CII

Confederation of Indian Industry

Association of Indian
Universities

TRENDS IN
INTERNATIONALIZATION OF
HIGHER EDUCATION
IN INDIA 2015

Foreword

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Director-General
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The economic benefits of internationalization of Indian higher education and bringing more foreign students to our campuses are beginning to attract the attention of policy makers. Aware of the need to scout for bright people from overseas who could come here to study, some of even our Centrally-funded institutions have reportedly started creating mechanisms to admit international students at the undergraduate level itself.

As several authors in this report have pointed out, our cost of education is cheaper than western nations and our strength is the proficiency of our people in English language. Students from south-east Asian nations and African sub-continent have already started heading towards our shores but their numbers are still small. With proper systems in place to take care of assimilation of foreign students with our own students, our institutes would be able to do a much better job on this front than they have managed to, so far.

Increase in the number of international students and faculty on our campuses will also help our institutes improve their rankings globally because most rankings accord high priority to this aspect of higher education. This figure, in some ways, is the most tangible proof of the reputation and perception of not just a particular institute but of that country as a whole.

This year CII has done a short survey of universities and institutes to understand the finer nuances of drivers of internationalization and the perceived hurdles in this direction. Though the number of participating institutes is small as of now, I am confident that this will change in subsequent editions. I would like to thank Gautam Rajkhowa from Newman University, UK, for working closely with CII on the questionnaire of the survey and helping in the analysis of the responses.

This second edition of the joint report with the Association of Indian Universities (AIU) establishes an important continuity in our efforts and I would like to thank Prof Furqan Qamar, Secretary-General, AIU, once again for being our partners.

CONTENT

Furqan Qamar
Secretary – General
Association of Indian Universities

Prof. Qamar, in his academic career spanning over three decades, has held the position of Professor and founder Director of the Centre for Management Studies at Jamia Millia Islamia, a Central University in Delhi; Advisor (Education) in the Planning Commission of India; Vice Chancellor of the University of Rajasthan at Jaipur; and the first and founder Vice Chancellor of the Central University of Himachal Pradesh at Dharamshala.

With research interest in public policy in higher education, Prof Qamar has been actively engaged in research and has published books and papers in journals of repute on such themes as educational planning and ad-ministration, financing of education, cost savings and resource use efficiency in education and quality and excellence in higher education. His research work on Resource Utilisation in Higher Education provided valuable input in the formulation of higher education policy during the 8th Five Year Plan. He was also actively involved in providing inputs in the formulation of 10th and 11th Five Year Plan strategies for higher education.

Internationalising Indian Campuses

Going abroad for higher education has long been the most cherished goal for students of underdeveloped and developing countries. Students from these countries have, traditionally, been traveling across seven seas in search of specialised higher education. Invariably one agency or the other financed the studies of such students. In case of students from countries like India where sufficient facilities for further and higher education existed, students were encouraged to go abroad only for highly specialised courses and there were a number of scholarships and fellowships available to the meritorious. Keen on attracting the best talents, foreign universities too provided assistantships and scholarships for the bright students. In case of those countries where facilities of higher education were still less developed, the governments financed higher education of its citizens abroad. If nothing else, students from these countries would take teaching assistantship or other campus job to finance their education.

While most foreign students were known for their diligence and dedication and were often a source of pride for their universities, they were seldom seen as a source of revenue. But things have changed a great deal during the past couple of years or so. Developing countries are now seen as a huge market for higher education and foreign universities from countries like USA, UK, Australia, New Zealand and CIS are competing each other to increase their market share. While missions of many countries are formally engaged in marketing their higher education in India, a number of foreign universities have signed memoranda and Franchises to offer their courses in foreign countries.

Indian higher education, despite its limitations, is widely recognised and respected across the globe. Most of the Indian universities are represented in most of the universities of the world in terms of both the faculty as well as students. The Indian faculty in foreign universities is generally well respected for their teaching and research abilities. The Indian students abroad are rated at par with the best students of the world. Besides, the Indian higher education has the comparative cost advantage over the other countries offering higher education of comparable quality.

It is unfortunate that the Indian universities, barring only a few, have not been able to capitalise on the opportunities of offering their educational programs to the world population in any significant manner. The reasons are manifold. The universities in India may not have realised the importance of offering their product and services to foreign clientele. The inherent limitations of the system may also be holding the universities back or making their attempts to reach out to foreign clientele less successful. Quite often the restriction of territorial jurisdiction of

individual universities is seen as a barrier in their effort to go international. Sometimes the limitations could be as basic as the lack of appropriate information about the Indian campuses to the foreign students. Paucity of suitable infrastructure and physical facilities are indeed a deterrent but most importantly it is the self-imposed rigidity in the teaching, learning, admission, evaluation processes that discourages foreign students.

Indian higher educational institutions should urgently start marketing their programs abroad with the twin objectives of generating additional resources and developing stronger relationship with the other countries of the world. It is high time that the universities should develop international orientation to their working and operation and the agencies responsible for the management of higher educational institutions must ensure that the systemic hurdles in the way of internationalisation of Indian higher education are removed without any further delay. To this end, we may adopt the following strategy so as to achieve the twin objectives of attracting foreign students on Indian campuses and enabling Indian universities to reach out to foreign countries.

Attracting Overseas Students in India

Admission rules of Indian universities provide for supernumerary seats (10% for foreign students + 5% for NRI/PIO students). Has this been effectively, there would have been nearly 2.5 Million foreign students on Indian campuses. Perhaps the comparative cost advantage has failed to attract foreign students on our campus. We need to have a targeted approach based on incentives to universities/colleges. Foreign

Students Advisers in universities may have to play more active role. UGC had introduced a scheme called "Promotion of Indian Higher Education Abroad (PiHead)" which somehow could not takeoff. The focus of the programme was to attract foreign students on Indian campuses by information awareness campaign through educational fair abroad. This may be revived. Often, infrastructural constraints (international students' hostels/guest house) are cited as the most important limiting factor, for these facilities either do not exists or are poorly maintained. Universities/colleges need to find creative ways of accessing such infrastructure, including networking with neighborhood for rented/paying guest accommodation.

Attracting foreign students, including such categories as Persons of Indian Origin (PIO) and Non-Resident Indians (NRI), to Indian campuses is perhaps the easiest steps to taken. Given the international reputation of Indian higher education and the comparative cost advantage that they enjoy, it should not be difficult for universities and colleges to attract students from developing and less developed countries of the world. Even for students from developed countries, Indian universities and colleges may offer courses on culture, religion, music etc that are in great demand in the students from such countries. This will require certain policy initiatives at the part of the government as well as at the end of individual universities and colleges. Some such initiatives that would go a long way in attracting foreign students on Indian soil could be summarized as under:

Many a universities have a self-imposed restriction of not allowing foreign students beyond certain percentage of seats in each course. Such a restriction was justified when foreign students were charged fees

equivalent to those charged from the Indian students but under the changed circumstances, our universities and colleges may prescribe higher fees for the foreign students and may thus offer admission to as many of them as they can afford giving their infrastructure and capacity.

A consortium approach should be adopted to attract foreign students on Indian campuses. The consortium should comprise of the universities and colleges of repute. Only those colleges, universities and institutions should be made members of the consortium which satisfy carefully worked out eligibility criteria by a committee consisting of the representatives and co-opted members of the UGC, AICTE, AIU and other Regulatory Bodies in the country. The consortium will have the responsibility of policy formulation, program implemen-tation, monitoring and evaluation of the progress of the internationalisation of Indian higher education.

The prevalent mechanism of verification of equivalence of foreign degrees/diplomas /certificates is, at times, a problem and need to be simplified in order to facilitate admission of the foreign students. The AIU has made the processes much simpler all inclusive, facilitating a large number of foreign degree holders. There are, however, still barriers on account of variations in the programme duration. While India insists and expects all countries of the world to align their programmes to the Indian requirements, it is almost an impossibility as countries take decision in this regard keeping into mind a variety of factors. Now is the time that each country of the world must agree to recognise and respect the academic sovereignty like they respect the political sovereignty of each other.

The system of admission and its inherent rigidities are yet another barrier on entry of foreign students in Indian universities and colleges. Most universities in India have now introduced admission tests, which are subject specific and are, held by individual departments. Often these admission tests are held in India, which require the applicants to be physically present in the country. The process is cumbersome even

for Indian students but it is obnoxious when it comes to attracting overseas students.

To make things work for the for the international students, the universities should adopt a single window approach to granting admission to the foreign students. In order to ensure admission of quality students, an international testing system on the pattern of GMAT, SAT, GRE, TOEFL etc may be introduced by UGC which can be administered and taken by all overseas students in their own country. The score of these tests may then be used for considering admission of overseas students in India. Considering the difficulties in conducting such a test as given in (b) above, we may also consider using scores of internally recognised admission tests like GMAT, SAT, GRE, TOEFL etc as the basis for granting admission to overseas students. This will facilitate the process and will save the country from unnecessary troubles. The admission forms for the foreign students should be made available well in advance and their admissions finalised a few months prior to the beginning of the academic session as to allow them adequate time to get their visa and other papers processed;

Most Indian universities already have the office of the dean or advisor of foreign students. Quite often these offices are merely responsible for ensuring equivalence and overseeing the stay of foreign students on the campus. These offices need to be made more proactive and professional. They should be charged with the responsibility of marketing their courses to overseas students, processing the admission and visa application of overseas students, facilitating the accommodation arrangements and overall well being of overseas students. The office of the

advisors/deans of the foreign students should, thus, assume far greater role of attracting overseas students and ensuring their stay on Indian campuses safe, comfortable and congenial.

Attracting foreign students to Indian campuses must not bee seen only as a resource-generation device. Every overseas students on Indian campus must, rather be seen as a potential cultural ambassador of the country. If he or she is exposed to good experiences, he or she is likely to remember the country accordingly and that will reflect in his attitude for the country. Thus, a more sensitive approach to the management of foreign students on Indian campuses is needed. The universities should organise orientation programs aim at helping the foreign students not only to cope with cultural shock and help them over come problems of adjustments on a foreign soil but also to help them form a positive image of the country and its people in their mind.

At times, rigidity in the teaching-learning process and curricula is a major deterrent to the entry of the foreign students into Indian campuses. To this end, the curricula should be made flexible to make the education of the foreign students more relevant to their local needs and aspirations. One way of doing this could be by incorporating elements of project based learning where projects on issues of national importance to the foreign students could be assigned to them. The curricula need to be made modular to facilitate completion of courses in a phased manner. A degree course, for example, could be split into four modules each leading to a certificate or diploma and completion of all module over a reasonable period of time should entitle the students receive a university degree. Rigidity of the Indian universities to accept credits for the

courses done elsewhere is also a deterrent. Universities in India need to devise ways and means of accepting credits taken in other universities. Universities may also develop and design non-conventional courses of short duration tailored to be requirements and likes of the foreign students. Recently, the UK committed to send twenty-five thousand students to India for short term engagements in Indian Universities. Universities need to come forward to capitalise on the opportunity.

Universities and colleges in India should develop suitable infrastructure in the form of hostel accommodation for the single and married foreign students to make their stay on their campus fairly comfortable. Considering the financial involvement of magnitude in this respect, it is recommended that The MHRD/UGC may setup a revolving fund for financing the development of international students' hostels by the Indian universities. The universities should be required to pay back the amount of assistance over a period of time out of the revenue generated from the operation of the international students hostel. Further, the universities and colleges may also be encouraged to raise loans from the recognised financial institutions for the purpose of developing facilities for the foreign students. The loan so raised will be repaid out of the revenue collected from the foreign students. To mitigate shortage of quality residential facilities, universities and colleges may tie up with the private owners of the apartments in their vicinity and should facilitate the renting of accommodation for the foreign students on their campuses.

The government and other agencies vested with the responsibility of higher education must play a pro-active role. The Indian Missions/Embassies abroad should play an active role in dissemination of information about the Indian campuses. The visa rules should be made more encouraging for the foreign students. The Association of Indian Universities (AIU) should develop a consensus in the meeting of the Vice Chancellors to arrive at a common application form to be filled up by foreign students. The potential students need not apply separately to individual universities but would apply in a single form showing his/her preferences for different institutions. The University Grants Commission should urgently launch a web site on Indian Universities giving adequate details about the courses offered by different universities including eligibility criteria and contact addresses.

As regards fees chargeable from the foreign students, their education need not be subsidised. However, as the objective of internationalising Indian higher education is also to establish lasting relationship with different countries of the world, there should be reasonable relationship between the cost and price of education. While fixing the price chargeable from the foreign students, due consideration must be paid to the economic condition of the students coming from the different countries of the world.

Reaching Out to Foreign Countries

In addition to attracting foreign students on Indian campuses, the universities and colleges should also attempt to reach out to students by offering their products and services in their homeland. This is a bit more complex and sensitive issue than attracting overseas students on Indian campuses. For the universities which are offering their courses in distance education

mode, reaching out to overseas students is far more easy and is, in fact, being attempted by many a universities. What is, however, needed the most is setting up overseas campuses of the Indian universities across the length and breadth of the globe. That means that Indian universities will have to go global and translation.

As it is easier for the universities to promote their Distance Learning Programs in foreign countries, the existing programs offered by many Indian universities should be further strengthened to suit the requirements of foreign students. Even traditional universities that have so far been concentrating on the on-campus education may also be encouraged to initiate quality distance learning programs for the inland and overseas demands. Taking a clue from several universities of UK and USA, the Indian universities may consider launching online program where the course contents are placed at the web pages and necessary contact between the students and teachers are enabled through online. Even examinations could also be conducted through Internet. At times a blend of online courses with occasional on-campus personal contact is considered better in terms of quality and the universities might attempt this as well.

Establishing Campuses Abroad

As regards establishing Offshore Campuses, Restriction on territorial jurisdiction of many universities proves to be a barrier and would warrant suitable amendments in the respective Acts and Statutes of universities so as to empower the universities to set up campuses abroad. It is suggested that the Government of India should urgently take up the task of initiating amendments in the Acts of the Central Universities so as to remove the restriction of their territorial jurisdiction. The respective state government should also initiate the process. This will remove a stumbling block that is currently in the way of developing offshore campuses. The foreign campuses of the Indian universities must be made autonomous in the academic, administrative and financial matters so as to allow them necessary flexibility in their operation abroad. The universities seeking to set up their campuses abroad should adopt cafeteria approach to curricula and make their courses modular so as to make it more suitable to the needs of life long higher education of students in foreign countries.

Rules and regulations of host countries will have to be followed by foreign campuses. At times, they may be in conflict with the rules and regulations prescribed in the home country. Operating multi-campuses is much more complex than running a single campus (or even multi-campuses within a single country) and will require greater decentralisation and autonomy. Universities will have to reform their decision making processes. At the same time, Necessary safeguards will have to be put in place to ensure that standards of teaching are not diluted/compromised. Reputed institutions in India attract large number of application for limited number of seats and are thus highly selective. This may not be the case in foreign campuses. A few institutions that have set up campuses abroad have experienced this difficulty. Decline in the intake quality will have to be compensated by more rigorous teaching-learning process, failing which the quality would be adversely affected.

Collaboration with Foreign Universities

Universities in India should be encouraged to collaborate with foreign universities. They can enter into MOUs with the top ranking universities of the world to offer the dual/joint degree courses in India and thereby benefiting from the expertise of other universities in the areas of curriculum development, pedagogy, visiting faculty etc. Simultaneously, the Indian universities may also be encouraged and incentivised to collaborate with universities and other higher educational institutions in educationally less developed countries, to offer dual/joint degree programmes abroad. While Acts and Statutes of most Indian universities permit them to enter into such collaborative agreements and being autonomous institutions they are adequately empowered to customise conditions of MOUs to their fullest advantage, the UGC and the AICTE have now also come up with Regulations and Guidelines to facilitate such arrangements.

Universities in India may also proactively seek to enter into partnership with reputed foreign universities for student and faculty exchange, collaborative research, curricular development and sharing of best practices in academic administration and governance. Recent initiatives taken by the Government of India like the Global Initiative for Academic Networking (GIAN) and the Connect to India may be used effectively by the universities to their advantage. In fact, many Indian universities already have such tie ups but they are mostly led by the foreign universities. Now is the time that the Indian universities should proactively seek to enter into such partnerships.

Faculty Development

Indian faculty with exposure to global teaching practices and research will be critical for improving the quality of higher education in India. High quality institutions usually have relatively higher proportion of faculty with teaching/ research training in reputed institutions abroad. Until late 60s/early 70s, a relatively higher proportion of faculty on Indian campuses were such that had either received their doctoral/ postdoctoral degrees from reputed/elite foreign universities or had spent some time there for research/teaching assignments. As of now, Indian campuses hardly have such teachers. Those who receive teaching and research degrees abroad do not come back to take teaching assignments and there are very few scholarships/fellowships available to send teachers abroad.

Foreign Campuses in India

Section 2 of the UGC Act which defines 'University' as those established by Act of Parliament or State Assemblies is cited as impediment for entry of foreign universities in India. Section 3 of the Act provides for recognition of any other institution as a university (i.e. deemed university), prescribes certain conditions that effectively preclude foreign university. An amendment in Section 2 of the UGC Act will enable foreign universities to operate in India, the Government prefers to enact a separate legislation (in order to ensure that these universities do not engage in gross commercialisation and unfair practices). The 'Foreign Universities (Regulation) Bill' was to be introduced in Parliament in the Budget Session 2008. AICTE regulations for approval of foreign educational

institutions, as modified in 2005, is already in place but so far less than a dozen institutions have received approval.

Pending the amendment in the UGC Act or enactment of Foreign Universities Regulation Bill, foreign universities may find it difficult to set up their campuses in India. Though a large number of foreign universities are presently operating in the country but most of them have hardly made any investment in physical facilities/ infrastructure and faculty resources and are largely in the forms of twining/franchising arrangements. Ironically, while reputed universities find it nearly impossible to enter into India, a large number of poor quality institutions (often unaccredited even least know in the country of origin) have made inroads.

Once the enabling legislation/provisions is in place, we may have to proactively seek entry of reputed institutions. Quite often poor quality foreign institutions are more aggressive in their internationalisation/ marketisation of their programmes. Entry of such institutions in India will serve no purpose and would in fact be counterproductive.   What, therefore, is required is to (a) have enabling provisions in law for the entry of foreign universities (b) identify top 50 universities from across the world (c) invite these universities to set up their campuses in India and offer necessary incentives.

