities for the young learners who come from different parts of the world to share their experiences as a learning tool. The amalgamation of experiential learning along with academic learning creates a great impact on students to understand the theoretical and practical aspects in a great sense. Education based on this form of experiential learning has faced criticism, with some arguing that the purpose of formal education is to correct the biases that arise from learning through everyday experience (Kolb, 2014, p. 19).

This study has focused on the following research questions based on the objectives of the paper.

1. How do graduates from different nations act as bridges between cultures within Nalanda University?
2. How do Nalanda alumni networks support the university's reputation and enrich what students learn?

The international students who studied in Nalanda University during the years between 2018 and 2024 were used as the sample for data collection. A qualitative data collection method was used in collecting primary and secondary data. The research has centred on alumni project records, interviews, and field notes from exchange activities and the discussion is developed on them.

## **2.0 The Role of International Alumni as Cultural Mediators**

### *2.1 Alumni Experiences and Perspectives*

Graduates who once studied among the old brick courtyards of Nalanda University remember not only what they learned in their courses but also the mood of study that shaped their days. Meeting classmates from different nations became a daily lesson in understanding one another across cultures (Byram, 1997, p. 36). Living and working closely together made them question what they had taken for granted and helped them see the sense in ways of thinking unlike their own. Many look back on those years as a time when the usual ideas of identity gave way to a wider sense of belonging that crossed both nation and language (Berry, 2008; Spitzberg & Changnon, 2009, p. 12).

Several alumni now in education, diplomacy, or business speak of that time as their first real experience of belonging to an international community. They recall an ongoing conversation in which Indian traditions met ideas from abroad. Talks that began over study tables later led to shared work and friendship. From these exchanges grew habits of patience and perspective that shaped much of their later life (Paige & Goode, 2009, p. 343; Altbach, 2013, p. 40).

The influence of such exposure matches what scholars of cross-cultural learning call inner transformation. When people meet different outlooks again and again, they learn to read situations with greater care and to face differences without unease (Deardorff, 2006, p. 254; Byram, 1997, p. 44). Nalanda's interna-

tional graduates, therefore, leave not just with lessons but with quick minds and a skill for bringing people together that shaped their future work (Knight, 2008, p. 26).

Many link their cross-cultural ease to the ordinary rhythm of life at Nalanda. Festivals, languages, and different ways of eating asked for attention to how simple actions can express deeper values. Graduates recall adjusting to new rhythms of social life, a change that made them more aware of their own traditions as well as those around them (Byram, 1997, p. 34; Gudykunst, 2004, p. 130). That twofold awareness became the base of their connecting role once they returned home.

Former students who now guide present learners say their small acts of help—explaining study customs, sharing local habits—often do more good than any official measure. Advice given quietly carries force because it rises from shared memory rather than rule. When these graduates have meetings, they act as go-betweens, comforting newcomers while renewing their own association with the university (Paige & Goode, 2009, p. 347).

This work is rarely noticed at first. Alumni are not paid for it, yet they speak of a satisfaction no title can match. For them, such service ties knowledge to gratitude, turning academic success into service to others (Kim, 2018; Altbach & Knight, 2007, p. 296). Their own experience shows that when people link cultures through honesty and memory, both their sense of self and the standing of their university grow stronger (Berry, 2008; Deardorff, 2011, p. 70).

The past experiences as an international student have become a present-day personality development of the alumni. The connection between educational experiences and personality traits, like taking part in trips abroad and dealing with changed social circles, helps develop personality (Jackson, 2011). They tend to change their perspectives on various topics from subjectivity to objectivity by seeing the

world through different angles with the help of their own and their peers' understandings.

Studying at an international university like Nalanda is a two-way transition of knowledge; from known to unknown and vice versa. It is an open gate for intellectuality. Angene H. Wilson also states that a globally experienced person might gain global viewpoints and it accelerates personal development and improves interpersonal relationships (Wilson, 1993). They bring their locality to an international platform and bring back their new findings to the locality. Therefore, alumni are the intermediaries who make the connections smooth between nationalities.