Ideas are abound. What is needed to day is for the governments, the regulatory bodies and the universities to work together towards internationalisation of Indian higher education.

Furqan Qamar
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Prof. Qamar, in his academic career spanning over three decades, has held the position of Professor and founder Director of the Centre for Management Studies at Jamia Millia Islamia, a Central University in Delhi; Advisor (Education) in the Planning Commission of India; Vice Chancellor of the University of Rajasthan at Jaipur; and the first and founder Vice Chancellor of the Central University of Himachal Pradesh at Dharamshala.

With research interest in public policy in higher education, Prof Qamar has been actively engaged in research and has published books and papers in journals of repute on such themes as educational planning and ad-ministration, financing of education, cost savings and resource use efficiency in education and quality and excellence in higher education. His research work on Resource Utilisation in Higher Education provided valuable input in the formulation of higher education policy during the 8th Five Year Plan. He was also actively involved in providing inputs in the formulation of 10th and 11th Five Year Plan strategies for higher education.

Amarendra Pani
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Dr. Amarendra Pani is Deputy Director & Head, Research Division Association of Indian Universities, New Delhi. Dr. Pani has done PhD in Education from Punjab University, Chandigarh. He is a specialist in the area of Research Methodology in Education. He has worked at NCERT, Punjab University and Indira Gandhi National Open University (IGNOU), New Delhi in the past.

A Multi-pronged Thrust

Internationalisation of Higher Education has been recognised as one of the most distinguished features of 21st Century. This recognition is based primarily on four premises - economic gain, supplying skilled workforce to meet the global requirements, creating, synthesising and applying knowledge for overall welfare of human beings suitable to the multicultural environment, and preparing for global citizenship. Past few decades have witnessed a paradigm shift in internationalisation of Higher Education. The shift has visibly reflected many prominent features that once confined to the fringes of institutional boundaries; the process of internationalisation of higher education has thus found a core place in economy, thereby, in the mainstream policies of the countries.

Further, the shift has taken a multidimensional shape -- from merely student exchange programmes with limited initiatives & scopes to a robust international business of recruitments, opening campuses in foreign lands, attracting international students, faculty exchange, research & other academic collaborations, etc. The most prominent & visible aspect is that Internationalisation has become a mass phenomenon, breaking the shackles of select elite class of the societies. Evidently, this approach has made a gradual shift from a reactive stand to proactive approach. The international dimension of higher education has been given greater emphasis in international, national and institutional documents and mission statements than ever before. The apprehensions about the implications of Internationalisation on economic, cultural, educational and on political landscape within the countries have been overcome, realising the economic benefits in its centre stage.

India, given its domestic, cultural, political, philosophical, and socio-economic reasons, has rather been slow in responding to the process of Internationalisation. As a consequence, India could not reap the benefits of internationalisation of higher education as compared to its counterparts. More specifically, in the name of internationalisation strategies, only a few steps like foreign exchange liberalization and liberalization on foreign investment; easing of licensing policies for establishment of private institution; have been taken till now. A few collaborative arrangements (programme and projects) with foreign universities were also done. Most of the Public Institutions have, however, not shown their interest on this front so far, nor has the government initiated any concrete policies to strengthen these institutions by providing required inputs in terms of upgrading infrastructure and enhancement of skills, to take such initiatives.

Thus, internationalisation in Indian scenario could be analysed as the domination of institutions with sub-standard quality. Concrete consensus on

India's policies on internationalisation of higher education has not reached yet. A number of research studies, by public and private institutions and individual academic and other researchers, reveal that though India has marked a rapid growth in students out flow, it has not been able to attract a large volume of foreign students compared to the potentials of its existing fleet of higher learning institutions. At least the volume of student inflow does not commensurate with the neighbouring countries like China or any other potential counterpart.

As per the data of All India Survey in Higher Education (AISHE), the number of students registered in higher education in the country is 257.6 Lakhs(AISHE, 2014). The UNESCO data as cited in EY-FICCI Report 2014, depicts that in 2012, 1,90,055 higher education students were studying abroad. It substantiates that only a meager percentage of the Indian students get opportunity for studying abroad. The status of inflow of students to India is also abysmally low as the data also depicts that only 31 thousand international students came to India in 2012. Out of these 31 thousand students 67% were from Asian countries, 20% from African Countries, 3.3% from North America and 1% from Europe (EY-FICCI Report 2014). This statistics endorses the facts that India attracts only a negligible number of foreign students as compared to its potentials. It clearly reveals that India has not been able to attract more students from developed countries. In other areas like faculty exchange, research and other academic collaborations also the country does not depict a very encouraging picture. The main reason for the failure could be attributed to the fact that India does not have a proper and supporting policy framework in place to promote Internationalisation.

Along with policies on Internationalisation, quality and excellence are also important factors that pull back the process. Indian Higher Education Institutions encounter a big risk so far as quality of academic delivery and infrastructure are concerned. Institutional parity, qualification recognition etc, pose another potential threat to the process.

Internationalisation or globalisation of higher education, in the sense in which we understand them today, were not considered important when the Education Policies of 1968 and of 1986 were being formulated, hence they hardly found any mention in them except for a few sporadic references. It was only in the 10th Five Year Plan that UGC mentioned, "In the context of globalisation of higher education, it is necessary to evolve a policy to promote the free flow of students from other nations to India as well as allow Indian students to get educated in other countries."

Since then several changes triggering the necessity for the revision of the policies or framing new policies occurred and that has changed the mindset of Indian higher education managers. Consequently, Government of India has initiated policy discourses, debates, consultations with stakeholders from cross sections to spin out required inputs for bringing out a New National Education Policy to meet the changing dynamics of the population's requirement with regard to enhancing quality of education, innovation and research, infrastructure upgrading, focusing on skill intensive programmes, and taking several other measures for promoting internationalisation of higher education. The primary aim is to elevate India to a level playing field with competitive advantage of being a young nation for reaping the benefits of the demographic dividend. The most

significant part is that the Government of India for the first time has initiated a grassroot level consultation for revising/framing New Education Policies. In order to develop a better understanding of the scenario of Internationalisation of Higher Education in the country, an analysis of the policies in vogue would be in merit.

It is evident that prior to the year 2000, there was no visible action or preparatory activities undertaken at any level for either devising the policies on Internationalisation or any focused discourse for collecting inputs for policy formation, except some isolated actions by a few academic organisations engaged in seminars and conferences, but not making any headway for achieving a concrete result. Perhaps, the formalised and concrete actions on framing policy guidelines on Internationalisation of higher education were pioneered by the Association of Indian Universities. An account of the initiatives taken by various apex bodies on framing directives on Internationalisation of Higher Education is presented below.

Equivalence of foreign degrees / qualification

In 1999, the Association of Indian Universities in conformity with its mandates for determining the Equivalence of the Degrees and other Qualifications awarded by foreign universities issued its own guideline for according equivalence to degrees awarded by foreign universities. A detailed guideline regarding the eligibility and process of equivalence is given in a separate paper being published in this issue of the University News. During 2012-13, 2013-14, and 2014-15, AIU has issued 1750, 2000, 1780 equivalence certificates respectively to Foreign Qualifications.

Annual Reporting of Number of International Students

Since 1995, AIU has been collecting and collating data on Internationalstudents in Indian Higher Education Institutions and bringing out the consolidated reports annually till 2009. After a pause of four years, the project has been revived and the data for the year 2013 -14 till February 2014 has been published recently. Further the compilation of data is in progress .

MoU with CII on Internationalisation

AIU has entered into MoU with Confederation of Indian Industries (CII), for promotin various activities in higher education and internationalization Following this a joint publication of CII and AIU was brought out on internationalization of higher education in which an AIU paper on International Students in Indian Universities : Source Countries, Gender Ratio, Level of Education and Choice of Discipline was published. This was initiated as an annual feature of AIU-CII.

AIU Publications on Internationalisation

In order to synergise the efforts towards promoting the Internationalization of Higher Education, AIU has been bringing out various publications such as occasional papers, edited volumes, seminar proceedings, and reports of various research studies conducted in-house on the theme of Internationalization of higher education time to time. Some of the important publications are International Students in Indian Universities. 1997; Internationalisation of Indian Higher Education, 2001; WTO, GATS and Higher

Education: An Indian Perspective, 2002; Internationalisation of Higher Education, 2002; Globalisation of Indian Higher Education, 2003; AIU Position Paper on GATS and Its Implications on Higher Education, 2004; GATS and Higher Education, 2006; Equivalence of Foreign Degrees, 2006; Special Issue of University News on Foreign Providers in India, 2010. Foreign Providers in Indian Higher Education (2012).

AIU Interface with Foreign Institutions

The AIU maintains a close relationship with international organisations in the field of higher education including the Commonwealth of Learning, Association of Commonwealth Universities, International Association of Universities and the Commonwealth Secretariat. The Association of Indian Universities has held membership of International Association of Universities, Paris (IAU); Global University Network for Innovation, Cataluña, Spain (GUNI); and University Mobility in Indian Ocean Region, (UMIOR); NAFSA, FISU. The Association has signed Memorandum of Understanding (MoU) for mutual cooperation in various areas of higher education with the following organization:

1. Memorandum of Understanding between Universities Scotland and Association of Indian Universities concerning a collaboration to promote the Internationalization of Higher Education. It was signed on 12.10.2009 for five years.

2. Memorandum of Understanding between the Association of Indian Universities (AIU) and the Foundation for International Cooperation in Higher Education of Taiwan (FICHET) was signed on 10.3.2010 for five years.

3. Memorandum of Understanding between the Association of Indian Universities (AIU) and Institute of International Education (IIE) signed on August 2007.

4. Memorandum of Understanding between Confederation of Indian Industry (CII) and Association of Indian Universities (AIU) signed on 1.8.2009 and period of validity is not mentioned.

AIU support to MHRD in the field of Internationalization

AIU plays an important role as a valued source of research-based policy advice institution to Government of India in the field of higher education vis a vis internationalization. MHRD seeks involvement and support from AIU while entering into MoUs with international agencies in the field of Higher Education. AIU also supports MHRD in seeking opinion of Indian academia on the schemes, policies and strategies initiated by MHRD.

Mysore Statement

Perhaps, for the first time the issue of Internationalisation was deliberated in a coveted forum by the Association of Indian Universities in 2001. The AIU organised a Roundtable of Vice Chancellors on Internationalisation of Indian Higher Education in February 2001 at University of Mysore. The Roundtable was attended by Senior Indian Educationists and planners, international educators & representatives of developed as well as developing countries. After an in-depth discussion on

the global scenario relating to internationalisation of Higher Education, several recommendations for Government, Academic Institutions, & for AIU were given. The recommendations are verbatim reproduced below:

- Urgent action should be taken in the matter of finalisation of government policies relating to the promotion of Indian education abroad. The proposed Committee for the Promotion of Indian Education Abroad (CoPIE) be constituted at an early date & its functioning activated.

- The University Grants Commission Act, 1956, and the Acts of other statutory councils, need to be amended to include a specific provision allowing universities to open off-shore campuses and export Indianeducation through the distance mode. There is also a need to enact legislation that would regulate the operation of foreign institutions & thereby prevent the gross commercialisation of education. It is also necessary to frame legislation that would regulate the operation of Indian partners of foreign institutions and allow only genuine academic institutions to participate in twinning activities.

- There is a need to simplify, within the existing legal framework,procedures relating to registration, entry-test requirement, issue of 'No Objection Certificate', as also issue and extension of visa.

- The government should advise Indian Embassies and High Commissions abroad to play a proactive role in providing information regarding the facilities for higher education available in India, and assist in the conduct of fairs, entrance examinations and student recruitment. For this purpose the embassies and high commissions could establish education counselling and assistance units.

- There is a need to adopt an open-door policy for self-financing students. This would require the raising of the limit of percentage of international students to be admitted to Indian professional institutions, and also the creation of supernumerary seats.

- Urgent steps should be taken to strengthen the data and information base so that prospective international students can obtain information relating to academic programmes available at different universities, eligibility criteria, admission procedures and tuition fees. Apex bodies may be asked to create websites for this purpose and these could be linked to a central education web-site.

- Government, statutory bodies and the University Grants Commission should grant greater autonomy and flexibility to universities in dealing with the process of admission of foreign students and in entering into collaborative arrangements with foreign institutions, especially in the establishment of off-shore campuses and centres.

- The government should set up a single-window clearance mechanism, in the form of a Task Force including representative of different bodies like the University Grants Commission, All India Council for Technical Education and Medical Council of India, for admitting students to different professional programmes. Universities could get their foreign student-applicants cleared through this Task Force.

- The government should consider establishing a financing mechanism for international education, such as a possible International Education Development Bank. This institution should provide soft loans to Indian students going abroad, to foreign students coming to India for higher studies, and to educational institutions wishing to develop infrastructure for international education.

- The government should set up a mechanism for monitoring the standard of education that is imparted by foreign universities. There is also a need to establish a National Quality Framework that would provide for lateral transfer as well as vertical progression, both nationally and internationally. This would facilitate the coming in of students for short duration.

- Universities and other academic institutions which decide to enrol a large number of international students need to have a good infrastructure in the form of lecture halls, well-equipped laboratories, adequate library resources, facilities for sports, recreation facilities, and above all special living facilities in the form of international houses/hostels. For institutions planning to offer special, short-term courses for groups of students on a regular basis it would be desirable to develop a separate complex with classrooms, sectional library and computer unit so that the international student can study in an environment comparable to what he/she has at home.

- The academic institutions must evaluate their strengths in different disciplines of education, and identify areas that would attract international students at different levels. These areas could be developed further in accordance with the requirements of the foreign students.

- The procedure for granting admission to international student must be simplified. As indicated elsewhere it is necessary to reserve a certain number of seats for international students, or provide for supernumerary seats. If an admission or entry test is necessary then arrangements for it should be made in the home country (or at least the region) of the prospective student. On arrival on the university campus he should be able to complete formalities through a single-window operation.

- The 'social infrastructure' should be strengthened so as to place the international student at ease. Programmes, such as 'home stay", cultural festivals, celebration of national days of different countries should be organised regularly so as to promote cultural exchange and mutual understanding. Each institution must have an Office for International Education (OIE) and an International Student Advisor. It should be the responsibility of this office to make known to the international community, preferably through a web-site, the main features of the institution, programmes available, procedure of admission, fees and scholarships available and other such information. Other responsibilities of OIE could be maintenance of record of alumni and regular contacts with them, raising of resources for internal programmes, looking after the welfare of international students, and liaison with embassies, high commissions and consulates.

- International education is a two-way

process and it is essential that Indian academic institutions, and especially the universities, should establish partnerships and develop networks with foreign universities in both the developed and the developing countries. The development of international education programmes should be given priority, and the faculty must be encouraged to participate in the enrichment of their academic content. International contacts should be nurtured and hopefully these will lead to "twinning' arrangements. Linkages can be 'firmed up' through Memorandums of Understandings (Molls). However, it is noted that many of the Molls signed in recent years have failed to 'take off. It will, therefore, be prudent to sign MoUs only after the viability of a programme is ensured.

- Internationalisation of higher education can be facilitated if the academic structure of the university is similar to that available in the universities abroad. Academic restructuring may be necessary for many universities and this could mean a gamut of reforms including permitting the student to choose freely the courses to be studied (cafeteria-type approach), introduction of semester-system (with continuous internal evaluation and credit system), allowing transfer of credits etc. These changes have been advocated for over two decades now and need to be implemented even if there is to be no internationalisation.

- The highest priority needs to be given by academic institutions to the updating and internationalisation of the curriculum. This implies not only the incorporation of the latest in terms of knowledge but also the diversification of the contents to give an international dimension to the programme on offer. It is necessary that, at least at the Master's level, the curricula incorporate information on different regions of the world, especially, Europe, United States, Africa and South-East and East Asia.

- Students coming from the Arab world, the CIS countries, and countries of Southeast and East China, more often than not, have an inadequate knowledge of the English language. It is necessary that for students from these countries special English classes be conducted for the first few months of their stay in India. This can be done in a systematic manner if an English language Cell is created as a part of the International Centre.

- Indian universities should develop special "Study India' programmes that could be covered in one semester for the benefit of students from developed countries who would like to visit India to learn more about its culture and heritage, natural resources, diversity, languages or indigenous technologies and systems.

- In order to facilitate the internationalisation of India higher education AIU should assume the role of a coordinator. It should serve as the nodal agency, within the university system, responsible for the coordination of activities of universities in the area of international education. For this purpose it should create a Consortium for International Education (CIE), as proposed by AIU.

- Recognising the fact that there is a vast scope for attracting students from developed countries to study in India for

one semester the AIU should assist universities to develop 'Study India Programmes (SIP)'. It could also coordinate with the Institute for International Education (HE), and other similar agencies, to identify programmes and undertake the placement of individual students or student groups.

Amritsar Declaration

In the backdrop of the Mysore Statement, the Association of Indian Universities organised the second Roundtable on Internationalisation of Higher Education in February 2002. It was attended by representatives of the higher education systems of the United States of India, Australia, Germany, France and India. The Roundtable discussed on the issues relating to Govt policies, student mobility, institutional links and marketing of education. Alongwith other recommendations, it was suggested that AIU should assume the role of coordinator. It should serve as the nodal agency within the university system responsible for the coordination of the activities of the universities in the area of International Education. For this purpose it should create a consortium for International education. It was further suggested that AIU should assist the universities to develop 'Study India Programme' for attracting students from developed countries. The recommendations emanated from the Amritsar declaration is being reproduced verbatim below:

- Governments need to clearly spell out their country's policy regarding internationalisation of higher education. It was noted that governments of the developed countries had adopted, or were in the process of adopting, well-defined policies in this regard. The Indian government was urged to take necessary action in this matter on a priority basis. It was noted that it had taken a decision to set up a Committee for the Promotion of Indian Education Abroad (CoPIE). However, a broad-based policy decision covering all aspects of internationalisation of higher education was desirable. The Government of India is urged to formulate guidelines on other aspects of internationalisation of higher education, including recognition of degrees offered by foreign universities through programmes taken in India, promotion of student mobility and development of institutional links.

- The Indian government needs to play a pro-active role in order to promote the internationalisation of Indian higher education. The Indian Embassies and High Commissions should take the initiative in providing information about the Indian higher education system, and about the facilities for higher education available in the country. The formalities relating to registration, entry-test requirements, issue of 'No Objection Certificate', and issue (and extension) of visa need to be simplified. There is a need to adopt an 'open door' policy as regards self-financing students. A single-window clearance mechanism should be set up for admitting students to different professional programmes. It is also desirable that a mechanism for monitoring the quality of education imparted to foreign students, by Indian institutions, be formulated.

- In order to attract more students from the developing countries, Indian universities and professional colleges

should implement the measures recommended in the Mysore Statement of 2001. These include the development of infrastructure and facilities, streamlining of admission procedures, establishment of office of International Student Affairs, and establishment of linkages with institutions abroad. Further, the universities need to undertake academic reforms in order to have programmes and practices that are in conformity with international practices. This includes the adoption of semester system with flexibility in the choice of subjects and courses, and the introduction of credit-based system of evaluation. A credit-transfer mechanism needs to be put into place in order to facilitate short-term enrolment of international students. Importance must be attached to the internationalisation of curricula. Most importantly, international academic standards need to be maintained and quality assured.

- Indian universities should encourage short-term visits by foreign undergraduate students under the 'Study Abroad' programmes that were popular amongst undergraduate students of the developed world. For this purpose it is necessary to offer 'Study India Programmes' as advocated by the Association of Indian Universities.

- As stated in the World Declaration on Higher Education for the Twenty-first century, partnerships and alliances based on mutual respect and credibility will be a prime matrix for renewal in higher education in the twenty-first century. Indian academic institutions should establish links with foreign institutions (twinning programmes), and if possible, be a part of international consortium. This will help the institutions to develop and maintain international standards in both teaching and research. Indian academic institutions can play crucial roles in such international partnerships given the expertise they possess in thrust areas like software development, information and communication technology, molecular biology and biotechnology.

- In the present era of globalisation, when market forces operate, it is necessary for academic institutions to market their educational wares. It is necessary to efficiently disseminate information and this is to be done through electronic networks, educational fairs and personal contacts. In India the only agency undertaking this work is EdCIL, which is a government-sponsored organisation not directly linked with the universities. Perhaps, the Indian universities can consider forming a consortium for marketing their educational ware, or could assign the task to an apex organisation, like the Association of Indian Universities, which is fully conversant with the academic programmes of the universities, and is familiar with the ethos of higher education.

- There is a need to establish a nodal agency that will be responsible for maintenance of databases, networking with other international agencies, coordinating student exchange-programmes, developing institutional links for both teaching and research and possibly marketing Indian higher education abroad. The Association of Indian Universities has already taken the initiative as regards internationalisation of higher education and could be assigned this role by the government, with adequate financial support.

AIU Task Force (2004)

The General Body of the Association of Indian Universities at its 78th Annual Meeting held at Sri Venkateshwara University, Tirupati on November 21, 2003 resolved to constitute a Task Force to examine various issues involved in Internalisation of Higher Education. Following the resolution a Task Force was constituted by Prof. K. Mohandas, the then President, AIU, New Delhi under the Convenership of Dr. V.M. Pawar, the then Vice Chancellor, Marathwada Agricultural University, Parbhani. The members of the Task force were Prof. Pravin Patel, Prof. V.B. Coutinho, the then Vice Chancellor, Sardar Patel University, Vallabh Vidyanagar, Gujarat, and Gulbarga University, Gulbarga respectively, and Prof. Dayanand Dongaonkar, Secretary General, AIU as Member Secretary. The Task Force convened its meeting on 21st and 22nd October, 2004 at Marathwada Agricultural University campus, Parbhani, to discuss the issues and to formulate a position paper on Higher Education Sector vis-a-vis opening of various sectors under GATS for submission to the Ministry of Human Resource Development, Government of India. After having detailed deliberations, the Task Force submitted its report. The Recommendations of the Task Force is being reproduced verbatim below:

- Before plunging into any agreement related to higher education with the trade partners of the country the following measures should urgently be taken: (a) All 'requests' and 'offers' regarding higher education received by the government from the WTO members should be made publicly available with full details, to the public at large; (b) An impact assessment of these proposals should be carried out . society at large?

- These impact assessments should be made publicly available, and an exhaustive and wide spread public debate based on these impact assessments among all the stake-holders of higher education should be promoted. Moreover all relevant government departments/Ministries such as NGOs such as UGC, AIU, MHRD, Commerce Ministry, Finance Ministry, Home Ministry, Youth Welfare Ministry, Foreign Ministry, Defence Ministry, Planning Commission etc should be actively and jointly involved in this nationwide debate.

- Unhindered growth of education in India may be treated as prerequisite for reaching the stage of a developed nation by 2020.

- Financial institutions in India should actively involve in the process of modernising the infrastructure in Universities and make them competitive vis-a-vis other Universities abroad.

- There should be a regulatory mechanism to control foreign service providers to function in India through available enactments.

- The fee structure for Indian Universities must be laid down by Competent Technical Committees for each course and this should be uniform throughout India to ensure that students are not at disadvantage vis-a-vis foreign Universities. In this connection the committee felt that the fee structure should be cost based.

- A schematic plan for attracting foreign students by way of providing hostels of international standard, attractive fee structure, reasonable prices of books, organisation of the educational trips by

Tourism Ministry to the educational, historical and cultural places of significance be designed.

- Trained personnel to deal with the foreign students is a great necessity and steps must be taken to prepare ourselves for future in flow of the foreign students in India.

- At national level uniform pattern of examination with grading and marks system be introduced and its social acceptability be monitored by the AIU.

- Government may act as a promoter and not merely as a regulator of the entire system of higher education.

- To facilitate higher education for those who intrinsically long for higher education, the Universities of Distance Education and Virtual Campuses be established.

- To achieve all these Indian Government will have to devote a larger percentage of the GDP towards Indian higher education.

- The Task Force noted a few points which positively are in favour of the liberalisation policy of the GATS are mentioned here below: (a) Innovation development in Higher Education; (b) Entry to new service providers; (c) Greater student access; (d) Increased economic gains; (e) New hybridisation; and (f) Fusion of culture through mobility of people.

- At the same time the Task Force desires to put forth the lurking dangers awaiting us if we jump into the plans laid down by the GATS. These dangers are enumerated below: (a) Sovereignty of the country will be at stake; (b)

Government will be forced to reduce subsidies; (c) Only professional courses will find place in the education system; (d) Depriving the poor from developing countries the benefits of higher education and benefiting mainly the upper middle and the rich classes; (e) Development of unrest in students at large; (f) Threat to long term sustainability of cultural and linguistic diversity especially through dominance of English; (g) Commodification of higher education will erode the autonomy of the University and the academic freedom of the University teachers; (h) Higher education under GATS may not be in congruence with national policy of education which will lead to larger socio-political turbulence; and (i) GATS could undermine cooperative internationalisation.

- After having thoroughly examined the strengths and weaknesses of Indian higher education, and also the opportunities and threats to the Indian higher education under the GATS, the Task Force thus came to the conclusion that it is not in the interest of the country at this stage to open up its higher education system for global competition under GATS, and suggests an all pervasive and exhaustive National Debate, involving all the stakeholders in the country on the issue of liberalising higher education, to arrive at a final decision for its acceptance or otherwise.

Initiatives by the University Grants Commission (UGC)

The Recommendation of both the Roundtables organised at Mysore and Amritsar by the Association of Indian Universities culminated into formation of a Standing Committee of University Grants Commission on Promotion of Indian Higher Education Abroad (PIHEAD). In tenth Five Year plan UGC recognised Internationalisation as a thrust area, hence, formed an Expert Committee to encourage free flow of Students from other nations to India and vice versa. The PIHEAD Committee submitted its report in 2004. PIHEAD has been engaged to ensure speedy implementation of various proposals initiated by UGC. A provision has been made to obtain the required information from the universities/institutions with regard to their programmes, course content, admission, fee structure, transaction of curricula, evaluation procedure etc which would provide support to PIHEAD to promote higher education abroad. In 2006, UGC formed a study group which came out with the report 'Modalities to Provide Educational Opportunities to Foreign Students and to Generate Resources for Higher Education', suggesting setting up of a 'Consortium for International Education' either at UGC, AIU or at any university in Delhi. Further, in 2009 a panel of UGC prepared a plan on 'Internationalisation of Higher Education' but a decision on it is pending for want of further action.

Stand of NUEPA

The National University of Educational Planning and Administration (the then NIEPA) has been engaged in taking up a few programmes on Internationalisation of Higher Education in the form of Research Studies, Seminars, Conferences, etc. The NUEPA organised a conference on Internationalisation of Higher Education: Issues and Concerns in 2004. The issues having implications on domestic regulation, improving competitiveness of higher education and the issue of Foreign Direct Invest (FDI) in higher Education were deliberated. In 2009, NUEPA also organised a National Consultation on Foreign Providers in Indian Higher Education: Issue of Entry, Regulation and models of engagement. The major recommendations are as follows:

- For Degree and non-degree programmes accredited and reputed foreign universities may be permitted to collaborate for the delivery of joint programmes

- Such collaborations may take place with government and government aided universities and colleges for joint degree provision.

- Such collaboration may also take place with private universities and colleges under strict guidelines from the UGC to prevent commercialisation.

- UGC may allow the joint degree for such collaborative partnership

- For non-degree programmes in vocational disciplines all registered private institutions not included in higher education may be allowed to collaborate with foreign

universities/institutions under registration and regulation by appropriate vocation agencies of the government.

- The branch campuses of foreign university through the trust and under 2f of UGC Act with degree conferring right without university status my at present be deferred till the experiences gain from collaborative partnership warrants the need for more liberalisation.

Initiatives by MHRD

The latest legislative attempt was taken by the Government of India by putting forth in the parliament the Foreign Educational Institutions (Regulation of Entry and operation, maintenance of Quality and Prevention of Commercialisation) Bill in 2007. The objective of the Bill was to provide an Ideal regulatory framework in which reputed institutions are able to enter and operate in terms of India's National Policy, while at the same time check and control substandard operators. However, the bill could not be enacted.

Recently, the Union Cabinet has approved a new program titled Global Initiative of Academic Networks (GIAN) in Higher Education aimed at tapping the talent pool of scientists and entrepreneurs, internationally to encourage their engagement with the institutes of Higher Education in India so as to augment the country's existing academic resources, accelerate the pace of quality reform, and elevate India's scientific and technological capacity to global excellence.

Further, an innovative scheme Connect to India has been launched by Ministry of HRD with the assumption that this initiative will be a value added programme under which around 200 US students would be provided opportunities to visit India every year to attend a 4-6 week study programme in one of the 15 select Indian Universities. It is expected that the Connect India Programme would be beneficial to both, the US students and the Indian institutions offering this programme thus creating a win-win situation for both.

Conclusion

From the above account it can be concluded that the discussion on liberalisation, privatisation and globalisation of higher education is so far inconclusive. The arguments for and against are equally strong and the nation is yet to take a clear cut position in this regard. Not surprisingly, So far India has just embarked upon a humble beginning in the process of promoting and accommodating internationalisation of higher education.

The present Consultation meeting aims at triggering a structured policy discourse on various issues and dimensions of internationalisation and compile and collate views of different stakeholders for arriving at a plausible and dynamic policy for the country. The cartographical contour of higher education is in the process of constant change. The old policies in place need to be revised to address the pressing and emerging issues in a global environment.

Nonetheless, the conundrum of Internationalisation has to be addressed by envisioning two premises - one is the traditional character of higher education with academic values in conformity with the socio-cultural milieu of the nation, and the other one is preparing the higher education system suitable to the framework of international trade. For this, an effective model of higher education needs to be created in which exports, imports and economic gain are assumed to be operative aspects.

While preparing such a model, utmost care and caution needs to be exercised and it must be ensured that the values ingrained in the indigenous system of the country are not substantially affected or compromised. The Govt of India is set to devise a new National Education policy to address such issues. It is hoped that the present consultative meet will address the requirements in suggesting some tangible inputs for formulation of the said policy for promoting Internationalisation of Indian Higher Education.

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Gautam Rajkhowa's research is focused on internationalisation of higher education with a focus on student expectations and experience, mobility, cross border higher education, and public policy in international higher education.

The Indian Perspective of Internationalisation

Globalisation has opened up markets for employment globally and students are eager to grasp such opportunities. In this competitive landscape, there is increasing recognition that the economic and social well-being of a nation and its citizens rests on their ability to participate and engage in a global knowledge economy. Globalisation and internationalisation of higher education are thus inextricably linked.

Higher education is increasingly influenced by globalisation but also is becoming a more vigorous actor in globalisation. The internationalisation of higher education is one of the ways a country or an institution responds to the impact of globalisation, but also the internationalisation of higher education is itself an agent of globalisation. Higher education is not only passively responding to globalisation but has become an active player in the global arena (De Witt, 2008)

With half of India's population in the age group of 25 or below and a projection that by 2020 the average age will be 29 years, it is estimated that India will have more than 100 million people joining the work force. By 2030, it is projected that India will be amongst the youngest nations in the world with 140 million people in the college going age. India holds great potential to become a major source for world talent.

However, the biggest challenge the country's higher education policy makers face today is to put in place an effective system which is capable of training and educating this young population to deliver on this 'demographic dividend'. From an Indian perspective, the focus should be on how global resources can be utilised to increase access, enhance quality, encourage diversity and less on the commercial opportunities associated with the fast growing global market in higher education.

Unesco's position paper interprets internationalisation "as one of the ways in which higher education is responding to the opportunities and challenges of globalisation. Internationalisation includes a broad range of elements such as curriculum, teaching / learning, research, institutional agreements, students / faculty mobility, development co-operation and many more" (Unesco 2003).

Student mobility and global exchanges is not something new to India. As early as 7th century BC, Takshacila (spelt nowadays as Taxila) attracted more than 10,500 students from all over the world who studied in more than 60 subjects at this university (Tilak, 2010). The University of Nalanda built in the 4th century BC, considered to be one of the great achievements of the ancient period in the field of education, attracted scholars and students from Korea, Japan, China, Indonesia, Tibet, Persia and other parts of the globe (Tilak, 2010).

Whilst today many Indian institutions are engaged in cutting-edge research, this does not necessarily receive the global acknowledgement it deserves as reflected in the various global university rankings. To build capacity and raise quality standards, India needs educational institutions that are globally networked. Just as India has benefitted from liberalising her economy and opening it to the world, the higher education sector too would benefit from strong international partnerships. Only when Indian academics and researchers are collaborating and working with the best in the world, will Indian higher education institutions become more internationally productive, relevant and be at the forefront of innovation and global knowledge creation.

To get an overview of the level of international engagement amongst Indian higher education institutions the Confederation of Indian Industry conducted a survey. Online questionnaires were sent out to all Higher Education Institutions (Vice Chancellor's office) in June-July of this year with further follow up reminders.

This survey is arguably the first such attempt to capture an overview of internationalisation in Indian Higher education and though the response/ participation rate is disappointing (only 20 Higher education institutions participating), valuable insight has been gained and this will inform further studies.

The aim of the survey is to examine / identify

- Perceived benefits of internationalisation to Higher Education institutions
- External and internal drivers to internationalisation
- Constraining factors and barriers to internationalisation
- Activities pursued by institutions as part of their international drive, types of international partnerships
- Structures and systems in place to support internationalisation activities
- Internationalising the student experience (types of exchange initiatives, academic mobility ,study abroad , joint degrees)
- Overseas presence (branch campus)

Context

20 Higher Education institutions responded to the survey.

Key findings (not in any order of importance)

A. Institutional policy / strategy and infrastructural support

1. All institutions have some form of international partnership.
2. 75% have a dedicated office for international activities.
3. 45% have Internationalisation embedded into their overall policy.
4. 10% have some overseas presence (branch campus).
5. 48% institutions, the Vice Chancellor has the main strategic responsibility for internationalisation.

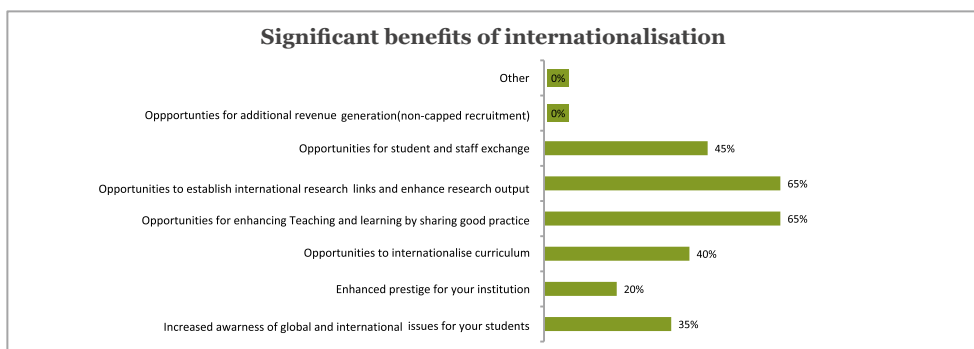### B. Key risks, drivers & constraining factors

1. No institution considered Internationalisation as a revenue generation vehicle

2. 65% identified opportunities to establish international research links and opportunities to share good practice in Teaching and learning as significant benefits from internation-alisation

3. 80% identified commercialisation of higher education as a significant potential risk from internationalisation.

4. 70% identified unequal sharing of benefits amongst partner institutions as a potential risk

5. 90% identified faculty as the main internal driver for internationalisation.

6. 75 % identified demand from foreign higher education institutes as the main external driver for internationalisation.

7. 65% identified National and international rankings as a key external driver

8. 40% identified insufficient experience as the main internal obstacle to advancing internationalisation in their institution.

9. 55 % identified lack of public/government funding in supporting internationalisation initiatives as the main external obstacle to advancing internationalisation in their institution.

10. 40% identified multiplicity of accrediting and regulatory bodies as a key obstacle.

Significant Benefits and Risks from internationalisation

Respondents were asked to identify the three most significant benefits and risks from Internationalisation to their institution.

Significant benefits of internationalisation

Other	0%
Oppportunties for additional revenue generation(non-capped recruitment)	0%
Opportunities for student and staff exchange	45%
Opportunities to establish international research links and enhance research output	65%
Opportunities for enhancing Teaching and learning by sharing good practice	65%
Opportunities to internationalise curriculum	40%
Enhanced prestige for your institution	20%
Increased awarness of global and international issues for your students	35%

NO institution considered revenue generation as a significant benefit.