## *2.2 Alumni Mediation at Nalanda*

The alumni mediation at Nalanda suggests three traits—continuity, willingness, and thoughtfulness. It comes from long friendships and a quiet sense of duty among former students. Meetings often begin with stories of past teachers—softly told memories that bring warmth to the discussion. Yet through those recollections, former and current students reach practical agreements that strengthen present goals. What begins as an affectionate remembrance becomes a method of shaping common purpose. The process rarely follows written guidelines—its rhythm grows from habit, courtesy, and careful patience. A sense of trust forms when each voice is given time and weight. The shared conversation moves far beyond nostalgia—it turns memory into direction. Such mediation does not depend on authority—it moves through understanding that has been earned through long exchange. It shows a truth often found in learning—that understanding grows deeper when thought turns into action (Kolb, 2014, p. 43; Mezirow, 1991, p. 108).

## *2.3 Language and Communication as Bridges*

Every exchange at Nalanda begins with language. Long before English became the common language of study, the first Nalanda used Sanskrit, Pali, Chinese, and Tibetan as its means of instruction. The modern university

keeps that multilingual tradition alive. Alumni recall that knowing several languages opened windows into different ways of thinking. A Sanskrit word might suggest more than its English version, while a Pali phrase could recall old classical echoes. Noticing these shades of meaning taught them to listen closely and to speak with care (Kramsch, 2014).

This multilingual tradition leads the path to scholars to compare and contrast their mother tongue with other tongues in order to see the beauty of language through similarities and differences. It opens new doors and discussions for new research and leads them to further learning. They develop their interest in finding how the modern languages have derived from old classical typologies, as well as the similarities between languages in the aspects of morphology, semantics and pronunciation.

Later in life, they turned this attentiveness into a working strength, not a decoration. Translators, teachers, and negotiators drew on habits of careful phrasing and patience learned through study across languages. They came to see communication as the search for common images and meanings, not a contest of claims (Byram, 1997, p. 44; Gudykunst, 2004, p. 137).

Many now guide younger colleagues through the same approach. Nalanda alumni groups stress understanding more than the display of words. They practise restating another person's point before answering—a habit that lowers tension and invites respect on both sides (Byram, 1997, p. 41; Bennett, 2009). Online exchanges now carry these further afield. People share experiences instantly, keeping alive the human contact that once took place in person (Chen & Starosta, 2000, p. 7).

Through these conversations—whether face-to-face or online—language turns into a means of peace instead of status. Graduates often say that this way of seeing speech as understanding rather than persuasion remains their strongest lesson from their time amid

the quiet fields of Bihar (Deardorff, 2006, p. 257).

The alumni act as the bridge-builders in passing the Nalanda traditions and conventions to newcomers from their particular countries. They prepare the young new scholars to be mentally stable by sharing their first-hand experiences at the university. They pass the Nalanda tradition informally to them before they arrive at the place and pre-prepare their mentality to adapt to the new place. They support their community until they become familiar with the new place, even after they have arrived at the university. As a result, the alumni become the ambassadors of unity among nations. It helps to strengthen global connections and cultural understandings among them.

### **3.0 Cross-Cultural Communication Strategies in Higher Education**

#### *3.1 Recognising Difference and Building Understanding*

Modern universities often speak of preparing students to live and work across borders, yet they sometimes forget that belonging to a wider world begins with understanding, not rivalry. Acknowledging difference is more than courtesy—it is central to teaching and learning. At Nalanda, the difference lies in daily life. Students vary not only in their countries of origin but in the values that shape how they think. Teaching that works with such variety readies minds for conversation instead of rigidity (Knight, 2008, p. 19; Leask, 2015, p. 89).

Graduates remember how discussions moved from what was said to how it was seen—why readers reached unlike meanings from the same text, or how ideas taken for granted in one tradition seemed strange in another. Moments of confusion often turned into shared questioning and discovery. This growth from tolerance to curiosity builds real understanding across cultures (Byram, 1997, p. 38; Paige & Goode, 2009, p. 343).

Such understanding grows through conscious contact, not chance meetings. Social outreach programmes send students into nearby communities for service, fieldwork, and short internships. Alumni who once joined these visits now act as advisers, reminding younger students that empathy grows from meeting people, not from books alone. Their work ties classroom thought to daily life and keeps the university connected with its surroundings (Deardorff, 2006, p. 259; Bennett, 2009).

This awareness also calls for intellectual humility. Graduates speak of seeing how meeting another culture made them notice the limits of their own. That recognition does not weaken identity—it widens it through dialogue. In time, the Nalanda students realise that learning stretches outward through comparison, never inward through isolation (Berry, 2008; Marginson & Sawir, 2011, p. 91).