Potential risks of internationalisation to institution

Category	Percentage
Other	5%
Commercialisation of higher education delivery	80%
Overdependence on additional income generation	40%
Unequal sharing of benefits amongst partner institutions	70%
Possible loss of cultural identity	30%
Dominance of Western educational approaches	40%
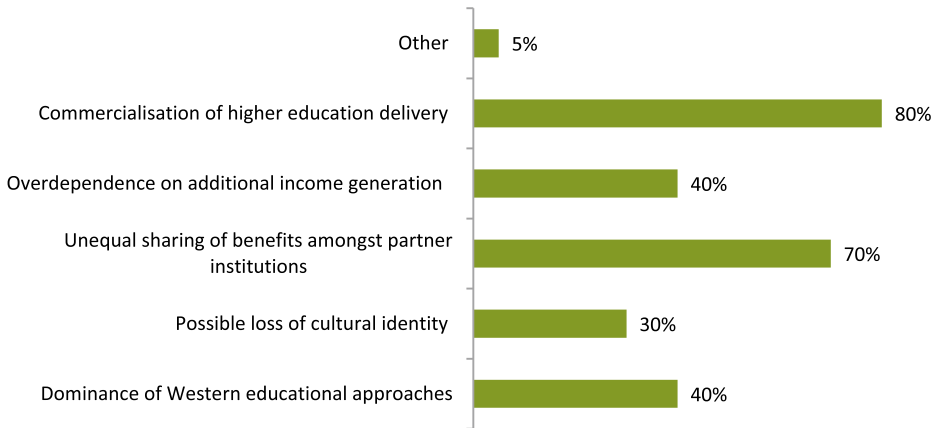
One institution clearly highlighted that it perceived no risks and indicated that it minimised/ avoided risks through clearly articulated agreements and regular communication with partners.

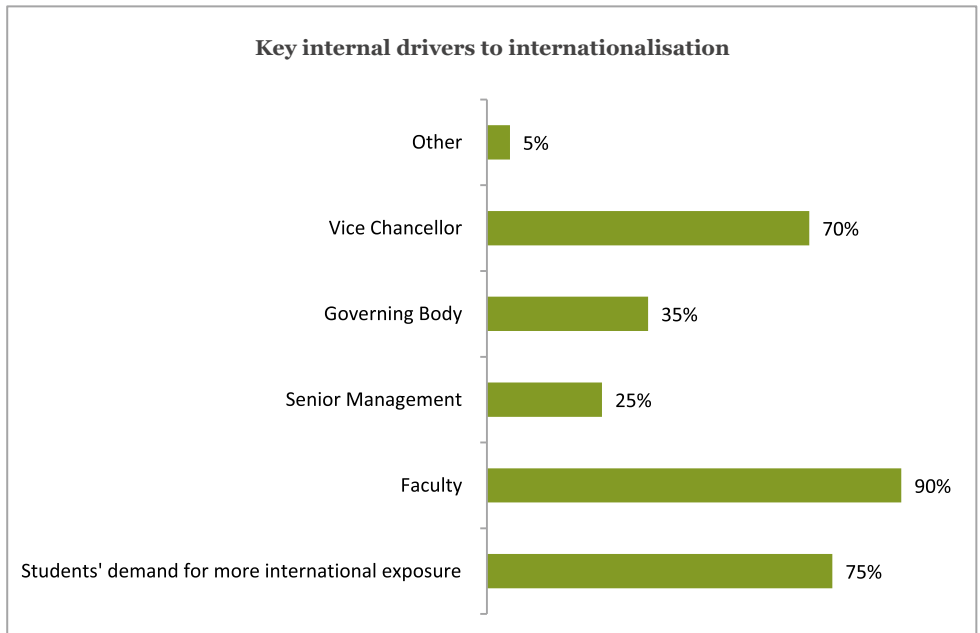**OTHER:** One institution identified 'Natural resistance to change' as a potential risk

Internal & External Drivers to Internationalisation

Respondents were asked to identify the three most significant internal and external drivers of internationalisation for their institution.

Key internal drivers to internationalisation

Driver	Percentage
Other	5%
Vice Chancellor	70%
Governing Body	35%
Senior Management	25%
Faculty	90%
Students' demand for more international exposure	75%

One institution clearly stated that internationalisation is embedded in its genesis and vision. The very purpose for which it was established was to be international.

OTHER: Employer expectation of 'breadth of learning' was identified by one institution

Key external drivers to internationalisation

Driver	Percentage
Demand from from HEIs seeking partnerships	75%
National and international rankings	65%
Business and industry demand	70%
Government policy	45%
Need for enhanced brand awareness	40%

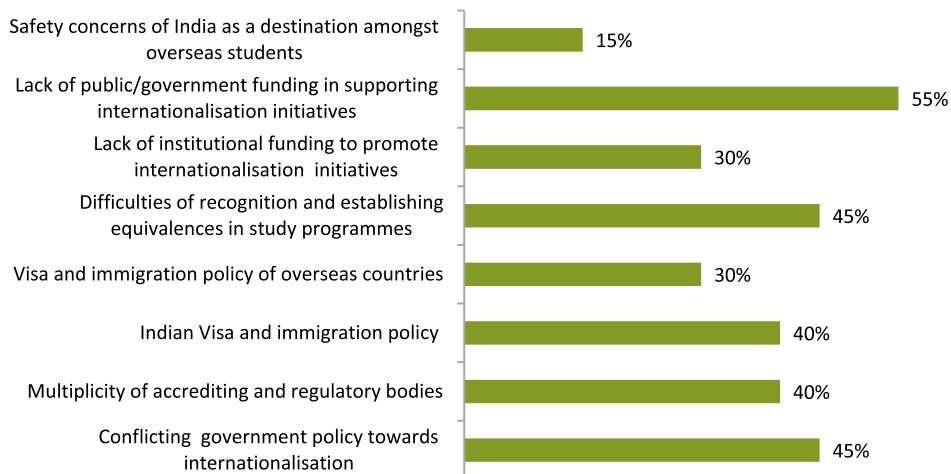In addition one institution highlighted the influence and expectations of society as a key driver.

Internal & External Obstacles to Advancing Internationalisation

Respondents were asked to identify the three most internal and external obstacles to advancing Internationalisation at their institution

Key internal obstacles to advancing internationalisation in your institution

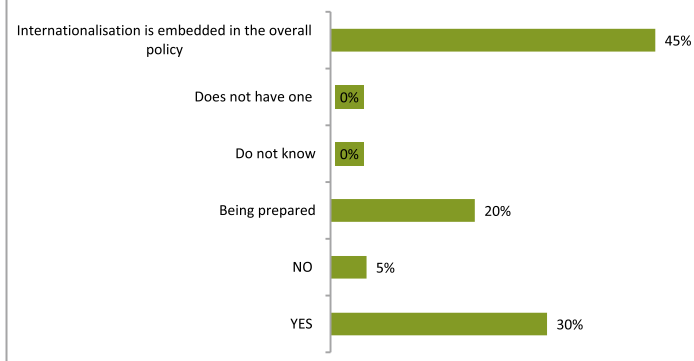| Obstacle	Percentage
Lack of funds	20%
Lack of accomodation and support mechanisms to host international students	20%
Inflexibilty in curriculum to accommodate internationally focussed programmes	20%
International engagement is not viewed as a key strategic priority	35%
Limited faculty engagement	25%
Lack of international strategy	20%
Lack of clear institutional vision	25%
Lack of experienced staff	25%
Insufficient exposure to international opportunities	30%
Insufficient experience	40%

One institution highlighted that it felt no internal obstacle as its vision and mission centred on Internationalisation.

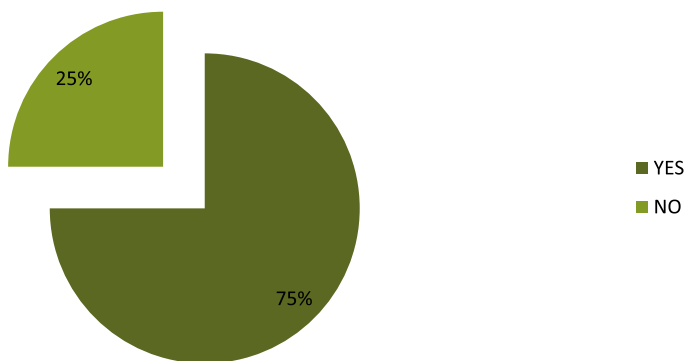## Key external obstacles to advancing internationalisation in your institution

Category	Percentage
Safety concerns of India as a destination amongst overseas students	15%
Lack of public/government funding in supporting internationalisation initiatives	55%
Lack of institutional funding to promote internationalisation initiatives	30%
Difficulties of recognition and establishing equivalences in study programmes	45%
Visa and immigration policy of overseas countries	30%
Indian Visa and immigration policy	40%
Multiplicity of accrediting and regulatory bodies	40%
Conflicting government policy towards internationalisation	45%

Institutional Policy / Strategy and Infrastructural Support

Does your institution have a policy for internationalisation?

Category	Percentage
Internationalisation is embedded in the overall policy	45%
Does not have one	0%
Do not know	0%
Being prepared	20%
NO	5%
YES	30%

Does your institution have a dedicated international office?

25%

75%

- ■ YES
- ■ NO

Who has the main strategic responsibility for internationalisation?

Category	Percentage
No designated position	0.00%
International Officer reporting to senior management	8.70%
Academic Head of Department	0.00%
Director / Head of International / Head , External Relations	17.39%
Dean	17.39%
Registrar/ Rector / Provost	4.35%
Pro Vice Chancellor	4.35%
Vice Chancellor	47.83%
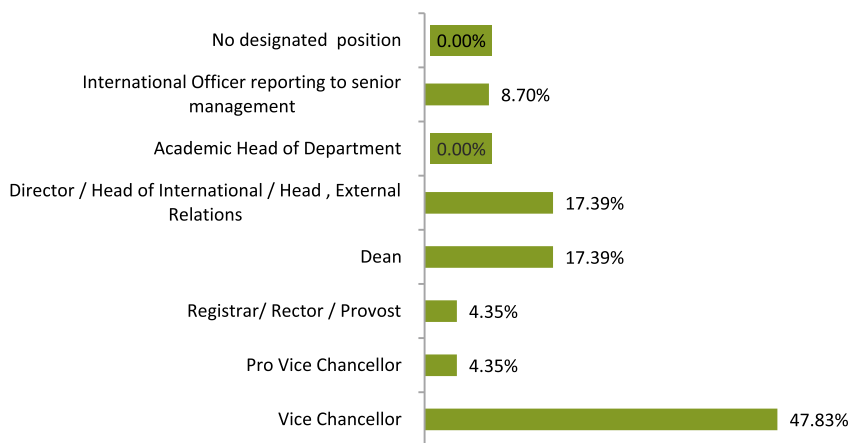
Does your Institution have Partnerships with International Institutions? Yes 100%

What does your institution offer with international partners?
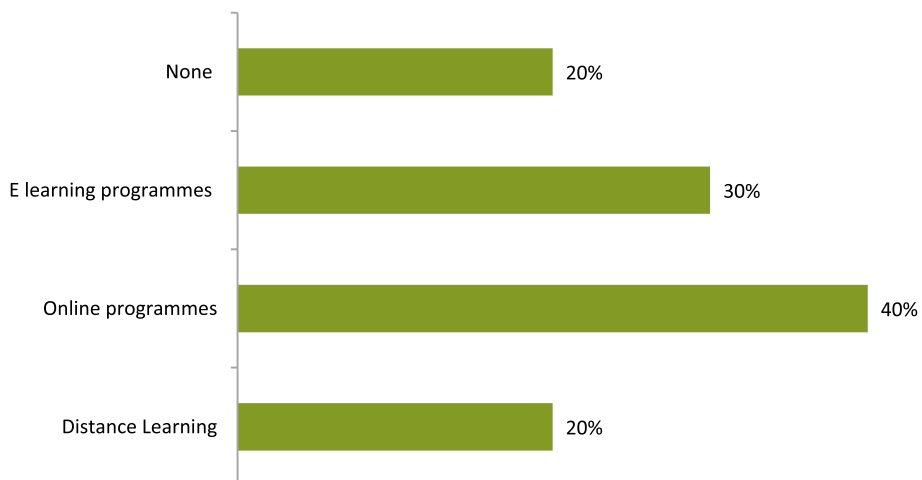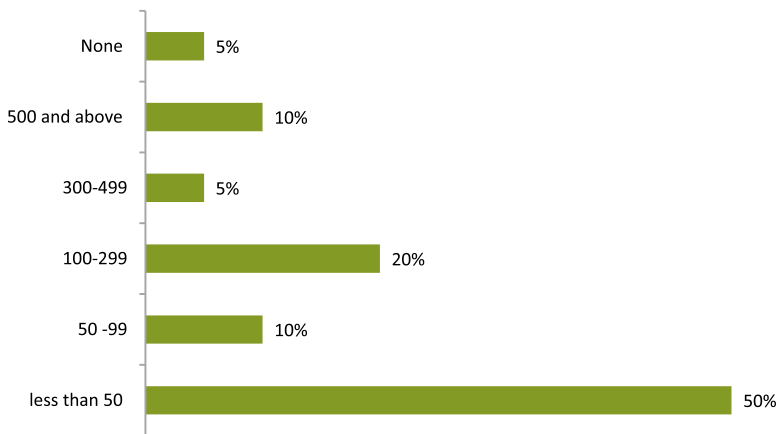

- Joint degree programmes
- Double degree programmes
- None

70%
25%
20%
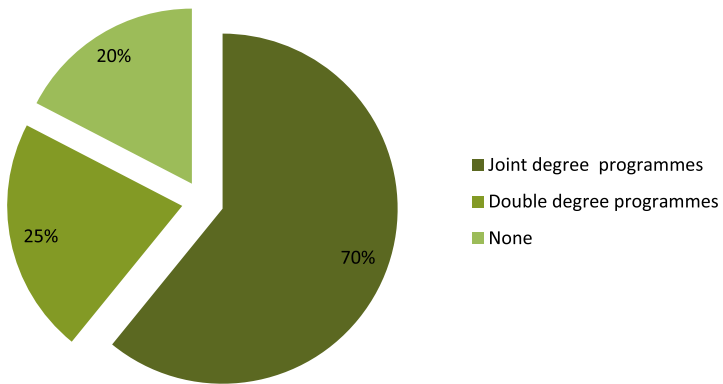
Type of programme delivery

Franchise delivery of overseas programme	5%
Twinning arrangements	35%
Joint course delivery	65%
Staff exchange	90%
Student exchange	95%
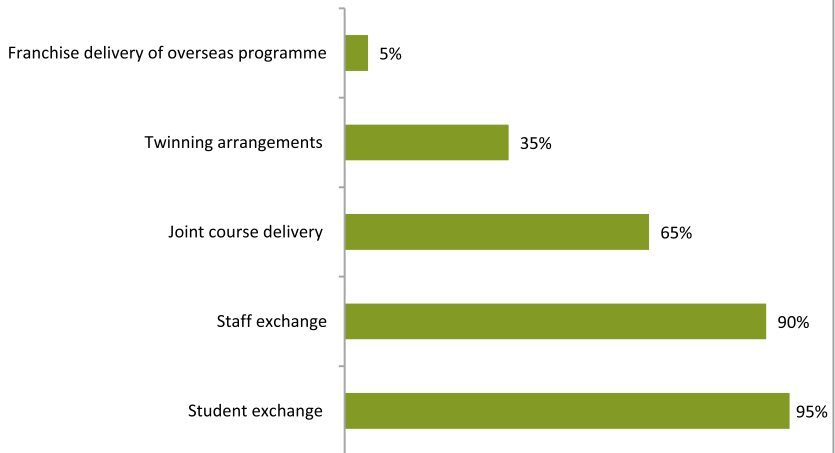
Does your institutional have an overseas campus?

- 10%
- 90%
- YES
- NO
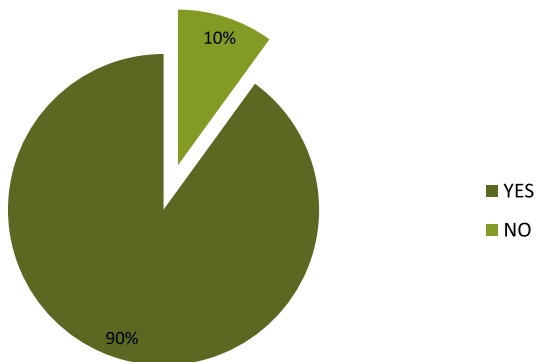
What study options does your institution offer to students in other countries?

None	20%
E learning programmes	30%
Online programmes	40%
Distance Learning	20%

How many international students do you have in your institution?

Category	Percentage
None	5%
500 and above	10%
300-499	5%
100-299	20%
50 -99	10%
less than 50	50%

How many students does your institution send overseas annually?

Category	Percentage
500 and above	0%
300-499	0%
100 -299	15%
50--99	0%
Less than 50	85%

Total number of students in the institution

Category	Percentage
15,000 and above	20%
10,000- 14,999	5%
5000-9999	25%
1000-4999	45%
Less than 1000	5%
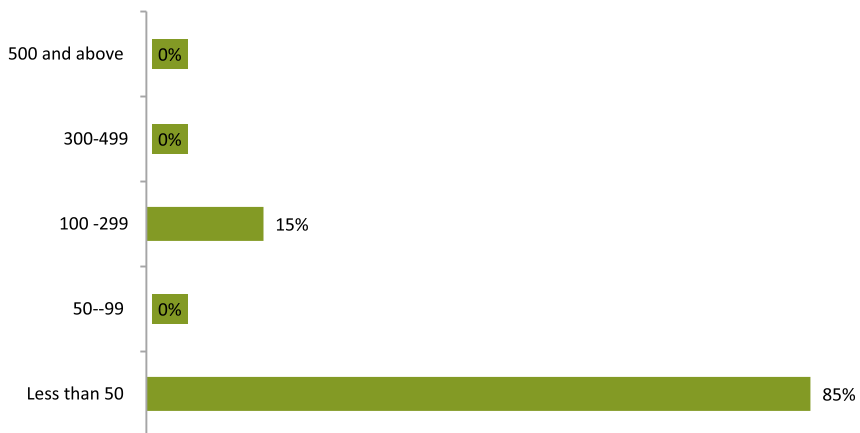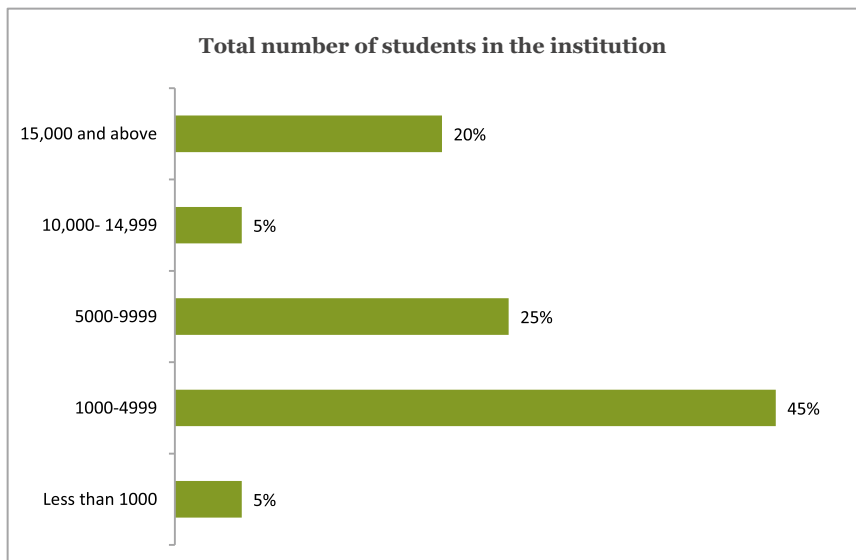
Conclusion

Internationalisation, like all other aspects of higher education, is a dynamic and fast changing area. India has a lot to gain from opening up its higher education sector, just as it has done with the liberalisation of the economy.   Maximising the potential benefits from internationalisation of higher education would require a deliberate and sustained effort from all stakeholders involved.

This study though limited in its scope and scale provides valuable insight into the state of play of internationalisation in Indian higher education. This should therefore be seen only as a starting point for further studies in this area.

The creation of world class universities and a culture of academic excellence can   only benefit the 140 million Indian students who can participate and engage in higher education.

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Participating Institutions (in alphabetical sequence)

1. A P Goyal Shimla University
2. Aligarh Muslim University
3. Amity University, Gurgaon
4. Apeejay Stya University
5. Central University of Gujarat
6. Hindustan Institute of Technology and Science
7. IIT Madras
8. Mahatma Gandhi University, Kerala
9. Manav Rachna University
10. Narsee Monjee Institute of Management Studies
11. OP Jindal Global University
12. Panjab University
13. PSGR Krishnammal College for Women
14. Saveetha University
15. Shiv Nadar University
16. SLIET Longowal
17. Symbiosis International University
18. The English and Foreign Languages University
19. Tripura University
20. University of Kerala

P.J.Lavakare

Dr. P.J.Lavakare obtained his Ph.D. degree from the University of Rochester, N.Y. (USA), in 1963 during a Fulbright fellowship to USA. After two decades of Space Research at the Tata Institute of Fundamental Research, Bombay (including working on India's first satellite-Aryabhata), he secured a Diploma in Systems Management from the Bombay University. He later joined the Ministry of Science and Technology, as an Advisor to Government of India and Planning Commission. During 1986-90, he served as the Secretary of the Science Advisory Council to the Prime Minister. He was the Executive Director of the U.S. Educational Foundation in India, during 1992-99. During 2000-02, as an Executive Vice President, he set up the Manipal Foundation in Bangalore. He has been on the Boards of Management of Symbiosis International University in Pune and the Mody University of Science & Technology (MUST) in Rajasthan.

New Education Policy and Initiatives for Internationalisation

Today, India has a very favourable demographic dividend with 65 percent of its population being less than 35 years of age. India is keen to take advantage of this asset of its youth. The challenge of skill development of its youth is an important mission of the present government. Towards this mission goal, the Government of India has placed in position a three tiered initiative led by the Skill Development Council of Prime Minister in partnership with industry and state governments to skill 500 million workers by 2022 with the objective of meeting not only the emerging requirements of Indian industry within but also aspiring to become a hub of supplying trained manpower globally. (Sardana 2013)

In July 2015, the Union Cabinet chaired by the Prime Minister, Shri Narendra Modi, gave its approval for the institutional framework for the National Skill Development Mission. The Mission will provide a strong institutional framework at the Centre and States for implementation of skilling activities in the country. Skill development through a well thought out policy that is developed from the grass root level input approach is one of the main thrust of the New Education Policy (NEP) that will be finalized by the end of December 2015.

The present article will examine the approach and the proposed content elements of this New Education Policy with specific reference to the Internationalisation of Higher Education scene in India. The interpretation of Internationalisation of higher education, its relevance to the Indian scene in the global context will be discussed. Based on this analysis, the policy imperatives that need to be introduced in the NEP, with regard to Internationalisation will be stated. Some recommendations will be made that need to be incorporated as the NEP is formulated by the Government. How these recommendations could be implemented will also be discussed briefly.

Elements of the New Education Policy (NEP 2015)

The Government is embarking on a time-bound grassroots consultative process, which will enable the Ministry of Human Resources Development (MHRD) to reach out to individuals across the country through over 2, 75,000 direct consultations while also taking input from citizens online (http:/mhrd.gov.in/nep-new), A task Force set up by the Government, has outlined twenty basic themes to be considered while formulating the policy for Higher Education. One of these themes in identified as "Internationalisation of Higher Education". (Please see Fig.1).
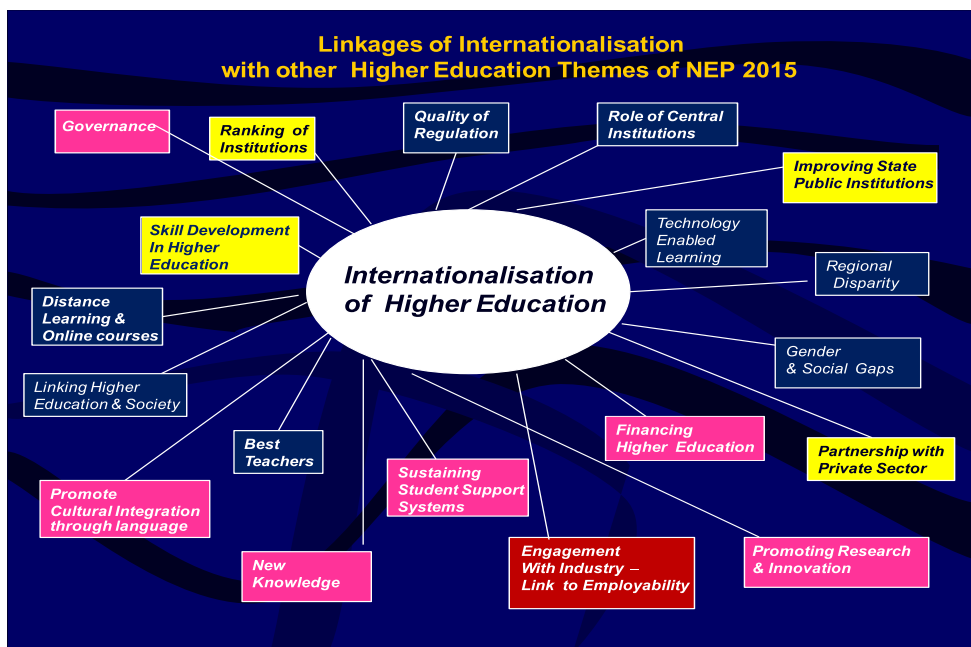
Figure 1. The twenty themes identified by the Task Force that will analyse each of the themes in detail to evolve a comprehensive National Education Policy on Higher Education.

The author believes that this theme is closely linked to the various other themes – some of them very critically - such as 'Financing Higher Education' and 'Governance'. Similarly, Skill development in Higher Education, particularly in the context of global employability of our graduates, has to be achieved through Internationalisation of our higher education system. Ranking of Institutions has to be done in the context of the existence of world class universities across the globe. Promoting Research & Innovation would need establishing international collaboration that will accelerate the generation of New Knowledge in our educational institutions. Distance Learning & Online courses would need our students and faculty to be familiar with global developments in the theme of Technology Enabled Learning. Understanding the best global practices will help in improving the Quality of Regulation practiced nationally, thus enabling the mobility of our students in international education scene and, at the same time, result in producing Best Teachers of international standards. Several such examples can be given to stress the importance of Internationalisation of Indian Higher Education system in the New Education Policy. It is expected that the inter linkage of various themes with the theme of Internationalisation of higher education will be borne in mind as the final document of NEP comes out by the end of the year.

The Task Force has further elaborated some issues of concern that should be addressed in the process of making policies and recommendations for this theme of Internationalisation. It has also posed some questions that need to be answered in the policy framework. These are listed below in Table 1.

The MHRD Task Force Guidelines for National Debates on Internationalization of Higher Education	
Comments on Concerns	**Questions for discussions**
a. Academic Considerations are not displaced by Commercial interests b. *Balance between Domestic Demand & Demand from Foreign Students* c. Ensure strong mechanisms of accreditation & Quality assurance d. *Protect Indian Institutions from Unhealthy & Unfair competition from Foreign universities* e. Protect , Promote & Nurture Indian values from Foreign educational values and practices	1. What should be the strategies for Cross border high education ? 2. How to encourage foreign education providers? 3. Can improving infrastructure facilities for hostel etc. help to attract more foreign students? 4. What changes are needed in the Student-Faculty exchange programmes & Institutional/research collaborations ? 5. How can Educational Services be exported? 6. Which State Universities can take in 10% International Students? 7. Do State Universities have adequate Ranking and Diversity? 8. Which Universities should try to get International students in 5 years time? 9. Which Universities should get GIAN Scholars/Teachers?

Table 1. Issues of Concern and Questions to be answered while formulating the Policy on Internationalisation of Higher Education.

Before one responds to these issues relevant to the policy on Internationalisation of Higher Education in India, it will be necessary to briefly understand the concept of Internationalisation of Higher Education and the rationale for its emergence on the higher education in the current times.

Genesis of Internationalisation

In India, our Vedic philosophy has always looked at the world as one family (Vasudhaiva Kutumbakam), but in the modern world, perhaps this concept started after the end of the World War II, with the setting up the United Nations in 1945. This was the first example of 'political globalization' where nations came together for the cause of world peace. With the onset

of the political stability came the era of free exchanges of trade and commerce and the setting up of the World Trading Organization (WTO), in 1995. This was the beginning of 'economic globalization'. Following the liberalization of economies of several countries, opportunities for global employment opened up and the youth from different parts of the world became mobile and looked out for educational experiences across national borders – a mobility that was to enhance their global employability. In that sense the doors for International education opened up around the year 2000 and we saw the emergence of the concept and the need of Internationalisation of higher education.

The process of Internationalisation of higher education really began in the western world which started attracting students from across the world with the mobility numbers rapidly increasing and the figure today is about 4 million students already studying outside their own country – the flow is however mainly from developing countries to the higher educational institutions of the developed countries. This change in the pattern of acquiring higher education is really the beginning of the concept of Internationalisation of higher education. The developing countries soon started feeling the socio-economic impact of this mobility of students and the process of Internationalisation of higher education became a subject of systematic study amongst the academicians. As a result of series of debates a fairly well accepted definition of "Internationalisation of Higher Education" has emerged as follows:

"Internationalisation of Higher Education is defined as the process of integrating an international, intercultural and/or global dimension into the goals, functions (teaching/learning, research, services) and delivery of higher education".
(Jane Knight 2006)

It has also been recognized over the years that 'no one size fits all' and as such, each country evolves its own norms and educational content, based on its own needs but always keeping in mind the basic need for educating their students to become "global citizens". The idea of "Internationalisation" of higher education is often misunderstood as merely having more international students on the campus, or signing more number of "Memorandum of Understanding" (MOU) with foreign university, hosting or attending more international conferences etc. These are only 'means to achieving the end goal' of developing well educated 'global citizens' ready to approach and solve global problems faced by people all across the world. It is with this understanding of the phenomenon of "Internationalisation of Higher Education" that India's NEP for higher education has to be formulated.

Some of the initiatives that have been taken by India in recent years will be now discussed as reflected in the Twelfth Five Year Plan (2012-17) document and subsequent initiatives by the new government that came into power in 2014.

Approach to Internationalisation

In May, 2012, the Institute of International Education (IIE) had organized, in Washington, an Education Summit meeting of the G-20 group of countries. At this meeting India had presented its position on the topic of 'National Priorities: Present Trends and Future Developments'. In its paper it has made the following statement **(IIE 2012)**:

...*"The internationalisation of higher education is thus viewed to support domestic sectors of growth as well as to serve countries of the developed and developing world through the 'supply of skilled manpower'. The Government of India has initiated a number of steps to promote internationalisation with the above objective in mind..."*

As part of India's socio-economic planning process, in the Twelfth Five Year Plan (2012-17), the Planning Commission of India had made following commitment:

...A strategy for higher education Internationalisation, to be developed during the Twelfth Plan, would include faculty and student exchange programs, institutional collaborations for teaching and research, exposure to diverse teaching-learning models and enhanced use of ICTs. Globally compatible academic credit systems, curricula Internationalisation and processes for mutual recognition of qualifications would be put in place. A professional national agency, the 'India International Education Centre' would be created to undertake Internationalisation activities. It will support selected institutions to establish dedicated Internationalisation units."

These commitments towards Internationalisation of higher education and the rationale for the same, clearly demonstrated India's stand on this subject. It is at this time that a new government got elected and the above commitments had to be reviewed in the light of the new government's own policy framework. The concept of Internationalisation has been accepted by the new government and, as mentioned earlier, the New Education Policy has given special attention to the theme of Internationalisation of Higher Education. However a significant observation has been made by the new Prime Minister,
Mr. Narendra Modi, when he "tweeted" on April, 23, 2015, as follows:

"India can meet skilled manpower needs of the entire world....... We need to assess our capabilities in the global context".

This statement by the Prime Minister clearly highlights the importance of Internationalisation of higher education in the global context of providing educated and skilled manpower to the world at large. It emphasizes the fact that Global Employment is critically dependent on the quality of the higher education that has to be provided and has to be of international quality. It further implies that our higher education system must accept the process of Internationalisation as defined earlier in the definition of Jane Knight (2006). The Twelfth Five Year Plan has included specific elements of Internationalisation that will hopefully be incorporated in the higher education system of the future.

The following section will describe the consultation process that was recently undertaken in a national Consultative Meet, held in Pune (India). The recommendations arrived at from this Consultative Meet will also be presented in the context of the various issues of concern raised by the Task Force set for formulating the NEP. The questions that were raised by the Task Force were also responded to while formulating the recommendations.

Recommendations on Internationalisation

As part of the National consultative process envisaged in the approach to developing the National Education Policy, the MHRD had requested the Association of Indian Universities (AIU), to organize a Consultative Meet on the theme of Internationalisation of Indian Higher Education. This meet was organized, on 4-5 September, 2015 in Pune (India), in

collaboration with the Pune University. The participants consisted of eminent national and international academicians and representatives from various educational institutions – both private and public - and government ministries. Representatives from International Education agencies also provided input on their perspective on international education.

The Consultative Meet had devoted separate sessions to examine the needs of the three principal stake holders – the students, the faculty and the educational institutions. The "Issues" raised in the NEP theme on Internationalisation of Higher Education and the "Questions" that were posed in the report of NEP Task Force, were specially taken note of in the various presentations and in the discussions of the working groups set up during the Meet. Responses to these "Issues" and "Questions" are given in the form of Specific Recommendations for the benefit of each of the three Stake Holders viz. (a).The
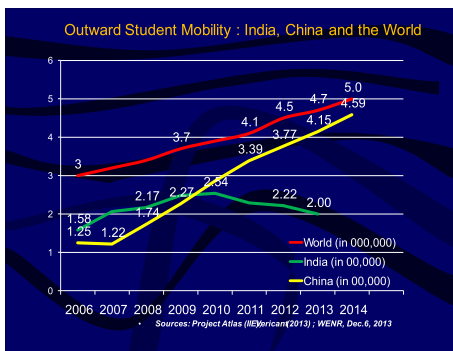

Fig. 2. Outward Student Mobility of students from India, China and the world.

Students; (b).The Faculty and (c) The Educational Institutions. These are described below.

A) Internationalisation & New Opportunities for Indian Students

1. Status Today

International Student Mobility is the most important manifestation of Internationalisation of Higher Education. Indian students are much less mobile than those from China (or even Africa). In fact the mobility of Indian students seems to be saturating (or even declining). This is serious. If our students have to compete in the Global employment market, their global mobility must be enhanced through Government support. (Please see figure 2.)

Following salient facts about Indian Students' mobility must be noted:

a. 30 million students are in the Indian Higher Education system;

b. Less than 1 in 100 goes abroad; almost ALL who go abroad are self-financed;

c. There are only 35,000 international students in India. For every 1000 Indian students, there is only ONE international student for them to interact with. How will they understand the global 'student' world?

d. If Indian students have to compete in the global employment market, they have to be educated to become "global citizens" through an Internationalised Higher Education system. Today only ~ 25% are employable even in the local market.

2. Issues Raised by the Task Force &

Questions to be Answered

Questions:

How to attain a Balance between Domestic Demand & Demand from Foreign Students? Do we have enough seats available for International students? Are State Universities ready to take international students?

Answers:

There are 30 million seats filled in the Indian higher education system by local students; Even if only 5% of these are to be filled by additional international students, we would have place for 1.5 million international students; we have filled only about 35 thousand seats! We have the capacity, if the institutions are geared to receive international students by adding and improving infrastructure facilities and learning to attract international students. State Universities should be specially selected to prepare them to take international students. Universities teaching in English medium should be preferred. With a training and awareness programme, many more Universities can be made to attract more number of International Students. Special efforts need to be made to attract students from developed countries, by specially designing short term 'Study India' programmes.

3. Recommendations for the benefit of Indian Students

3.1. *Recruit More International* Students:

India should work out a major strategy (including awareness and training programmes for Indian institutions) for recruiting a total of at least 100,000 international students by 2020. All the concerned organisations should be requested to prepare an Action Plan towards this goal.