#### *3.2 Communication Practices and Interpersonal Skills*

Crossing cultures depends more on careful attention than on formal knowledge. Alumni recall that some of their most valuable lessons came not in seminars but through ordinary talk—during meals, while explaining local habits, or while discussing the day's events. Such small exchanges taught habits of thoughtfulness and tact, skills that proved more useful later than any reference style (Gudykunst, 2004, p. 121; Byram, 1997, p. 47).

Listening is often the forgotten part of communication. Graduates who succeed as go-betweens show quiet patience that helps others feel heard and valued. They adjust their pace and choice of words to match another person's ease, placing patience where others might press for control. This skill proves essential when global teams work across time zones and different habits (Bennett, 2009; Kim, 2018).

Many alumni continue to strengthen these habits. The focus moves from pure intellect to the person as a whole. Social psychologists

remind us that true empathy grows from steady attention (Bennett, 2009; Rogers, 1957, p. 98).

Storytelling offers another path. A well-told story can make a hard idea easier to grasp. Students listening to these stories catch the sense of identity and difference through real events. Older graduates often say that a story carries feeling better than any abstract argument (McAdams, 2001, p. 110).

Beyond words lies the unspoken. A gesture, a pause, or a quiet distance can say more than speech itself. Alumni who learned these small cues realised that diplomacy often starts with body language. Workshops in intercultural communication at Nalanda spend as much time watching posture and tone as studying words. Graduates who now teach abroad say these sessions helped them see that dialogue reaches far beyond words (Hall, 1976, p. 91; Gudykunst, 2004, p. 135).

### *3.3 Institutional Support for Cultural Mediators*

Nalanda's habit of staying in touch with its graduates keeps the work of mediation alive long after they leave. The university sees alumni projects as an extension of learning itself. There are many ways of bringing students and former students together to study how people communicate across differences. They result in resolving conflict, working with communities, and the moral weight of representation (Knight, 2008, p. 23; Deardorff, 2011, p. 68).

Teachers often tell participants again and again that a mediator listens to the different stories instead of judging from a distance. The aim is not to pick one culture as right. The aim is to find out what each one means to the people who live in it. Graduates who keep this habit often matter a great deal in workplaces where confusion over words and actions can waste time and can wear away trust (Byram, 1997, p. 50; Chen & Starosta, 2000, p. 12).

Lasting success in this work depends on steady encouragement and contact. Many schools run workshops, but rarely keep in touch afterwards. Nalanda differs—it keeps informal mentoring networks active all year through online exchanges. Students still in the programme discover that mediation is less a task to finish than a habit that grows.

Older graduates guide younger ones through real examples—misunderstandings, negotiations, or moral troubles they once faced overseas. These stories keep mediation training linked to daily life, not abstract theory. Over time, this steady exchange has grown into a living circle of learning (Kolb, 2014, p. 44; Mezirow, 1991, p. 110).

By keeping graduates within an active circle of exchange, Nalanda keeps faith with the ideal set out at its founding—that knowledge widens through open conversation. The habit of understanding and respect learned on its campus spreads through those who once studied there (Marginson & Sawir, 2011, p. 93).

## **4.0 The Impact of International Alumni on Global University Reputation**

### *4.1 Alumni Contributions to Institutional Prestige*

The influence of a university continues long after classes end. It shows in the choices that graduates make and in the partnerships that they form. The long history of Nalanda lends this story a special weight.

In its earliest days, travellers from China and from the Far East wrote about Nalanda as a place where scholars met with trust and with respect. The modern university keeps that picture in mind, and the graduates who come from many countries give that old picture a fresh life today. They do this in workplaces where confusion over words and actions can waste time and can wear away trust (Altbach & Knight, 2007, p. 292).

Each graduate who applies what was learned elsewhere adds to the university's name. Suc-

cess grounded in humility and leadership built on cooperation speaks more persuasively than any publicity (Deardorff, 2006, p. 257). When colleagues meet Nalanda graduates, they often notice their courtesy and open-minded outlook. The university's name naturally gathers the same traits around it. Reputation, then, arises not from management but from shared behaviour.

Graduates also play a quiet part in the cultural diplomacy that links nations. A former student who represents his country at an environmental summit carries both her scientific skill and the memory of friendships across cultures. The habit of listening and interpreting, learnt through study among different traditions, often turns negotiation into cooperation. Nalanda's quiet influence appears here, proving that respect grounded in knowledge carries more strength than force (Nye, 2004, p. 11).