3.2. *Scholarships and Fees:*

Depending upon the 'capacity to pay', international students must be charged differential fees. However India must provide a much larger number of scholarships for bright International students to be attracted to our universities.

3.3. *Develop Short, Non-degree Credit Courses:*

Special, credit based short term courses on "Study India" should be devised by Indian Universities to attract non-degree students from developed countries, under a much enlarged "Connect to India" scheme of Govt. of India. There is a large untapped market for such courses.

3.4. *Encourage Recognized Foreign Education Providers:*

Recognized Foreign Education providers must be encouraged to set up campuses in India to recruit international and local students. Encourage joint ventures between foreign institutions and Indian institutions; approve and promote twinning and /or dual degree programmes.

3.5. *Special Education Zones (SEZ)*

MHRD and Ministry of Commerce should jointly work out an action plan for setting up Special Education Zones (SEZ) on Indian soil to specially attract recognized foreign education providers, to make their entry easier and hassle free. They should be encouraged to attract foreign students

to India, as well as to accept local students, keen on obtaining foreign degrees at home.

3. 6. Internship Abroad for Indian Students:

Indian students studying in their final year of the degree programme must be provided opportunities and be enabled to take up short term internship/training/project work in an international organization. This should be part of the placement activity of the institution. Provision for credit transfer / leave of absence must be given to such selected students.

3.7. Offer "Global Citizenship" Course:

During the degree course, every student must be exposed to some formal academic courses that will emphasize intercultural & international dimension of learning. A multi-disciplinary course on "Global Citizenship" could be introduced as an elective in the academic syllabus of all universities.

3.8. Actions to be Taken

1. MHRD to emphasize the importance of including "Internationalisation of Higher Education" as part of the NEP framework. This theme must be linked with number of other themes identified in the NEP framework. A mechanism to arrive at such a strategy and to implement it during the coming years of 12th Five Year Plan must be put in place. The setting up of an "Inter-University Centre for International Education (IUCIE)", with a mandate to Internationalize Indian higher education, would definitely help in this direction.

2. MHRD/ Ministry of External Affairs (MEA)/ Ministry of Home Affairs (MHA) and Education Consultants India Ltd. to evolve a plan to enhance the hassle free recruitment of International students and to ensure the "Welfare" of international students studying in India, as suggested by an inter-ministerial committee set up by Prime Minister's Office earlier.

3. MHRD & University Grants Commission (UGC) to suggest guidelines to assist all the Universities in India to undertake a Review of their Academic programmes, through their respective Board of Studies, and to see how all the functions of Teaching /Learning, Research and Services have an inter-cultural and international / global dimensions. A series of awareness workshops and training programmes may be arranged with the help of the proposed "Inter-University Centre for International Education".

B) International Opportunities and Challenges to the Faculty

1. **Status Today**

a. More than 1.2 million persons are in this category of Academic Teaching / Research. Majority are in Teaching and very little in Research. Most of them not exposed to international education and research environment.

b. If this category of teaching staff has to produce "global citizens", required for global employment market, they themselves must be exposed to international education system. The Teaching faculty is not familiar with international teaching pedagogy. How do we achieve this?

c. Only faculty from elite institutions like

IITs, IIMs, Central Universities and a few private universities are exposed to international educational culture of teaching and research.

d. A number of state university faculties have to teach in local language; international students find it difficult to follow, and this becomes a major problem.

e. Very few faculty members are involved in collaborative research with international faculty; Global research culture is not prevalent in majority of the Indian faculty members.

2. Issues of Concern and Questions to be Answered

a. A large percentage of Indian Faculty will have to be exposed to Cross Border education, through short term training and exchange programmes.

b. Visiting foreign faculty need to interact with local faculty in joint teaching and research programmes. The new Global Initiative for Academic Network (GIAN) scheme should encourage visiting faculty to spend more time with Indian faculty and students.

c. The National Entrance Test (NET) examination for teachers needs to introduce some international education elements to select faculty with international teaching abilities.

d. A majority of Indian faculty members need to understand and learn the techniques of teaching and working with International students.

3. Recommendations – Benefits to Faculty from Internationalisation

3.1. Faculty Awareness Programmes:

A very large Teacher Training & Awareness programme on International Education should be introduced in all the Universities. Certification and financial incentives must be offered to teachers who undergo such training programmes.

3.2. NCTE Internationalisation Activities:

The training programmes of the National Council for Teacher Education (NCTE) should include several modules on International Education, as part of its training programmes.

3.3. GIAN & NCTE

The Government's Global Initiative of Academic Networks (GIAN) scheme of bringing in foreign teachers to teach in Indian institutions should be closely linked to the teacher training programs of the National Council for Teacher Education (NCTE), including the association of some GIAN scholars with their training programmes.

3.4. Teacher Education Internships

Teachers who undergo training courses in International Education of NCTE should be sent abroad for short term education internships in International Universities, involved in Teacher Education activities.

3.5. Global Research Programmes for Faculty:

Indian Faculty from the higher education system must be exposed to Global research programmes so that they can suitably expose their students to the new global research problems that can be tackled locally in the global context.

3.6. Internationalize Syllabi:

Indian faculty members should be encouraged to participate in modifying the syllabi of various courses to meet the requirement of making them intercultural and of international nature.

3.7. Retired Indian Faculty & Foreign Educational Institutions:

Indian faculty members who are to retire from their Indian educational institutions should be encouraged and supported to take up faculty positions in the institutions set up by Foreign Education providers in India. Foreign Education providers must be given special incentives to employ such retired and talented Indian teachers.

3.8. Actions to be Taken

MHRD, UGC, NCTE

1. Should evolve a series of training programmes for Indian Faculty members to expose and familiarize them to the area of Internationalisation of Higher Education.

2. Provide short term fellowships for deserving Indian faculty to take short term assignments abroad. The GIAN visiting scholars should be encouraged to provide such opportunities, in their home institutions, for selected Teacher Fellowships.

3. Set up a few Research Grants for Indian Faculty members to take up research in any area of work related to International Education.

4. The newly proposed Inter-University Centre for International Education should be associated in implementing the various programmes proposed above.

C) Reforms for Internationalisation

1. Status Today

a. There are 712 universities, 36,671 colleges and 11,475 stand alone institutions - NOT ALL CAN BE INTERNATIONALIZED. The process will have to be selective. In the first place ALL institutions must be made aware of the process of Internationalisation. The management of individual Universities would have to take into account their abilities, in terms of infrastructure, faculty profile and areas of strength and opportunities available that are amenable to Internationalisation process. Of the 288 universities that responded to a UGC survey showed that, majority of them do not host more than 10 international students (see Figure 3 below). Only 12 universities host more that 500 international students. Presently, India hosts only about 35,000 international students. This must be increased in a big way by making our universities more internationally attractive.
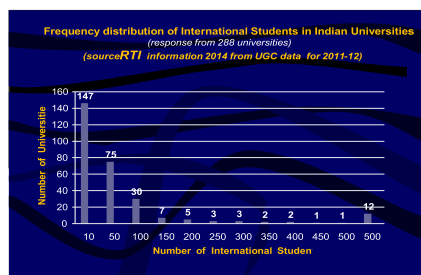

Fig. 3. Frequency distribution of International students in Indian universities

b. Individual Universities could be assisted, through expert consultants, to put in their proposals to UGC / MHRD for undertaking a programme of Internationalisation. Universities should projecting additional resources, in cash and kind that would be needed.

c. Depending upon the strength of the proposals, a suitable grant could be given to the concerned university to initiate some elements of Internationalisation as the first step.

2. Issues of Concern and Questions to be Answered

Issues:

a. Academic Considerations are not displaced by Commercial interests

b. Ensure strong mechanisms of Accreditation & Quality Assurance;

c. Protect Indian Institutions from Unhealthy & Unfair competition from foreign universities;

d. Protect, Promote & Nurture Indian values from Foreign educational values and Practices.

Questions:

1. How to encourage foreign education providers?

2. What changes are needed in the Student-Faculty exchange programmes & institutional research collaborations?

3. How can educational services be exported?

4. Do State Universities have adequate Ranking and Diversity?

5. Which Universities should get International students in 5 years time?

6. Which Universities should get GIAN Scholars /Teachers?

A general response to the Issues & Questions raised above can be summarised as follows:

The process of Internationalisation necessarily implies some sort of liberalization (as it happened with economic liberalization.). Competition and excellence do go hand in hand. Private higher educational institutions have not necessarily threatened the public educational institutions. The Foreign education providers will necessarily have to abide by the rules that would be set for them and should not be then a threat.

Answers to some of the questions raised by the MHRD Task Force will be given below in terms of Recommendations and Actions that need to be taken at different levels.

3. Recommendations for Institutional benefits

3.1. National Awareness about Internationalisation of Higher Education:

Based on the policy adopted for the process of Internationalisation under the NEP, MHRD / UGC should undertake a major awareness programme to "educate" the Indian universities (and their affiliated colleges) and Stand Alone institutions, offering them an opportunity to participate in the National program of Internationalisation of Indian Higher Education system.

3.2. Setting up of the Inter-University Centre for International Education (IUCIE):

To operationalise this national awareness program, a new Inter University Centre for International Education (IUCIE) (as proposed in the 12th Five Year Plan), should be set up under Clause 12(ccc) of the UGC Act. This Centre could be set up initially at one of the existing Inter University Centres' location until a permanent location is identified. This Centre should be entrusted to operationalise the International Education awareness programme of MHRD/UGC.

3.3. National Survey & Inviting Applications:

Following this awareness program, the UGC / AIU should carry out a time bound National Survey, about the intention and the interest of Indian Universities in taking up Internationalisation activities and, in the form of an application, make a request for the kind of support they would need for specific activities under the Internationalisation program.

3.4. Selection and Accreditation of Universities for Internationalisation:

Based on the applications received for "Internationalisation" of the university, a national selection committee could select universities that could be supported for taking up the Internationalisation activities. The selection process could be open to public as well as private universities, recognized and duly accredited by the UGC. The names of these selected universities should be publicized internationally, through Indian embassies, so that students, faculty members and foreign universities could approach them directly for working with them.

3.5. Special Education Zone (SEZ) for Foreign Education Providers:

The process of allowing the Foreign Education providers to operate on Indian soil, through partnership with Indian institutions or independently in the Special Education Zone (SEZ), should also be finalized at an early stage to enhance the recruitment of international students studying in India.

3.6. Universities for GIAN:

Universities having active MOUs with foreign universities should be requested to send in their proposals for hosting GIAN academic scholars. All Universities that express interest in hosting GIAN scholars/teachers should be requested to send in specific proposal on the type of GIAN scholar they would like to host and how they would engage them academically.

The Task Force has also expressed a concern about the impact of Internationalisation on the culture and values of the Indian society. To Protect, Promote & Nurture Indian values from foreign educational values and practices, the following quote from Mahatma Gandhi can be the motto of our institutions:

VI. Conclusions

At the AIU Consultative Meet held in Pune during Sept.4-5, 2015, there was a general consensus amongst the participants that if India has to be in a position to provide trained manpower to the rest of the world in the coming decade, the graduates from our university system, must be trained to become "Global Citizens" through awell planned programme of "Internationalisation of the Indian Higher Education".

The Consultative Meet, therefore recommended strongly, that taking into account special needs of India's Key stake holders viz. (i) the Students, (ii) the Faculty and (iii) the Educational Institutions, the Indian Higher Education

must be Internationalised. The guidelines and the worldwide accepted definition given below by Jane Knight must be followed. To that effect, MHRD should initiate necessary action of "Internationalisation of Indian Higher Education System" and evolve a Short-term and Long Term Action Plan for the same. Setting up the "Inter University Centre for International Education" (IUCIE) is strongly recommended to operationalise this action plan.

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Role of Private Efforts & Initiatives

Internationalization of higher education is a definite reality of the present day globalized world. In order for any higher education system or institution to remain relevant and meaningful, it must embrace internationalization.

Among the more consistent properties of internationalization of highereducation across the globe are the following: First, there is an increasing unmet demand for higher education in the world; the public sector is continuing to fall short in addressing this need, paving the way for private participants. Second, the number and types of new providers are proliferating. An increasing number of private universities are entering the higher education arena .Third, all kinds of innovative delivery methods of higher education are developing: e-learning, franchise operations abroad, satellite or branch campuses abroad and joint degree programs.

The above-mentioned shifts are true of the Indian higher education landscape.As with higher education systems elsewhere, the "economic rationale" has come to acquire the centre stage in the scheme of internationalization of higher education in India. We can make of it what we will but it remains that internationalization has clearly moved towards the "competitive model" (Reinalda&Kuiesza, 2005; Schapper& Mayson, 2005; Tuinamuana, 2005, as cited in Altbach & Peterson, 2007, p. 112). With this in mind, it would be wise to embrace the "economic rationale" while still holding out for the "cooperation" model, which derives from the more traditional view of higher education as a "greater good". We must find a way to weave into the fabric of internationalization the concept of what Altbach and Peterson (2007, p. 112) term as "social cohesion".

Thus, it is implied that higher education, while still being an instrument of the "collective good," must embrace the present-day realities of being able to find resources for financial self-sufficiency and stand its ground amidst competition, not only on the national level but international as well. The lines that separate public from private, in all walks of modern life, are blurring, leading to closer cross-exchange and inter-functioning amongst entities. The government is no longer the sole repository of the authorityand the responsibility to provide basic citizen rights such as education.

Nowhere does this idea hold more befittingly than in the case of developing countries, like India. The Indian government's continuing efforts suggest that solutionsshould be sought outside the government's sphere of initiative as well.

The private sector is lauded for stepping in and rising to the challenge. Private institutions are also credited with bringing internationalization into the Indian higher education system with an unparalleled vigor and creativity. Whereas the private sector's contributions to internationalization are without doubt significant, this partaking rests within the subset of all- round powerful engagement with the higher education system. In

comparison with their public counterparts, private institutions are more abreast with global advances in pedagogy and curriculum; are equipped with technologically more sophisticated instructional delivery methods, infrastructural facilities and extra-curricular amenities; and are more responsive to the career-preparedness aspect of higher education, which is increasingly becoming central to the value and purpose of higher education.

Private institutions are relatively free from the bindings that are imposed by the affiliating structure on public universities in India, especially, the state universities, which account for the overwhelming majority of degree-granting institutions in India. The relatively greater degree of autonomy and self-determination lend private institutions considerable latitude in engineering innovative and resourceful ways out of the deep-seated pervasive challenges that plague public institutions.

Internationalization of higher education holds the key to much more than putting India on the global map of higher education. It is also a powerful lever of "soft power," especially, with respect to India's relations with many developing countries in the Asian and African continents. The Ministry of External Affairs' recent initiatives with respect to internationalization are commendable. The South-South cooperation has been infused with new life in the recent years and India's headship role, especially in the South Asian Region, must be borne in mind as the Indian Government undertakes collaborative initiatives in higher education.

The Indian Government's chief approach to improving internationalization has been to increase the inbound mobility. If we were to put this consideration at the centre of the discussion, then we would be presented with outcomes that are less than satisfactory.

The Indian higher education system has grown phenomenally. The number of universities has increased from 266 in 2000-01 to 736as on 30.09.2015. The number of students, similarly, has increased from 8.4 million to about 23.76 million (UGC, 2014). During this period, the number of international students across the globe has increased from 2.1 million in 2001to 4.5 million in 2014.

The increase in figures for inbound international students in India is discouraging: from 7000 in 2000-01 (Powar, 2003) to 30,000 in 2012-13 (AISHE, 2014). In India, international students comprise only 0.1 per cent of the total number of students in the Indian higher education system. The corresponding figure is 1.0 per cent for China, 3.7 per cent for US, 19.0 per cent for UK, and 21.4 for Australia. Furthermore, the ratio of inbound to outbound mobility is 1:10 (Powar, 2015, p. 207)

The present pace of "massification" of higher education forces institutions of higher learning as well as governments and supra-national agencies to circumscribe the core concepts of excellence and differentiation at the global level, and no less. To fall short would result in the threat of unsustainability and irrelevance in the long run. Sadlak and Cai (2009, p. 14) cite a report by OECD (2008), which suggests that virtually every country that wishes to "retain its competitive edge" must implement policies and economic incentives to facilitate "acquisition of such 'knowledge workers' . . .". This translates into a "global competition for talent and

universities". The authors note that there is another realm where international competitiveness in higher education is increasingly exerting significance: "top level intellectuals, entrepreneurs, researchers and artists are important players on the global stage, in that they represent tremendous 'soft power' sectors active in the practice of globally interdependent relations" (p.15). Thus, international competitiveness is a goal that is worthy on many counts: it makes possible excellence in academics and research, it prepares a world-class "workforce", and it enhances the country's "soft power".

All knowledge economies show evidence of efforts to produce higher education institutions that are internationally competitive. Japan's "Twenty-first Century of Excellence Programme" and "World Premier International Research Centre Initiative", China's "Project 985", South Korea's "Brain Korea 21", Malaysia's "Accelerated Programme for Excellence (APEX)", Germany's "Excellence Initiative", and France's "Super Campus" are cases in point (Sadlak and Cai, p. 16).

The recent advances in respect of internationalization of higher education in India are a gift of the entrepreneurial spirit of the private sector. These forward leaps in the private sector are not mirrored in public institutions, and are not a function of the public policy on higher education.

While the task of bringing in internationalization to any higher education system is massive, pervading across every conceivable aspect of the system, the specific goal of achieving improved inbound mobility is more workable. There are identifiable ways that help draw in international students in a targeted fashion. These factors are no different from those that contribute to international competitiveness; rather, these factors home in on attracting international students more pointedly.

Institutional Approaches

One of the failed approaches has been to focus on degree programs. The Indian Government must shift the focus to short-term programs, especially in streams such as the English language and computer applications. Similarly, study abroad programs and Study in India programs must be promoted preferentially.

The non-inclusion of international student mobility for learning as a government priority, as indicated in the paper on "National Priorities" submitted to the International Education Summit 2012 (Government of India, 2012) has been a major disincentive in respect of the efforts to improve inflow of international students into India.

Infrastructural resources rank high on the international students' checklist. The goal must be to streamline the many administrative hoops that students, especially international students, need to jump during the length of their stay in India. The administrative system that overlooks student services in Indian institutions is encumbered with endless red tape and slow-moving bureaucratic machinery. Centralized admission processes that are routed from an admission office are helpful to international students. Online processing of admissions is also very helpful. These are really the mainstays in the developed countries, but India is just beginning to waken to them.

While on the subject of admission, it would be relevant to point out that Indian

institutions, both public and private, must increase the number of reserved seats for international students. A very large chunk of our international students are from low and lower middle income countries. While a sizeable segment of this group is aided by scholarships, very many international students make do on their own.

Bringing in internationalization to the academic component of higher education is more complex than anything else, but it is also the most important. It is about time Indian institutions incorporated modern advances in pedagogical practices. The Indian curriculum is frequently criticized for being too centred on the Indian side of things and for not keeping step with the newer finding and approaches to curriculum content as well as to teaching – learning processes. Indian universities must also restructure their academic programs to incorporate choice-based credit system along with provision of transfer of credits. Instructional technology is also an area of neglect in Indian institutions; for instance, online classroom portals and webinars are employed as a matter of course in developed countries, but Indian institutions that utilize these methods are not in the majority in doing so.

There is no way to achieve internationalization without collaborating with foreign institutions. Academic exchanges are a great way to collaborate with foreign institutions, as are partnering through memorandums of understanding, guest lectures, and joint programs. There is something to be said for in-person exchanges with academics from foreign countries. In the absence of such collaborations, meaningful internationalization is not a possibility.

Academics, both students and teaching staff, from foreign countries bring with them their perspectives and experiences, which go a long way in internationalizing the ethos of an institution.

Many Indian institutions of international standing were set up through massive financial and academic assistance by foreign institutions: institutions in the US assisted in the establishment of IIT (Kanpur) in 1959; IIM (Kolkata) in 1961; and IIM (Ahmadabad) in 1962. At present, international collaboration in Indian institutions takes place mainly through articulation arrangements that involve study on two campuses—the majority of the period being spent in institution in India and the remaining in institution abroad.

Typically, the Indian institution provides the core infrastructural and faculty-related support and the foreign institution provides miscellaneous support, such as equipment for laboratory and hands-on training. The majority of these programs do not have full statutory backing in either India or the home country; therefore, articulation programs frequently take the form of transfer of credits from the Indian to the foreign institution.

Faculty mobility in India is primarily an institutional and individualistic initiative, although, to a small extent, it is undertaken through channels of international programs such as Fulbright program (US), United Kingdom-Indian Education and Research Initiative (UKIERI), the Erasmus Mundus program (EU), and the Obama-Singh Knowledge Initiative.

Similarly, collaboration in research has been undertaken mostly through individual initiative. In recent years, institutional collaboration in research has gained some

prominence. Research and innovation are particularly significant for a developing country like India. To state the obvious, the collaborators (almost always in the developed country) shoulder most of the weight of investments and other resources. It is also observed that the collaborating institution takes the lead in framing and organizing the research project, and the Indian institution follows the lead.

The English language is undoubtedly the reigning medium of instruction in international education. Many international students do not do well in their coursework on account of lack of proficiency in English. Many prospective international students are discouraged to apply to Indian institutions for fear that they will not be able to cope with the relatively high level of fluency in the English language amongst the students and teaching staff in Indian institutions. This necessitates that training in the English language be offered to those international students who need it.

Distance Education is another area of neglect. Countries that boast substantial population of the Indian Diaspora must be targeted for expansion of distance education. Many open universities and others that follow dual-mode education have expanded by setting up centres in East Africa, the Gulf region, and SAARC countries. The IGNOU, which has set up 300 study centres, the Pan-African tele-education project, and the Pan-SAARC e-network are some initiatives that must be modelled and reproduced.

The setting up of branch campuses is an area for exploration, althought it is one that requires much caution and preparation. The closing of many branch campuses of Indian home institutions must be borne in mind as forewarning of possible outcomes as a result of overly enthusiastic goals that were not supported by sufficient groundwork. Also true is that many branch campuses have done well and generated both profit and brand standing. It goes without saying that the presence of home institution abroad brings copious prestige and adds to the international competitiveness. The International Academic City, Dubai, hosts Amity University, BITS Pilani, J. S. Education Foundation, Manipal University, S. P. Institute, and Welingkar Institute. Ras al Khaimah hosts Madurai Kamraj University and Mahatma Gandhi University (Powar, 2015, p. 213) represent limited examples.

The significance of extra-curricular activities can not be overstated in promoting internationalization. Some instances of successful initiatives that could be followed are the Association of Indian Universities' International Youth Festivals for SAARC countries and the Symbiosis International Universities' International Students Day.

Public Policy Oriented Approaches

The countries that have succeeded in bringing internationalization to their higher education systems exhibit a keen willingness on the part of their respective governments to undertake internationalization of higher education as a matter of high priority public policy. Most countries from the Anglophone world advocate and practice internationalization of higher education through clearly defined channels of public policy. The goals and guidelines to undertake are public statements that are shared and discussed with all participating higher education

institutions. The UK, Australia, Canada, New Zealand, and many other countries, English-speaking and otherwise, promote internationalization through expressly stated mandates; examples are the '100,000 initiatives' of the US, and the British Council's 'Generation UK' programme covering 15,000 students.

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According to statistics released by the European Commission in 2012-13, a record of 270,000 students received Erasmus Grants for study abroad, with the most popular destinations being Spain, Germany and France. Erasmus+, launched in 2014 with a budget of Euro 15 billion will provide, over the next seven years until 2020, grants to 4 million people including 2 million higher education students and 300,000 staff (European Commission, 2014). Brazil and Saudi Arabia have programmes supporting the mobility of thousands of students while a few other countries have less ambitious programmes. These government-sponsored programmes, though they form only a small part of the total flow of international students, are important (Altbach & Engberg, 2014), because they send out a message of support. The Indian Government must study these projects to analyse how well these could be replicated on the Indian turf.

On the whole, there is a trend of liberalization of policies in the spirit of inclusiveness and positive affirmation all across the world. Many countries in North America and Western Europe even go as far as to make it easy for international students to apply and process immigration formalities. International students go through a trying ordeal with respect to securing visa and completing other travel and registration formalities. There is a glaring need to simplify these processes. The Indian Government must collaborate with foreign embassies and aim for a close-knitted and more harmonious inter-play between the Ministry of Human Resources and Development, the Ministry of External Affairs, the Ministry of Overseas Indian Affairs, the UGC, the AIU, the higher education institutions, and the law and order officials to ensure that all the processes and activities with respect to international students are orchestrated smoothly and efficiently.

An important point is that, in many countries that have successfully implemented public policy on internationalization, it is noted that the government body related to commerce (or whatever the stand-in might be) is brought into the sphere of activities pertaining to internationalization of higher education. This is not the case in India. International students bring many gains to the economy, both at the national and regional level. They

do this in many ways: As opposed to what is commonly believed, the most important contribution of international students to the economy is not that they pay higher tuition fees than their domestic counterpart, but it is that they help generate ancillalry businesses around their institution. These students participate with gusto in the activities related to the student-life and the financial aspects of doing so. Further, the Indian tourism industry is certain to benefit from international students too.

Higher education, in the context of globalization, is increasingly being subject to the influence of brand management and promotion. Institutions have no choice but to embrace this reality. Thus, it becomes imperative that institutions work on increasing awareness about their services and offer that which is asked for. This, in turn, necessitates investment in feasibility studies to explore and evaluate potentially new avenues. The present is an exciting time for those who want to discover and seize unchartered territories. Indian institutions have much to gain from surveying possibilities in the more recent modes of cross border higher education, such as off-shore branch centres, distance education, and MOOCs.

It emerges that private institutions have taken the lead on this front in India. It is easy to explain why it should be that way: Private institutions are not as burdened with the stifling rigidity that is the affliction of public institutions, especially state universities, which make up the vast majority of degree-granting institutions. The affiliating structure of state universities makes it exceedingly difficult to incorporate dynamism and innovativeness into the workings of institutions. These institutions are so overwhelmingly consumed with the fulfilment of rudimentary duties that achieving internationalization becomes a goal too far afield.

The author concludes that efforts to usher in internationalization must be spread across several spheres. As the Indian Government undertakes initiatives in this regard, it must make sure that private participants are brought into the playing field as well as public institutions and that there is ample collaboration between the two.

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Structural Reforms For Internationalizing Indian Higher Education

The worldwide transition to more knowledge-based economies, coupled with growing global competition, demands that nations develope significant capacity and capability to create, disseminate and utilize intellectual assets as means for enhancing growth and productivity. In the 21st. Century, knowledge has become the foundation of economic, social and political power – the new oil. The rapid creation of new knowledge and its application have become the foundation for individual and social prosperity, be it cultural or economic. Globalization has triggered international competition to acquire and disseminate knowledge in a manner that boosts economic growth. Successful economies are those with the capacity to ensure that new knowledge can be developed and exploited for competitive and public advantage.

Higher education is the principle site for the creation and dissemination of new knowledge, so ensuring that excellence in higher education is promoted and maintained has become vital for economic growth. The relationship between excellence in higher education and growth and development is now well established. Countries around the world, from developed countries like the U.K., Australia, South Korea and Canada to emerging economies like China, Brazil, Malaysia and Nigeria, have in the past decade launched new initiatives to lift the standards of their higher education institutions (HEIs) and to propel a select number of them into the highest levels of global recognition. India remains the rare instance of a large emerging economy which has done very little in the past 10 years to significantly reform its higher education system and prepare it for the competitive global environment of the 21st. Century.

A country's capacity to participate in "world science" depends on the ability of countries to develop, attract and retain talent. In response, governments around the world are introducing policies to attract the most talented migrants and internationally mobile students, especially postgraduate students, in science and technology. It is estimated that developed economies and even China will face a shortage of about 40 million high-skill workers by 2020, while, based on current projections of higher education, India is likely to see some surplus of graduates in 2020. India, therefore, could capture a higher share of global knowledge-based work and increase its exports of knowledge-intensive goods and services, if there is a focus on excellence in higher education and its quality is globally benchmarked. There is a significant need for the internationalization of higher education to realize this export potential. Internationalization of higher education involves an integration of international or global objectives into the purpose, function and delivery of higher education. Providing Indian higher education with an export orientation will require significant internationalization of the sector and several attendant reforms. While there has been much debate on reforms in higher education, there has been very little systematic thinking on how reforms can contribute to providing a specific export focus to the sector.

The Opportunity

The internationalization of higher education, particularly in terms of student mobility, has increased significantly in the past five years. Around the world, nearly 5 million students travel outside their

country to pursue higher education. The total amount spent is about 100 billion dollars annually. While most of them go to the US and Europe, China has in the last decade emerged as an important destination for international students. There are about 350,000 students going to China every year to pursue post-secondary programs, third only to the US and the UK.

There are about 75,000 foreign students coming to India every year, which includes students who visit the country for short duration study abroad program. There are less than 20,000 international students enrolled in degree programs in the country, about 80& of them in undergraduate programs. Most of these students come from from neighboring countries of South Asia and from developing countries with a large India diaspora. And together they generate less than Rs. 1,000 crores, in revenues, for India. In contrast, nearly 2.90 lakh Indian students are studying abroad, mostly in post-graduate and doctoral programs. Driven primarily by the poor quality of research and teaching and Indian institutions India's best and brightest students are turning their backs on our HEIs to study in the world's best Universities spending about Rs. 60,000 crores a year. This is twice the amount allocated in the Union Budget for higher education and nearly twenty times as much money than our HEIs spend on research collectively. These students then go on to continue their careers overseas and even the best of our home-grown faculty too emigrate for research and to innovate.

Technology is also propelling the internationalization of higher education. There are about 15 million students globally who are signed on to one or more of the MOOC (Massive Open Online Course) platforms and many of these students are located in India. Technology enabled international education is just taking off. There is clearly a huge opportunity to dramatically increase inflows by attracting more international students to Indian institutions. This can be achieved both physically and virtually, leading to an increase in the overall revenue size of the sector. In addition to student related revenues, there is about 100 billion dollars in international research funding opportunities from multi-lateral, governmental and corporate sectors available for international research universities. At present Indian institutions get merely 1% of this entire funding opportunity. Undoubtedly, India would benefit greatly from significantly internationalizing its higher education institution. But this requires creating educational institutions with international reputations.

The Reform Agenda

To be considered a serious player in the global higher education marketplace, the country must quickly and significantly embark on a major reform agenda aimed at creating a network of institutions that will be competitive with the best institutions around the world. While a range of systemic reforms are needed, an export orientation in particular requires four major types of initiatives.

1. *Student and Program Level Initiatives.*

    At the most basic level, we need a wide range of Student and Program Level reforms including liberalizing policies for attracting foreign students to India and removing restrictions on foreign student enrollment in Indian

Universities. There is a need to do away with the foreign student quotas and allow Indian Universities to increase enrollments of foreign students. Also, we need to permit and encourage Indian institutions to partner with foreign institutions for dual degree programs, faculty and student exchange programs etc. Indian institutions should be allowed to benchmark their curricula to international standard and should be permitted and encouraged to seek program accreditation through internationally recognized accrediting agencies. Migrating to an internationally compatible credit system will allow Indian institutions to accept credits earned at international institutions, as well as the international institutions to accept credits earned at Indian institutions.

2. *Institutional Level Initiatives.*

The second set of initiatives need to be at the Institutional level. Indian institutions should be free to hire international faculty to permanent positions or on long-term contracts. Reputed foreign educational institutions should be allowed to set up campuses in India either by themselves or in partnership with Indian institutions. The country must have some globally competitive research-intensive institutions which should: (i) keep India abreast of the international scientific frontier; (ii) ensure that educational content and curricula is of world standards and updated regularly; (iii) ensure that research is actively used to solve India's own problems; and, (iv) engage the best researchers in the country in teaching the next generation of students both within and outside their institution; (v) freely hire the best

faculty from around the world. Creating such institutions requires the establishment of a network of institutions focused on research, innovation, entrepreneurship and the best pedagogical practices. These institutions would engage in cutting edge research, while at the time educating the next generation of leaders for industry, government, academia and civil society. They would set benchmarks for excellence in interdisciplinary research and teaching and in forging partnerships with the government, private sector, civil society and international counterparts. These institutions could be public, private or set up under the PPP-mode. In addition, Indian HEIs should be allowed to set up campuses overseas either to grant Indian degrees or local degrees on approval of local regulatory authority of the respective country. A dedicated fund should be created through the EXIM Bank of India to give long term loans to Indian institutes setting up campuses overseas.

3. *Research Focused Initiatives.*

The third significant set of initiative should be focused on improving India's research capabilities. Research is the area that attracts the best students and it is primarily because of the poor quality of research at Indian institutions that our brightest students go abroad for post-graduate and doctoral studies. There is a need for an overall increase in the level of research spending in our top HEIs. But rather than aim to a small increases across the board, concentrating significant resources in high potential institutions and faculty is necessary to create exemplars of global excellence. This will require building

institutional research capacity in areas of high potential, encouraging closer linkages between academia and industry, building institutional capacity to support faculty to engage in innovation & commercialization of intellectual property, and creating a dynamic ecosystem which can provide an enabling environment for innovation and entrepreneurship. There is a need for Indian institutions to build a range of institutional support mechanisms such as technology incubators, proof-of-concept centers, entrepreneurship programs and technology transfer mechanisms. Institutions should also be encouraged to build collaborative ties with private actors in the area of innovation & entrepreneurship including technology companies, venture capitalists, as well as national and international foundations. In addition, we must create Centers of Excellence within existing universities/institutions – for training and research in the frontier areas of science and technology, social sciences and humanities. Research & innovation networks between Indian and foreign institutions need to be encouraged and supported. Research collaborations between industry, and institutions of higher education also needs to be established, facilitated and supported. One significant move in this area could be on setting up and funding of the Council of Industry-Higher Education Collaboration as recommended by the Narayanmurthy Committee. This would aid in creating an ecosystem of sustained industry-academia engagement. International research collaborations now hold the key to competitiveness in the global knowledge economy. Only a few top Indian institutions are currently engaged in international research collaborations.

4. *Technology Based Initiatives.*

   The fourth set of initiatives must focus on technology-based education. Education, especially the higher education sector, has been and will continue to be transformed and shaped by technology. The current government has announced the setting up of an Indian MOOC, SWAYAM. But this should be done in partnership with the private sector and the platform should be open to all institutions in the country, public or private. This growth of technology based education could be significantly influenced by the Digital India Initiative. One major move could to provide 'Broadband-For-Free' for every higher education student in the country and linking all HEIs to the National Knowledge Network which is currently open to only government institutions. Along with technology upgradates, appropriate changes are required in regulation to get the maximum impact of borderless education through technology. This includes changing the distance education regulations to allow institutions to offer fully on-line degree programs and allowing credit-transfer among institutions for courses taken on-line.

Conclusion

These four types of initiatives, harnessed to specific targets for international student enrollments, can dramatically change the international landscape for the sector. What is needed most is the creation of a network of institutions which would be at the forefront of making India a global knowledge hub through path-breaking research and promoting synergies between teaching and research and academia and industry. These institutions would aim to achieve the highest standards of teaching, research, and innovation. They should have campuses that create a world-class learning environment, both nimble and responsive. They should be able to meet the aspirations of students, teachers and researchers, who now adopt new ways to work, learn and innovate and use technology more intensely than before. Investment in such institutions should reflect quickly in international demand, graduate success and finally, international status.

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Generation UK-India Programme

Generation UK-India is a large scale programme, delivered by the British Council and partners across UK and India. Launched on 13 November 2014 by Greg Clark, UK Minister for Universities, Science and Cities and supported by the Indian Minister for Human Resource Development Smriti Irani, the programme will support up to 25,000 young people from the UK to undertake placements in India between 2015 and 2020.

The vision of this programme is to foster greater interaction, engagement and understanding between young people from the UK and India, building long term trust and collaboration, and bringing mutual benefit to the two countries. Three specific objectives form the heart of this vision:

- To develop a more globally competitive UK workforce.
- To strengthen understanding and engagement between the two nations.
- To create a step change in the outward mobility paradigm between UK and India.

Why?