For many years, universities looked to their former students mostly for donations or publicity. Nalanda sees them instead as partners in keeping its purpose alive. Joint projects between teachers and former students connect the campus with the concerns of the wider world and create opportunities for mutual learning (Stier, 2006). Alumni engaged in work such as rural development, translation, and digital innovation share insights that help renew teaching. Thus, the university's standing grows not through rank but through conversation—true to its first belief that learning deepens when shared among equals.

The international seminars and the research symposiums organised by Nalanda are a great way of gathering the alumni back to the university. It shows their interest towards the university and their recognition of the university as a great treasury of knowledge and wisdom. These global meetings attract many national and international networking and industry experts. These networks offer sponsorships for internal students and promote their academic and professional networks by joining the intellectual talks, which helps in widening the university network further. This can

serve as an effective channel for the younger alumni from the University to access various opportunities to improve their career progression and professional conduct (Obeng-Ofori & Kwarteng, 2021).

When the alumni are constantly occupied with the university, it improves the popularity of the university. This includes alumni visiting their faculties, continuously communicating through emails, providing scholarship options and course details with other institutions, and actively responding to social media pages (Obeng-Ofori & Kwarteng, 2021). Nalanda attains its fame not via economic means but through the genuine opinions, through commentaries and remarks by its alumni. It begins with students' actual willingness and interests based on their entire experience at Nalanda.

#### *4.2 Graduate Influence in Public Life*

The record of Nalanda's graduates shows how learning joined with cultural understanding can bring real change to social life. A scholar of education who returned to Southeast Asia after years in Bihar introduced ways of teaching that valued dialogue over rivalry. Her work eased tension in classrooms once divided by ethnicity and soon drew notice from teachers abroad as an example of fairness in learning (Kim, 2018).

Another graduate, trained first in philosophy and later in business, started a company that connected artisans from India and Africa through online markets. The effort not only gave artisans steady work but also sparked friendships among people far apart yet joined by craft. Profit mattered less than the sense of unity—trade turned into a meeting of cultures. Such stories, when heard by students abroad, speak more for the university than any table of numbers ever could.

Alumni success has begun to shape national views on culture and education. Several graduates now serve as advisers in departments of education and cultural heritage, urging cooperation built on equality rather than charity (Byram, 1997, p. 40). Their careers show how



habits formed on an open, international campus can influence how governments and citizens talk to one another. Cross-cultural understanding is more than good manners—it turns into practical sense when applied to public policy (Bennett, 2009).

#### *4.3 Alumni Networks and Sustained Connection*

A reputation lasts only when people keep talking to one another. Nalanda's alumni, spread across many countries, keep this work alive. Through their efforts, the university stays heard in places that would otherwise stand far apart (Altbach & Knight, 2007, p. 296). Nalanda thus remains known not just as a memory but as a living presence.

New forms of communication have strengthened these ties. Social media makes it easy to stay in touch, keeping friendships and conversation alive. Alumni share stories from fieldwork, post thoughts on working across cultures, and mark campus events with messages and photos. The tone—casual yet thoughtful—echoes the spirit of talk learned through years of sitting together in Nalanda's courtyards. Messages travel quickly, building quiet lines of goodwill that reach wherever graduates happen to live.

When Nalanda graduates start their professions and summer internships after their studies, they bring a lot of links to the university locally and internationally. These international alumni collaborate with the university and engage in very output-driven projects which help in sharing their knowledge by letting the organisations to present their projects on webinars. An international alumnus at the School of Management Studies who started her internship in her own country shared her experience that, because of her involvement, the university was able to make collaborations in joint research initiatives, preparation of Impact Assessment Reports, continuing the tradition of webinars, summer internships and placements, sponsoring student/working executives and mutual visits. These connections are essential in learning about new industrial trends and identifying much-needed skills for

their own fields, which is helpful to be competitive in the workforce (Chase, 2021).

#### *4.4 Digital Presence and Soft Power*

Today, universities struggle to be heard in the noisy online world. But attention by itself does not build a reputation. People trust voices that sound real and human, and graduates' words carry weight because they come from what they have lived. When they speak about how Nalanda taught them to stay curious and modest, those who hear them tend to believe (Nye, 2004, p. 15). Even those who study publicity admit that honest words last longer than any marketing gloss.

The networks of Nalanda graduates have become a quiet source of influence. Posts about joint environmental work sit beside simple stories of friendships made on campus (Deardorff, 2006, p. 260). Readers see the university less as a body seeking praise than as a circle of friendship and shared work. This spirit fits well with Nalanda's hoary traditions, where talk once brought together monks, poets, and travellers from many lands.

In practice, these online links bring results one can see. Requests from overseas have grown since alumni began to speak in a common voice. Applicants in intercultural studies often mention alumni projects as part of their reason for applying. The appeal rests less in academic reputation than in former students who turn ideas into real teamwork. A reputation for dialogue instead of rivalry gives Nalanda a special place among today's universities (Stier, 2006).

Through online platforms, the alumni collaborate not only with other educational institutions but also with career development organisations and organise regular online events to boost new alliances and business affairs (Obeng-Ofori & Kwarteng, 2021; Wilson, 1993). Nalanda also collaborates with neighbouring country universities and plans for joint research initiatives, marking the beginning of partnerships using online platforms with the help of alumni. Further, the

knowledge exchange workshops are organised at institutional and international levels by fitting a close confluence of knowledge, partnership and shared vision. These events are broadcast through online social platforms where everyone can interact in dialogues easily. These initiatives attract a lot of employment and academic opportunities.

#### *4.5 Institutional Learning from Alumni*

Over time, reputation grows less from publicity than from memory. Universities that treat their students as lasting partners grow with more direction and purpose. At Nalanda, administrators now seek alumni advice while shaping new policies, learning from what has worked or failed elsewhere (Bennett, 2009). Knowledge moves both ways—graduates pass ideas back while carrying the university's name abroad.

Graduates often say that staying involved makes them feel answerable for the university's values. They keep an eye on whether its actions live up to the ideals they were taught. Alumni thus carry both the conscience and the good name of the university. Conversation between leaders and graduates serves as a guard against complacency and keeps dealings open and honest (Byram, 1997, p. 45).

This cooperation appears again in the design of courses. Teachers often use examples from alumni working in different parts of the world. Such lessons bring real life into the classroom and show students that learning is unfinished until it reaches beyond the campus (Deardorff, 2006, p. 261).

Alumni's insights are significantly more beneficial in designing and developing new courses and projects both at the institutional level and the community level. According to Anne C. Campbell, graduates' support became successful in initiating new degree programs at the university and offering new programs for children with disabilities (Campbell, 2016). The Nalanda alumni help the institution to start new programs and develop its teaching strategies through their feedback sessions af-

ter each semester. Moreover, these graduates help the community, children and women around the university by going out of the university walls with the help of religious institutions by providing educational stationery and other daily necessities. As a result, the university achieves a great place in the hearts of everyone.

#### **5.0 Conclusion**

Nalanda's name holds a meaning deeper than that attached to most universities. It speaks of renewal—the rebuilding of a university lost centuries ago, born again to pursue peace through learning. Each graduate who lives with integrity adds force to that idea. The campus feels like a place where cultures meet, and history stays alive. Its buildings join designs from many traditions and remind visitors that unity can coexist with difference.

Graduates from abroad keep the university's heritage alive in their own ways. They serve as today's travellers and teachers, sharing what they learned not by preaching but by how they live. Their work in the world echoes the old stories of travellers for whom Nalanda stood for learning open to all. To study at Nalanda is to stand within history while still facing the world beyond. In the life journeys of the alumni, the university endures both as remembrance and as purpose.

Nalanda itself is an exemplary model for new educational institutions; a place to live peacefully among nations as well as with nature. This eco-friendly, sustainable university upholds a great message to the world by bringing old Nalanda back to life, showing the greatness that can be achieved through coexistence with nature. When fully functional, it will become India's first educational campus with net-zero emissions. When complete, the Nalanda University will emerge as a model for other educational institutions in India, and indeed in the entire world, demonstrating how to adopt the highest standards of energy efficiency and climate-responsive design to lower their energy needs (Sinha & Sudarsan, 2024). The environmental harmony is the ultimate

method for a long, peaceful journey that is reminiscent of ancient theological perspectives. This idea is symbolised and exchanged beyond the borders by Nalanda. The graduates of Nalanda will consistently sustain this to the highest degree, yesterday, today, and tomorrow.

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