The concept for this programme grew from the successful Generation UK initiative in China which was highlighted in the Select Committee Report on Soft Power and the UK's influence(House of Lords – Session 2013-14, Pg. 107, paragraph 226)

"The Government is advised to provide increased support for study-abroad programmes, for instance, by extending the British Council's Generation UK programme, which aims to enable 15,000 young people to undertake a fully funded study or work placement in China by 2016. The British Council plans to extend the scheme to India as well."

It also built on the successful UKIERI Study India programme which attracted a large number of applications from UK students and supported over 1000 participants over the last 5 years.

The objectives grew out of some clear challenges that needed to be addressed:

1) *The mobility challenge – not enough UK students go overseas*

The UK is strong at attracting international students (10% of the world's foreign students in tertiary education choose to study in the UK). However it lags behind when it comes to encouraging UK students to be mobile themselves ranking 25th in the world for the number of students studying abroad.

2) *The employability challenge – UK graduates are not work ready*

Employers are reporting that young people in the UK do not have the skills and experience they are looking for in an increasingly competitive jobs market with a Confederation of British Industry (CBI) report in 2010 highlighting that 55% of UK

employers perceiving shortfalls in the international cultural awareness of young people in the UK. CBI asserts that an ability to work in a multi-cultural environment is extremely valuable in an increasingly globalised work place.

3) *The importance of India and the lack of opportunity to engage with it currently*

India is confidently poised to become the 3rd largest economy in the world and there are over 700 Indian-owned businesses in the UK, employing more than 100,000 people, according to a recent research from Grant Thornton and the Confederation of Indian Industry (CII). Whereas many Indian students choose to come and experience the UK, until Generation UK-India there was not a large scale programme in the UK that supported outward mobility to India.

These factors contributed to the development of the programme concept which was then tested through market research in the UK. From the 1500 UK students surveyed there was a clear interest in the opportunities being suggested on the programme in particular for the shorter 2 week placements & internships. Institutions also showed a keen interest with 58 signing up to be actively involved in the programme. This market research has since been strengthened by the huge interest in the programme following its launch.

In addition to the challenges we hoped to resolve and the demand we wanted to meet, Generation UK-India also aimed to support UK-India bilateral relations by:

• Aligning to the UK Government's commitment to strengthening links with India.

• Enhancing cultural and economic relations between UK and India by encouraging talented and ambitious young people from the UK to work and study in Indian institutions.

• Adding an international dimension to UK and Indian institutions by creating a talent pool of young people at both ends who can operate in diverse contexts and multi-cultural environments.

• Building links, relationships and partnerships for future collaboration.

How to Achieve the Aims and Objectives?

In addition to the aims and objectives of the programme we also set ourselves the ambitious target of supporting 25,000 placements over 5 years. To do this we needed a flexible model. This will continue to change and grow as the programme develops. The aim is to change the conversation around mobility to India and at the end of five years to have sustainable models in place to support large numbers of placements.

To launch Generation UK-India, we developed the initial concept of four strands as shown below. These strands would form the first steps in increasing opportunities for young people and professionals from the UK to gain experience and skills in India:

Strand	Overview
Cultural Immersion placements	Two week placements split across a university and a workplace offering participants the chance to experience how these institutions work in India and engage with peers to build an understanding of and connection with India.
Teaching Assistant placements	Teaching placements in Indian private schools teaching a range of subjects including English and offering participants the chance to develop their teaching skills and share knowledge about UK culture. Two placements lengths: 1) Summer placements 2 months 2) Longer placements 5 months
Work placements	Work experience with Indian organisations to help the young participants prepare for 21st century careers and boost their employability. Length of internships: 2-6 months
Think India	Alongside these three placement strands Generation UK-India also aims to increase engagement and participation in placements in India through the following activity: • providing advice, information and support on studying and working in India on our Generation UK-India website • encouraging UK institutions and organisations to consider India as a destination for their students and/or staff to gain experience e.g. universities looking for work placements or corporates planning their graduate scheme programmes • offering access to pastoral support (pre-departure briefings, online training, day to day contact etc.) from the British Council and our partners for UK participants going to India through existing partnerships e.g. university partnerships or corporate graduate schemes • working with our alumni network to engage with future generations and encourage them to undertake placements in India • Supporting institutions to build links with organisations in India for future partnership and collaboration.

Partners and Supporters:

To make these strands happen we also required support from partners and stakeholders. In the pilot year we have been supported by a number of key partners in particular the UK and Indian governments via the UKIERI programme. Lord Bilimoria, founder of Cobra beer and the Right Honourable Patricia Hewitt agreed to champion the programme and CII and the British Business Group in Delhi have been supporters and collaborators.

The British Council also connected with corporate organisations including KPMG, Virgin and BA to support the scheme and recruited a delivery agency IndoGenius to deliver the cultural immersion placements with us. We also reached out via our networks to engage UK universities and colleges who were key to attracting the target audience.

The Pilot Year

With the ambition of developing one of the largest mobility programmes – both in numbers and impact, we launched the pilot year programme in 2014 and received a huge response from young people in the UK:

- More than 7,000 registrations and over 2,600 completed applications for 500 places. Applicants were from 130 different UK institutions and from a range of academic backgrounds.

- 85 teaching assistants were placed in 55 schools across 18 states in India for 2 to 5 months.

- 402 participants took part in the Make in India, Study in India and Digital India Cultural Immersion placements delivered by IndoGenius. As part of the Digital India strand 40 budding entrepreneurs developed their start up ideas connecting with and pitching their ideas to Indian entrepreneurs, businesses and students.

In addition to the above we hosted and interacted with more than 60 students on study exchange programmes in India from UK universities kicking off activity in our Think India strand.

Participants have been very positive about their experiences so far with 93% (123) of the participants who have rated their placement so far rating it as 9 or 10 out of 10 (NB we are still completing our monitoring and evaluation). A few comments include:

"India has been very challenging yet this has been a valuable experience that taught me to gain skills and think creatively. - said Candice Ashmore Harris, teaching assistant placed at Ahlcon International

I believe I am going back to the UK as a much wiser person, and as someone with a brand new frame of mind whose horizons have been broadened! Stepping out of the UK was a great decision and I thank you for facilitating that! - a participant on Study India

Below is an extract of an article written by one of our Teaching Assistant's as he talks about his experience teaching in a school in India.

Students can be Teachers too

When I came to India, I knew I wanted to learn how to play cricket, a sport I know very little about. This has caused problems at home, where I am surrounded by cricket enthusiasts. For the first few weeks, this goal was more of an idea than a reality. That was until I accidentally found the unlikeliest of mentors on a bus ride home from school.

The journey usually consists of chatter, songs and a 'game' where the kids empty the contents of their pencil cases into my lap for my inspection and approval - they are in primary school. As I dutifully remarked on the impressive length of a pencil shaving, the boy beside me spoke up. 'Bobby Sir, who is your favourite cricket player?' I didn't know anyone except from Sachin Tendulkar, but let him know that I was willing to learn. His expression made me feel like I had to. Then he asked, 'Sir, do you know Dhoni, captain of India cricket?' I shook my head. Recognising the gravity of the situation, he momentarily disappeared below my eye level and rummaged for something in his bag. A second later, a thin hardback book was slid to me through the gap between the seats - 'The Complete Encyclopaedia of Cricket'. Then he, a nine-year-old from my English class, set me homework: 'Study the list of world cricket captains on page 23, and I will test you on their names on the bus tomorrow'. I left the bus, book in hand, grinning.

Digital entrepreneur Henry Latham who spent two weeks building connections and developing an understanding of India's digital ecosystem on our Digital India programme had this to say about the programme:

As a participant in the British Council's Generation UK_India programme, I spent two weeks in India visiting the top incubators, start-ups and technical colleges in the country. I quekly realised that there in an enormous pool of exceptional talent, which represents an opportunity for UK-based start-ups and established businesses. What we need to do is bridge the knowledge gap that is currently limiting many start-ups based in the UK and India: The UK has strengths in the less tangible aspects of developing and propagating a business, such as branding, marketing and design. Indian technical expertise complements these strengths well, as does the fact that Indians have a different set of cultural references. For example, when working on my backpacking app, I had to be very clear about my purpose and target audiences. They made me think about what a backpacker would want from the app, without taking anything for granted. As they had no experience of the market, I benefited from their detached insights and questions.

If you go to any technological networking event in London, you will find that the vast majority of founders there are looking for a 'technical co-founder' to help them realise their vision. The chances of running a successful technical start-up with founders who have no technical expertise are slim. So, my advice to you is to start your search in India.

Unfortunately in the first year of the programme we have not managed to deliver the work placement strand however this is something we are working on for the second year of the programme.

Where are we now?

The interest and excitement being generated around the pilot year of Generation UK-India has already begun to change the conversation around mobility from the UK to India. The launch of the India Matters report by the British Council also further demonstrates why there is a need to engage further with India.

With strong learning from the pilot and a good number of potential opportunities and partners, we are now looking towards year 2 of the programme and putting in place further sustainable models to support the huge numbers of participants we aim to engage over the next four years.

In addition to expanding and developing our current opportunities for teaching assistantships and cultural immersion placements we are also strengthening in other areas:

1) *Work placements*

   we are finalising partnerships to placements in corporate organisations based in India with a particular focus on the business world and STEM sectors. We also hope to develop some placements with the Indian government.

2) *Study Placements*

   68 universities in India have expressed an interest in hosting UK students for short summer courses. We have launched a call for proposals and hope to select 5 – 10 universities to be part of the programme. These universities would host short courses for UK students during July and August 2016.

3) *Think India strand*

   We are also expanding this strand with aims to create an interactive website, options for online and face to face training and support for universities to develop their own partnerships and placements with India universities. We will also be investigating partnerships to support participants with funding.

4) *Alumni network*

   We will also be working closely with the programme alumni from the pilot year to embed a strong alumni network which will have the following objectives:

- To develop a network of young leaders from the UK with experience of India and ensure their continued engagement with India and Generation UK-India

- To support the continued career development of alumni of the Generation UK-India programme

- To encourage alumni to support with promotion of the programme

- To track and maintain engagement with participants longer term

We hope that with this growing number of opportunities and with the momentum from the first year Generation UK-India will bring about real change both in the numbers of young people and professionals from the UK undertaking experience in India and in the development of strong relationships and partnerships for future collaboration between the two countries.

Shalini S. Sharma
Senior Consultant & Head-Higher Education
Confederation of Indian Industry

Shalini heads the higher education vertical in CII. Her works includes policy advocacy with the government and working with industry on increasing private investment in higher education. She interacts with various agencies of the government connected with higher education such as the Ministry of Human Resource Development, Planning Commission, All India Council for Technical Education, University Grants Commission and World Bank and acts as a bridge between industry and government.

On behalf of CII, Shalini also works extensively in forging international collaborations and strategises in creating platforms for interaction between visiting higher education delegations and Indian academia, government and industry.

Before joining CII in October 2010 Shalini worked for 21 years in media. She was Senior Editor in Businessworld between 2008 and 2010 and wrote on a range of subjects including higher education, business of food, retail, luxury and politics.

Her previous stints in media include three years at India Today as Assistant Editor and 16 years at The Financial Express as News Editor.

Facilitating
a Passage to India

Despite having the world's third largest higher education network comprising more than 800 universities and 45,000 colleges, the number of international students in India remains a paltry 33,000-odd. The exact number varies every year but largely stays in the same range, a few thousands here and there. Some questions that arise here are:

- Do we have the capacity to take in large number of international students?

- Are our institutions willing to accommodate them?

- Is there a facilitating environment for international students to come to Indian campuses?

- Is there adequate policy push to strengthen our intake of international students?

A simple answer to all four questions can be "yes" but in reality it is not so. Each aspect of internationalization of Indian campuses needs to be analysed separately.

Do we have the Capacity?

Numerically speaking, Indian institutions are allowed to take international students 15 per cent over and above their total student strength. But this rarely happens because of the mismatch at various levels – campuses which can attract international students in groups, for say one semester or

so, do not get permission to do so. The students wanting to come to India in groups are not given the required visas because then it is seen as commercial activity while education is supposed to be not-for-profit. Campuses which have the wherewithal to prevail upon the authorities to obtain requisite permissions are not interested in doing so. So even while we have the capacity, we are not able to utilize it.

Are our Institutions Willing?

Then comes the question of whether our institutions are even willing to take in international students. Here a recent experience of trying to take a group of institutions on an awareness generating trip to a South-East nation was enlightening. Despite best efforts, there was no interest from institutes' side, even among the private ones, to join the delegation and undertake any marketing efforts in that country. This when attracting students from that particular country was really like plucking a low-hanging fruit. The views of one of the promoters of an institution solved the mystery. According to him, institutes here are not prepared to handle the nuances and sensitivities of taking in a large number of international students who would come from different cultures, different ethnic backgrounds and different customs and mores. Language is another barrier.

Institutes are wary of taking on the responsibility of bringing international students and then taking care of their assimilation here. This is the reason why they are ready to make trips to western destinations in search of collaborations with foreign universities but are loathe to do marketing in other regions.

This may make us wonder how countries in the West such as the US and the UK have been managing the large influx of international students for the past several decades. Add to that Australia, in recent years. The answer to that can be that these countries have a smaller student population of their own and have highly developed infrastructure which can take the pressure of additional numbers coming from overseas. In fact, the foreign exchange that international students bring has for long been an important source of revenue for these countries. Their governments are now slowly withdrawing their funding from higher education sector, making the institutions even more dependent on international students.

Given such economic compulsions, western nations have learnt by now how to handle the cultural and other issues that come with cross-mingling of students on campuses. Untoward incidents do happen off and on, such as the ones which happened in Australia some years back, but nations learn to live with that quickly.

In India there is no economic compulsion on our institutes to look for international students because we have enough students of our own. Our demographics are also favourable with no fear of institutes running out of enough young people to study, in the near future. With a sizeable number of ethnicities and diversities within our own country, we should in fact have

been better prepared to handle the issue of absorbing people from other cultures, but in reality it is not so. As a result, our institutions remain largely focused on efforts to attract students from within the country.

Facilitating Environment

Most campuses in developed countries have well-staffed international offices which can handle the requirements of students coming from different countries. These offices facilitate the entry of students to their campuses right from the beginning. They take care of visa, hostel accommodation, opening of bank accounts, language classes, supplementary courses and even things like connecting that student with others in that community. In other words, they ensure that the student feels at home even while being amidst strangers. In addition to universities, embassies of different countries also offer similar services and there are professional agencies to take care of such needs of international students.

In India this eco-system is not there, barring in some private universities. Public universities do not have any mechanism through which international students can be engaged or made to feel comfortable during their stay in India. Security, food, boarding, local travel are some issues which a foreign national may find difficult to navigate on his or her own unless a defined support system is in place.

Policy Push

Perhaps for the first time, despite all the negatives on other points, there is a big positive on the policy side as far as internationalization of Indian campuses in concerned. The ministry of human resource development has traditionally been more focused on improving access, equity and quality of the education system and catering to the needs of our own students. With 250 million children in schools and over 30 million in higher education, the ministry has had its hands full tackling domestic issues and challenges and has seldom found time to focus on international students.

There has however always been a diplomatic and economic angle to bringing in foreign students. Which is why the ministry of external affairs (MEA) has done more on this front than the ministry of HRD. Setting up of South Asian University in Delhi, Nalanda University in Bihar and running regular India programmes for students from the Asean region and also from Africa are some examples of MEA's pro-activeness on this front.

A definite policy push to this aspect of higher education is now coming from the Prime Minister's Office (PMO) which has entrusted Niti Aayog the responsibility of finding a mechanism which is agreeable to all and which will enable foreign universities to set up their campuses in India. Led by the PMO, the ministry of commerce is also now actively working on the agenda of promoting Indian campuses globally. It has recently created a platform of Global Exhibition on Services (GES), with the Confederation of Indian Industry (CII), which showcases education as one of the major services that India can offer to the world. The first edition of GES was held in April 2015 and the next is slated for early 2016.

Another interesting government push in this area is coming from the ministry of overseas Indian affairs which, through its joint venture with CII – the Overseas Indian Facilitation Centre (OIFC) – has recently launched the India Internship Programme for students of Indian origin studying in foreign universities. This programme, which OIFC is implementing in close coordination with CII, is facilitating paid internships of at least two months in top Indian companies for students of top foreign universities. Companies like Flipkart, Forbes Marshall, Thermax, Dynamatic Technologies, Blue Star, Godrej & Boyce, Apollo Hospitals, Kirloskar Brothers, RP-Sanjiv Goenka Group, Tata Chemicals, Tata International, Wipro and Infosys are committing internship positions with high-quality projects. A successful completion of this programme in 2016 will ensure a steady inflow of more international students in years to come. This, combined with a semester programme for international students with equivalency and validation in other countries, will further give a boost to this agenda.

CII

Confederation of Indian Industry

The Confederation of Indian Industry (CII) works to create and sustain an environment conducive to the development of India, partnering industry, Government, and civil society, through advisory and consultative processes.

CII is a non-government, not-for-profit, industry-led and industry-managed organization, playing a proactive role in India's development process. Founded in 1895, India's premier business association has over 7900 members, from the private as well as public sectors, including SMEs and MNCs, and an indirect membership of over 200,000 enterprises from around 240 national and regional sectoral industry bodies.

CII charts change by working closely with Government on policy issues, interfacing with thought leaders, and enhancing efficiency, competitiveness and business opportunities for industry through a range of specialized services and strategic global linkages. It also provides a platform for consensus-building and networking on key issues.

Extending its agenda beyond business, CII assists industry to identify and execute corporate citizenship programmes. Partnerships with civil society organizations carry forward corporate initiatives for integrated and inclusive development across diverse domains including affirmative action, healthcare, education, livelihood, diversity management, skill development, empowerment of women, and water, to name a few.

In its 120th year of service to the nation, the CII theme of "Build India- Invest in Development, A Shared Responsibility", reiterates Industry's role and responsibility as a partner in national development. The focus is on four key enablers: Facilitating Growth and Competitiveness, Promoting Infrastructure Investments, Developing Human Capital, and Encouraging Social Development.

With 66 offices, including 9 Centres of Excellence, in India, and 8 overseas offices in Australia, Bahrain, China, Egypt, France, Singapore, UK, and USA, as well as institutional partnerships with 312 counterpart organizations in 106 countries, CII serves as a reference point for Indian industry and the international business community.

Contact: