CII

Confederation of Indian Industry

Association of Indian Universities

Trends in Internationalization of Higher Education in India

Foreword

The Prime Minister, from the ramparts of Red Fort on 15th August this year, exhorted Indians to think proactively on several fronts. Among them was the question -- why can't India be an exporter of education. That is indeed a new thought. Even while talking about globalization and internationalization of higher education, we do not think in terms of "exporting" education or education services since we tend to connect exports with commodities and not with services. But it is time to start doing so, specially in higher education, because India has the potential to become a global hub in this field. Students from south-east Asian nations and African sub-continent have already started heading towards our shores but the numbers are still small. As the figures in this report show, we are nowhere near where we should be in terms of attracting students to our institutes.

It is also a reality that our institutes already have enough Indian students to take care of. But the agenda of internationalization still needs active encouragement and support because it helps institutes to become more outward looking. The presence of students from different global cultures and environments helps both students and faculty in domestic institutions to gain from the experience which these foreign students bring.

The Confederation of Indian Industry (CII) and the Association of Indian Universities (AIU) have come together to bring out this first joint report on "Trends in Internationalisation of Higher Education in India 2014". India needs to be promoted more as a destination for higher education. Branding and awareness generation has to be initiated at several levels. CII is connected with all major countries through its offices spread across the globe. It will be our endeavor to reach out to stakeholders with the insights and knowledge which this report brings and press upon them to keep India top among their list of destinations for foreign education.

I would like to thank Prof Furqan Qamar, Secretary-General, AIU, for partnering with CII for this joint report.

Chandrajit Banerjee
Director General
Confederation of Indian Industry

Foreword

The Association of Indian Universities (AIU) has been monitoring the inflow of international students into India since the early 1990s, and has been bringing out periodic reports in the form of Occasional Papers. The latest in the series was published in 2014 based on data collected from 121 universities as in February 2014. The same also forms part of this publication (page 20). Even though it may not present a complete picture of all the foreign students in India, the report provides valuable insights on the number of students and source countries, the gender of students, the levels of education and the choice of disciplines. Limitations of statistics notwithstanding, the available data enables one to construct the trends: most foreign students in India are from the developing countries of Asia and Africa and 40 per cent of them are are female. Almost 80 per cent of students come for under-graduate studies. The number for students for post-graduate studies and research is rising and is at present about 20 per cent of the total. Nearly 70 per cent of the foreign students come for professional courses, especially health education, which accounts for 35 per cent of the students.

With the All India Survey on Higher Education (AISHE), the online portal of the Ministry of Human Resource Development (MHRD) Government of India, which inter alia collects and reports data on the foreign students pursuing various programmes of studies in Indian universities and colleges, the data gap is likely to be bridged significantly. Data on foreign students in India as collected by the AISHE is already in public domain for years 2010-11 and 2011-12. These data sets report foreign students by different levels of courses from different countries. Accordingly, the number of foreign students in Indian campuses during the year 2010-11 and 2011-12 were 27,531 and 33,151 respectively. Obviously, the AIU and MHRD need to work together to improve the availability and quality of statistics on international students.

Data limitations apart, it is abundantly clear that India has a negligible share in the total global inflow of foreign students which is estimated to be 4.3 million. Given the fact that total enrolment in higher education according to AISHE-2012-13 stands at 29.63 million and that Indian universities and colleges are permitted to admit foreign students on supernumerary basis up to 10 per cent of their approved intake, it is obvious that they are attracting only a miniscule of their potential. Clearly, there are systemic and other issues acting as a barrier in attracting international students on our campuses.

It is in this backdrop that the AIU and the Confederation of Indian Industry (CII) have come together to bring out this series. In all likelihood, it is going to be an annual publication aimed at not only reporting the data but also trying to develop understanding as to the various challenges that are faced in attracting international students on our campuses. I am thankful to all the authors who, despite their other commitments, found time to contribute to this volume at such a short notice and hope that they would continue to support the initiative in future as well. I also hope that many more eminent people shall join by contributing for the future volumes of this series. I would also like to put on record my appreciation for Ms. Shalini S. Sharma, Head, Higher Education at CII who very gladly took on the responsibility of editing this volume. She also mobilised the much needed intellectual and other resources but for which this volume would not have been possible.

November, 2014
New Delhi

Prof. Furqan Qamar
Secretary General
Association of Indian Universities

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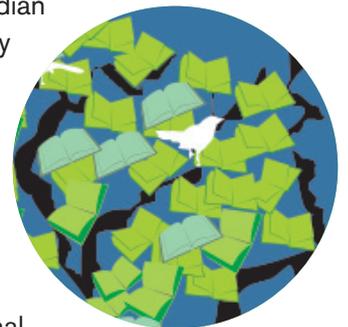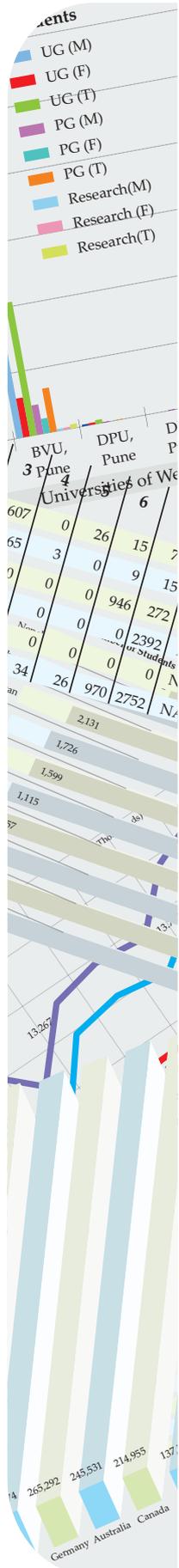
International Student Mobility:
The Global Scenario
and Indian Mobility Trends

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international student mobility is the most visible manifestation of internationalization of higher education; and amongst the different forms of internationalization the one having the greatest impact. It has been practiced since ancient times and has led to better social and political understanding, an integration of cultures, a sharing of information, ideas and philosophies across the globe, and a growth of economy. Significantly, it has shown accelerated growth after the advent of globalization in the early 1990s. The number of international students rose from 1.3 million in 1990 to 2.1 million in 2000, and then more than doubled to 4.3 million in 2012 (Institute of International Education, 2013). The growth trajectory suggests that it will reach 4.5 million in 2014. As Lawton et al. (2013) aptly point out, international student mobility has been the main driver of internationalization of higher education. The intent of this paper is to review the global scenario relating to international student mobility, and to analyze the outflow and inflow mobility trends from and into India.

The international student: Definition

There is disagreement regarding the meaning and scope of the term 'international student'. The questions that are asked are: Should it be restricted to persons crossing national borders for post-secondary / tertiary education leading to an academic qualification (degree or diploma) requiring study over a specified minimum duration? Or should the scope of the term be enlarged to also cover short-term visitations for acquiring a certificate, or for a general broadening of horizon, as in the case of 'study abroad' programmes. Unesco Institute of Statistics (Unesco, 2011) has defined international students as "those who have crossed a national or territorial border for the purpose of education and are now enrolled outside their country of origin". The definition excludes students who are in a programme for less than a year. The Institute of International Education (IIE) in its Open Doors Reports (IIE, n.d) does not have the one-year time restriction. The ministry of human resource development (MHRD) regards all persons coming under a student visa to be international students, irrespective of whether they come for post-secondary education programmes or otherwise. The Association of Indian Universities (AIU) follows the Unesco definition while the University Grants Commission (UGC) follows the IIE one. For the purpose of this paper the Unesco definition is followed.

Promoting inflow of international students

The need to foster international mobility of students has been universally accepted and the governments of some developed countries have formulated schemes to promote it in a big way. The Government of India is in favour of promoting the flow of international students in India but not much has been done for this. Indeed in India there are sceptics who question the reservation of seats for international students on Indian campuses. This is in keeping with the argument that the majority of
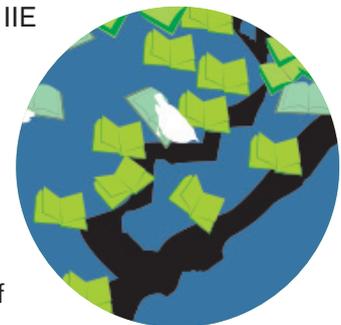
(Indian) institutions need to have a focus on local priorities, including giving place to Indian students.

International students need to be encouraged to join Indian higher education institutions (HEIs) for many reasons. Some of the more important ones are listed below:

- First, international students constitute an important academic resource in that they provide valuable expertise and a cross-cultural perspective. As Altbach (1989, pg. 126) pointed out a quarter century back, they are "one of the most important elements of the international knowledge system … They are the carriers of knowledge across orders … They are the embodiment of the cosmopolitan culture. … (and they) are one of the most visible and important parts of the worldwide exchange of knowledge". Further, "Foreign students and scholars are a key part of academic life … (They) constitute an important academic resource in that they provide valuable expertise and a cross cultural perspective".

- Second, international students of today, on their return home, become the country's ambassadors and help correctly project our culture and policies. Indeed, the good relationship that India has with the African countries is to a considerable extent due to the fact that many of their leaders were educated in India. The influence that India has in Afghanistan is in no small measure due to the fact that former President Hamid Karzai was educated in India. Promoting better understanding amongst the member countries is one of the reasons behind the establishment of the South Asian University in New Delhi.

- Third, where a country is not able to afford to send its students abroad for an international exposure, as is the case with India, it becomes all the more important for it to attract international students to its campuses so that the local students can meet and interact with international students to get an idea of the outside world through their eyes and ears.

- Fourth, in the present era of globalization, large business houses are locating their branch offices in the emerging market places of the world. Several multinationals are setting up their large R & D units in countries where there is talent available for innovative activities. The industrial scene is such that employers are looking for talent that can understand and effectively function in different parts of the world. The demand is for higher education graduates who are 'globally employable'. Hence, there is a need to have a large number of international students who will help generate a cosmopolitan and global environment on our campuses.

- Fifth, the developed world has recognized the economic and other benefits of international student mobility. The 'call to action' issued at the conclusion of the International Education Summit, 2012 held along with the G8 meeting at Washington on May 2-3, 2012, stated: "International education is a multi-billion dollar industry that is a major service-sector 'export' which boosts skill development. At the same time it fosters innovation and growth and strengthens commercial, cultural and diplomatic ties between nations". Further that "Global mobility in higher education – the exchange of students and scholars – is an economic engine that fuels the economy of both home and host countries, keeps our universities vibrant and competitive, and prepares the future workforce to meet global challenges".

- Sixth, as Choudaha and Chang (2012) point out, institutions in the developed world, now functioning in an environment of budgetary cuts and increasing competitions, are making deliberate attempts to recruit foreign students using modern marketing strategies. Today, the international student represents an emerging market in the business of higher education. Universities across the world are striving to attract fee-paying students from all over the world. Indian HEIs can do the same.

- Seventh, the international dimension of a university campus is now an important parameter in the "ranking" of world class universities. One of the reasons for Indian universities not been able to find a place in the top 100, or even top 200 universities, of the world is their poor record as regards

international students and international academic cooperation. The country needs to attract more international students to improve the international ranking of its universities.

Segmentation

All students have a latent desire to go to a developed country to secure quality education, widen horizon and, if possible, look for opportunities to emigrate. In the vast majority of cases the desire remains abeyant because of the cost factor and / or because of a lack of adequate academic preparation. Based on the two dimensions of financial resources and academic preparedness, Choudaha et al. (2013) have identified four segments of (potential) international students. These are:

- Explorers: Students with high financial resources and low academic preparedness.
- Highfliers: Students with high financial resources and high academic preparedness.
- Strivers: Students with low financial resources and high academic preparedness.
- Strugglers: Students with low financial resources and low academic preparedness.

The majority of Indian students studying abroad are the strivers though they are now being joined by a few highfliers. The preference of Indian students is for STEM (science, technology, engineering and mathematics) discipline with about three-fourths being in post-graduate (master's and doctoral) programmes.

International student mobility: The global scenario

International student mobility is not a new phenomenon having existed from the earliest times. During the ancient period, and in the later part of the first millennium, students and scholars moved across national borders seeking information, assimilating knowledge and propagating their own thoughts and culture. In the eleventh and twelfth century, teachers and students moved across Europe seeking knowledge and propagating thoughts and paved the way for the founding of the first of the modern universities at Bologna, Paris and Oxford. During the colonial period 'natives' went to the country of their 'colonial masters' for higher education that usually led to indoctrination of thought and culture. In the years that followed, the trend of trans-national movement in search of knowledge continued, steadily increasing with time. It greatly accelerated after the advent of globalization in the early 1990s. Today, it is an integral part of many higher education systems.

Till recently international student mobility was limited spatially by geography and culture. Thus, during ancient times India drew students mainly from Asia. In the medieval period the movement was largely within Europe. And after the colonization of much of Asia and Africa by European powers the students in the colonized countries started going to the countries of their masters. Student mobility became global only after World War II with the United States of America emerging as the preferred destination, soon to be joined by other developed countries. The current trend, however, suggests a return to regionalization. In Europe, as a result of the Bologna Agreement and the initiation of the Bologna Process, the students tend to move within the European area. Students of African countries are showing a preference for South Africa and India is drawing students mainly from North and East Africa and West and South Asia.

Growth

During the past 50 years, there has been an accelerated growth in international student mobility. This growth is brought out in Figure 1 (next page) which is based on OECD data. It is seen that there has

Fig 1: Growth in the number of international students globally since 1975.

Million Students

0.8   1.1   1.1   1.3   1.7   2.1   3.0   4.3   4.5

1975 1980 1985 1990 1995 2000 2005 2012 2014
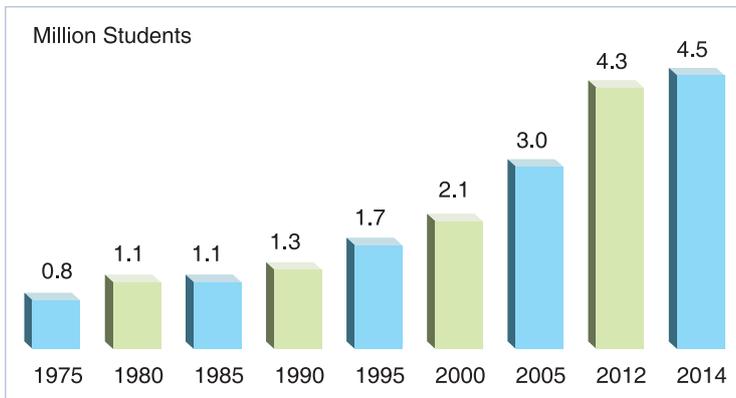
been rapid growth in international student mobility, especially since 1990 when there were 1.3 million international students. The numbers rose steadily to 3.0 million in 2005 and it was estimated to be 4.1 million in 2011 and 4.3 million in 2012. The growth trajectory suggests that the figure is likely to touch 4.5 million in 2014. Earlier estimates (Bohm, 2003) indicated that the number would double to about 8 million by 2025. However, a recent OBHE Report (Lawton et al., 2013) concludes that the rate of increase of student mobility is set to decline, consistent with a projected drop in the rate of global tertiary enrollment from 5-6 per cent to 1.4 per cent annually in 2020; stagnant demand in the developed world, decrease in the size of the 18-24 cohort, development of education in the developing world, especially the BRIC countries; and the rapid expansion of trans-national education and distance education. An important factor could also be the tightening of grant of visa.

Roscoe and Hijazi (2012), analyzing the OECD data for 2010, pointed out that out of the 172.9 million students enrolled in tertiary education worldwide, 4.1 million (i.e. 2.3 per cent) are studying outside the countries of their origin. Of these, over 1.4 million are in the world's top 2.5 per cent universities. Marmolejo (2012) suggested that the number of international higher education students could, in reality, be much larger - probably around 5 million - because OECD doesn't include students hosted in several countries, such as China, Malaysia, Mexico, and Egypt, which are important destinations.

Mobility pattern

The great disparity in educational facilities and standards that has traditionally prevailed between the developing countries and the developed world has meant that for decades the mobility of international students has been uni-directional – from developing to the developed world, especially to the US, the UK and Western Europe. South-to-north mobility is the established pattern. According to an OECD report (OECD, 2012) 83 per cent of all international students were enrolled in G20 countries and that this pattern has prevailed for over a decade. Of significance is the emergence of sub-patterns in the form of regionalization.

However, things are changing. With the rapid development of higher education in Asian countries, especially in China, Singapore, Malaysia and India; and with the establishment of a number of educational hubs in the Gulf region and South Eastern Asia, south-south mobility is now common.

An important development that may have far-reaching implication is the fact that governments in North America and Europe are now encouraging outward mobility giving a boost to north-to-south mobility. The US under its '100,000 Strong Initiative' aims at sending 100,000 American students to China by 2014. Under the British Council's 'Generation UK' programme 15,000 UK students will be offered subsidized places and internships in China. On its part China aims to bring in 500,000 students into the country by 2020.

The major source countries for international students have, over the years, been China and India while the most favoured destination has been the United States. However, the scenario is fast changing as

over the years the destination of international students has diversified. To the traditional destinations of the US, the UK and Western Europe have been added Australia, New Zealand, Canada and China. Singapore and Malaysia are also emerging as destinations.

The developed countries of North America, Europe and Australia are the major destinations. According to Project Atlas data (IIE, 2013) in 2012 the top eight countries receiving international students (See: Top 8 Receiving Countries for International Students in 2012) were US (819,644 students), UK (480,380 students), China (328,330), France (289,274 students), Germany (265,292 students), Australia (245,531 students), Canada (214,955 students) and Japan (137,756 students). From the list for 2011, Russia (136,791 students) and Italy (68,306 students) have fallen behind while China has shown a remarkable increase from 61,211 students to 328,330 students. In the developed countries the number of international students is increasing rapidly. The increase in the number of students going to the western world is best illustrated by the example of the US. As per Open Doors data, the number of international students in the US rose from 582,984 in 2006-07 to 671,616 in 2008-09, 723,277 in 2010-11and 819,644 in 2011-12.

The absolute numbers, however, present only a partial picture. In terms of per cent of international students, against total student strength in higher education, Australia leads with 26.4 per cent, followed by the UK (19 per cent), France (12.1 per cent), Germany (11.1 per cent), the US (3.9 per cent) and China (1.0 per cent) (IIE, 2013).

The source region for international students is largely Asia. In 2010 the eight largest source countries (Roscoe and Hijazi, 2012) were China (510,314 students), India (195,104 students), South Korea (125,165 students), Germany (91,928 students), the US (53,251 students), Malaysia (53,121 students), France (51,288 students) and Turkey (47,275 students) (See: Top 8 source countries for international students in 2010).

What is significant is that Germany, France, the US, Russia and China figure in both lists (that is exporters and importers). This shows that in the world of higher education 'international experience' is becoming important and that even the developed world feels it necessary to send out its students. The case of China is unique. While it has been the largest source country for some years, it became the fourth largest destination country in 2010 (Xinyu, 2012), rising to third place in 2013.

Fig 2: Top 8 receiving countries for international students in 2012

Number of International Students

510314 China
195104 India
125165 S Korea
91,928 Germany
53,251 UK
53,121 Malaysia
47,275 Turky

Fig 3: Top 8 source countries for international students in 2010

Number of International Students

510314 China
195104 India
125165 S Korea
91,928 Germany
53,251 UK
53,121 Malaysia
47,275 Turky
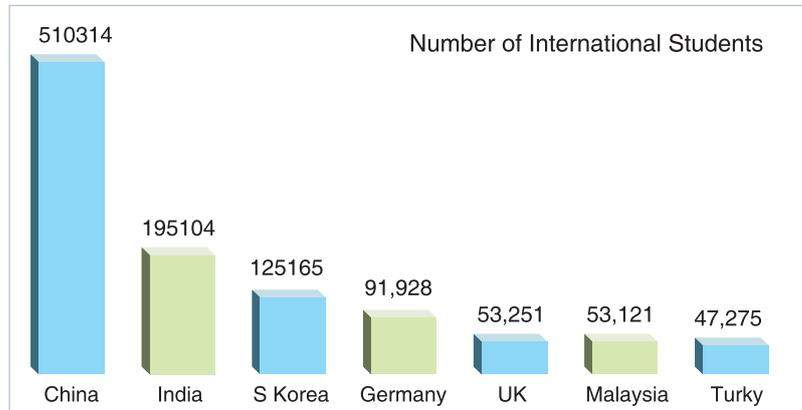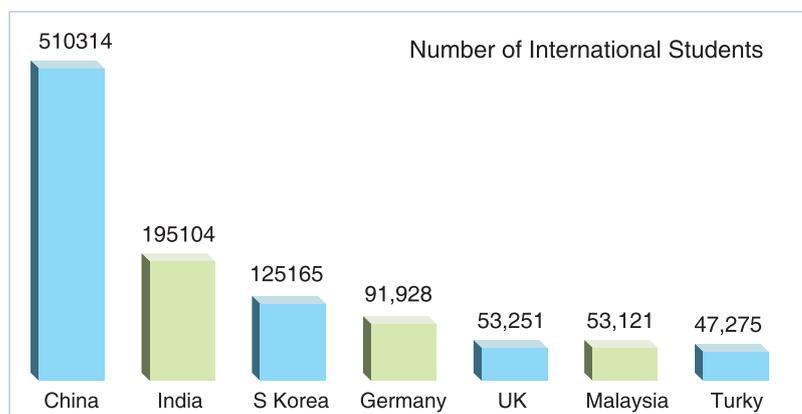
The changing destination-scenario is brought out in Table 1. The US still remains the most-favoured destination but the percentage of students has come down from 28 per cent in 2001 to in 19 per cent 2011. Over the same period, the UK has shown a small drop from 12 per cent to 11 per cent. China has emerged from nowhere and accounts for 7 per cent. France has remained constant at 7 per cent, Germany has shown a drop of 3 per cent while Australia and Canada have gained by 2 per cent. Others have gone up by 4 per cent.

Government policies

The accelerated growth of international student in the new millennium, its evident academic and economic benefits and its possible social and political repercussions have led to governments closely examining and formulating their policies. The governments of many developed countries have obviously come to the conclusion that such mobility needs to be promoted. The '100,000 initiatives' of the US, and the British Council's 'Generation UK' programme covering 15,000 students (both of which target China), are excellent examples. 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.

Table 1: Changing destination of international students

Country	2001	2012
United States	28%	19%
UK	11%	11%
China	-	8%
France	7%	7%
Germany	9%	6 %
Australia	5%	6%
Canada	3%	5%
Japan	3%	3%
Others	38%	35%

Source: IIE - Project Atlas, 2013

Countries like Australia and Canada, that require skilled and knowledgeable manpower, see in the longer form of international student mobility a possible source of 'brain gain' through emigration. On the other hand, there are countries, such as the US and the UK, that have fears that international students staying on after finishing their study could hamper the employment prospects of the locals. This uneasiness has led to the tightening of visa procedures and immigration rules for students, and a contraction of post-study working rights (Powar et al., 2012).

Overall, in recent years, there has been a general liberalization of legal frameworks and government policies in favour of greater access for international students and academics into labour markets. This has made it possible for international students to stay on in the host country. An OECD document (OECD, 2010) draws attention to the fact that, in many host countries, between one fifth to one third of the incoming cohort change their status from a student category to a work or residence category. In Germany, the Netherlands and the UK, the percentage is about 25 per cent and in Canada and France about 30 per cent. Of those students who actually complete a degree in Germany at least a third stay on in the country (Grothus, 2012).

International Student Mobility: The Indian Scenario

Outflow of students

During colonial times, Indian students used to go to the UK, and to a much smaller extent to France, Portugal, Germany and the US, for post-gradute studies and research. They belonged to well-to-do families or were those whose merit was recognized by the princely states or trusts. Post-Independence, meritorious students started receiving support from the government and many proceeded abroad under cultural exchange programmes. At the same time, there was an increase in the capacity of Indian parents to pay for their children's education. In recent times students are now increasingly going to the US and Europe for under-graduate education as well. Liberal arts and humanities are now becoming popular. Management education is also being preferred. Almost 50 per cent of the Indian students going abroad for higher studies go to the US. The UK is also a preferred destination. Australia and Canada have become popular choices because of the possibility of migration that they offer. Germany, with no-tuition or low-tuition, is picking up as a destination because of the low overall cost. An interesting choice is that of China where medical education is now being offered in English and is much less expensive. The preferred choice of destinations is apparent from Table 2.

Table 2: Top destinations of Indian students (2005-2012)

Year	USA	UK	Australia	Canada	NZ	China	Germany	Total
2012	96,754	31,595	12,629	28,929	11,349	10,237	5,745	197,238
2011	100,270	29,900	15,395	23,601	12,301	9,370	4,825	228,774
2010	103.895	39.09	21,932	17,549	11,616	9.014	3,821	253,743
2009	104,897	38,500	28,020	9,561	9,252	8,468	3,236	247,631
2008	103,260	34,065	28,411	8,325	6,348	8,145	3,217	216,516
2007	94,563	25,905	27,078	7,304	3,855	7,190	3,431	205,852
2006	83,833	19,228	25,497	6,927	2,599	3,245	3,583	158,215
2005	76,503	16,872	22,529	6,688	N/A	N/A	3,807	N/A

Source: IIE - Project Atlas, 2013

In the new millennium the number of Indian students going abroad for higher education has varied according to the changing 'paying capacity' of Indian families. The number steadily increased from about 150,000 in 2006 to about 250,000 in 2009 and 2010 but then declined to a little less than 200,000 in 2012 (Fig 4). The decline is generally attributed to the economic recession and the strong devaluation of the Indian rupee against the US dollar.

India's student outflow was 53,266 in 2000 and this approximately trebled to 158,215 in 2006. Between 2006 and 2012, there was an overall increase of about 25 per cent in the total number of students going abroad. The increase has been noteworthy in the case of New Zealand (331.6 per cent), Canada (317.6 per cent) and China (214.5 per cent); good in the case of the UK (64.3 per cent) and Germany (60.3 per cent); and modest in the case of the US (154 per cent). Australia has however shown a sharp decline of about 44 per cent. The increase in popularity in case of New Zealand and Canada is due to the fact that these countries offer good possibilities of permanent residence after completion of studies. China offers cheap education in English in the field of medicine. Germany provides both good education and good possibilities of being

Fig 4: Outflow of students from India to different destinations (2006-2012)
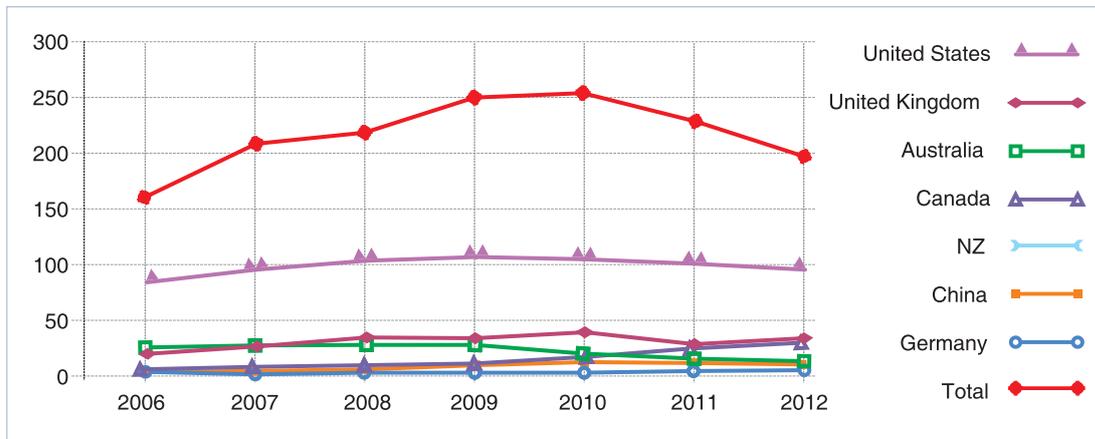
Source: IIE - Project Atlas, 2013

able to emigrate. The sudden reduction in the attraction for Australia is attributed to consistent media reports of questionable quality of education provided by some institutions coupled with reports of physical assaults on students of Indian parentage.

In the case of the US there was a spectacular increase in number of Indian students from about 76,500 in 2005 to over 100,000 during 2008 to 2011 followed by a tailing down to about 97,000 in 2012. However, India watchers (Choudaha, 2014; Teter & Martin, 2014) believe that a turnaround is imminent because of the emergence of 'high fliers' and this may come as early as 2015.

Inflow of international students into India

The Association of Indian Universities has been monitoring the inflow of international students into India since 1990 and has periodically published reports on the (then) current status and has evaluated trends (Powar et al., 1997; Powar, 2003, Shah et al., 2009, Powar & Bhalla, 2012 and Powar & Bhalla, 2014). The growth in the number of students has been anaemic,rising from a little more than 12,000 in 1990 to about 25,000 in 2013, with a nadir of less than 6,000 in 1996. The source countries are largely Asia and Africa with the important sub-regions being those of East Africa, North Africa, West Asia, South Asia, and to an extent South-East Asia. Sub-region wise, the biggest contributors are South Asia and West Asia. There is very low representation from Europe, East Asia, Australasia and the Americas (Fig 5).

For over two decades Asia and Africa have been the main source of international students in India. However, there has been temporal variation in their relative contributions. The share of Asia has risen from about 45 per cent to 73 per cent while that of Africa has declined from more than 48 per cent to about 23 per cent. The sharp decline in Africa's share has been studied by Lavakare & Powar (2013) who have attributed the steady decline to the improvement in Africa's own educational infrastructure, the Africans' improved capacity to pay, and aggressive marketing by developed nations. The problems have been compounded by the inadequate quality of education in the average Indian HEI, and the cumbersome administrative procedures and, to an extent, the difficulties of assimilation within the Indian culture.

International students prefer to join educational institutions located in and around the cities that are easily accessible from their home countries like Delhi, Pune, Hyderabad and Bengaluru. There is a growing preference, for those wanting to avail professional education, to join academic institutions located in smaller towns like Manipal, Mysore and Belgaum. Pune is the most popular destination with 4,298 students in

five university level institutions. Seven universities have more than a thousand students with the highest number (2,742) being in Manipal University.

The data for the nine institutions of the western peninsular belt reveals that approximately 80 per cent of international students come for under-graduate education, about 20 per cent for post-graduate programmes including a few for research. The gender balance, though not ideal, can be said to be satisfactory as about 40 per cent of the international students are female. The choice of disciplines is also varied. About 30 per cent of the students are in the liberal arts (arts, social sciences, science and commerce) and the rest are enrolled for professional programmes. The professional disciplines in demand are the health sciences, including medical, dental science, nursing and physiotherapy, (35.45 per cent), engineering and technology (23.86 per cent) and management (9.87 per cent). Interestingly, 3.14 per cent of the students have chosen law. The numbers indicate that Indian professional education is respected in developing countries.

Fig 5: Temporal variation in international students from different regions of the world, studying in India during the years 1990-91 to 2011-12.
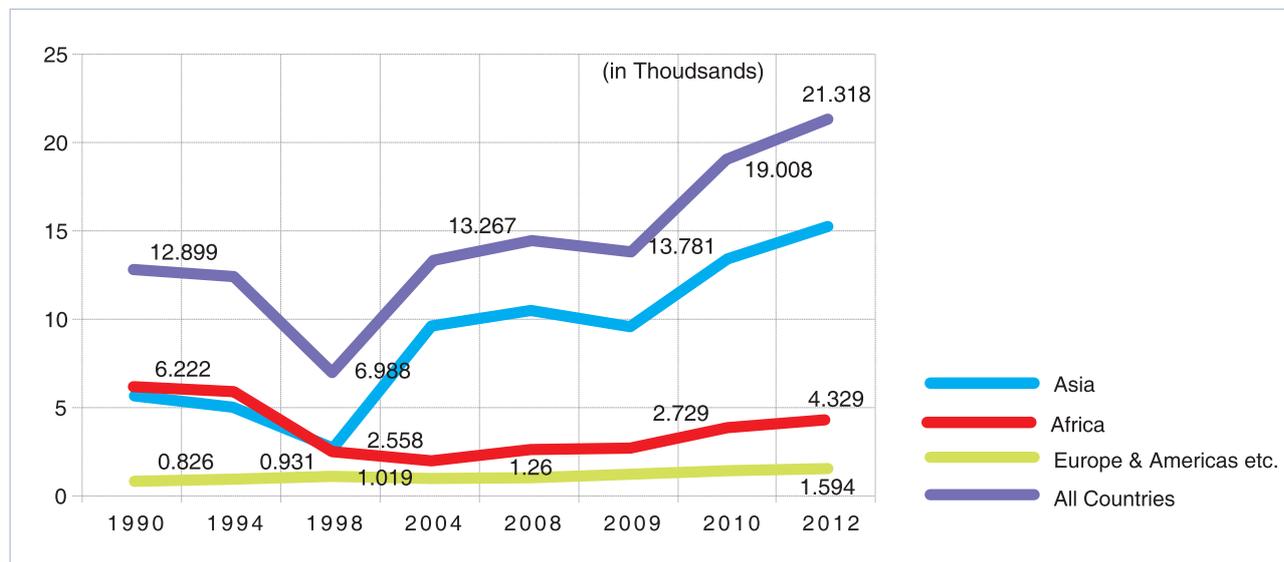
Source: Association of Indian Universities (AIU) and the University Grants Commission (UGC). (Adapted from Powar and Bhalla, 2014

The outflow / inflow balance

Compared to over 200,000 Indian students studying abroad the total number of international students in India for university-level education is between 25,000 and 30,000. With the country having 20 million students the percentage of international students is about 0.1 per cent which is miniscule compared to Australia's 21.4 per cent and the UK's 19.0 per cent. Incidentally, the US 3.7 has per cent and China (which in many ways can be compared to India) has 1 per cent. India's very low ratio (one-tenth that of China) means that students in India hardly get to meet the international student community. The situation needs to drastically change if we expect our graduates to become future global citizens.

The Indian higher education system is the third largest in the world having (in June 2013) about 700 university level institutions, over 37,000 colleges, 1 million teachers and 20 million students in a large number of disciplines. It has quite a few institutions renowned for their teaching. In almost all the universities the language of instruction, at least at the post-graduate level, is English. A number of Commonwealth countries in Africa and Asia find the Indian education system close to their own, and acceptable in their future job markets. The education is much cheaper than in the developed world. The students from Middle East also looked to India also for providing them opportunities for learning English – a language they

had to learn to participate in the global economy. As such India should be able to provide education to a large number of students from the developing world. But this is not happening. The reasons may be many but the most important are the lack of well enunciated policy guidelines from the government and the general apathy of public universities.

Evidently, the policy of the Government, though not clearly defined, is to promote the inflow of international students into India. In 2003, the UGC identified internationalization of higher education as a thrust area. It launched Promotion of Indian Higher Education Abroad (PIHead) as a coordinated national initiative (UGC, n.d.). The Government is aware of the problems faced by international students. An inter-ministerial committee on welfare of foreign students, set up under the directions of the prime minister, has identified the problems faced by international students in India and has made recommendations for action by Indian missions abroad, the ministry of home affairs, MHRD, ministry of finance and the Indian Council for Cultural Relations (Prime Minister's Office, 2008). Recommendations have also been given on specific actions to be taken by UGC and universities / educational institutions. However, the implementation of the recommendations has been slow.

The progress is far from satisfactory. PIHead seems to be working in fits and starts. The activity is largely limited to coordinating the participation of Indian universities in educational fairs abroad. Also, no action seems to have been taken on a 2009 UGC expert committee which proposed an action plan on internationalization of Indian higher education. In brief, there is a difference between intent and reality. India professes to encourage internationalization of higher education, and with it international student mobility, but the authorities are doing little to promote it.

Green & Koch (2010) pointed out that the destination (and distribution) of international students will be now be determined by:

•   First, the quality of education, and educational opportunities, in the receiving country.

•   Second, the efficacy of the national strategy to recruit international students.

•   Third, the simplicity of admission procedures and the ease of obtaining a visa.

It is the responsibility of the government to ensure that these basic requirements are met. It has to go a few steps further. These are to clearly define the government policies regarding internationalization of higher education, make provision for grants to facilitate the going abroad of its students (as has been done by the European Union, the US, the UK, China, Brazil and even Saudi Arabia) and impress upon the leading public universities the need to promote internationalization of higher education and provide funds for the purpose.

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International Students in Indian Universities: Source Countries, Gender Ratio, Levels of Education and Choice of Discipline
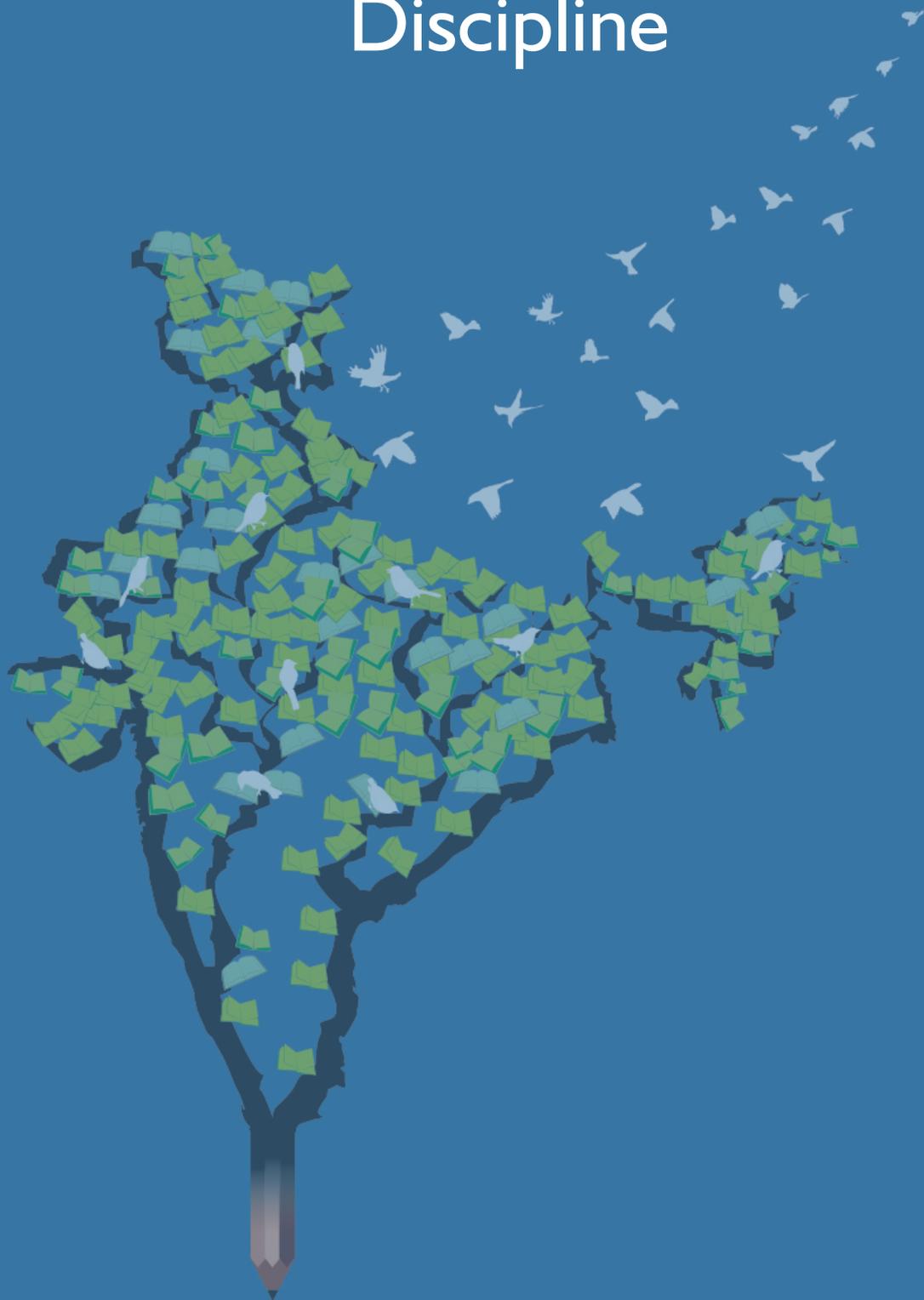
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There has been general confusion in India regarding the number of international students studying in the country with considerable variation in the numbers quoted by different organizations. To an extent this is due to the fact that there are varied interpretations of the term 'international students'. Unesco Institute of Statistics (Unesco, 2011) has defined international students as "those who have crossed a national or territorial border for the purpose of education and are now enrolled outside their country of origin". The Unesco definition also excludes from 'international students' who are in a programme for less than a year. The Association of Indian Universities (AIU), in accordance with this definition, lists in its data-base only students registered in universities and colleges, for post- higher secondary programmes, of at least one academic year duration, to be international students. Consequently, students coming for short-term certificate / diploma courses in subjects like English language and computer-literacy are not being covered, nor are students coming for 'study India' programmes. Likewise, students registered with Indian open universities, but residing abroad are excluded from the latest survey.

The Institute of International Education (IIE) in its Open Doors Reports (IIE, n.d.) does not have the one-year time restriction. It considers any student studying on a temporary visa that allows academic course work to be undertaken, as an international student (IIE, n.d.). In accordance with this interpretation, the University Grants Commission (UGC) includes in its data-base the categories excluded by AIU, i.e. students on short-term programmes, including 'study India' and those registered with open universities but non-resident in India. The ministry of human resource development (MHRD), regards all persons coming under a student visa to be international students, irrespective of whether they come for post-secondary education programmes or otherwise. In both the AIU and UGC date-bases there is a shortfall in the numbers because a large number of universities (including the established ones) simply ignore requests for information. At a rough estimate, the shortage due to non-response is about 10-15 per cent. Hence, what are important are not the absolute figures, but the trends as indicated by temporal variations in the data collected by the same organization. AIU is an organization which provides data for 2008-09 and for earlier including 2003-04.

A piquant situation is provided by the large number of 'Tibetan students' listed as international students by many universities. India accepts the fact that Tibet is a part of China and, therefore, these will have to be classified as being students from China. At the same time, it is a fact that most of them are children of political refugees, born and bred in India. None of them has visited Tibet. Logically, all of them should be classified as Indian or 'stateless'.

The data of Association of Indian Universities

The Association of Indian Universities has been collecting information on international students in India since 1994 and the data has been periodically analyzed (Powar, et. al., 1997; Powar, 2003, Shah et. al. 2011; Powar & Bhalla, 2012; Lavakare & Powar, 2013) to ascertain trends. Over the years there has been a small but steady increase in the number of international students coming to India for higher studies but the increase is not commensurate with the increase in international student mobility or the growth of the Indian higher education system. A review of the data covering the period 1994-95 to 2008-09 (Powar & Bhalla, 2012) brings out the following:

Table 1: International students in important universities during academic years 08-09 & 12-13

Sl. No.	University	2008-09	2012-13	Percentage Change
1	Delhi University, Delhi	1,224	832	-32.03%
2	Jawaharlal Nehru U, New Delhi	83	297	257.83%
3	Aligarh Muslim U, Aligarh	301	415	37.87%
4	Banaras Hindu U, Varanasi	450	462	2.67%
5	Punjab U, Chandigarh	135	409	202.96%
6	Hyderabad U, Hyderabad	150	19	-87.33%
7	Osmania U, Hyderabad	1,167	1,366	17.05%
8	Annamalai U, Annamalai	176	666	278.41%
9	Alagappa U, Karaikudi	439	8	-98.17%
10	Bharathiar U, Coimbatore	421	242	-42.51%
11	Bharati Vidyapeeth, Pune	NA	1,406	-
12	Pune University, Pune,	3,507	1,746	-50.21%
13	Symbiosis International U, Pune	1,107	719	-35.05%
14	Visvesvaraya U, Belgaum	390	970	148.72%
15	Manipal Univ., Manipal	1,224	2752	124.83%
16	Mysore U, Mysore	NA	1124	-
17	Bengaleru U, Bengaleru	NA	1196	-
18	VIT, Vellore	454	199	-56.16%
19	Lovely Professional U, Phugwara	28	1092	3800%
20	Sharda University, Noida	NA	539	-

- The growth in the number of international students since early 1990s has been slow in comparison to the growth in most developing (and some developed) countries.

- The source for international students in India has largely been the countries from East Africa, North Africa, West Asia and South Asia, and to an extent from South-East Asia. There is very low representation from Europe, East Asia, Australasia and the Americas.

- The number of students from any particular region or country has shown temporal variation. Particularly striking is the steady decline of students from African countries. The African student population which constituted nearly 48 per cent of the total international students in India in the early 1990s has now fallen to about 15 per cent of the international student population.

- There is a steady increase in the number of students from Asia. While South Asia and the Gulf Region continue to be important providers. New hinterlands have emerged in the form of Central Asia and Eastern Asia (mainly China). China and Afghanistan have now become important suppliers, for reasons that are largely political.

- International students prefer to join educational institutions located in and around the cities that are easily accessible from their home countries like Delhi, Pune, Hyderabad and Bengaluru. Earlier, there was a preference for the older universities at Varanasi, Aligarh, Delhi and Hyderabad that were internationally well-known but this seems to be on the wane. There is a growing preference, for those wanting to avail professional education, to join academic institutions located in smaller towns like Manipal, Mysore and Belgaum.

- An important factor in the choice of the centre of study is the feedback that prospective students receive from those who return from India regarding the social and cultural environment of the city in which the centre is located, its readiness to accept international students, the ease of approach, the academic ambience of the campus, the facilities provided on campus and the quality of education – especially its relevance globally.

Table 2: Institutions having more than 400 international students in 2012-13

Sl. No.	University/HEI	Number
1	Manipal University, Manipal	2742
2	Pune University, Pune	1746
3	Bharati Vidyapeeth University, Pune	1406
4	Osmania University, Hyderabad	1366
5	Bangalore University, Bengaluru	1196
6	Mysore University, Mysore	1,124
7	Lovely Professional University, Phugwara	1092
8	Visvesvaraya Technical University, Belgaum	970
9	Delhi University, Delhi	832
10	Symbiosis International University, Pune	719
11	Annamalai University, Annamalai	666
12	Sharda University, Meerut	539
13	Banaas Hindu University, Varanasi	462
14	Aligarh Muslim University, Aligarh	415
15	Panjab University, Chandigarh	409

Source: AIU, New Delhi

The last set of comprehensive information, regarding international students in India, published by AIU (Shah et. al, 2011), relates to the academic year 2008-09. Till that year only the source country was recorded apart from the name of student and gender. A fresh survey, with modifications in the format for information, was conducted recently for the academic year 2012-13. The revised format covers, besides source countries of international students, the gender of the student, the level of education for which the international student is registered and his / her broad discipline of study. The information collected till the end of February, 2014 from 121 universities is used here. In 2008-09, India had 16,514 students (excluding students registered with IGNOU for distance education. For 2012-13, the number as recorded at the end of February, 2014 is 20,176 in 121 institutions and the number could possibly go up to about 25,000 when returns are filed by all important universities. Much better growth had been anticipated but this has not taken place.

A comparison of data for some leading universities, for the years 2008-09 and 2012-13, shows that internationalization has not been accepted as a priority area and public universities such as Delhi,

Fig 2: International students studying in India (1900-2012)

(in Thoudsands)

- Asia
- Africa
- Europe & Americas etc.
- All Countries

Values shown on chart: 12.899, 13.267, 13.781, 19.008, 21.318, 6.222, 6.988, 2.558, 2.729, 4.329, 0.826, 0.931, 1.019, 1.26, 1.594

X-axis: 1990, 1994, 1998, 2004, 2008, 2009, 2010, 2012
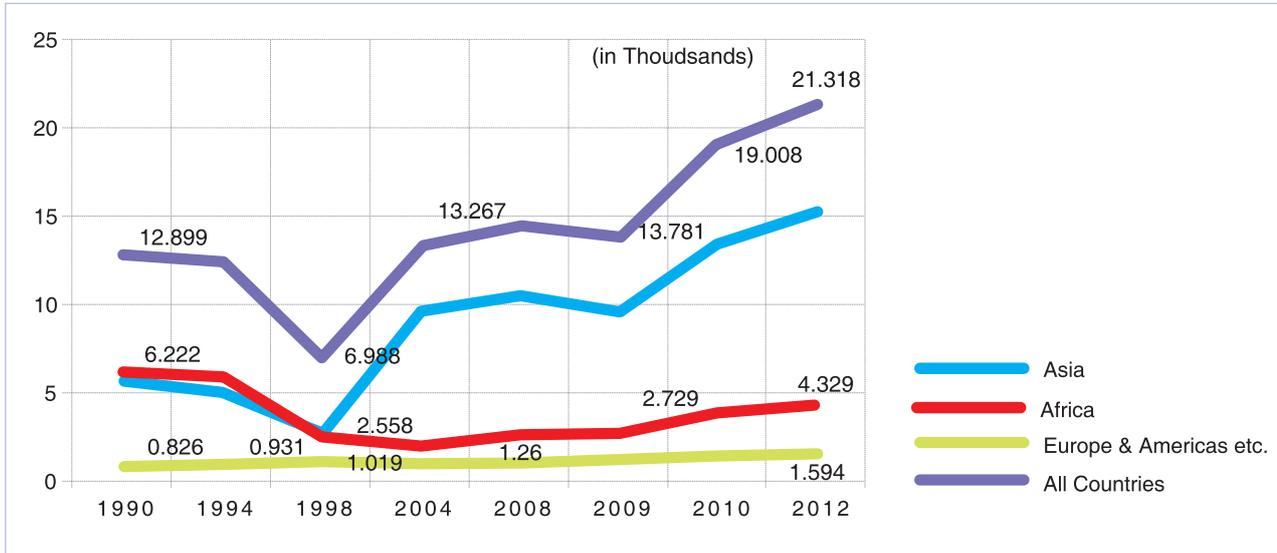
Source: AIU 1990-2009, UGC 2011

Fig 3: International students in universities in the western peninsular (9), north eastern (10) and south eastern belts

- Western Peninsular Belt
- Northern Eastern Belt
- South Eastern Belt

X-axis categories: East Asia, West Asia, Central Asia, South Asia, South East Asia, Australasia, North Africa, West Africa, East Africa, Central Africa, South Africa, Europe, Americas
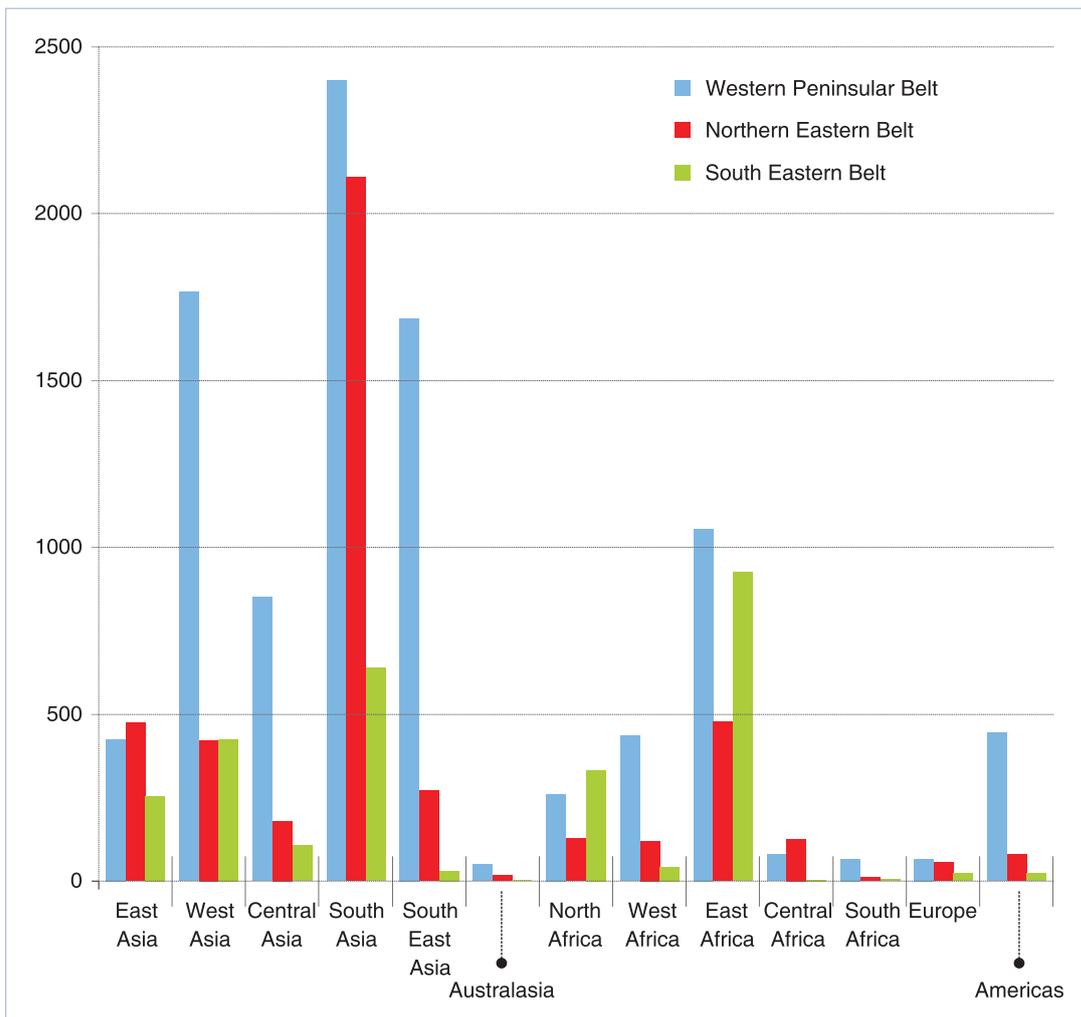
Table 3: International Students in Universities in the Western Peninsular (9), North Eastern (10) and South Eastern Belts (9)

S. No.	Region/ Sub-Region	Western Peninsular Belt		Northern Eastern Belt		South Eastern Belt		Average Percent
		Number	Percent	Number	Percent	Number	Percent	
1	**Asia**	**7128**	**74.8%**	**3458**	**77.66%**	**1455**	**51.38%**	**71.23%**
	East Asia	425		475		255		
	West Asia	1765		423		424		
	Central Asia	852		179		107		
	South Asia	2399		2110		638		
	South East Asia	1687		271		31		
2.	**Australasia**	**50**	**0.52%**	**18**	**0.40%**	**2**	**00.07%**	**00.41%**
3.	**Africa**	**1890**	**19.86%**	**866**	**19.33%**	**1340**	**47.65%**	**24.25%**
	North Africa	260		129		332		
	West Africa	436		120		42		
	East Africa	1056		479		925		
	Central Africa	80		127		4		
	South Africa	67		11		5		
4.	**Europe**	**67**	**0.70%**	**55**	**1.23%**	**23**	**00.81%**	**00.85%**
5.	**Americas**	**443**	**4.65%**	**81**	**1.80%**	**22**	**00.78%**	**03.29%**
6.	**Total**	**9,578**		**4478**		**2812**		
7.	**Total in 28 Institutions**	**16,888**						
8.	**Total in 121 Institutions**	**20,176**						

Major source countries for the 28 universities covered by this study are: Nepal (2305), Malaysia (1699), Afghanistan (1590), Iran (1023), Iraq (1023), Rwanda (804), Bhutan (778), China (405), Sri Lanka (298) and Nigeria (282).

Hyderabad, Algappa and Pune have registered negative change. The exceptions are Annamalai University and the Punjab University, Chandigarh. Private universities such as Bharati Vidyapeeth University, Symbiosis International University, Manipal University, Lovely Professional University and Sharda University are, however, now attracting students. In the present study, data from 28 universities in three belts – western peninsular belt, north eastern belt and south eastern belt is examined and inferences drawn regarding source countries gender ratio, levels of studies and disciplines chosen by the students.

The universities covered are:

Western peninsular belt: University of Pune, Pune; Symbiosis International University, Pune; Bharati Vidyapeeth University, Pune; D.Y. Patil Vidyapeeth, Pune; Deccan College Post Graduate and Research Institute, Pune; Visveswaraya Technical University, Belgaum; Manipal University, Manipal; Mysore University, Mysore; Bangalore University, Bengaluru.

Northern and eastern belt: Guru Nanak Dev University, Amritsar; Lovely Professional University, Phugwara; Punjab University, Chandigarh; Sharda University, Noida; Delhi University, Delhi; Jawaharlal Nehru University, Delhi; Aligarh Muslim University, Aligarh; Sam Higginbottom Institute of Agriculture, Technology & Sciences, Allahabad; Banaras Hindu University, Varanasi; Jadavpur University, Kolkata.

South eastern belt: Kalinga Institute of Industrial Technology, Bhubaneswar; Osmania University, Hyderabad; Jawaharlal Nehru Technical University, Hyderabad; Jawaharlal Nehru Technological University, Kakinada; University of Madras, Chennai; Bharath University, Chennai; Vellore Institute of Technology, Vellore; Annamalai University, Annamalai; Bharathiar University, Coimbatore.

Table 4: Gender-wise distribution and levels of education of international students in 9 universities of western peninsular belt

Sl. No	Programme	1	2	3	4	5	6	7	8	9	Total	%
1	UG (M)	1030	232	734	14	0	858	1153	351	522	4489	
2	UG (F)	238	245	301	16	0	90	1480	351	131	1552	
3	**UG (T)**	1268	477	1035	30	0	948	2633	702	653	8041	80.99
4	PG (M)	382	145	227	4	4	21	63	201	69	1116	
5	PG (F)	75	97	113	0	2	1	55	127	26	406	
6	**PG (T)**	457	242	340	4	6	22	118	328	95	1522	16.85
7	Research (M)	7	0	16	0	10	0	0	64	17	114	
8	Research (F)	14	0	15	0	10	0	1	30	3	73	
9	**Research (T)**	21	0	31	0	20	0	1	94	20	187	2.16
	TOTAL										9,581	

1: UoP, Pune, 2: SIU, Pune, 3: BVU, Pune, 4: DPU, Pune, 5: DRI, Pune; 6: VTU, Belgaum; 7: MU, Manipal; 8: MyU, Mysore; 9.: BU, Bengaluru.
Male students: 4489 = 5719; Female students: 2031.
Gender Balance: Male 59.7%; Female 40.3 per cent.

Fig 4: Gender-wise distribution and levels of education of international student in 9 universities of western peninsular belt
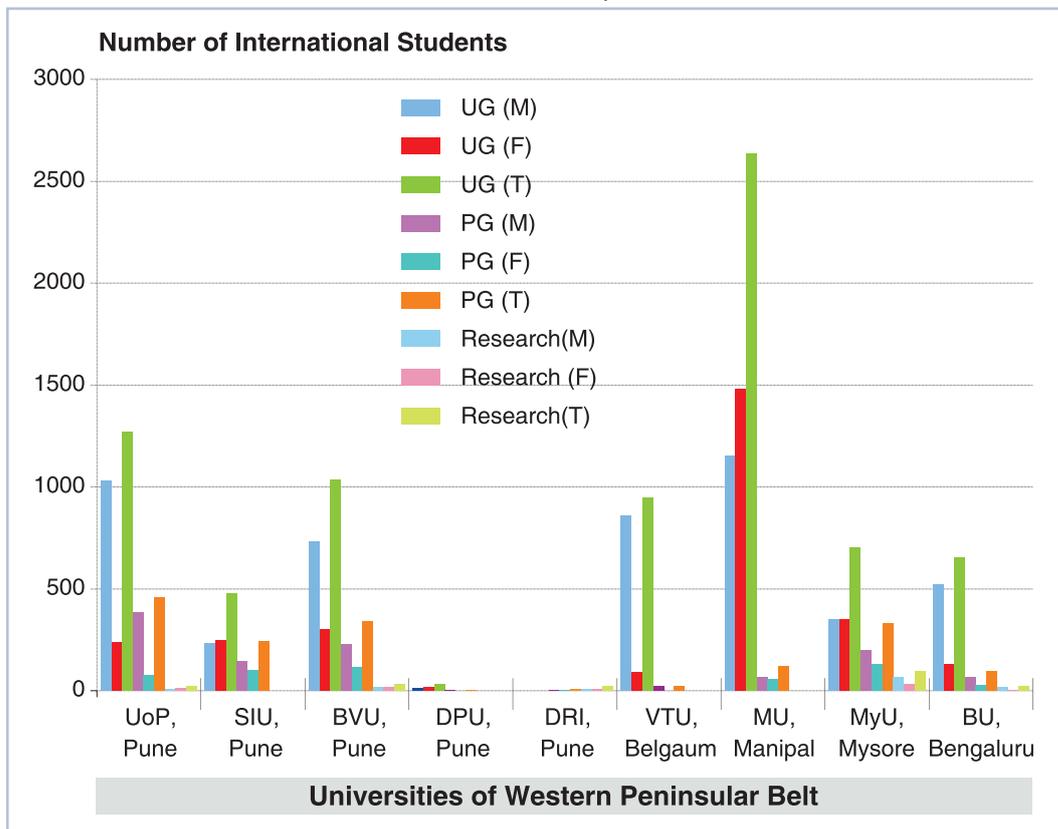
Table 5: Discipline-wise distribution of international students in 9 universities of the western peninsular belt

Sl. No.	Programme	1	2	3	4	5	6	7	8	9	Total	%
1	Liberal Arts*	1,325	31	607	0	26	15	73	NA	227	2304	30.32
2	Management	100	373	365	3	0	9	15	NA	215	750	9.87
3	Engg. & Tech.	177	202	150	0	0	946	272	NA	96	1813	23.86
4	Health Sciences**	61	23	218	0	0	0	2392	NA	0	2694	35.45
5	Law	83	90	66	0	0	0	0	NA	0	239	3.14
	Total	1746	719	1406	34	26	970	2752	NA	538	7598	

NA: Not Available 1: UoP, Pune; 2: SIU, Pune; 3: BVU, Pune: 4: DPU, Pune: 5: DCU, Pune; 6: VTU, Belgaum; 7: MU, Manipal; 8: MyU, Mysore; 9: BU, Bengaluru * Arts, Humanities, Science & Commerce. ** Medicine, Dentistry, Nursing, Physiotherapy, Optometry, Bio-medical sciences, Micro-biology, Health studies

Source regions

Over the years there has been a steady increase in the number of international students coming to India for higher studies but the increase is not commensurate with the increase in international student mobility or the growth of the Indian higher education system. India has, like the US and China, a large educational infrastructure, there being more than 700 universities and over 37,000 colleges offering degrees in a large number of disciplines. In almost all the universities the language of instruction, at least at the post-graduate level, is English. Its education system is based on the traditional British system following the colonial rule in India. A number of Commonwealth countries in Africa and Asia find the Indian education system close to their own and acceptable in their future job markets. It is for this reason that soon after many countries in Africa and Asia became independent, and their need for educated manpower became important, they looked at India for providing higher education to their students. Indian education was less expensive compared to that in the west. Historically also, India was known for scholars from different parts of the world coming here to study art, culture, religion and philosophy. Students from Middle East also looked to India for providing them opportunities for learning English – a language they had to learn to participate in the global economy. It is, therefore, not surprising that, traditionally, India has drawn international students largely from Asia and Africa. However, during the past two decades, there has been considerable change in the relative contributions of these two regions. The share of Asia has risen from about 45 per cent to 73 per cent while that of Africa has declined from more than 48 per cent to about 23 per cent. Sub-region wise the biggest contributors are South Asia and West Asia.

Major source countries for the 28 universities covered by this study are: Nepal (2,305), Malaysia (1,699), Afghanistan (1,590), Iran (1,023), Iraq (1,023), Rwanda (804), Bhutan (778), China (405), Sri Lanka (298) and Nigeria (282).

Lavakare & Powar (2013) have recently addressed the subject of the steady decline in the number of African students coming to India and have attributed this to the improvement in the African educational infrastructure, the Africans' improved capacity to pay, aggressive marketing by the developed nations with the problem being compounded by the inadequate quality of education in the average Indian HEI, the cumbersome administrative procedures and, to an extent, the difficulties of assimilation within the Indian culture. They suggest that in order to reverse the process of decline, the India-Africa Forum needs to take an active interest. Collaboration between Indian and the African universities must be encouraged.

Fig 5: Discipline-wise distribution of international students in 9 universities of the western peninsular belt

Number of International Students
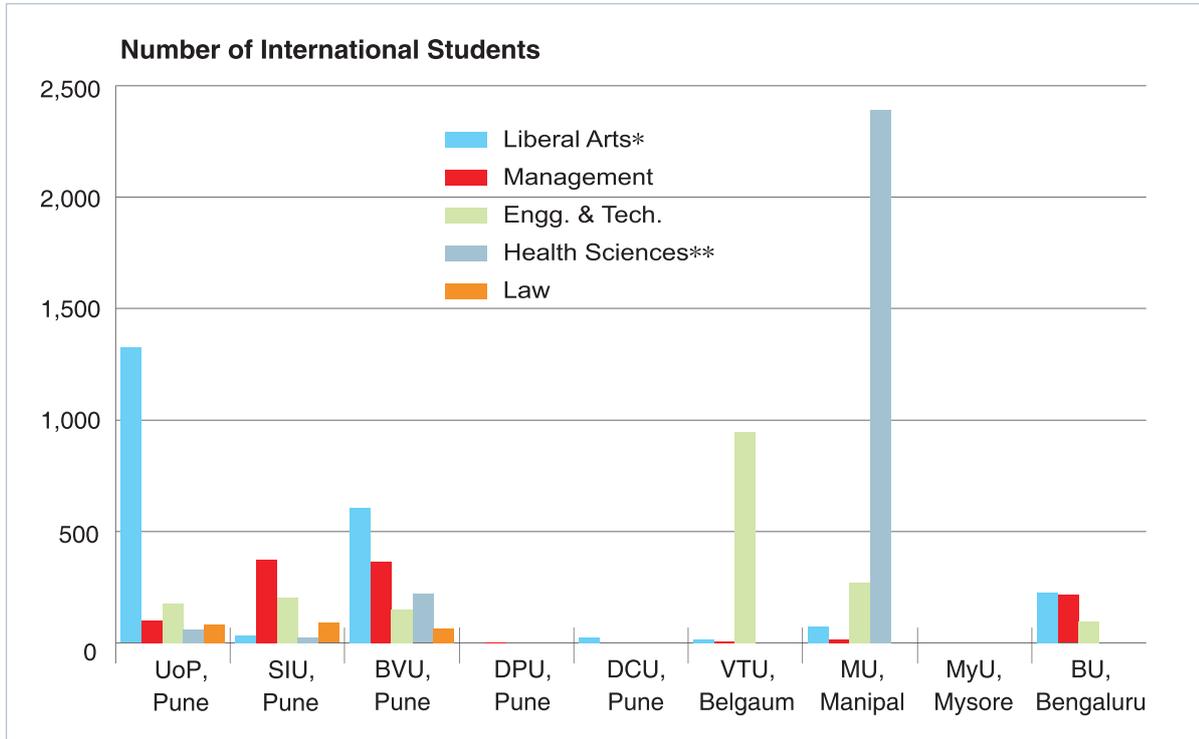
There should be joint conferences on higher education, exchange of faculty and students. Further the corporate world in Africa must involve itself by providing scholarships and internships.

The way forward

- The growth in the number of international students since the early 1990s has been slow in comparison to the growth in most developing (and some developed) countries and the tremendous growth of the Indian higher education system.

- The source for international students in India has largely been the countries from East Africa, North Africa, West Asia and South Asia, and to an extent from South-East Asia. There is very low representation from Europe, East Asia, Australasia and the Americas.

- The number of students from any particular region or country has shown temporal variation. Particularly striking is the steady decline of students from the African countries. The African student population which constituted nearly 48 per cent of the total international students in India in the early 1990s has now fallen to about 22 per cent of the international student population.

- There is a steady increase in the number of students from Asia. While South Asia and the Gulf Region continue to be important providers, new hinterlands have emerged in the form of Central Asia and Eastern Asia (mainly China). China and Afghanistan have now become important suppliers, for reasons that are largely political.

- An important factor in the choice of the centre of study is the feedback that prospective students receive from those who return from India regarding the social and cultural environment of the city in which the centre is located, its readiness to accept international students, the ease of approach, the academic ambience of the campus, the facilities provided on-campus and the quality of education – especially its relevance globally.

Gender ratio, levels of education of students and choice of disciplines

The western peninsular belt, consisting of nine institutions, can be considered as being the best representation in India of the international education scenario. It includes three public universities each with a large number of affiliated colleges covering diverse disciplines (Pune, Mysore, Bangalore), a public professional university (Visveswaraya), four private deemed universities (Manipal, Symbiosis, Bharati Vidyapeeth and D.Y. Patil) and a public deemed university specializing in arts and social science (Deccan College Post Graduate and Research Institute). These institutions together have almost half of the number of international students in India. The data relating to these nine institutions was analysed to get an idea about the gender-ratio, levels of education in which the students are enrolled, and the broad disciplines for which they have opted. Incidentally, the institutions of the western peninsular belt, with 9,578 students, account for more than half of the 20,176, students in the 121 institutions in India for which data is available. Pune city alone has 4,298 students, which is one-fifth of all students. This literally makes Pune the international students' capital of India.

As mentioned earlier, the majority of international students are from the developing countries of Asia and Africa. The data for the nine institutions of the western peninsular belt (Table 4) reveals that approximately 80 per cent of international students come for under-graduate education, about 20 per cent for post-graduate programme including a few for research. The gender balance, though not ideal, can be said to be satisfactory. About 40 per cent of the international students are female, which is quite encouraging.

The choice of disciplines is also varied (Table 5). About 30 per cent of the students are in the liberal arts (arts, social sciences, science and commerce) and the rest are enrolled for professional programmes / disciplines.

Why we need international students

Today, in India, there is lukewarm response to the plea to promote internationalization of higher education through the increased inflow of international students. Some academics are against reservation of seats for international students arguing that it deprives some deserving Indian students admission to good institutions. The interest of public universities seems to be waning. This is probably simply because it means more work, or there is lack of resources in terms of infrastructure and human resources, or there is difficulty in finding teachers willing to undertake the onerous responsibilities of providing advisory services to foreign students. Whatever the reason, the scenario is not promising. Self-financing (private) institutions seek international students as a source of revenue. They are positioning themselves in the market through advertisements and developing their brands through various means.

The Government itself has not made its policy clear though it pays lip-service asking universities to admit more foreign students. It is clear that efforts will have to be made to promote the inflow of international students for varying reasons.

• The international student community is growing very fast globally (but not in India). Keeping in view the significance of this development, many governments have adopted policies that encourage both inflow and outflow of students.

• Internationalization, with programmes of academic cooperation and strength of international students being important considerations, is an important criterion in all major world ranking systems. The failure of Indian universities to make it to the top 200 is partly due to the insignificant element of internationalization.

- It has been repeatedly indicated by educators that enhancing the international student component was very important at this stage of the growth of higher education in India. Comparison with a few other countries like China, many in Europe and in South Africa makes this clear.

- In action plan reports of the UGC, (1996, 2009) and Government recommendations (Prime Minister's Office, 2008) the roles of Government, UGC and the university system have been identified and specific recommendations made but not implemented. In the context of the new initiative of internationalization of Indian higher education in India's Twelfth Five Year Plan (2012-17) this needs to be done.

- Indian youth need to be exposed to the global culture if they are to become 'global citizens'. This can be achieved by travelling abroad for short periods as part of the education degrees at home, and by meeting more international students on home campuses.

- International students will bring national diversity to our university campuses. Over the years the international students will enhance the visibility of India on the world education, social and political scene.

- Efforts to bring in more international students would indirectly impact the quality, flexibility and diversity of Indian education; the system is more likely to be geared to meet the innovative and flexible needs of the main stake holders of education viz. the student community.

- Opening the education system for global research using more international students could lead to greater international collaborations, better publication records and greater visibility amongst peers who rank the universities.

- More international students in India would bring in additional revenue to the country – not only through tuition fees but through the uses of local goods and services needed by the international students. International students represent an 'emerging market' in the 'business' of higher education. Universities across the world are trying to attract students from all over the world. International students studying abroad also add to the economy of the host country as has been demonstrated by the figures of US $24 billion quoted by the US government. Many developed nations have started investing in export of their higher education in order to earn revenue De Wit (2010) has highlighted the importance of higher education as a revenue source while succinctly stating: "Cross-border higher education in New Zealand generates more earnings than the export of wine; in Canada more than lumber and coal; and in United Statae more that automotive and financial services ... For Australia it is the fourth export product after coal, iron and recently gold".
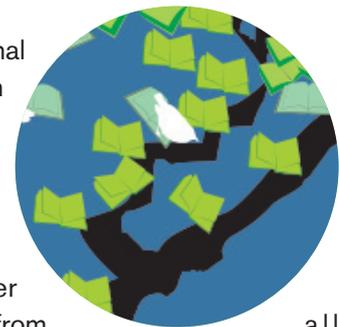
India has the world's third largest higher education system with more than 600 universities, over 37, 000 colleges and 20 million students. Considering the size and level of development of the system the number of international students (30,000 at the most liberal estimate) is very small, specially in light of the fact that in 2011 the international student population was 4.1 million (OECD, 2012) and that presently 220,000 Indian students are studying abroad (IIE, 2012). The students come largely from Asia and Africa and include a good number of Indian diaspora. South Asia is the most important sub-region. The prevailing notion that most of the students are of average quality and come largely for liberal education is incorrect. The female representation of gender-ratio of about 40 per cent is quite encouraging. About 80 per cent of the students come for under-graduate studies, about 18 per cent for post-graduate studies and approximately 2 per cent for research. The choice of disciplines is also varied. Only about 30 per cent of the students are in liberal arts (arts, social sciences, science and commerce) and the rest are enrolled for professional programmes. The distribution amongst professional disciplines is management

(about 10 per cent), engineering & technology (about 24 per cent), health sciences (about 35.5 per cent) and law (about 3 per cent).

Clearly, India is now recognized in the developing world as a provider of quality professional education. However, the lukewarm attitude of public Indian higher education institutions, and of the Government, towards promotion of inflow of international students can only be regretted. If India is to keep pace with the rest of the world, internationalization of education, especially international student mobility into India, has to be encouraged and promoted. The Government must take positive action in this regard.

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Changing Landscape of Cross-border Higher Education
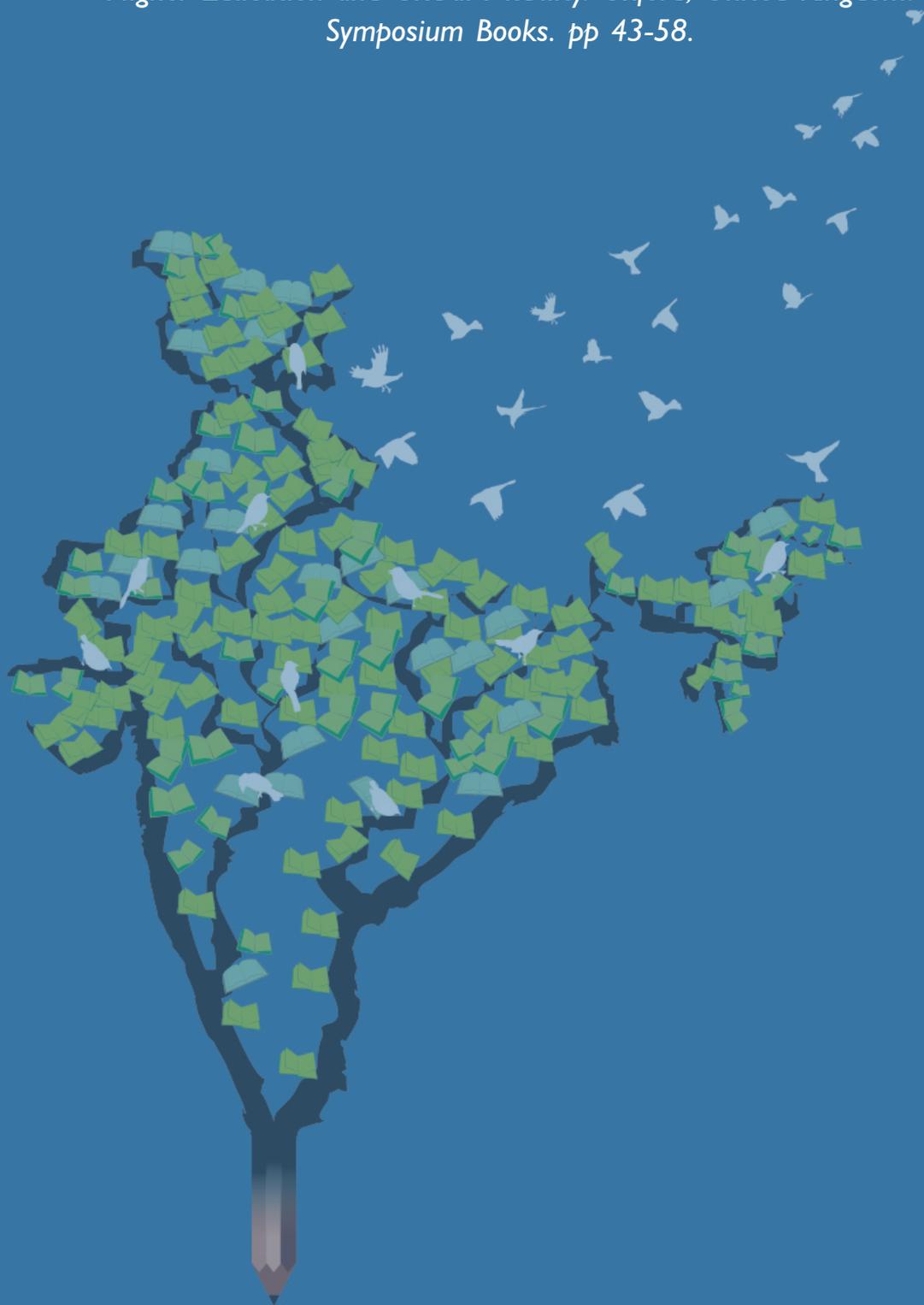
Jane Knight, PhD
University of Toronto, Canada

nternationalization is one of the major forces impacting and shaping higher education as it changes to meet the challenges of the 21st century. Overall, the picture of internationalization that is emerging is one of complexity, diversity and differentiation. One aspect of internationalization which is particularly important and controversial is cross-border education.

Academic mobility has moved from people (students, faculty, scholars) to program (twinning, franchise, virtual) and provider (branch campus) mobility and now to the development of education hubs. Cross-border education has gradually shifted from a development cooperation framework, to a partnership model, and now to a commercial and competitiveness model. This for-profit approach includes student mobility as the generous scholarship schemes for students from developing countries from the 1960s and 1970s have now turned into the big business of international student recruitment. There is no question that the international dimension of higher education is becoming increasingly important, and at the same time more complex.

The purpose of this paper is to explore the rationales, scope, and scale of the changing landscape of cross-border education. The first part of the paper examines how the multi-faceted phenomenon of cross-border education relates to internationalization in general. It provides a definition and differentiates the cross-border education from, borderless, transnational and offshore education. Three generations of cross-border education are analyzed in the second part so as to provide a basic understanding of program and provider mobility and the recent positioning of countries as education hubs. Attention is given to examining the rationales and perspectives of different stakeholders- students, foreign institutions and host country institutions. The relevance for India is addressed with particular reference to the thorny issue of international branch campuses. The last section of the paper identifies and discusses some of the emerging issues, challenges and unintended consequences related to cross-border higher education.

Definition

Cross-border education refers to the "movement of people, knowledge, programs, providers, policies, ideas, curricula, projects, research and services across national or regional jurisdictional borders" (Knight, 2007a). Cross-border education is often mistakenly confused with the term internationalization. It is important to understand that cross-border education is only one part of the complex process of internationalization. As Figure 1 (Page 32) illustrates, there are two interdependent pillars of internationalization - at home or campus-based and abroad /cross-border education. This paper focuses on cross-border education while acknowledging the strong connection with and implications for campus-based internationalization.

As cross-border education is often used interchangeably with transnational, borderless and offshore education, it is enlightening to explore these terms and
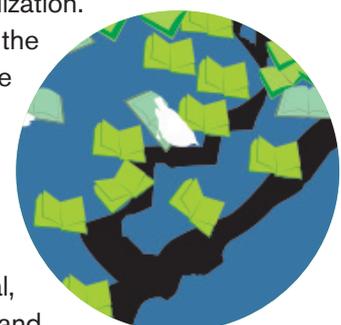
to juxtapose the concepts of borderless education and cross-border education. Borderless education acknowledges the disappearance of all types of borders – time, disciplinary, geographic – while the latter term actually emphasizes the existence of borders, especially geographic and jurisdictional. Both approaches reflect the reality of today. In this period of distance and e-learning education, geographic boundaries seem to be of little consequence. Yet, we can detect a growing importance of borders when the focus turns to regulatory responsibility, especially related to quality assurance, funding and accreditation. Offshore education is self-explanatory but is not often used by landlocked countries. For non-native English speakers, it is often difficult to discern the difference between transnational and international education. Cross-border education is the preferred term and is used in this paper.

Fig 1: Two pillars of internationalization: At home and cross-border education

Three Generations of Cross-border Education

Any study of higher education shows that academic mobility has been happening for a very long time. Scholars and knowledge have been moving around the world for centuries. But, late in the twentieth century, the movement of programs and higher education institutions across borders became more popular and numerous. No longer were there isolated incidences of foreign programs and providers resident in a small number of countries, the numbers started to grow exponentially. By 2005, some countries began to develop a critical mass of foreign providers, programs, students and the third generation in the form of education hubs, cities, zones began to appear. The purpose of Table 1 is to summarize the highlights of

Table 1: Three generations of cross-border education

Crossborder Education	Primary Focus	Description
First Generation	**Student/people mobility:** Movement of students to foreign country for education purposes	Full degree or for short term study research, field work, internship exchange programs
Second Generation	**Program and provider mobility:** Movement of programs or institutions/companies across jurisdictional borders for delivery of education	**Program Mobility:** Twinning | Franchised | Articulated/ Validated | Joint/Double Award | Online/Distance/MOOCs **Provider Mobility:** Branch Campus | Virtual University | Merger/Acquisition | Independent Institutions **Student Hub**- students, program, providers move to foreign country for education purposes
Third Generation	**Education Hubs** Countries attract foreign students, researchers, workers, programs, providers, R and D companies for education, training, knowledge production, innovation purposes	**Talent Hub**- students, worker move to foreign country for education and training and employment purposes **Knowledge/Innovation Hub**- education researchers, scholars, HEIs, R&D centres move to foreign country to produce knowledge and innovation alliances

TRENDS IN INTERNATIONALIZATION OF HIGHER EDUCATION IN INDIA

each of the three generations. Worth noting is that these generations are not mutually exclusive. In the following sections, each generation is examined in depth so as to understand the differences and similarities among them and to raise some of the issues and challenges associated with each category.

The first generation: People mobility

Student and scholar mobility has been occurring for as long as universities have been in existence. In fact, the concept of universe in the term university is proof of the global dimension. The startling change in student mobility is that the numbers have multiplied exponentially in the past 50 years. For example, international students in foreign countries expanded from 238,000 in the 1960s (Chen & Barnett, 2000) to 3.3 million in 2008 (OECD, 2010). Of course, the numbers of students, the modes of mobility (full degree abroad, exchange, internships, semester / year abroad) the destination countries, and the driving rationales have changed dramatically. It is estimated that 7.8 million students will be enrolled in foreign countries for their tertiary education by 2025 (Boehm et al, 2002). These statistics indicate that student mobility will continue to expand but new forms of cross-border education are needed to meet this demand.

Fig 2: Source countries of international students in India

Rank	Country	Number of Students
1	Nepal	5,481
2	Bhutan	2,274
3	Iran	2,131
4	Malaysia	1,726
5	Afghanistan	1,599
6	Sri Lanka	1,115
7	Iraq	957
8	USA	782
9	Tanzania	777
10	UAE	748

The greatest movement of students will in fact be in Asia. The region hosts the largest number of students interested in international education and is becoming very attractive for students from the region and beyond.

India continues to be more of a source of international students rather than a destination for international students. India constitutes the second source of international students after China which is a reflection of the fact they are the two most populous countries in the world.

Of importance is the number of international students who studied in India reached 31,475 (Unesco, 2014) in 2012. This represents 0.9 per cent of the total mobile students in the world. India is the destination of international students coming mainly from Asian, Middle Eastern and African countries who look for more advanced higher education system compared to the ones they have at their own countries and better education quality with affordable tuition fees. In this respect, India is their preferred destination. Figure 2 presents the major source countries of international students.

Interesting to note is that India had become the 11th most popular country for US students abroad (Chow and Cho, 2011). It is well known for its quality education in engineering and technology subjects, spearheaded by the internationally recognized Indian Institutes of Technology (IITs).

The second generation: Program and provider mobility

In the second generation of cross-border education the programs and providers are mobile, not the student. In the early 1990s, the movement of programs and providers across borders began to increase substantially and have an impact on the number of students who could access foreign higher education

programs and qualifications without leaving home. As Table 3 illustrates, there are different rationales driving the movement of academic programs and higher education providers across borders. It is informative to examine the perspectives and expectations of the students, the foreign institution providing the education (i.e., sending country HEI), and the host country. There are stark differences in why and how cross-border education is used by different countries and regions around the world. This demonstrates that one model of cross-border does not fit all countries. The local context, culture and national priorities dictate the cross-border education approach and India is no exception.

To understand the phenomenon of program and provider mobility it is helpful to examine each mode of movement and the associated issues

Table 2: Stakeholder perspectives on program and provider mobility

Rationales and Impact	Enrolled Students in Receiving (Host) Country	Institution/provider in Sending Country	Institution/ Provider in Receiving Country
Increased access/ supply in home country	Ability to gain foreign qualification without leaving home. Can continue to meet family and work commitments	Attracted to unmet need for higher education and training and or invitation to establish presence in foreign country	Competition, collaboration or co-existence with foreign providers
Cost / Income	Less expensive to take foreign program at home as no travel or accommodation costs. But tuition fees of quality foreign providers may be much higher than local HEIs.	Strong imperative to generate a profit for crossborder operations as well as increased profile.	Varied rationales and impacts depending on whether local institution/ provider is competing or co-operating with foreign providers. Can include development of new talent, revenue generation or increased regional profile
Selection of courses and programs	Increased access to courses/programs in high demand by labour market	Tendency to offer high demand courses which require little infrastructure or investment unless infrastructure is provided by host country	Need to offer broad selection of courses which may not have high enrolments and/or have major lab or equipment requirements
Language/ cultural and safety aspects	Can have access to courses in foreign and/or indigenous language. Remain in familiar cultural and linguistic environment.	Language of instruction and relevance of curriculum to host country important issues. If foreign language used additional academic and linguistic support may be needed	Provide courses and programs according to local cultural and linguistic norms and practices but consistent with admission requirements and quality standards of home institution
Quality	Can be exposed to higher or lower quality course provision	Depending on delivery mode, quality may be at risk. Assurance of relevant and high quality courses may require significant investment	Presence of foreign providers may be a catalyst for innovation and improvement of quality in courses, management and governance
Recognition of Qualification	Foreign qualification has to be recognized for academic and employment purposes	May be difficult for academic award and for institution to be recognized in foreign country	Recognized home providers have an advantage. Foreign providers my wish to collaborate for award granting powers
Reputation and Profile	Due to massive marketing campaigns international profile is often mistakenly equated with quality of provider/program	Profile and visibility are key factors for high enrolments and strategic alliances	Home (domestic) providers are challenged to distinguish between foreign providers with high/low profile and high/low quality

Program mobility: Cross-border mobility of programs can be described as 'the movement of individual education / training courses and programs across jurisdictional borders through face to face, distance or a combination of these modes.' Credits towards a qualification can be awarded by the sending foreign country provider or by an affiliated domestic partner or jointly. Franchising, twinning, double / joint degrees and various articulation models are the more popular methods of cross-border program mobility (Knight, 2007a). A short description of each is as follows:

- **Franchise:** An arrangement whereby a provider in the source country A authorizes a provider in country B to deliver their course / program / service in country B. The qualification is awarded by provider in country A. Arrangements for teaching, management, assessment, profit-sharing, awarding of credit / qualification are customized for each franchise arrangement and must comply with national regulations (if they exist) in country B.

- **Twinning:** A situation where a provider in source country A collaborates with a provider located in country B to develop an articulation system that allows students to take course credits in country B and / or source country A. Only one qualification is awarded by provider in source country A. Arrangements for twinning programs and awarding of degree usually comply with national regulations of the provider in the source country A.

- **Double / joint degree program:** An arrangement where providers in different countries collaborate to offer a program for which a student receives a qualification from each provider, or a joint award from the collaborating partners. Arrangements for program provision and criteria for awarding the qualifications are customized for each collaborative initiative in accordance with national regulations in each country.

- **Articulation:** Various types of articulation arrangements between providers situated in different countries permit students to gain credit for courses / programs offered by all of the collaborating providers. This allows students to gain credit for work done with a provider other than the provider awarding the qualification.

- **Validation:** Validation arrangements between providers in different countries allow provider B in receiving country to award the qualification of provider A in source country. In some cases, the source country provider may not offer these courses or awards themselves which may raise questions about quality.

- **Virtual / distance:** Arrangements where providers deliver courses / program to students in different countries through distance and online modes. These arrangements may include some face to face support for students through domestic study or support centers. Massive open online courses (Moocs) are the latest version of online education.

It is clear that a critical factor in program mobility is 'who' awards the course credits or ultimate credential. As the movement of programs proliferates, there will undoubtedly be further changes to national, regional and even international regulatory frameworks. The question of 'who grants the credits / awards' will be augmented by 'who recognizes the provider' and whether or not the program has been 'accredited or quality assured' by a bona fide body either domestically of internationally. Of central importance is whether the qualification is recognized for employment or further study in the receiving country and in other countries as well. The perceived legitimacy and recognition of the qualification at home and abroad, are fundamental issues yet to be resolved.

The last decade has seen the introduction of twining and franchise programs. These types of programs are popular in India, especially with UK universities. The benefits of these arrangements to students,

host institutions as well as the foreign providers are many and varied. However, issues related to quality of teaching, relevance of course content, admission requirements, testing and evaluation, qualifications of teaching staff, must be addressed. Double / joint/ combined degree programs differ from twining and franchise programs in that the course curriculum is jointly designed and delivered by the partner institutions. This means that foreign curriculum is not imported, instead it is jointly developed.

A joint degree program awards one joint qualification upon completion of the collaborative program requirements established by the partner institutions. The duration of the program is normally not extended and thus students have the advantage of completing a joint program in the same time period as an individual program from one of the institutions. They normally involve student mobility or professor mobility. Strategies to integrate distance and virtual education into the programs are being explored. One of issues concerning joint degree certification is that many countries do no legally allow the stamps of two different institutions on the actual certificate. The risk of not being able to legally award a joint qualification is leading to the dubious practice of awarding two individual degrees for the same work load or course credits of one program. India hosts double degree programs with foreign providers and needs to assess the integrity of providing two degrees for the same student work load.

In addition, several modes for program mobility involve affiliations and partnerships and thus the issue of ownership of intellectual property rights to course design and materials is relevant. What are the legal roles and responsibilities of the participating partners in terms of academic, staffing, recruitment, evaluation, financial, and administrative matters? While the movement of programs across borders has been taking place for years, it is clear that the new types of providers, partnerships, awards and delivery modes are challenging national and international higher education policies.

Provider Mobility

Cross-border mobility of providers can be described as 'the physical or virtual movement of an education provider (institution, organization, company) across a jurisdictional border to offer education/training programs and / or services to students and other clients' (Knight, 2007a). The difference between program and provider mobility is one of scope and scale in terms of programs/services offered and the local presence (and investment) by the foreign provider. Credits and qualifications are awarded by the foreign provider (through foreign, local or self-accreditation methods) or by an affiliated domestic partner. Different forms of cross-border provider mobility are as follows:

- **Branch Campus:** Provider in Country A establishes a satellite campus in Country B to deliver courses and programs to students in Country B (may also include Country A students taking a semester / courses abroad). The qualification is awarded by provider in Country A.

- **Independent Institution:** Foreign Provider A (a traditional university, a commercial company or alliance / network) establishes in Country B a stand-alone higher education institution to offer courses / programs and awards. There is no usually no 'home' institution in Country A.

- **Acquisition / Merger:** Foreign Provider A purchases a part of or 100% of local higher education institution in Country B.

- **Study Center / Teaching Site:** Foreign Provider A establishes study centres in Country B students taking their courses/programs. Study centres can be independent or in collaboration with local providers in Country B.

- **Affiliation / Networks:** Different types of 'public and private', 'traditional and new', 'local and foreign' providers collaborate through innovative types of partnerships to establish networks/institutions for

the delivery of courses and programs in local and foreign countries through distance or face to face modes.

• **Virtual University:** Provider that delivers credit courses and degree programs to students in different countries through distance education using predominantly the Internet technology mode, generally without face to face support services for students.

The virtual and physical movement of providers to other countries raises many of the same registration, quality assurance, and recognition issues that program mobility does, but there are additional factors to consider if local / foreign partnerships are involved. Setting up a physical presence requires that attention is paid to national regulations regarding status of the entity, total or joint ownership with local bodies, tax laws, for profit or non-profit status, repatriation of earned income, boards of directors, staffing, granting of qualifications, selection of academic programs and courses and so on. In spite of these issues, the growth in the number of international branch campuses has been dramatic in the last decade. In 2002, there were 24 registered branch campuses around the world and by 2011, there were 200 (OBHE 2012). It is revealing to see the distribution and growth of these new initiatives by region. Figure 3 shows that by 2011, Asia is home to 69 of the 200 branch campuses around the world. This represents the largest number in a single region and the forecast for increased growth suggests that there will be an additional 31 by 2013 bringing the total to 100.

Fig 3: Distribution of international branch campuses by region
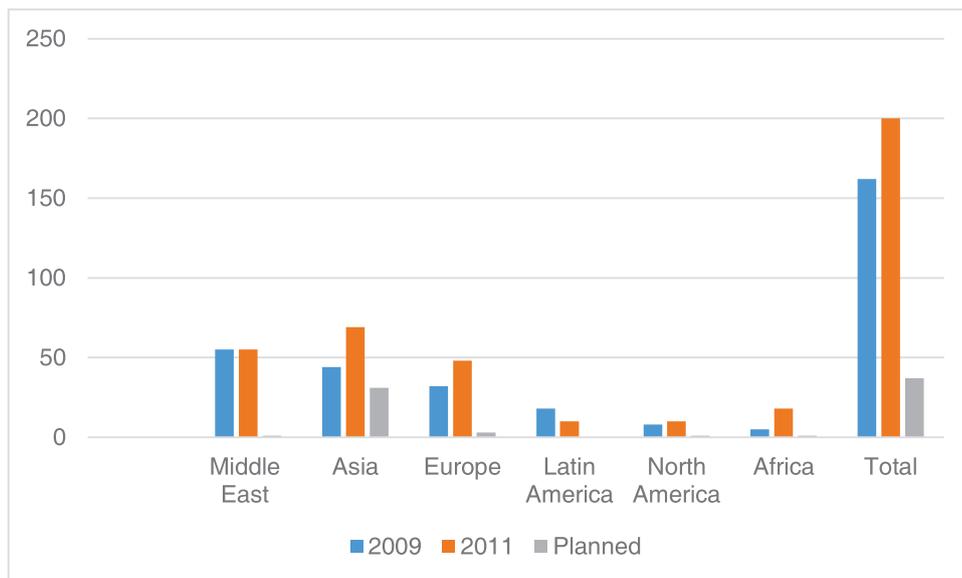
Interestingly enough India is not a major player in terms of hosting international branch campuses. As of 2012, they are formally not legal in India. Legislation to permit their establishment has been stalled in Parliament. Allowing foreign universities to establish a formal presence through a branch campus in India is a hot topic of controversy and debate. However, it is interesting and slightly ironic to note that India is the fifth largest source of branch campuses around the world as illustrated in Figure 4. Many question this double edged policy and ask what quality assurance mechanisms are in place in India regarding the export of these 17 branch campuses.

Worth asking is where in the world the Indian branch campuses are located. All 17 are located in Asia and primarily in countries where there is a large Indian expatriate population. The United Arab Emirates

is home to 10 India branch campuses, Mauritius hosts 4, and there is one each in Malaysia, Nepal, and Singapore. According to the OBHE report (2012), two more are planned to open -- one in Australia which is worthy of more research and another in Sri Lanka. In spite of the lack of legislation to permit the establishment of new branch campuses in India, there are five already operational - three from the UK and one each from Australia and Canada (OBHE 2012). For the size of India, five is a small number but the interest is increasing. One questions whether the delay in passing a law to formally allow foreign branch campuses in India is based on substantive or political reasons. Pundits indicate that is combination of both and no immediate resolution to the stalemate is in sight.

Third Generation: Education Hubs

Education hubs are the latest development and constitute the third wave of cross-border education initiatives. Education hubs build on and can include first and second generation cross-border activities, but they represent a wider and more strategic configuration of actors and activities. An education hub is a concerted and planned effort by a country (or zone, city) to build a critical mass of education / knowledge actors and strengthen its efforts to exert more influence in the new marketplace of education. The concept of a national education hub rests on the assumption that it is a country's plan and efforts to position itself within the region and beyond as a reputed centre for higher education and research. Therefore an education hub is not an individual branch campus, or a science and technology park, or a large number of international students. It is more than that. The proposed working definition is generic enough to apply to all levels of education hubs (city, zone, country) even though this paper only focuses on country level hubs: "an education hub is a planned effort to build a critical mass of local and international actors strategically engaged in cross-border education, training, knowledge production and innovation initiatives" (Knight, 2011a).

As of 2012, there are six countries around the world which are seriously trying to position themselves as an education hub and two of them are located in the Gulf region - United Arab Emirates and Qatar, three in Asia - Hong Kong, Malaysia, and Singapore and one in Arica - Botswana. There are others who

Fig 4: Top five source countries of branch campuses
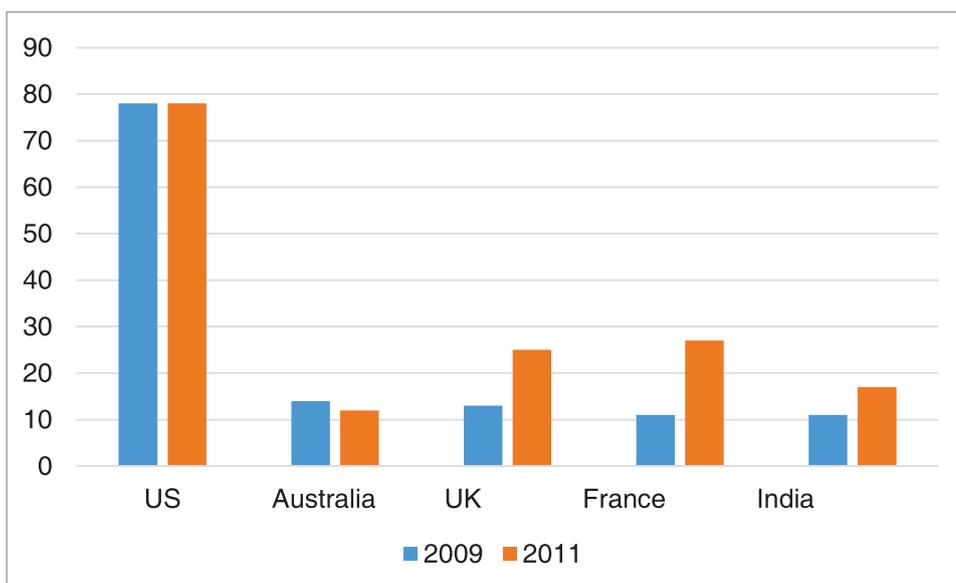
Source: OBHE 2012

may be using the term hub as a branding label or are in early stages of development. Bahrain and Sri Lanka can be described as emerging hubs as there is no clarity on the plans or investment to date. There is no single model or one-size-fits-all approach for establishing an education hub. Each country has its own set of drivers, approaches and expectations. It is worth noting that to date, all education hub countries are relatively small and share an interest in shifting from a natural resources or manufacturing economy to one that places more emphasis on knowledge and service industries (Knight, 2011a). India is not considered to be a country-level education hub but there is interest in establishing specific cities as education or knowledge hubs. These initiatives differ but all encourage closer relationships between higher education institutions and private industries to allow for fuller participation in the production of new knowledge and for ensuring that graduates are equipped with relevant skills and knowledge.

The diversity of rationales, actors and activities characterizing education hubs is clear. Some countries see hubs as a means to build a critical mass of foreign students and providers to generate income as well as modernize and internationalize their domestic higher; others want to be a hub in order to train foreign and local students and employees as part of a skilled labour force; while other countries focus on attracting foreign students, institutions and companies to build a vibrant research, knowledge and innovation sector to lead them into the knowledge economy.

In order to capture these differences and allow for a more nuanced understanding and exploration of education hubs, a typology of three categories of hubs is suggested (Knight, 2014). The three types of hubs include student hub, talent hub, and knowledge / innovation hub. The typology is based on the rationales and nature of the activities not on the location, level or scope of hubs. The typology will become more robust when hard information on strategic plans, laws, policies, enrolment data, and outputs are available but at this early stage of hub development this information does not exist for some countries.

The student hub is the most focused and prevalent type of education hub. The key activity is the education and training of local, expatriate, and international students. In addition to recruiting students it also focuses on attracting foreign higher education institutions to offer franchised and twinning programs or establish branch campuses in order to increase access for all types of students. The primary objectives for student hubs are 1) to generate revenue from international student fees 2) to provide increased access to higher education for students 3) to modernize and internationalize domestic higher education institutions, and 4) to build profile and increase competitiveness within the regional higher education sector and beyond.

The talent hub focuses on student education and training but differs from the student hub because the overarching goal is to develop a skilled work force. Thus, foreign students are encouraged to remain in the host country for employment purposes. International higher education institutions as well as private training / education companies are encouraged to offer academic programs and professional development opportunities aimed at international and national students as well as local employees. The overall goal is human resource development. The driving key objectives are to 1) educate and train students to be skilled labour / knowledge workers for knowledge and service led economy, 2) establish geo-political status in the region and beyond. The education / training institutions and companies are often, but not necessarily, co-located in a zone in order to share facilities and promote collaboration amongst themselves and with industry. In order to develop a critical mass there can be more than one co-location site in a country.

The knowledge / innovation hub broadens its mandate beyond education and training to include the production and distribution of knowledge and innovation. Foreign actors including universities, research institutes, companies with major research and development activities, are attracted through favourable business incentives to establish a base in the country and to collaborate with local partners to develop applied research, knowledge and innovation. The primary objectives are to 1) help build a knowledge

and service based economy, 2) educate and train skilled labour for knowledge / innovation, 3) attract foreign direct investment, and 4) increase regional or global economic competitiveness and soft power. Collaboration among the key players - foreign and local education institutions, industries, research centres, and companies - is a key factor to building a knowledge and innovation hub.

Education hubs are full of lofty expectations and fraught with potential challenges. There are a myriad of issues that require further reflection and examination by researchers, policy makers, and the hub sponsors. Issues vary by the type of hub but include regulatory, policy and operational questions related to a diversity of topics including registration and quality assurance of education and training providers; recognition of qualifications for further study and employment in different countries; university-industry partnerships; intellectual property rights for new knowledge and innovation; employment and immigration policies incentives to attract foreign education providers and companies; relevance of teaching / training methods in light of cultural diversity; and compliance with regional and international trade laws.

There are macro and more theoretical issues to be explored including higher education as an economic and soft power actor; the centrality of commercial competitiveness in education hubs; implications from the intercultural, interdisciplinary, and cross-sectoral nature of education hubs: the role of education hubs in regional building; impact of brain gain through a hub; the relationship between local and foreign actors; and the sustainability of education hubs. These are but a few examples of the issues related to an establishing education hub to further a country's engagement and competitiveness in the knowledge economy.

Emerging Issues, Challenges and Unintended Consequences

Student access

Does cross-border education help countries satisfy the growing demand for higher and continuing education? Many would answer yes and that increased access for students is a driving motivation for all forms of cross-border education. But there remains the critical issue of equity of access and whether it will be available only to those who can afford it or have the language skills (primarily English). No precise data exists on the rate of participation of students in cross-border program at the national or international levels. Only a handful of countries around the world collect reliable data on enrolments in cross-border education programs, although this situation is improving. Thus, there is inconclusive evidence as to whether cross-border education is a successful way to increase access to higher education for the general cohort of students wanting higher education.

Quality assurance of cross-border education

In the last decade, increased importance has been given to quality assurance at the institutional and national levels. More national quality assurance and accreditation agencies have been created in Asia. In addition, regional quality networks, such as Asia-Pacific Quality Network (APQN), have also been established.

The primary task of national quality assurance agencies has been quality recognition and assurance of domestic higher education provision by public and / or private higher education institutions. However, the increase in cross-border education by foreign institutions has introduced a new challenge (and gap) in the field of quality assurance. Historically, national quality assurance agencies have generally not focussed their efforts on assessing the quality of imported and exported programs. The question now facing the sector is how to deal with the increase in cross-border education by traditional higher

education institutions and the new private commercial providers who are not normally part of nationally-based quality assurance schemes (Knight, 2010).

Recognition of qualifications

Increased academic mobility raises the issue of credential recognition to a more prominent place in international education policy. The credibility of higher education programs and qualifications is extremely important for students, their employers, the public at large, and of course for the academic community itself. It is critical that the qualifications awarded by cross-border providers are legitimate and will be recognized for employment or further studies both at home and abroad. To establish a credential review and assessment agency is a challenge facing many countries of the world.

The General Agreement in Trade in Services (GATS) and higher education

GATS has been a wake-up call for higher education leaders around the world. Higher education has traditionally been seen as a 'public good' and 'social responsibility'. But with the advent of new international trade agreement, higher education has also become a tradable commodity or more precisely, in terms of GATS, an internationally tradable service. GATS is often seen as the catalyst for the increased growth in commercial higher education between countries. Many educators would argue that GATS is responsible for these new developments. But, others would contend that the opposite is true by pointing out that one of the consequences of increased private for-profit education at national and international levels has actually led to education being a multi-billion dollar business and thus a profitable sector to be covered in trade agreements (Knight, 2007b). Academic mobility (students, programs, providers) is considered by many as a huge commercial business and is expected to increase exponentially as the demand for higher and continuing education escalates. GATS has been seen by many as presenting new opportunities and benefits, and by others as introducing new risks. Thus, while international academic mobility is not new, the presence of international trade law to regulate is new and causing interesting debates within the higher education community.

Capacity building

It is clear that cross-border education can be considered a double edge sword. On one hand it can increase access for local students and in many cases regional students. But, by importing foreign programs and providers, one can question the relevancy of the curriculum to local context and needs. More importantly, it often does not help to develop the human capacity of the domestic higher education institutions and faculty to design and offer these programs themselves. Critics of cross-border education believe that relying on foreign expertise to prepare and teach courses introduces issues of dependency, sometimes neo-colonization, and also sustainability.

Education hubs - fad, brand or innovation

Education hubs are important new developments. They represent a new generation of cross-border education activities where critical mass, co-location and connection between international/local universities, students, research institutes and private industry are key. But are they just a fad? Are they more rhetoric than reality? A common perception is that being recognized as an education hub will increase a country's reputation, competitiveness and geo-political status within the region and beyond. Are education hubs nothing more than a branding exercise designed to increase status and a sense of soft power?

To ensure that education hubs are more than a brand and can achieve their goals and become sustainable

requires substantial planning; policy preparedness; human resources, infrastructure; and financial investment. It remains to be seen whether student education hubs are sustainable given the intense competition among countries for fee paying students; or whether talent hubs are feasible in light of immigration policies and unemployment rates for domestic workers. Finally, it is still unknown whether knowledge/innovation type education hubs can be developed successfully through university-industry collaborations. Ensuring that education hubs are sustainable and an innovative new development represents the next challenge facing countries keen to shift to a knowledge and service based economy and gain a competitive edge and profile in the region and beyond.

Brain drain / gain / train

While 'brain drain and brain gain' are well known concepts, research is showing that students are increasingly interested in taking a degree in country A, followed by a second degree or perhaps internship in country B, leading to employment in country C and probably D, finally returning to their home country after 8 to 12 years of international study and work experience. Hence, the emergence of the term 'brain train' (Knight, 2008). From a policy perspective, higher education is becoming a more important actor and is now working in closer collaboration with immigration, industry and the science and technology sectors to build an integrated strategy for attracting and retaining knowledge workers. A key issue is ensuring that the curriculum is relevant and responsive to the needs of the labour market while still recognizing the importance of respect of local culture and customs and most importantly that higher education is, and has to be, more than skills development for future careers.

It is impossible to gaze into a crystal ball to forecast the future, but if the experiences of the last decade are harbingers of the future it is likely that the competition for the brightest of students and scholars will only increase bringing with it benefits for some countries and higher education institutions and losses for others. Perhaps technology and social networking will bring new opportunities for brain sharing that will mitigate the overall effect of winners and losers but the current obsession with global rankings and the economic competitiveness agenda suggests otherwise. The great brain race through student mobility is likely to be in active mode for a while.

Double degrees - double the benefit or double counting?

The interest in these double degree programs is increasing around the world, including India. But, so is concern about the necessary academic requirements and the validity of a double or multiple degree qualification. For many academics and policy makers, double degree programs are welcomed as a natural extension of exchange and mobility programs. For others, they are perceived as a troublesome development leading to double counting of academic work and the thin edge of academic fraud. A broad range of reactions exist due to a number of different reasons: the diversity of program models, the uncertainty related to quality assurance and qualifications recognition, and finally, the ethics involved in deciding what academic workload or new competencies are required for the granting of a joint, double, multiple or consecutive (i.e. BA and MA or MA and PhD) degrees.

The value of a qualification / credential is at the root of the murkiness surrounding the 'acceptability or legitimacy' of double / multiple degrees. Many would argue that attributing the same courses or workload towards two or more degrees from two or more institutions devalues the validity of a qualification. Others believe that if students meet the stated learning outcomes / competencies required to obtain a qualification regardless of where or how the competencies were acquired the credential is legitimate. This logic infers that double / multiple degrees, based on a set of core courses or competencies plus additional requirements of the collaborating institutions are academically sound and legitimate. It is argued that the

process for recognizing these qualifications requires more attention- not the completion requirements per se. Both arguments have validity but the variety of models used prevents a clear resolution to the question of 'legitimacy' of double degrees. Doubts remain (Knight, 2011b).

Cultural diversity or homogenization -- cultural tensions?

Debates on the impact of cross-border education on indigenous knowledge and cultural diversity often provoke strong positions and sentiments. Some take a positive view of the ways that modern information and communication technologies and the movement of people, ideas, and culture across national boundaries promote the fusion and hybridization of culture. Others contend that these same forces are eroding national cultural identities and leading to cultural homogenization, most often in the form of Westernization. And still others speculate that cross-border mobility of student, providers and programs will only increase cultural tensions within host institutions and countries.

Words like diversity, innovation, complexity, confusion, risks, benefits, opportunities and challenges have been used repeatedly in this paper to describe the development and evolution of cross-border education. The mobility of students, professors, knowledge, and values has been part of higher education for centuries but it has only been in the last two decades that there has been a significant growth in the mobility of programs and providers and the establishment of education hubs.

These new developments present many new opportunities - for increased access to higher education; for strategic alliances between countries and regions; for the production and exchange of new knowledge through academic / industry partnerships; for the mobility of graduates and professionals; for human resource and institutional capacity building; for income generation; for the improvement of academic quality; and for increased mutual understanding. The list of potential benefits is long and varied. But so is the list of potential risks. Risks can include: an increase in low quality programs and providers; a potential decrease in public funding if foreign providers are providing increased access; courses being driven by short term needs of the labour market, non-sustainable foreign provision of higher education if profit margins are low; foreign qualifications not recognized by domestic employers or education institutions; elitism in terms of those who can afford cross-border education, overuse of English as the language of instruction; little importance being given to collaborative research, and national higher education policy objectives not being met. It is important to acknowledge the huge potential of cross-border education but not at the expense of academic quality and integrity.

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Internationalisation of Higher Education: An Aspect of India's Foreign Relations
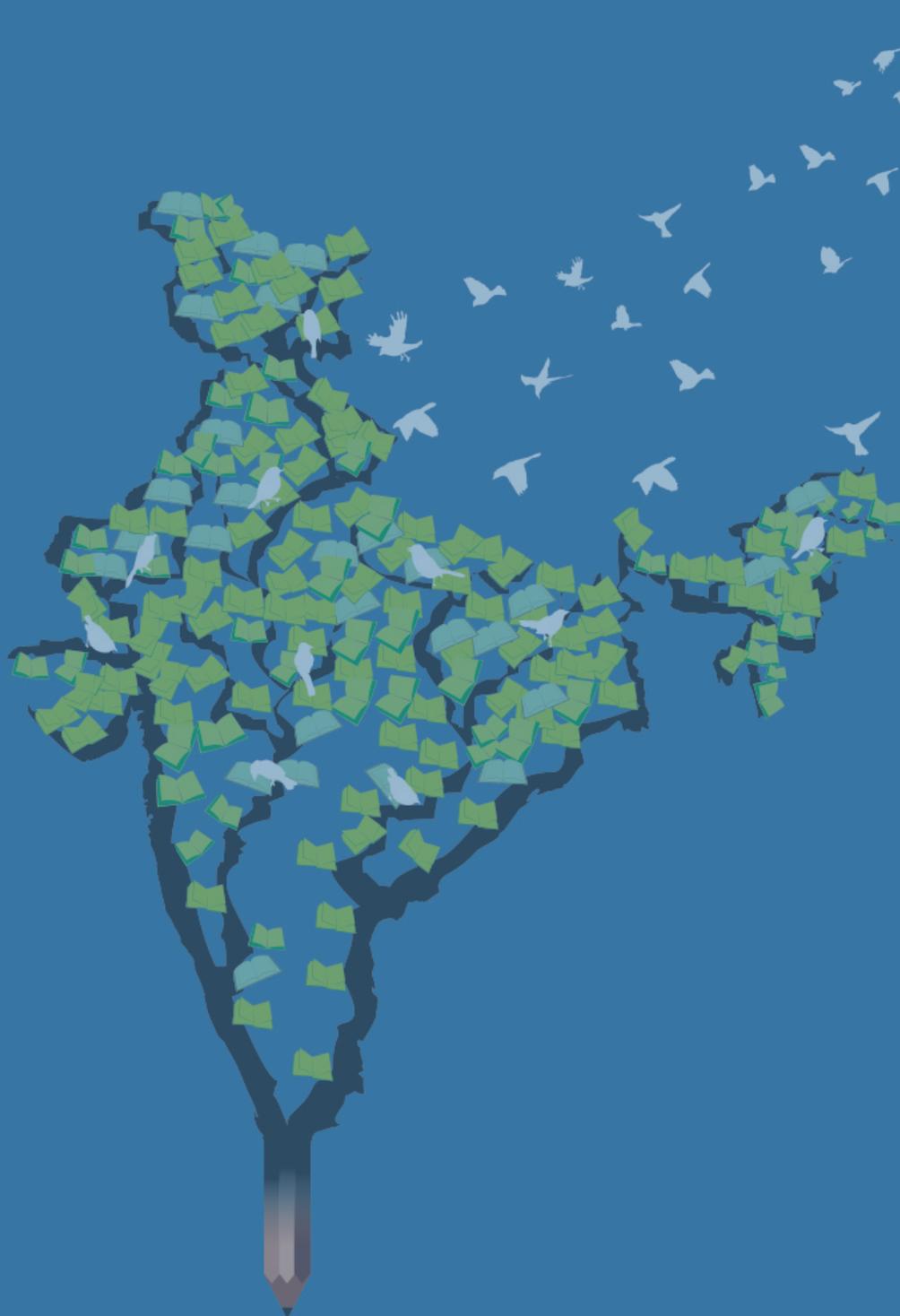
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There is, generally, little thought in India that higher education can be an important instrument in the furtherance of India's external relations. While the ministry of external affairs (MEA) recognises the importance of soft-power diplomacy, it is only beginning to recognise the benefits of internationalisation of higher education. Far more awareness needs to come to the universities. Internationalization of higher education has largely been triggered by the impact of globalisation, the exodus of Indian students to foreign universities, the setting up of centres by foreign universities in India to recruit students, the availability of degrees through the Internet, and other such factors.

There is increasing consensus that if India has to emerge as a global leader, it must gain pre-eminence in the field of education. It cannot compete with the developed world in military might; nor can it acquire in the near future, in spite of its fast growing economy, economic muscle equal to theirs. Although it has a sizeable educated and skilled middle class, all social indicators show that there is still a long way to go before India can be counted amongst developed countries. The field in which India can gain pre-eminence and be seen as a significant global actor is the development of human resource. Thanks to the groundwork done immediately after Independence in establishing institutions for scientific, technical, agricultural and medical education apart from liberal university education and the subsequent rapid increase in the education system, India has emerged as a developer of skilled human resource. What used to be lamented as brain drain is now seen as human capital. Developing countries, too, look to India for help in enhancing their human resource. This was understood in post-Independence India and it led to the establishment of institutions like the Indian Council for Cultural Relations (ICCR).

The First Education Commission of India, popularly known as the Kothari Commission (1964-66), was also emphatic that knowledge is international and there should be no barriers to obtaining it from anywhere in the world. However, India cannot forever remain at the receiving end of the pipeline. It has to make its own contribution as an intellectual and cultural equal in efforts to extend the frontiers of knowledge. This, as the Kothari Commission pointed out, requires a large-scale programme for the discovery and development of talent and the creation of centres of excellence in higher education that can compare favourably with the best in the world. It is through education that India can grow and find its place in the comity of nations.

India's educational and cultural diplomacy

Educational and cultural diplomacy has received some attention in India through ICCR and its programmes and through other educational exchanges but it has not been foregrounded to any large degree. Obviously, there was some understanding of it immediately after India's Independence. This is obvious from India's efforts to provide educational support to the newly independent countries of Africa in spite of its own straitened circumstances, by sending teachers and giving scholarships to students to study in India. Many

African students who pursued higher education in India went on to occupy very important positions in their home countries. Earlier, too, during the colonial administration, Indians had become teachers in many developing countries such as Burma or Myanmar and Fiji, and in East Africa in Uganda, Kenya, and Tanzania. Hence, India already had a well-recognised base but it was not built upon to the extent that it could have been. India's over 20 million-strong diaspora is also its strength as they are attracted to the country of their forefathers. Many students who come to India from Fiji, Malaysia, Mauritius, Sri Lanka and some countries of Africa and the Caribbean for education belong to the Indian diaspora. They have a strong emotional attachment to India and can be important goodwill ambassadors for it. But the university system has to be sensitised to this and the educational institutions have to play a vital role.

Even cultural diplomacy cannot be effective without educational institutions and organisations being a part of the delivery system. India has, for example, spent huge sums of money on organising Festivals of India in different parts of the world but these have made a limited impact or have even reinforced the "exotic India" image because there has been little or no backing with education programmes to create an in-depth understanding of the country and its people.

ICCR: While cultural diplomacy has received sporadic attention, educational diplomacy has received hardly any. Although there is some writing on the subject, it has not been foregrounded in foreign policy discussions or in the educational sector. Whatever initiatives have been taken in this area have been by the MEA but it does not seem to meaningfully impinge on the consciousness of either the ministry of human resource development (MHRD) or the University Grants Commission (UGC) or the universities or other decision-making bodies in the field of higher education.

With the achievement of Independence in 1947, India was inevitably drawn into the mainstream of international activities. While internally the Government and its leaders grappled with problems of economic, social and cultural development, India began to play a leading role abroad in the sphere of international peace and amity. To attain these objectives, many major academic and educational programmes were put in place in ICCR. Some of these are scholarship schemes for overseas students, with emphasis on developing countries; establishing and maintaining chairs and professorships for Indian studies abroad; presentation of books, audio-visual material, art objects and musical instruments; annual organisation of the Maulana Azad Memorial Lecture and Maulana Azad Essay Competition; and organisation of other programmes on behalf of the MEA. In addition, the ICCR has several publications, organises and participates in international seminars and symposia, and does other such activities. That the institution has so many academic-related programmes indicates awareness about education as the medium through which culture and values can be disseminated. The belief is that overseas students help in building bridges of understanding and developing a better appreciation of India. They have enormous potential to spread goodwill for the nation in their home countries.

This vision has also led the MEA to put several programmes in place. For example, the Government of India provides 50 scholarships every year to deserving Bhutanese students in different professional streams such as medicine, engineering, law, nursing, agriculture, dentistry and others. In addition, Ambassador's scholarships are awarded to meritorious and deserving Bhutanese students after they have been admitted to various schools and colleges in India. Further, there is the Technical Cooperation Scheme of the Colombo Plan, through which the Government of India provides comprehensive and integrated training to foreign participants to upgrade their administrative and technical skills. There are other programmes such as the SAARC scholarship scheme and a six-week professional course for foreign diplomats, the latter being run three or four times a year by the Foreign Service Institute of the MEA.

ITEC Programme: However, the most important is the Indian Technical and Economic Cooperation (ITEC) run by MEA. It was launched as a bilateral programme of assistance after the decision of the

Cabinet on 15 September 1964. Its chief architect was Jawaharlal Nehru, who was also the minister for external affairs at that time. Through ITEC and its corollary Special Commonwealth Assistance for Africa Programme (SCAAP), India shares its developmental experience from Independence onwards with 156 countries in Asia, East and Central Europe (including Russia), Central Asia, Africa, Latin America and the Pacific.

The ITEC, embodying the spirit of South-South Cooperation for mutual benefit, is response oriented. While India in the early 1960s could not give grants-in-aid to match those of developed countries, its strength lay in its skills of human resource and technology that were more appropriate for developing countries than those of developed countries. The programme has six components: training in India of nominees of ITEC partner countries, both civilian and military; projects and project-related activities such as feasibility studies and consultancy services; deputation of Indian experts abroad; study tours; aid for disaster relief; and gifting or donation of equipment at the request of ITEC partner countries. Although ITEC is essentially bilateral, occasionally the resources have been used for financing trilateral and regional programmes, for example, under the UN Economic Commission for Africa (UNECA), United Nations Industrial Development Organisation (UNIDO) and the Group of 77. The Afro Asian Rural Development Organisation (AARDO) and G-15 are also helped by ITEC with training and project support. Also, special and customised programmes have been designed for regional and multilateral groupings such as the Association of South East Asian Nations (Asean); Bangladesh, India, Myanmar, Sri Lanka, Thailand Economic Cooperation (Bimstec), African Union (AU), Caribbean Community and Common Market (Caricom), the Commonwealth and the World Trade Organisation (WTO).

India spends about Rs 50 crore annually on ITEC activities, and has provided over US$ 2.5 billion worth of technical assistance to developing countries including its neighbours, since 1964. Over 45,000 people have participated in ITEC programmes, attending courses in various disciplines. Many of them work in important positions in their home countries. In addition to the training courses, ITEC takes its participants to "outstation study tours" to introduce them to India, its democratic system, culture and historical heritage. It brings home India as a vibrant democracy with a strong pluralistic flavour, which provides a model of development to many developing countries. The ITEC programme also demonstrates India's role and contribution in South-South Cooperation.

Internationalisation of Indian higher education

The Indian higher education system is now recognised as one of the better systems for producing talented human workforce. Various agencies connected with education have begun to seriously look at the merits and demerits of internationalisation of higher education in India. The National University of Education Planning and Administration (Nuepa) deliberated upon issues pertaining to globalisation and the response to internationalisation of education at a national conference held in New Delhi in August 2004. It felt that challenges of quality, modes of supply; access and equity in higher education; responses to General Agreement on Trade in Services (GATS) and WTO, matters pertaining to identity, culture and curriculum; and other concerns of the nations receiving foreign higher education needed to be addressed. On the one hand there was recognition of the benefits that internationalisation of education could bring but there were also serious apprehensions leading to ambivalence of attitude.

The Association of Indian Universities (AIU), too, held roundtables on internationalisation of higher education, at the University of Mysore in February 2001 and at Guru Nanak Dev University in Amritsar in February 2002. The recommendations of neither roundtable viewed the internationalisation of education as a soft power but noted that in the new knowledge era internationalisation of higher education had to be done if India was to be counted as a knowledge society. There was a realisation that internationalisation would

lead to an improvement in the quality of education, promote Indian culture abroad, generate goodwill and understanding, and yield financial benefits. It was recognised that partnership and networking were essential for enriching the teaching-learning process and for improved quality of research. Hence, it was necessary to act in earnest without further delay. The government, academic institutions and AIU were all urged to take the necessary steps to promote Indian higher education internationally. The Amritsar recommendations built on the Mysore statement and reinforced it.

The UGC, in the Tenth Plan (2002–07) made internationalisation of higher education one of its thrust areas and projected a vision for promoting Indian higher education abroad as a response to the phenomenon of globalisation. The Chairman of UGC set up an expert committee to encourage free flow of students from other nations to India and vice-versa. Subsequently, a standing committee of UGC for Promotion of Indian Higher Education Abroad (PIHead) gave its report in January 2004.

The PIHead committee emphasised that globalisation was a dominant feature of the twenty-first century because of which integration of societies was taking place. This had given rise to major challenges in interaction between individuals, groups, and even with nature. The committee noted that the Indian education system had not yet acquired the capacity to cope, as it catered largely for domestic needs. Although India had certain advantages because of its low-cost delivery system, English as the medium of instruction, and its huge technological and management resources, it had not yet harnessed its immense potential of reaching out to foreign students. Unlike in the developed countries, the number of international students in India was going down. At the same time, the committee recognised that internationalisation would necessarily be a relatively slow process as both institutions and individuals had to be made aware that cooperation with universities in different countries was beneficial to both. Above all, the stakeholders needed to understand that internationalisation did not imply a dilution of the national culture and ethos, but actually resulted in the strengthening of these by learning from others. The committee detailed the steps that had to be taken to make Indian higher education attractive abroad while at the same time strengthening it from within to build capacity to internationalise. It was realised that unlike some of the advanced English-speaking countries, particularly the US, the UK, Canada and Australia that had made concerted efforts to attract international students, India had done little in this direction. Hence it was necessary to formulate a national policy and adopt consistent strategies that would encourage Indian institutions to admit international students.

Currently, there were several constraints in the way of international students becoming a part of Indian university campuses. Under the present governmental policy, dictated in part by the apex court, educational institutions were permitted to admit a limited percentage of students to educational programmes in technical and professional fields. There was a need to seriously rethink this matter.

Further, it was felt that a nodal agency would have to be created to coordinate the efforts and activities of Indian universities as they attempted to internationalise their education. This would mean establishing a consortium for international education to identify select universities and institutions of higher learning, keeping in view standards, infrastructure and performance; help in projecting Indian universities / institutions in other countries and function on their behalf; act as a clearinghouse for information on courses offered, availability of seats, the fee charged, the financial assistance available, and possibility of on-campus housing accommodation for individuals and families. Publication and distribution of guides and handbooks for the promotion of international education programmes in the country was also a necessary function that it could perform. Coordinating education and training of international students of the universities / institutions of higher learning in the country and building a network, to liaise, collaborate and interact with relevant institutions, individuals and other agencies within and outside the country, to facilitate the promotion of international education cooperation programmes was another envisaged function.

The consortium could also help Indian universities / institutions of higher learning in obtaining approvals of the various central government ministries for different international education cooperation programmes by promoting, coordinating, and monitoring jointly the affairs of international students with the Indian universities / institutions. It could also represent Indian universities / institutions at international fairs on higher education and organise similar fairs in India. In addition, the consortium could develop norms and guidelines for ensuring quality in international education and do all other things incidental or conducive to the attainment of the main objects of any of them.

To further the recommendation of the PIHEAD committee, the Committee for the Promotion of Indian Education Abroad (COPIE) was set up, which in turn decided to form two subcommittees. It appears from the deliberations of the committee that there was consensus on attracting foreign students to undertake degree and study programmes in Indian universities. The committee, in addition, suggested that focused "study India programme" in Indian universities for students from developed countries should be initiated. It also endorsed proposals such as (a) initiation of "twinning" academic arrangements with foreign universities, (b) setting up of foreign campuses of Indian universities, and (c) creation of special education zones for running of teaching and learning programmes exclusively for foreign students through consortia of Indian universities.

The committee was of the view that Indian education should initially target the African and South East Asian countries as they represented a client group distinct from Europe and the US. Also, that special efforts needed to be made to export education to the countries of the Middle East. However, an area that seems to have been overlooked by the committee is Central Asia, particularly the former Soviet republics, which have the advantage of proximity and with whom India has historical, cultural, and civilisation links. The committee emphasised one great advantage that India has that education in India is affordable.

Following the recommendations of the PIHEAD committee, together with those of other committees, UGC together with some universities has been participating in the NAFSA conferences since 2004. While participation in the NAFSA conferences is an important step in the direction of internationalisation of higher education, the question is whether the structure of higher education in India is ready for it. Unless the ground is prepared and systemic changes are made, raising expectations at such a conference without the ability to deliver can be counter-productive and detrimental. Even this effort seems to have been put on hold as not much movement in this direction is evident.

International student mobility: The Indian situation

In spite of many positive policy decisions and recommendations in the last few years from the AIU, Nuepa, and UGC, the ground reality is that the population of foreign students is very small in India. This is when India has the third-largest system of higher education in terms of enrolment after China and the USA.

Pawan Agarwal estimated 12,263 international students in higher education institutions in India in 2003-04 but noted that a better figure would be about 15,000 students, given the lacunae in maintenance of records in most universities. [In 2014, this figure is close to 25,000.] More than 90 per cent of the students came from developing countries of Asia and Africa, with two-thirds coming from Asia and one-fourth from the African countries. Only 8 per cent came from other countries. Thirty per cent of students were from South and Central Asia and 20 per cent from North Africa and the Middle East. There were some students from the Caribbean and Latin America too. Nepal sent the highest number of students to India followed by Bangladesh, Malaysia, Kenya, Sri Lanka, Iran, Mauritius, Ethiopia, the US, and Oman. This shows that the percentage of students from high-income countries is extremely low in India.

Agarwal's findings were that in 2003-04, three-fourths of international students were enrolled in arts (28 per cent), sciences (26 per cent) and commerce (22 per cent). There were 72.53 per cent of students in undergraduate programmes and 17.8 per cent were doing post-graduation. Twenty-eight per cent of students were girls. The number of students from developed countries was very small and they largely came for "short-term study abroad programmes" in order to get a cross-cultural experience. Many advanced countries have instituted policies to encourage students to study abroad for a short time. This is especially true of the US where "study abroad" is very popular.

Over 60 per cent of international students in India are enrolled in just 10 out of the 274 universities that reported having international students. These are a mixture of both public and private institutions. The largest numbers attended the Manipal Academy of Higher Education (MAHE), Bangalore University, University of Pune, and the University of Delhi. The other popular destinations, according to Agarwal, are Bharati Vidyapeeth and Symbiosis in Pune. While these findings were largely substantiated, there were also other destinations that were found to be popular like the University of Mysore and the CMR Institutions in Bangalore. Largely, as Agarwal points out, students prefer metropolitan towns and western and southern India. While MAHE, Bharati Vidyapeeth and Symbiosis, all private deemed universities were actively recruiting foreign students, public-funded universities and colleges were generally more conservative. Perhaps, the three exceptions were the Universities of Pune, Bangalore, and Delhi together with their affiliated colleges. It was found during the survey that most educational institutions did not have either the mindset or the organisational infrastructure to cope with foreign students in terms of physical space and human resource. The best equipped seemed MAHE, CMR, and Osmania University. Some more universities were making an effort to internationalise their campuses like the Sardar Patel University at Vallabh Vidyanagar but in others the number of foreign students had declined.

The road blocks

What are the impediments in the way of international students coming to India? Some are obvious, such as the paucity of institutions of higher education, lack of resources leading to inadequate physical and academic infrastructure and there being little or no consciousness in the majority of the institutions that diversity of student population is a desired goal to be actively pursued. When only about 7 to 11 per cent of India's eligible population has access to any kind of higher education, it implies that at least 90 per cent do not. As the Indian economy is strengthening, the domestic demand for higher education is increasing, leading to higher enrolment numbers. There is not only a lack of institutions but also inadequate funding. India spends less than 0.5 per cent of gross domestic product (GDP) on higher education while the recommendation is that it should spend 1.5 per cent out of a total of at least 6 per cent of GDP for education overall. As per National Knowledge Commission, even this may not suffice for the massive expansion of higher education that is required, in which case, other possibilities can be explored to complement the increase in public expenditure. Further, even the small amount that is spent on higher education is very unevenly distributed. Nearly one-third of the institutions do not get any government funds. Of the remaining, only about a half get central funding. The small numbers of institutions that cater for less than 2 per cent of the students get 85 per cent of the central funds. The rest receive pitifully small amounts and have to depend on the state governments for funding. Many of them are in perpetual financial problems. This is not healthy for higher education itself and also makes it much less feasible to attract foreign students.

India's external relations and the education sector

It would be useful to examine how education cooperation can help India's foreign policy objectives. High priority has always been accorded to relations with neighbours. There is already a fair amount of cooperation with most of the members of the South Asian Association for Regional Cooperation (Saarc), except Pakistan. Nepal and Bhutan already enjoy a special status in Indian universities. Students from these countries, for example, are eligible to get admission in Delhi University even on scoring 5 per cent less than the basic eligibility for Indian students. India's being the education destination for the people of Nepal has played a positive role in India-Nepal relations. But it has not been possible to accommodate the demand of a large number of Nepalese students, particularly for professional courses. MAHE has opened a Medical College in Nepal though it is yet to see its full potential being realised. In a deemed university like MAHE, the Nepalese students could have been accommodated in India itself but excessive regulatory framework in India made Nepal a more attractive destination. The institution in Nepal also attracts students from India and some other foreign countries.

India is the first choice destination for higher education for the Bhutanese, who look to it to play a significant role in the development of human resources in their own country. Bhutanese society is gradually opening up and education there is bound to grow. It is essential that India plays a key role in helping educationally in human resource development and thus shaping attitudes towards India in a newly democratic Bhutan.

With regard to Sri Lanka, while education is playing a positive role in the development of India-Sri Lanka relations, its full potential has not been realised because of paucity of seats and institutions in India. Apart from general education, Buddhist studies need to be paid greater attention. A number of Sri Lankans come to study Buddhism in India. It is necessary to remember that the Buddhist clergy plays an important role in Sri Lanka's national affairs. Special attention should be paid to Buddhist studies also because of the large number of Buddhist countries in the world who expect India to provide the lead in areas of philosophy and Comparative Religion. There is only one centre of Buddhist studies in Varanasi but many more can be developed and departments of Philosophy need to be strengthened.

With the neighbours on the East and West of its borders, India has little or no educational linkages. Bangladesh sends a large number of students to India but India is unable to meet the huge demand for professional and vocational courses from Bangladesh students. There is hardly any faculty exchange among universities in Bangladesh and Indian universities and few, if any, joint research projects. Such initiatives would not only enhance cooperation in the field of education but also help develop better understanding. Because of linguistic commonality it should be possible to develop close linkages between academic institutions of the two countries, especially with universities in West Bengal. With Pakistan this area has been a closed one. As part of confidence-building measures, it would be worthwhile to begin with small steps like faculty exchange in this field.

The greatest expectation of war-ravaged Afghanistan from India is help in developing human resource for reconstruction, including education facilities. The Government has realised the importance of education in promoting Indo-Afghan relations and has started a special scheme for training Afghan students in India. This is a challenge because war has interrupted the educational processes there and created imbalances in societal structures, but if India can meet it, it will be an important aspect of India's cultural diplomacy towards these strategically important neighbours. Even earlier, a number of Afghans have studied in India, including former President Hamid Karzai. The impact of his educational experience in India was visible in the affection with which he remembered his teachers at the Himachal Pradesh University from where he did his post-graduation in Political Science and which he visited some years back.

India's cultural relations with South East Asia are one of the most fascinating fields of history. This interaction goes back over two thousand years and has left a lasting impact on almost every aspect of life in a number of countries of the region. There is probably no other example in history of such peaceful cultural cross-fertilisation for over two millennia. The "Look East" policy, formulated during prime minister Narasimha Rao's regime, was a major foreign policy initiative in the post-cold wWar era. Relations with Asean are the cornerstone of the "look east" policy.

Education has played an important role in independent India's relationship with a number of South East Asian countries, particularly Malaysia, Thailand, and Singapore. With the other countries of the region stronger educational links can be built. A large number of Indian teachers teach in Brunei but there is little or no educational contact with the Philippines and Indonesia. A few Indonesian students have come to India on ITEC and ICCR scholarships, but keeping in view the large population of the country and its growing needs for skilled human resource, this relationship can be developed.

A large number of Malaysian students came to study in India till the end of the 1980s. Many of them went on to occupy high positions in Malaysian society. These students played an important role in the all-round development of Indo-Malaysian relations. The Malaysian University Graduate Association (Mayug) of university graduates from India has been active in promoting Indo-Malaysian ties. They have made a mark in academics, law and engineering. A large majority of doctors in Malaysia have been trained in India. However, the number of Malaysian students has been declining since the early 1990s. A meeting with some alumni indicated several reasons for this. One is that Malaysia has developed its own institutions. Alternate destinations such as Australia, New Zealand, and Singapore have also emerged. With growing affluence, bright Malaysian students have started enrolling in larger numbers in universities in the US and the UK. Also, there have been problems of equivalence and recognition of Indian degrees, which have not been addressed by India. On the contrary, because of pressures on them, Indian institutions have become more inward looking. The Indian regulatory framework has also contributed to this decline. MAHE has opened a campus in Malacca to overcome the difficulties created by the rigid regulatory framework of higher education in India. However, discussions with a number of Malaysian academics and other members of the civil society make it evident that interest in Indian higher education remains. Only a more proactive policy in India is required.

There has been close cooperation between independent India and Thailand in higher education. The situation in recent years resembles that of Malaysia. Discussions with alumni as well as their academics show that it is possible to revive the relationship. People of Indian origin in Thailand have a particularly strong interest in quality education in India. It is noteworthy that Shivnath Rai Bajaj has given an endowment of one million baht to start an India Study Centre at the Thammasat University.

A number of students from Singapore came to study in India till they developed their own high-quality educational infrastructure. Currently, the majority of Singapore students who go abroad prefer universities in the developed world, particularly the US. The Singapore government, too, is vigorously developing the country as a destination of higher education. However, it is still keen to collaborate with India, as can be seen from the initiatives taken for a campus of IIM Bangalore in Singapore. Singapore is also keen to have linkages with the IITs and on student exchange programmes. For this it has been interacting with good Indian universities like Delhi University.

Vietnam, Cambodia and Laos as a group have had close cultural links with India. Vietnam, a strategic partner in Asean, looks upon India to play a major role in the development of its human resource. Vietnam is amongst the highest recipients of ITEC fellowships and is particularly keen for cooperation in the field of IT Education. The National Institute of Information Technology (NIIT) has established its presence in Vietnam. Some self-financing Vietnamese students have also started coming to India for management and

other professional education. Given the high growth rate of Vietnam's economy the trend could grow. The position of Laos and Cambodia is somewhat similar to that of Vietnam. Given the cultural affinity with these countries, there is room for strong linkages with them in the field of education.

Central Asia is another region with which India has had strong civilisation and cultural links. India also enjoyed considerable good will with many countries that formed part of the earlier Soviet Union. These countries are in transition. Their most important requirement is development of human resource. Because of traditional links and the respect that India enjoys as a knowledge economy, they are keen on India's assistance in the field of education. Geographic proximity and affordability are important factors in favour of India. Some students from the former Soviet republics have started coming to India mostly on ICCR and ITEC fellowships. However, these countries would have a growing middle-class community in the coming years which would be keen on quality education. This would create further opportunity for collaboration in the education sector and could lead to strengthening of ties. Even the former Soviet Union had used education as an important tool of diplomacy, particularly in its relations with developing India. Many Indian scientists and doctors were trained in the former Soviet Union.

Like South East Asia and Central Asia, India also has traditional ties with West Asia. A number of students from Iran and the Arab and Gulf countries have studied in India. Many Arab students would look towards India if quality education was available because culturally they would feel more comfortable here than in the West, especially since the events of 11 September 2001 in the USA. They look at other options and India is necessarily one of them. Collaboration in education would ensure that the traditional people-to-people contacts between India and West Asia are strengthened. Though the rich students prefer to study in Europe and America, Dubai has realised the potential of providing quality higher education and so has taken the initiative to establish a Knowledge City to meet the educational needs of the region. There was a similar recommendation in the report of the high level committee to establish special education zones in India but the idea has not been taken forward. Ironically, many Indian institutions are setting up campuses in the Dubai Knowledge City. BITS Pilani, Mahatma Gandhi Institute, and MAHE are already there. Some students from India, too, have started enrolling in these campuses. India's loss of opportunity could be Dubai's gain.

Africa has always been special to India because of their common struggle against colonialism. The architect of India's foreign policy, Jawaharlal Nehru, accorded a very high priority to relations with Africa. Under this policy India extended scholarships to a large number of African students. Salim Ahmad Salim, who did his undergraduate studies from Delhi University was Foreign Minister of Tanzania and later Prime Minister and Secretary of the Organisation of the African Unity (OAU) during 1989–2001. The educational support given by India generated enormous goodwill for the country among African leaders. Unfortunately, because of inadequate follow-up and lack of proper institutionalised mechanism, India and Africa could not realise the full potential of this aspect of their relationship. Human resource remains a major constraint in African development efforts. Except in South Africa, the educational infrastructure of most African countries remains very inadequate. India's help in the development of education for quality human resource can be a major factor in Indo-African ties.

Relations with the European Union are high on India's foreign policy agenda. Both sides recognise the potential role of education in the development of both bilateral and Indo-EU relations. India and the UK have historical ties and at one time the UK used to be the education destination for elite Indians. That has now been replaced by the US. France and Germany, too, are beginning to look into student exchange programmes with India.

Similarly with the US, India has had long-standing ties that kept a dialogue of academics and thinkers in place even during the height of the cold war. Cultural and educational diplomacy as an exercise of soft

power declined in the US after the disintegration of the Soviet Union but the events of 11 September 2001 and the Iraq War have once again brought it to the fore. Besides, the growing Indian economy and closer political Indo-American ties have created an interest in India among American universities. The most effective and popular mode of academic collaboration is that of exchange programmes at various levels.

The way forward

The education sector is an effective and unobtrusive mode of creating a proper understanding of India among young people. Developing countries looks to India to take a lead in helping them to develop their own human resource. With India's economic growth in a democratic framework, the developed world is interested in understanding the country through student exchange programmes and faculty and research linkages. The diaspora wants to understand and retain its cultural heritage. People of Indian origin look to India to create opportunities for doing so in addition to normal academic exchange and linkages in which, too, they can help. Education should, then, be an integral part of economic assistance given by India to the developing countries. It has the expertise, the cultural understanding and environment, together with the educational infrastructure that has the potential to deliver. However, the university system does not have much sensitivity to this aspect, so there is little motivation to act. Besides, the system itself has problems of both numbers and resources, creating its own challenges. Hence, when it is called upon to provide for one more sector, it responds with fatigue and inertia. So what can be done?

Since the MEA is the most aware of the potency of soft-power options of foreign policy, it needs to sensitise and create understanding among other agencies such as MHRD, UGC and the universities themselves. Once the MEA begins to emphasise education and its consequent soft-power benefits, it must draw up a calendar of events to sensitise others. It needs to collaboratively hold seminars and other academic events with institutions such as Nuepa and the various departments in universities, both central and state, especially where foreign students advisors are already there. Unless there is sensitivity in education administration and faculty members the ground cannot be prepared for implementation.

It will be argued that most universities face a resource crunch, both physical and academic, because of which they are not able to cope with domestic demand; how can they be asked to accept foreign students? This, however, is not unique to the education sector. In spite of domestic requirements, India gives aid and assistance in different forms to various countries and institutions. It also makes investments that are not necessarily of import to immediate societal amelioration. If it is accepted as policy that the education sector is significant in contributing to India's external relations, adequate provision will have to be made for it. The internationalisation of education has already been accepted as a desired goal by universities in the Mysore statement and the subsequent Guru Nanak University conference. The UGC has recommended a 15 per cent intake of foreign students over and above the sanctioned seats in every educational institution. It was a thrust area for UGC in the Tenth Plan and several initiatives were taken. However, financial allocations have to be made to realise this recommendation. Efforts also need to be made to improve standards of educational institutions. In any case, all foreign students are not to be given scholarships or financed by India. Many of them are self-financing and actually contribute additional resources where they are enrolled. This is evident from the experience of, say, the University of Pune and from the deemed universities which are more proactive in this regard.

It is increasingly being accepted that one important role of education is bridge building. It would be natural for India to take the lead in education. If India wants to become a global player it must not only be a consumer of knowledge but also produce it. This was the vision of the Kothari Commission, too. Indian education must contribute to the country's societal well-being and also provide leadership

in knowledge generation. To do this, it must harness the academic talent that exists in the country and enlist the services of its educational institutions to create a world of ideas with intellectual leaders who create bonds between India and the world.

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Notes

ICCR was envisaged by its founder President, Maulana Abul Kalam Azad, as an organisation that would foster and strengthen cultural relations of India with the world. Available at http://www.iccrindia.org

ITEC: http://itec.nic.in

NUEPA: Established by the Union ministry of human resource development, Nuepa's origin date back to 1962 and it was cnferred a demmed university status in 2006. It is a premier organisation dealing with capacity building and research in planning and management of education not only in India but also in South Asia. For more information see http://www.nuepa.org.

Report of the Conference on Internationalization of Higher Education: Issues and Concerns, NIEPA, 2004.

Powar, K B, Internationalisation of Indian Higher Education. Paper presented at the Roundtable on Internationalization of Indian Higher Education, organised by AIU at the University of Mysore on 26-28 February 2001. See www.aiuweb.org.

PIHEAD: UGC in 2003 set up a committee called Promotion of Indian Higher Education Abroad or PIHEAD. The Commission also identified several countries for targeting to attract international students to India. Based on country profiles (demographic and economic) and taking into consideration the state of their higher education and training system, skill gaps, programmes for offer were to be identified. After this, issues like academic calendar, equivalence and matters relating to curriculum, language skills / maths skills / subject combination, etc. were to be sorted out.

Reference to Pawan Agarwal's estimate on the number of international students in India is based on his combining the data for 82 universities collected by the AIU for 2003-04 with the projected data from 83 universities collected by UGC in 2005 for 2001-02. Out of 308 universities that existed in 2003–04, 109 reported no international students and 34 did not respond.

Agarwal, Pawan, Higher Education Services in India and Trade Liberalization. In Chanda, Rupa (ed.). December 2006. *Trade in Services & India: Prospects and Strategies.* New Delhi, Wiley India.

National Knowledge Commission was set up by the Government of India in 2005 and it came out with its Report to the Nation in 2006. It was set up as a high-level advisory body to the prime minister, with the objective of transforming India into a knowledge society. It covered sectors ranging from education to e-governance in the five focus areas of the knowledge paradigm, such as access, concepts, creation, applications and services.

http:// www.hindu.com/2006/11/16/stories/200611161641400.htm

Pravasi Bharatiya: Connecting India with its Diaspora, Ministry of Overseas Affairs, February 2007, vol. 2, no. 2, p. 7.

Contribution of Private Institutions to Internationalization of Higher Education in India
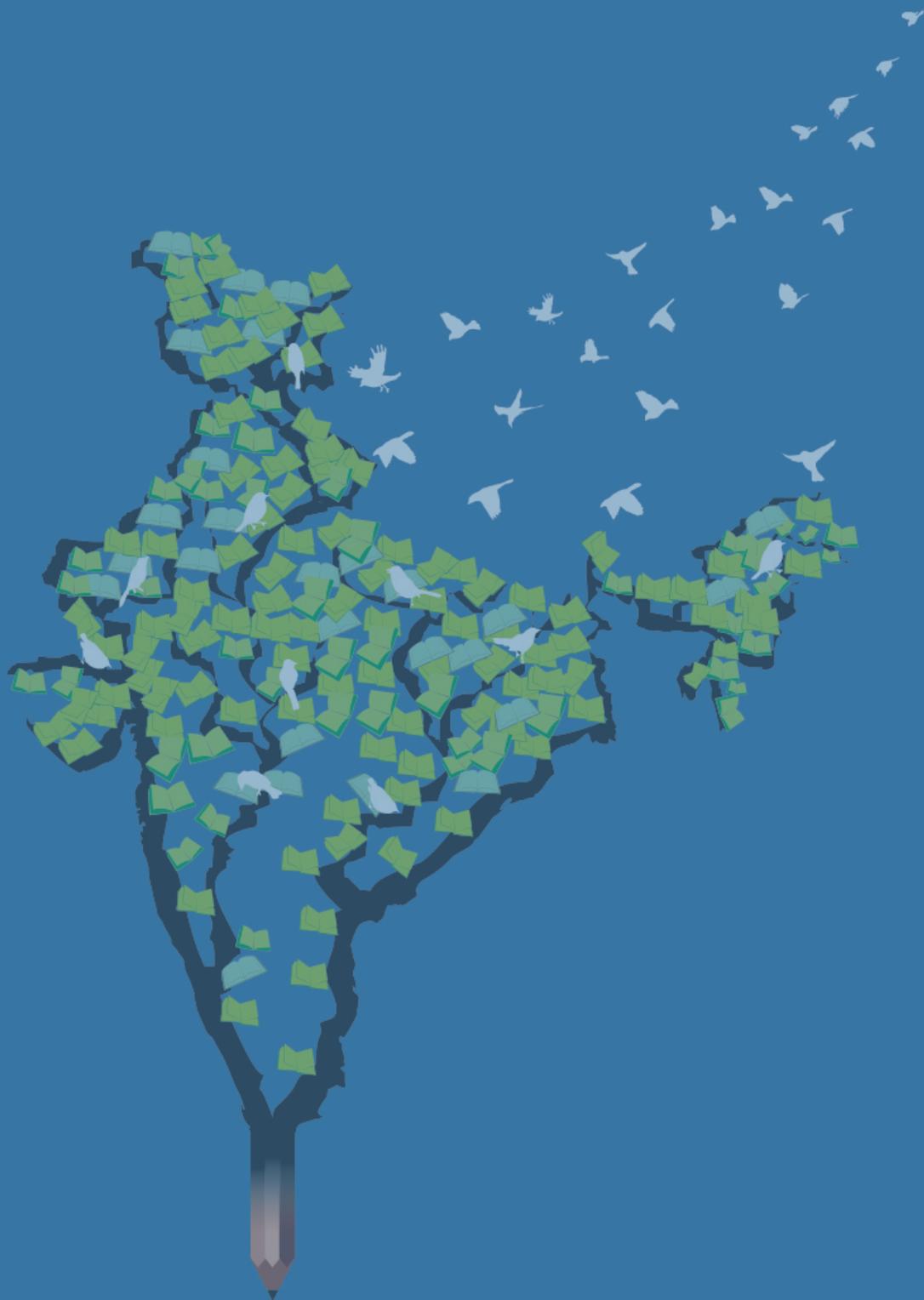
Dr Vidya Rajiv Yeravdekar
Executive Director
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Ms Gauri Tiwari
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"The only real, substantial answer is enhancing private participation . . . [It] can improve supply, build capacity, create excellence, reduce large foreign exchange spending . . . and make India a global education hub" (A for Alumnus, 2008, p. 91).

Private universities are rightly credited with propelling internalization of higher education into the front lines in India. At the heart of this dynamic force are the same resilience and enterprise that have allowed private institutions to not just endure, but flourish in the face of a stifling regulatory structure and "obstructionist" public policy on higher education. This paper teases apart some themes that are observed frequently in the workings of private institutions as they undertake internationalization. As these institutions bring on internationalization, they are faced with atypical impediments and must devise ingenious solutions. This resourcefulness has resulted in bringing many extraordinary gifts to the higher education system in the country, and possibly beyond that as well.

The ideological construct of a state-centred higher education system is in need of a reconsideration in the light of larger structural changes in the globalized world, which erode both on the territorial component of countries, as well as on centralism of governance.

Internationalization of higher education is propelled by private instituions the world over (Altbach, 1999). Tierney (2012) lists three factors that explain why it should be that way: The first is the redefinition of the "customer" [student] in the last decade to include entities such as the "part time working adult". Second, private institutions have incorporated technological advancements far better than their public counterparts and in so doing they have created new markets for themselves. Third, two concurrent incidences have made room for the expansion of private institutions: the phenomenal growth of tertiary education all over the world, coupled with the case that the traditional configuration of the revenue model of public institutions has continued, which implies that public institutions are incapacitated to meet the needs of students while still adding to their revenue stream.
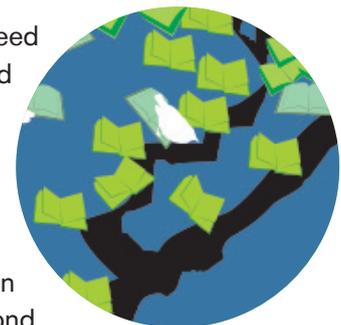
The above denoted factors resonate strongly in the Indian system. It has been repetitiously contended that the growing presence of private participants in internationalization, as in many other aspects of higher education, is fuelled by the failure of Indian Government to address the systemic challenges (Agarwal,

2009; Bery, Bosworth & Panagariya, 2004; Stella, 2002). The private partakers' success with respect to internationalization is a sub-set of all-round powerful emergence: Private institutions account for 64 per cent of the total number of higher education institutions in the country, and 59 per cent of the total enrolment. Even more remarkable is the rate of annual growth: "state private universities have witnessed an annual growth of 33.8 per cent since1995…" (EY-FICCI, 2012, p. 14).

Private institutions are in the vanguard of internationalization in India and it is projected that it will continue to be that way in the future (Agarwal, n.d.; Agarwal, 2009). The Anglophone world has displayed keen interest in partnering with Indian institutions (Mishra, 2012). Altbach (2008) notes that India is quite possibly "the world's largest single market for foreign universities" (n.p.). The vast majority of these foreign institutions eye private institutions in India that specialize in management and other professional streams and disciplines (Altbach, 1999).

The more recent expression of internationalization in India's neighborhood, for instance, in South East Asia and the Gulf region, has been in the form of privately owned and managed international branch campuses (Agarwal, n.d.a; Knight, 2011; Wilkins, 2010). In the Indian context, branch campuses have worked only one way–India as the "home" country, that is to say, Indian institutions, the overwhelming majority of which are privately managed, have succeeded in opeing their branch campuses in other countries: "India leads overseas higher education provision from non-Western countries, with at least 17 campuses abroad, 10 of them in the United Arab Emirates, four in Mauritius and others in Malaysia, Singapore and countries in the West" (Sharma, 2012, n.p.). In a research study of Indian branch campuses in popular source countries, the Observatory on Borderless Higher Education (OBHE) (2006) noted that the vast majority of these were private institutions (as cited in Agarwal, n.d.a). In the majority of cases, the Indian private institution was invited by the "host" country to set up branch campus, in a gesture of confidence in the "home" institution's capability (Sharma, 2012). An example of a successful Indian branch campus abroad is the presence of Manipal Global in Dubai's International Academic City in Dubai. Many Indian institutions that decide to open branch campuses abroad do so because they find the potential for long-term growth in India to be stunted (Sharma, 2012). The institutions that are eager to grow with respect to internationalization find that there are far too many hoops to jump in India to keep them encouraged. These institutions are privately managed, and held in high regard by students and institutions in "host" countries, therefore, the decision to move the operations abroad is an easy one.

Conversely, the picture of "host" branch campuses in India is as discouraging as it is complex. A large number of "home" foreign institutions are "straining at the leash" to set up branch campuses in India, driven by the long-term goal of finding a place for themselves in a regional education hub in the country. The Ministry of Human Resource Development was wise in drawing on caution in its decision to allow admittance of foreign providers. However, as things turned out, in place of well-considered judgement, the Indian Government made use of procrastination–the Foreign Education Providers Bill being the case in point. In the face of acute policy paralysis, the message that went out to foreign providers was that the question of entry of foreign providers is in an indeterminate state, not that the government is sufficiently invested in the matter. In a representative example, the Canadian York University, which was all set to open a branch campus of Schulich School of Business in Hyderabad, had to shelve the project, faced with "prolonged delay of the proposed legislation" ("International branch campuses," 2013).

The interest in education hubs, which are considered to herald the latest era in cross-border higher education, is echoed all over the world, as is instanced by the precipitous emergence of hubs in many countries in South East Asia and the Gulf region (Knight, 2011; Wilkins, 2010). This growth has been

facilitated by a solid joining of the hands between respective governments and private institutions. Many of these hubs, such as the Dubai International Academic City (DIAC) in Dubai, are awarded the status of "education cities," which are tax-free [economic] zones that permit extraordinary latitude to foreign providers across a number of dimensions. Apart from tax breaks, the institutions enjoy enviable institutional autonomy in decision making in respect of hiring, curriculum, and admissions. As a result of these incentives, the domestic institutions have succeeded in drawing both high-ranking foreign providers and impressive numbers of international students. Further attesting to public-private alliance, the governments of Malaysia, Singapore, and Hong Kong have enthusiastically partnered with private institutions to promote international branch campuses and education hubs as part of a broader national goal of promoting their respective countries as knowledge economies.

No such initiative has been forthcoming in the case of the Indian Government. Although the Indian Government, marking a break from its long-standing stance of "obstructionism" with respect to private institutions, stated in the "Economic Survey of 2010-11"–a flagship annual document authored by the Ministry of Finance–that public-private partnership is the route to establishing global education hubs in the country, no concrete policy action followed through ("Making India a global education hub," 2011).

The case with respect to the more traditional modes of cross border higher education in India is no different. Private institutions have increasingly played a prominent role in promoting academic exchanges, as part of student, program, and, more recently, institutional mobility.

International collaborative degree programs, such as double degree programs, have been one of the mainstays of internationalization in India. Contrary to the branch campus-education hub set up, collaborative programs are a stable continuing way of bringing in internationalization: "In India, for example, 631 foreign institutions were operating in 2010, of which 440 did so from their home campuses, 186 had twinning or other arrangements with local institutions . . ." (Lawton & Katsomitros, 2012, n.p.). Although there are no official records to rely on, there is impressionistic knowledge that private institutions lead ahead of public institutions on the score of internationalization: Symbiosis International University, Shiv Nadar University, Manipal University, SRM University, and OP Jindal University, all of which are private institutions, boast a prospering record of twinning programs, dual degree programs, and study abroad programs.

It is easy to see why double degree programs are popular in India, or anywhere else for that matter. The acquisition of two degrees from two institutions, each of which is located in a different country, has proven attractive to the student. There are many advantages: First, a degree that combines international and domestic aspects of the discipline clearly widens the student's professional repertoire. Second, many students are convinced that the curriculum of these programs is more extensive. Third, some students see such degrees as "two pops for the price of one". An important aspect to collaborative programs is that they are used for "brand-building" purposes. This is especially true when the partnering institutions are of unequal stature, and the lesser "rides on the coat's tails" of the greater. For the part of the government, collaborative programs offer an alternative to outward mobility of domestic students.
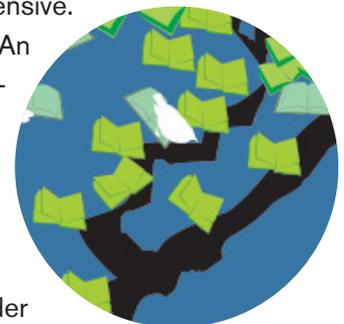
While these academic exchanges are a desirable outcome of cross border higher education, they are frequently eyed with suspicion by Indian regulatory bodies as problematic new-fangled models that harbor room for duplicity and deception. The UGC regulations [noted subsequently] that govern international collaborations are insufficiently detailed and, in

actual fact, pose obstructions to the operation of collaborative degree programs. An array of factors at play in the dynamics complicates the picture: diversity of programs and providers, ambiguity in arriving at what count for legitimate mechanisms for controlling entry qualifications, academic workload, quality assurance, and evaluation.

In light of these considerations, playing at supra-national, national, and institutional levels, it falls to the regulatory bodies in India to work in partnership with institutions to come up with a rubric to iron out the issues of authenticity and reliability in the management of collaborative programs. This will offer to the institutions an opportunity to prove the legitimacy and worth of their [international] collaborative programs and the backing to promote these programs abroad with self-assurance. The UGC and the AICTE have set down some broad guidelines to regulate collaborations and initiatives with foreign education providers, but these guidelines do not go deep enough into the nitty-gritty of specifying entry requirements, coursework, and such. The UGC regulations, which are titled "Promotion and Maintenance of Standards of Academic Collaboration between Indian and Foreign Educational Institutions Regulations, 2012," for instance, go into "procedure for approval" [of memorandum of understanding (MoU)] and the "consequences of violation" [of regulations], but not delve into the academic content of collaborative partnerships, such as, twinning programs.

Thus, questions such as what constitutes academic coursework, evaluation of credits, assessment criteria, and so on are left unattended.

In the same vein, the increase in inbound mobility of international students–which is considered the most conspicuous expression of internationalization–in India in the last decade is to be credited, at least partially, to the emergence of private participants in Indian higher education (Agarwal, n.d.a; Agarwal, n.d.b). Private institutions have performed very well in drawing international students: the Symbiosis International University, Manipal University, Bhartiya Vidya Peeth, and DY Patil University are prominent examples (Powar, 2013). The success of these institutions is squarely a tribute to their institutional commitment to internationalization. They do not receive any incentive, monetary or otherwise, from the Indian Government that might assist them in their efforts.

To go back to Tierney's (2012) three factors, outlined previously, private institutions in India have succeeded in internationalization on account of their ability to respond to the demands of the higher education system. Their relative freedom from the bindings of the affiliating structure of public institutions lends them greater self-determination and resilience. This, in turn, allows them to devise innovative and "forward-looking" solutions.

Private institutions are also better abreast with modern advances in pedagogic practices, instructional technology, and the career-preparedness aspect of higher education. In India, as in many other countries, private institutions have taken the lead in offering programs that are responsive to the "skill-formation" aspect of higher education, thereby contributing to the development of an internationally competitive workforce. The private institutions' stronger technological capability with respect to infrastructural support has afforded them an advantageous lead in offering newer modes in program delivery, thereby increasing the sphere of their influence and activity. Of the international students that come to India and of those international students who are enrolled in Indian institutions' branch campuses in other countries, the segment that is enrolled in career-oriented programs is clearly growing. Thus, Indian private institutions contribute considerably to capacity building in developing countries through internationalization of higher education. In so doing, they strengthen South-South cooperation and enhance India's "soft power". To

the extent that private universities have succeeded in bringing the interests of other countries into the considerations that guide their operations and outcome, they have promoted "global citizenship".

An appeal for revision of the public-private dichotomy

The recent forward leaps in internationalization in the private sector are not mirrored in public institutions. It would be more accurate to view this development as an aggregate of individual successes amassed from private institutions all over the country, rather than a function of the public policy on higher education. The growth is largely self-directed and un-channelled, disengaged from the Indian Government's field of action. Yet, to attribute the success of private participants to a corresponding failure of the public sector, and not much else, would be highly reductive.

Given the scale of shortfalls in the Indian higher education system—low gross enrolment ratio, compounded by an even glaring underperformance with regard to quality—it cannot be overstated that the Government, by itself, is not equipped to take on the challenge. Public investment backed by public-private partnerships is the more realistic route (Thakkar, 2012).

It is noteworthy that the make-up of public and private ownerships in higher education all over the world has undergone a paradigm shift. It is about time that educationalists in India acknowledge and integrate this transformation into the regulatory approach. The realities of "massification" of higher education, decline in public funding, and increased competition for enrolment have created a "quasi-market situation within and between the public and private sectors" (Slaughter & Leslie, 1997; Teixeira, Dill. Jongbloed, & Amaral, 2004, as cited in Altbach & Peterson, 2007, p. 79). Put otherwise, it means that the distinctions that separated public from private instittuions do not hold as much as they did in the past.

This erosion of boundaries between private and public institutions must be placed within the discourse on globalization. It is a reverberation of the larger dilution of boundaries that split nation-states as entities engaged in struggle for power. In place of a state-centric world, globalization brings forward the notion of "supra-territoriality," (Scholte, 2007) which emphasises liberalization and homogenization. This dilution of divisions across state-lines implies that power does not rest singularly within the state, rather it is spread across many sources, and that some of these sources might well cut across national boundaries. Coming from this perspective, public institutions, by virtue of the case that they uphold the interests of national governments above and beyond anything else, are discordant with the idea of "supra-territoriality." They limit their scope to the higher education demographic of the country and make reference to the government as the proprietor of all power in the matter of higher education.

In no realm of higher education in India is this transition more needed than in internationalization. Internationalization, by definition, is a protean phenomenon. It brings with it the need to respond to a large number of highly changeable variables. The regulatory structure in the Indian higher education system must overcome its reactive and unyielding stance in dealing with private institutions, which are increasingly moving inwards from the periphery to the mainstream. It is very much required that as India takes on internationalization, the regulatory bodies work by joining hands with private participants. Given that the scale of engagement in internationalization is increasingly tipping in favor of private institutions, issues in quality assurance, accreditation, and evaluation in international collaborations and international student mobility cannot be worked through without bringing private interests into the heart of the public policy on higher education.

Dr. Vidya Rajiv Yeravdekar is an eminent educationalist. She is renowned for her leadership in educational policy, governance and research. A member of the Central Advisory Board of Education and former member of the University Grants Commission, she has resolutely advocated for driving higher education forward as a top agenda item. Of special interest to her is the subject of internationalization of higher education. As well as being on the board of several regulatory bodies such as the Indian Council of Cultural Relations, she has served on a number of high level working groups to set India on the global higher education scene. She is also the leader of Symbiosis International University, which is at the forefront of internationalization of higher education in the country. Besides academic excellence, the University is known for forging a most productive interface between industry and academia. Her expert opinion and advice is frequently sought in print and other media.

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Five Difficult Trade-offs
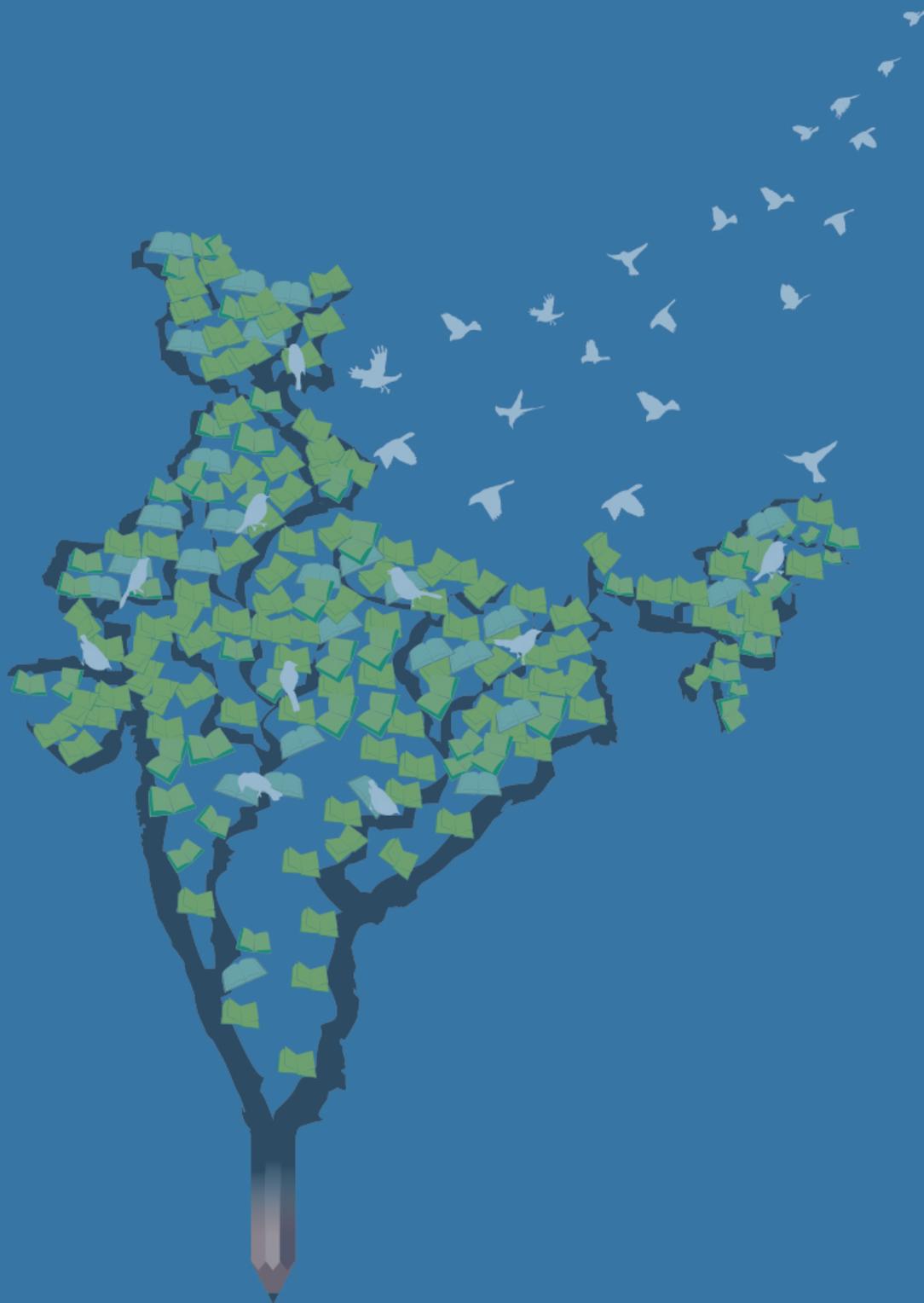
Manish Sabharwal
Chairman, Teamlease Services

Higher education policy and delivery in poor countries with large populations is challenged by difficult trade-offs with long shadows.

I would like to begin with the disclaimer that I am not writing on internationalization of higher education in India per se because I feel that before we go on to invite others to our house, we must first put it in order. And for that we need reforms at various levels.ucation policy makers will recognize the huge wisdom in novelist Scott Fitzgerald's quip that the test of a first rate intelligence is the ability to hold two opposite ideas in your mind at the same time and still retain the ability to function. There are no right answers in education but five difficult trade-offs; quantity vs quality; repair vs prepare; price vs cost; funding vs delivery; and excellence vs inclusion.

Stepping back, the most interesting questions of all time is why are countries poor. I reached the US for my MBA in 1996 and one month later I was asking myself, "These Americans aren't smarter than us, why are they richer than us?" Many years later, I now know that poverty is about low productivity. While there are many levers of improving productivity, education changes lives in ways that no subsidy ever can. So getting education policy is key for poor countries with large populations but is often more complex than developed countries because of conflicting objectives. Educationist John Gardner brilliantly pondered whether it was even possible to reach every politician's goal of being equal and excellent. But we need to craft education reform without getting paralysed by complexity or polarised at extremes because education is a key weapon in creating the infrastructure of opportunity and the battle against poverty. It is also clear that higher education reforms are closely related and dependent on employment, K-12 education, and employability reforms. School reforms are key because we can't teach what should have been learnt in 12 years in six months. Employability reforms are key because we have many educated unemployed. Employment reforms are key because labour laws have ensured that 100 per cent of job creation has happened in informal jobs in India over the past 20 years.

It is interesting that the trade-offs are the same across the education chain (higher, school and vocational). But it's even more interesting that these questions were the same for the Kothari Committee of 1968 or even the Radhakrishnan Committee of 1948. As we craft our reform agenda, it may be useful to remember a story about an exam Albert Einstein gave his students. Fifteen minutes into the exam, a brave student stood up and asked why the questions in the exam were the same as previous year's exam. Prof Einstein replied: "Because the answers are different this year". India in 2014 is younger, confident and rising; the different answers to the same education questions must reflect this boldness. Let's look at each trade-offs in some more detail:
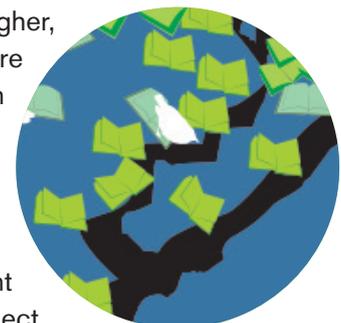
Quantity vs quality

Most of our education regulators have tried to control quality by controlling quantity and we have ended up with neither. But we have had an interesting experiment between two education regulators in India; Medical Council of India (MCI) in Medicine and the All India Council for Technical Education (AICTE) in engineering. MCI was bribed to keep capacity down while AICTE was bribed to expand capacity; this means we have 15 lakh engineering seats every year but only 37,000 doctors. It also means that capitation fees have completely disappeared in engineering but still are very high in medicine. We need a time view of quality because unlike Athena who sprung fully formed from the head of Zeus in Greek mythology, healthy education institutions are not born adults. The same goofy engineering colleges set up in the 1980s in Andhra Pradesh, Karnataka and Tamil Nadu became the supply chain for India's information technology (IT) industry as time went by. We are already seeing early signs of the benefits of competition and choice in engineering; there are 50 colleges in the South that got less than 10 admissions this year and the coaching mandi business in Kanpur and elsewhere fell by 40 per cent last year because 100,000 engineering seats of Uttar Pradesh Technical University went on stream. It is estimated that 30 per cent of the engineering seats in the country are empty and many poor quality engineering colleges are shutting down while the good ones are raising faculty salaries. Today there is an adverse selection in education entrepreneurs – most are land sharks, mafia or politicians because of their regulatory arbitrage skills. But reforms must err on the side of quantity because oversupply will morph education from being an ATM machine where showing up is good enough to organisations that compete on quality (and therefore have customers, not hostages!)

> It is also important that we understand the implications of freely available credit on school fees; it is unclear that US college fee inflation would have been the same without liberal debt markets and the government guarantee

Repair vs prepare

Few disagree with Mark Twain's quip that education is not the filling of a bucket but the lighting of a fire. But in India, poverty transition needs ensuring that learning is for earning. A vice-chancellor of a Gujarat university – reflecting the views of many education idealists – violently disagreed and felt that this would commercialise education since "learning should not be for earning but living". I believe he is wrong because we can't teach somebody in six months what they should have learnt in 12 years, i.e., six months is enough to teach somebody to be a plumber, mason, salesperson or customer service person but too short to teach them to be confident, curious, creative, a risk taker or team player. I am not advocating excessively vocationalising general education or streaming kids from school (I don't think the Singapore solution to deny 25 per cent of kids in Class 8 college by diverting them to vocational education) but creating on-ramps, off-ramps and allow fungibility between degrees, diplomas and certifications even as we revamp vocational training. There are three kinds of unemployability (last mile, interventional and structural) and all of them have different solutions, costs and opportunities

Price vs cost

As we make the painful journey from quantity to quality, questions around the cost and price of education are surely going to generate more anger and controversy. What are fair fees? How much profit is fair? How can we create incentives for investors without the scalping of education consumers with asymmetric information? Should the pay commission scales for public teachers apply to the private sector? Where you stand on this issue depends on where you sit, but we have enough evidence that price controls do not work – just look at the 20 different kind of fees private schools now charge. But price controls blunt desperately needed expansion and few disagree that the most expensive school is no school. It is also important that we understand the implications of freely available credit on school fees; it is unclear that US college fee inflation would have been the same without liberal debt markets and the government guarantee.

Funding vs delivery

If public money is only available for public delivery then the public delivery system does not have customers but has hostages. Making public money available for both public and private delivery has three upsides: a) it facilitates competition and parental choices throw up valuable information on outcomes; b) it will encourage genetic diversity and innovation in teaching, technology, multilingual instruction, employability, i.e., not only more cooks in the kitchen but different recipes; and c) facilitate performance management and teacher attendance, i.e., a fear of falling and hope of rising among institutions and teachers. It is hard to separate funding from delivery but we must figure out how to do it because that makes the system more competitive, inclusive and fair.

Excellence vs inclusion

John Gardner's excellent question about excellence and inclusion is particularly relevant for India because of reservations, inequality of opportunity, crimped access, a skewed geography of work, etc. Institutions will need to make up their minds; they can be like IITs and IIMs with tight entry gates and wide open exit gates or they can be like the chartered accountant course with wide open entry gates and tight

> **It is hard to separate funding from delivery but we must figure out how to do it because that makes the system more competitive, inclusive and fair**

exit gates. But if institutions leave both entry and exit gates wide open – like vocational training today – they will face low efficacy and outcomes. Education has two values: learning and signaling. I would argue that current vocational diplomas and AICTE-certified MBA institutions have low signalling value because of a badly managed tension between excellence and inclusion.

The debate around public vs private or foreign vs domestic institutions is juvenile; we only care about good vs bad schools. Reforms must focus on creating fertile soil for honest entrepreneurship because too many education entrepreneurs today build their existence on the transmission losses between how the law is written, interpreted, practiced and enforced. This is inefficient because entrepreneurs can create two kinds of companies; a baby or a dwarf. Both are small but a baby is going to grow; the difference between a baby and a dwarf is not more food (money) but DNA (architecture). Today our education regulatory system breeds dwarfs because public policy requires the key skill to be regulatory arbitrage. This must change because repackaging our population as demographic dividend only works if our population is literate, employable and employed.

There are many challenges for higher education globally. A degree is what it used to be; more than 31 per cent of retail sales clerks in the US have college degree (this was 1 per cent in 1970), 60 per cent of cab drivers in Korea and 15 per cent of Indian high end private security guards have a college degree (both were zero in 1970. The cost of education has spiraled; education loans in the US have crossed credit card debt and many students are finding that the money spent by borrowing on their education is providing a poor return on investment. Technology has so far been a disappointment in education – we all know it matters but we don't know how – but recent technology advances move us closer to scalable solutions for replicating star teachers. It is also clear that students want modularity between certificates, diplomas, and degrees. The attraction of international students who benefitted from liberal visa regimes around post qualification work permits is diminishing as the global financial crisis created recession forces a political backlash that is closing borders.
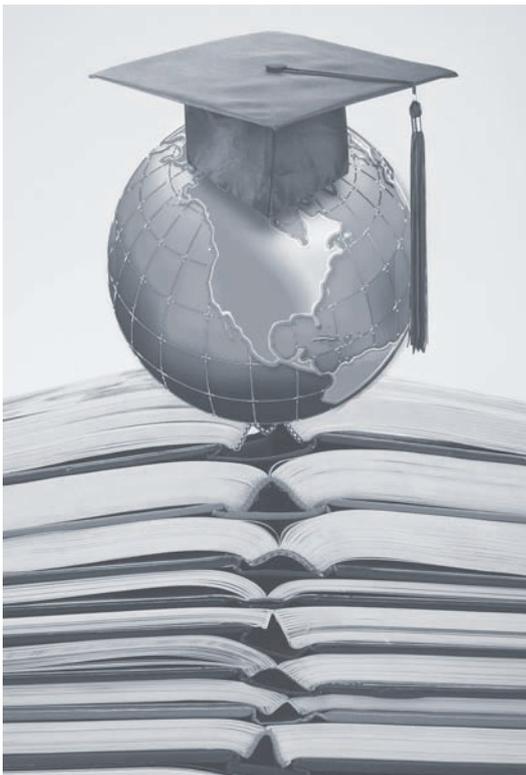
I work for a people supply chain that has hired somebody every five minutes for the last five years but only hired five per cent of the kids who came to us for a job. In fact we are at the agony and ecstasy of India's labour market

because we have lots of clients and job seekers but are unable to match them. Employers are lowering hiring standards; we had a telecom client who told us he wanted to hire in 200 cities and wanted "a pair of hands and did not care if a brain came attached". On the other hand we had a number of kids in a small town job fair who we are confident would have had jobs if they lived in Delhi, Mumbai or Bangalore but they were unemployed and unable to migrate. Obviously the two most important decisions a child in India makes are choosing your parents and pin code wisely. But education attacks the heart of this problem. And fixing education is not a problem like cancer or climate change. It is about execution. The debate is not what to do but how to do it. And how is about making the trade-offs that strike the fine balance between the various constituencies, perspectives and objectives.

India today has 300 million Indians who will never read the newspaper that they deliver, live in the house they build, or sit in the car that they clean. Amartya Sen was on to something when he defined development as freedom because, in the final analysis, an illiterate, unemployable or unemployed Indian is not a free Indian. But India is also in a unique place; 1 million kids will join the labour force at the time when the world is aging (the sale of adult diapers crossed baby diapers in Japan this year). India has made a new appointment with her destiny and this is one that she will keep. A big part of keeping this appointment is striking the right balance in the five trade-offs inherent in education. May be choose wisely.

Manish Sabharwal is currently the Chairman and co-founder of Teamlease Services, India's largest staffing and human capital firm. Teamlease has over 95,000 employees in 1800 cities and is implementing India's first vocational university in Gujarat and first national PPP apprenticeship program. In 1996 he co-founded India Life, an HR outsourcing company that was acquired by Hewitt associates in 2002. Consequently he was CEO of Hewitt Outsourcing (Asia) in Singapore. Manish serves on various state and central government committees on education, employment and employability and is a columnist for the Indian Express and Economic Times. He got his MBA from The Wharton School in 1996 and is an alumni of Shriram College, Delhi and Mayo College, Ajmer.

Internationalisation:
Its relevance to
Indian Higher Education
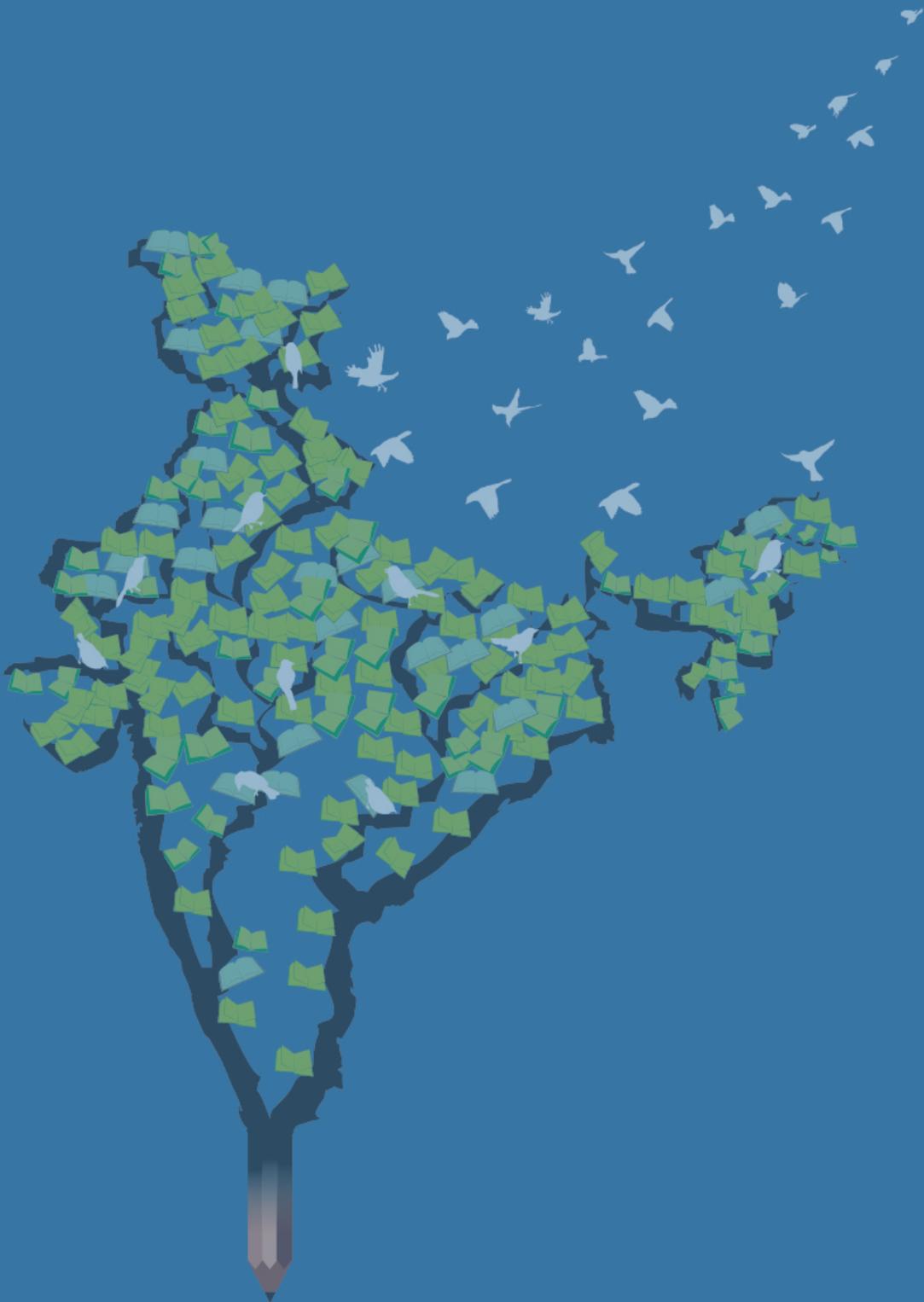
Gautam Rajkhowa
University of Chester, UK

"There is not a thought that is being thought in the West or the East that is not active in some Indian mind"

E.P. Thompson (1924-1993).

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 situation on the ground is far removed from this reality. Gross enrolment ratio (GER) in higher education - the number of individuals participating in higher education as percentage of the college age population is currently estimated at 19.4 per cent (ASHE 2013). The government's stated aim is to achieve 30 per cent by 2020. Various estimates indicate that to achieve this would require an additional 1500 higher education institutions. India already has the third largest higher education system in the world in terms of enrolment after China and the US. The number of students enrolled in the higher education sector (colleges and universities) in formal taught courses, including in open and distance learning provision, is estimated to be in the region of 25 million (ASHE 2013), with one in four graduates in the world being a product of the Indian education system. In fact, higher education in India has witnessed significant growth since independence. From around 20 universities and 500 colleges (Deloitte, 2012) at the time of Independence, this has increased to 700 universities (as of 2012-2013) and 35,000 colleges (as of 2011-2012) (ASHE 2013).

> The major factor driving this growth in higher education is the increasing realisation about the role of higher education in helping individuals widen their intellectual horizons and improve their economic prospects

The major factor driving this growth in higher education is the increasing realisation about the role of higher education in helping individuals widen their intellectual horizons and improve their economic prospects. 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'.

In this context it is pertinent to note that India's challenge in higher education is not just about equity and access where significant progress has been made. GER has increased from 0.40 per cent in 1950-

51 to 19.4 per cent in 2012-2013 (ASHE 2013) but also equally about quality, excellence, relevance, governance, funding, encouraging diversity and enhancing capacity. Relevance is very much a part of quality. Whilst for students this is the ability to secure attractive employment and the acquisition of qualifications that are recognised for further and higher studies worldwide, employers assess relevance and quality through the knowledge and skills that newly appointed graduates bring .

Economic growth and Indian higher education

Conventional models of economic growth suggest a gradual shift from agriculture to manufacturing and then on to the development of professions and the service sector. The Indian development story has, however, seen a high growth in the service sector fuelled by the growth in information technology enabled services (ITeS). The Indian higher education trajectory has not taken into cognisance this exponential development in the service sector and hence there is often a mismatch between the skills higher education provides to graduates and the skills required by India's employers. Industry reports supported by India's National Association of Software and Service Companies (Nasscom) indicate that only 25 per cent of technical graduates and 15 per cent of other graduates are considered employable in the IT and ITeS sectors (The Times of India, July 2014). Increasingly Indian employers are spending significant resources in training and up-skilling graduates whilst in employment .
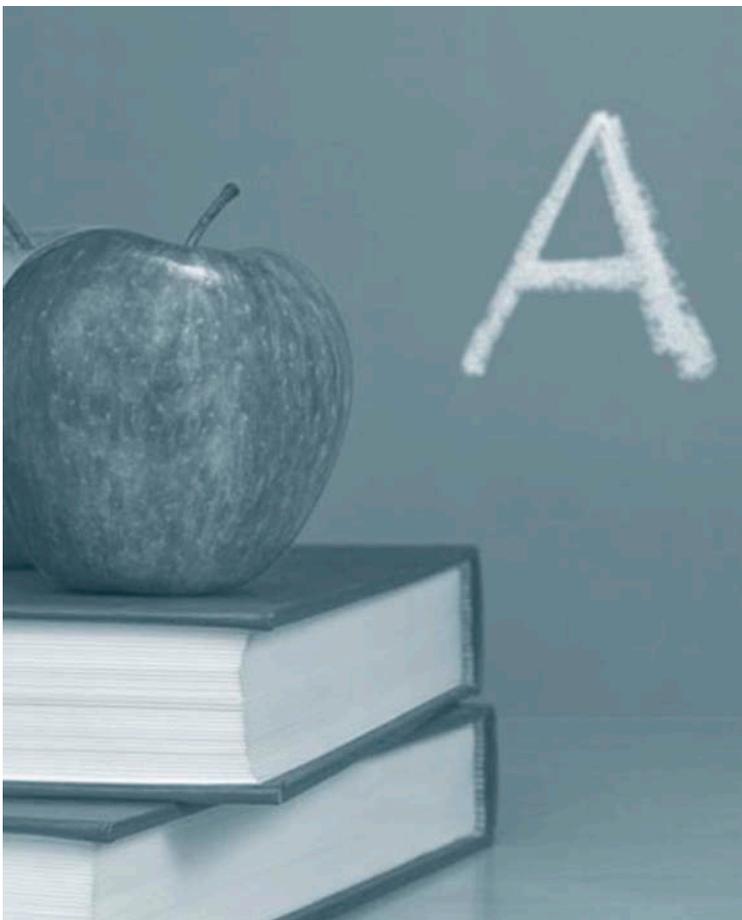
Competition for admission to India's best institutions is very intense. Only about 2 per cent of those taking admission tests for the prestigious Indian Institute of Technology (IIT) and Indian Institute of Management (IIM) gain admission and other high quality education options are needed for the many talented students who are turned away from these and other premier institutions At the same time, the demand for graduates from such selective institutions is on the rise as employers are recruiting graduates from these institutions as a measure of pre-selection.

There are inherent capacity constraints too in the system. For instance, against a demand of approximately 500,000 medical seats, only 50,000 medical seats are available. The situation is nursing is even more acute with a shortfall of nearly 2 million places. Consequently, aspirants for medical education and nursing training are seeking educational opportunities overseas. However, the problem of skills shortage continues as even after returning home from studies abroad, lack of formal systems of academic recognition between India and other countries makes it extremely difficult for such students to gain employment or set up practice. (NDTV Profit, June 2014)

Student mobility

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). Nalanda has, in a new incarnation, opened its doors close to its original location to capture some of the history and establish itself as a hub of inter-disciplinary research and learning for the current times .

Between the 1950s and 1970s a large number of Indian students went abroad to study under various programmes of development aid from the UK, the US and the Commonwealth Fund. During the same period, mature higher education systems particularly from the US assisted India in establishing major centres of learning such as the IITs and IIMs. In the new millennium, as India becomes more globally networked, new partnership models involving students and staff mobility and joint academic and research activities are being pursued. Notable among them are the UK India Education Research Initiative (UKIERI), the Singh Obama 21st Century Knowledge Initiative between India and the US and more recently, through the Global Initiative for Academic Networks (GIAN).

> **Globalisation has opened up markets for employment globally and students are eager to grasp such opportunities. . .the focus should be on how global resources can be utilized to increase access, enhance quality and encourage diversity.**

The dominant theme in the internationalisation strand in the last decade has been largely of outward mobility. Various estimates (AIU, Project Atlas IIE) indicate that the number of Indian students going overseas every year is in the region of 200,000, whereas the inflow of overseas students into India is between 22,000 and 25,000 depending on the classification used to determine who an overseas student is.

Internationalisation of higher education: An Indian perspective

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).

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.

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.

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 and relevant.

Whilst many Indian institutions are engaged in cutting-edge research, this does not necessarily receive the global acknowledgement it deserves. Indian higher education institutions need to be at the forefront of innovation and global knowledge creation. The failure of Indian universities to make it to the top 200 international list is partly due to weak international links.

Such partnerships would not only help build capacity in meeting student demand but also help develop greater awareness of global issues among students and better prepare them to participate and engage more effectively in an increasingly competitive global economy. International students in Indian higher education institutions will enhance the diversity of Indian campuses and over the years international students would help enhance India's visibility and presence on the world social cultural and education space, notwithstanding the tremendous opportunity for soft diplomacy that goes with overseas students returning home from India.

Whilst the economic contribution of international students to a nation's economy is significant and can often be monetised, what is equally if not more important but not easily quantifiable, is the intangible benefits through soft diplomacy, relationship building, human capital resources, etc. that international students help build between nations (Albatch, 1998; De Witt, 2008; Adams et al, 2011).

Highlighting the significance of internationalising education, a former Australian higher education minister and international diplomat commented, "There is no powerful instrument for transforming relationships between nations than for the citizens of each to have been educated for a period of time in the country of the other". (Adams et al, 2012).

International students should be seen as an important part of a higher education institutions' resource base. As Albtach (1989) highlighted almost a quarter century back, they are "one of the most important elements of the international knowledge system…They are the carriers of knowledge across borders…They are the embodiment of the cosmopolitan culture…(and they) are one of the most visible and important parts of the world-wide exchange of knowledge" (Albatch, 1989).

Such inward mobility would provide opportunities for Indian students who cannot be internationally mobile to develop global awareness and intercultural fluency thus promoting 'internationalisation at home'.

Issues, challenges and opportunities

There are both opportunities and challenges in internationalising higher education. Enhanced capacity, greater access for students, development of joint curriculum, greater diversity of programmes, exposure to a variety of teaching and learning methods, growing comparability of qualifications, exposure to established systems of education administration and management, less brain drain of gifted and bright students to foreign institutions, fusion of cultures, exchange of research ideas and enhancement of research capacity, establishment of multinational and cross disciplinary team and generation of new academic environments are some of the opportunities that internationalisation offers.

The challenges and risks concern the quality of provision, high fees leading to an elitist provision, inequality of access leading to a two-tier system which is inconsistent with the equity and access drivers of the nation's higher education policy.

Important factors in any collaborative arrangement are issues relating to the award of degrees and the determination and approval of the quality assurance systems and procedures used to approve and accredit the qualifications. Equally important are also issues of international mobility and credit transfer of the qualifications awarded.

> **Higher education in India needs a comprehensive internationalisation strategy both at the national level as well as at the institutional level. At present India is seen as a net importer of education services.**

Therein lies the opportunity for Indian higher education policy makers to address issues related to curriculum delivery, quality of teaching, relevance of course content, learning and teaching strategies used and offer programmes that are both globally and locally relevant. New approaches to pedagogy and curriculum development and an ongoing focus on quality that goes beyond simple audit and accreditation is required.

The challenge is to make the regulations less onerous in order to facilitate a free flow of ideas and to encourage creativity and innovation. This would facilitate not only an understanding of but also alignment with international quality assurance systems to develop standards that are fit for purpose, are context-driven and globally acceptable. Equally important also in any joint venture is a transparent system that clearly determines the intellectual property ownership and legal jurisdiction.

Higher education in India needs a comprehensive internationalisation strategy both at the national level as well as at the institutional level. At present India is seen as a net importer of education services. As indicated earlier, the number of students who go from India to study overseas is over 200,000, costing the national exchequer around US$ 4-6 billion in lost revenue. Compared to this the number of students going to India to study from overseas is significantly lower; currently around 25,000. Establishing 'education hubs' in strategic geographical locations and allowing reputable overseas institutions to establish a presence in India, through joint initiatives in curriculum design and delivery, establishing branch campuses, joint research and scholarly activities should help arrest some of the student and associated foreign exchange outflow. This also has the potential to attract increased number of overseas students to study in India bringing in significant export earnings. The long-awaited Foreign Education Providers Bill should address

this with clear and transparent guidelines. A study conducted by the National University of Education Planning and Administration (Nuepa), estimates that to achieve the targeted GER, the higher education sector would require additional investment in the region of US $190 billion in the next eight years. There is significant opportunity to attract foreign direct investment (FDI) which so far has been significantly low with only US $400 million being invested in this sector since 2000 (NDTV Profit). To leverage the demographic dividend, sustain economic development, and gain competitiveness in the global market, the higher education sector would need to significantly enhance research capabilities. Collaborative ventures with clear mandates to develop research potential is a major opportunity. India, however, has to assert its rightful place in such collaborative arrangements. It has very specific skills and knowledge in information communication technology which it should leverage on a global scale to develop world-class platforms to provide open and distance learning programmes through Massive Open Online Courses (Moocs) and similar initiatives.

In conclusion, India has a lot to gain from opening up its higher education sector, just as it had done with the liberalisation of economy in the mid 1990s. As Wildavsky (2010, pg 197) has observed, "Just as constraining traditional forms of trade hurts consumers and stymies economic creativity, closing doors to free flow of people and ideas thwarts knowledge generation, which is the life blood of successful economies."

To international higher education institutions and the global student population India offers multitude of opportunities. Indian organisations in the corporate, public and social sectors offer exciting and innovative opportunities for learning and work experience. The recent example of India's mission to Mars 'Manglayaan' is a fitting testimony of the type of opportunities that India offers to the world. The Indian higher education environment needs to be made more open to students from overseas on exchange and study abroad programmes. A coherent policy for course credit recognition and transfer, centralised information source on courses, institutions and visa information would be useful. There is also a strong case to examine the establishment of a regional framework to harmonise systems of higher education in the broader south east Asian region similar to the European Bologna process.

Maximising the potential benefits from internationalisation of higher education would require a deliberate and sustained effort from all stakeholders involved. New ways of thinking and management are required to address the complexities of Indian higher education. In particular, governance structures would need to be reformed. Neither a centralised bureaucratic structure nor one based purely on market forces would work.

The test of a good a policy would be to build in safeguards and checks against misuse through strong regulatory and governance structures that are not only relevant to the needs of the country but which also at the same time foster innovation and creativity.

There is no denying that globalisation is way of life in the 21st century. Though not all higher education institutions will be global in nature, none can exist in isolation from the ever expanding global higher education environment.

It is time that higher education policy in India reflects on how best to benefit from the country's 'demographic dividend' and leverage on internationalisation. Internationalisation could help promote academic quality, integrity, diversity, access, relevance and enhance capacity but only when managed effectively within a set of clear and transparent policies and regulatory arrangements.

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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Bringing Foreign Students and Faculty: India's Second Phase of Internationalisation
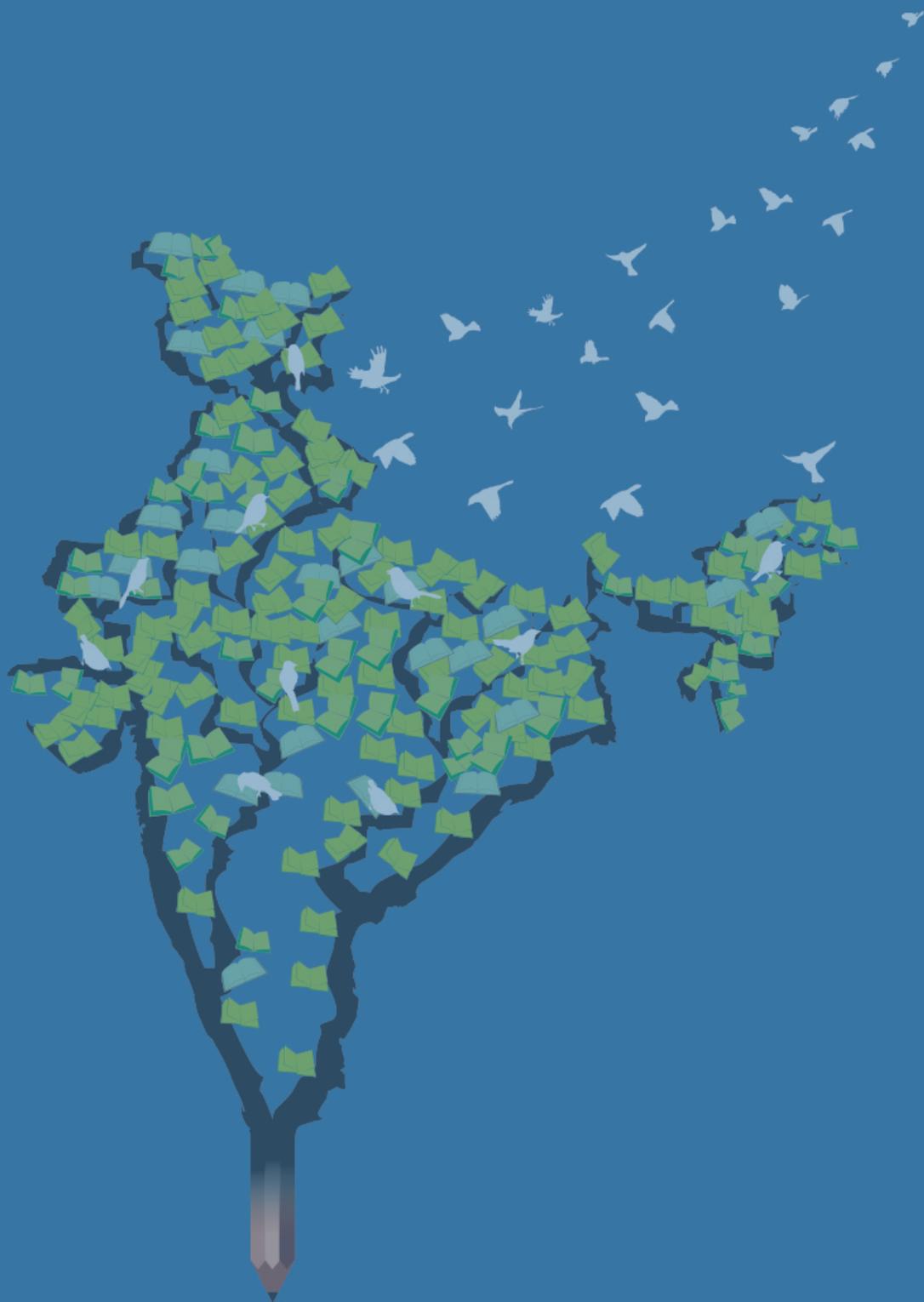
Lynne Heslop
Senior Education Adviser
British Council, India

India has helped to internationalise the best higher education institutions in the world. The next critical phase is bringing greater internationalisation into its own universities and colleges in India.

Internationalisation has become a defining feature of a world-class university. It runs through the veins of the best institutions in the world: the most effective and impactful research requires collaboration between leading academic talent in the world wherever it may be; their teaching produces highly skilled, job-ready graduates with global competencies and the intellectual capital essential for growing their nation's economy. Universities recognise that internationalisation is a vital, integral factor in their core missions of knowledge creation and educating the next generation of open-minded leaders, professionals and entrepreneurs who can flourish in a global economy.

Most of the global ranking systems reflect the importance of internationalisation. The Times Higher University World Rankings, for example, assesses excellence across five areas: teaching, research, citations, industry income and international outlook. The latter is measured by a number of factors, including the number of foreign students and academics at the university; the ability to compete for students from abroad, attracting the best academic minds from across the globe are strong indications of reputation and quality in teaching and research. Increasing the inward mobility of foreign students and faculty is a goal many universities take seriously.

The UK and India - long-standing partners

The importance of this mobility is evident in the thousands of experts, researchers and students from the UK and India, who, through an array of programmes, have spent time in each other's respective countries. Universities in India and the UK have long been key partners in each other's internationalisation agenda which have been jointly supported by an extensive and growing portfolio of initiatives. This has been significantly boosted over the last decade with programmes including the UK-India Education and Research Initiative (UKIERI) , the largest, most comprehensive bilateral government-to-government partnership programme in higher education in India. Over the last eight years, UKIERI has established over 1000 international partnerships and enabled the exchange of 25,000 academics, researchers, staff and students between India and the UK. The UK Research Council's presence in India has stimulated significant joint UK-India research collaboration on shared national research agendas . The HE Links programme, now DelPhe, funded by DFID and managed by the British Council,
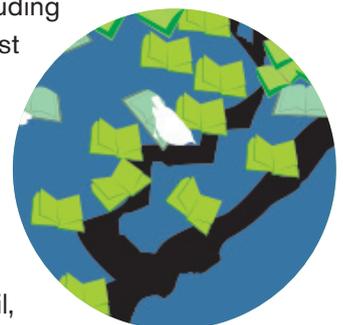
has supported research links stretching back over 25 years. Most recently, the UK government's Newton Fund in partnership with the Government of India aims to stimulate new collaboration in science and innovation. The British Council's Internationalising Higher Education programme, as the name suggests, supports the internationalisation of British and Indian institutions and spans a range of joint initiatives to deepen mutually beneficial partnership.

However, while these programmes have resulted in a rich network of international research and teaching partnerships, internationalisation has not been evenly distributed, particularly in India. Most collaborations have generally focused on a relatively small number of premier institutions, with a few notable exceptions, leaving many institutions in India without the opportunities that international collaboration brings. Furthermore, the priorities of most international exchanges have been associated with research projects, enabling short, project-based trips, workshops and conferences, rather than longer term academic and study visits. There remains an unfilled larger space for a more substantial, wider range of opportunities for the mobility of UK academics and students to India.

Indian institutions want foreign faculty and students

Until now, most Indian universities and colleges have justifiably looked inwards: The pressing need to expand the system, to provide equitable access to millions more students, to fill faculty positions and improve quality. It could be argued, however, that internationalisation is an essential and integral part of this transformation, and this view is shared by many in the Indian higher education sector. In a report published by the British Council this year, for which over 50 leaders in Indian higher education were interviewed, internationalisation of research and teaching was stated as a priority. The report found that "increasing internationalisation in research and teaching is strongly supported by the Indian sector and considered it vital for Indian institutions in developing India's capacity in research and innovation, driving up India's institutional rankings and increasing the quality of teaching and learning." A key finding from the report was the huge demand for foreign students and faculty to come to India and to which universities in the UK are keen to respond.

Many more UK students encouraged to come

Universities in the UK would like to offer international experiences to their students. They recognise that graduates with an international experience develop global competences and international cultural awareness, which are increasingly valued by employers worldwide . They also realise that not only are there benefits for the individual students, but also for their institution through the teaching and research links developed which grow through these connections. However, most UK students, if they undertake a study or work placement as part of their UK degree, have tended to stay within Europe or the USA. Very few have chosen to come further afield to India.

It was under these circumstances that, under UKIERI programme, a small scheme 'study India' offered the chance for 200 undergraduate students from UK universities and colleges to come to India to spend a short time in Indian universities and work placements. Over 4,000 British students applied. There is obviously considerable enthusiasm for mobility to India, and the programme has now brought over 1,100 UK students. But, clearly, this is not enough. In October 2014, the British Council launched a brand new programme Generation UK which aims to bring 25,000 British students to India over the next five years. The Council hopes to create a long-term outward-bound relationship of UK students to India, in partnership with Indian and UK institutions and businesses. However, as we move forward, there are challenges and barriers we need to address together.

Challenges for international students coming to India

Consultations with university leaders have shown that there are a range of challenges facing the international exchange of students. These challenges will also apply to those institutions in India that wish to attract international students to their campuses. All of them can be overcome.

The first challenge concerns how India and Indian higher education is perceived by students and academics in the UK and elsewhere. Students need to be aware of the opportunities to study in India; the profile of Indian institutions needs to grow internationally to be more visible to young people abroad. A range of awareness raising activities is needed to build a lasting reputation with international students.

National, international and institutional barriers to credit recognition and quality assurance are also significant. Students want recognition for their studies abroad, and they and their institutions want to be certain of the quality of education they will receive. Infrastructure, including classrooms, labs, equipment and living quarters need to meet mutually acceptable standards and expectations.

A flexible approach to the study abroad experience is important by both the sending and receiving institutions to incorporate different lengths of time at different levels of study, with correspondingly responsive visa regulations and permissions. Financial arrangements have to be realistic and clear to students and institutions.

Finally, both the receiving institution and the students (national and foreign) need to be prepared for the experience; intercultural awareness and an open mindset are important for the study or faculty visit to be successful and mutually beneficial.

In conclusion, the key to internationalisation in Indian higher education lies in the ability of its universities and colleges to attract foreign faculty and students to India. India has huge potential to do so: Its position in the global economy; the tremendous talent in its institutions and latent in the demographic bulge of young people who currently at school and heading towards its universities; and the strong foundations and relationships that have been built through growing international partnerships in research and teaching. Internationalisation needs strategic international cooperation and planning at system and institutional levels to create an enabling environment which encourages the flow of international students and faculty, and which incorporates it into the positive transformation of their institutions. Having been part of the internationalisation of the world's universities, this is time for the second phase of India's contribution to internationalisation in higher education – bringing it to India.

Lynne Heslop is Senior Education Adviser for the British Council in India, based in Delhi. Her work involves researching the future of higher education in India and strengthening the relationship between India and the UK through educational links, policy dialogues on global issues affecting education and the development of new programmes. She started this position in 2012, having spent the previous five years as the British Council's regional director education for Central and South Asia, based in Kathmandu, responsible for the British Council's education work in Bangladesh, Pakistan, Nepal, Afghanistan, Uzbekistan, Kazakhstan and Iran. Lynne has over 20 years' experience in international education across South Asia and East Asia. Concurrent to her work, Lynne has research interests in the area of higher education in regions emerging from conflict and affected by social unrest.

From D of Diplomacy to
E of Education
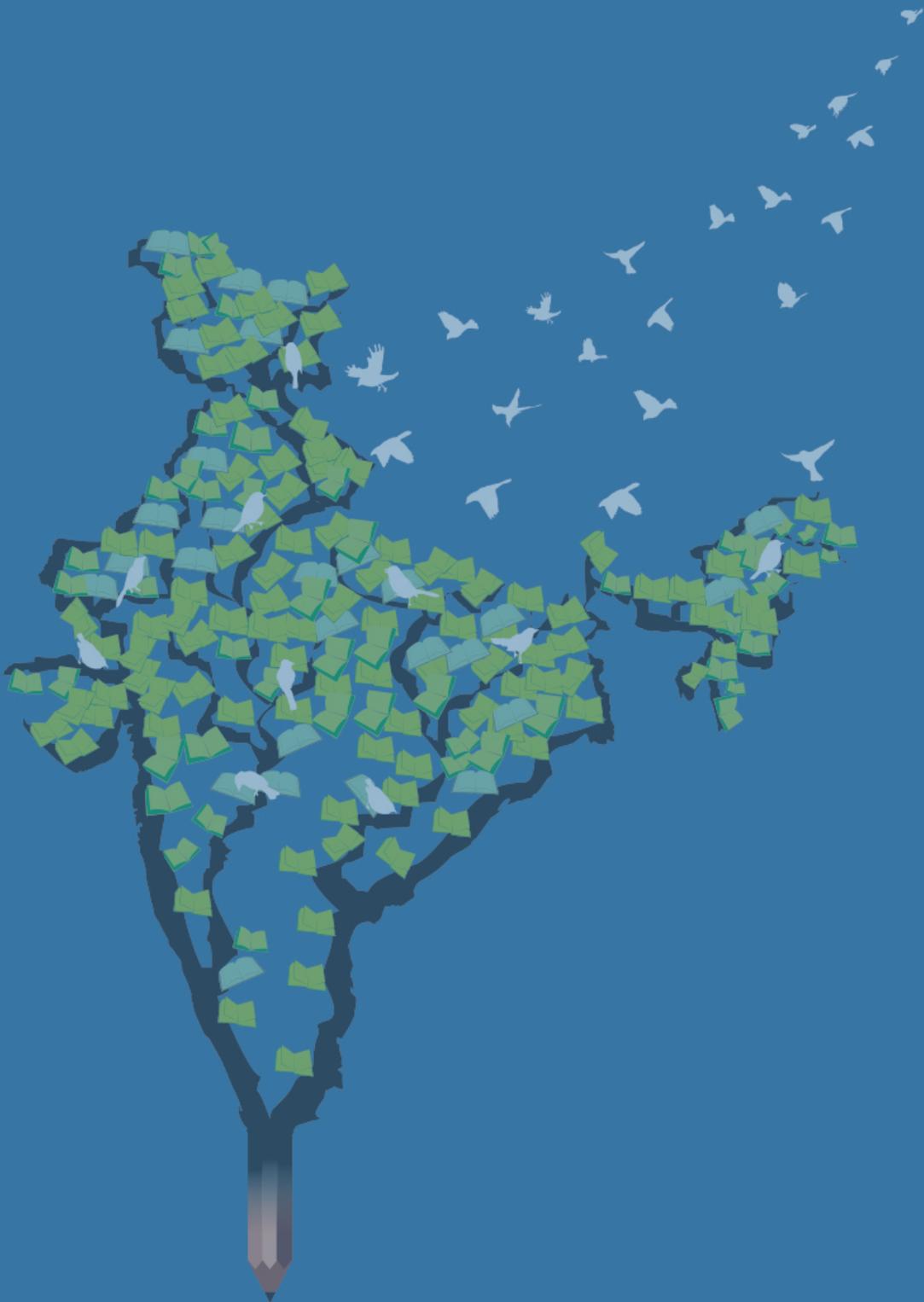
Shalini S. Sharma
Head-Higher Education
Confederation of Indian Industry

Virtually all aspects of internationalization of higher education have already been touched upon by eminent contributors of this anthology. As Ms Lynne Heslop says (page 87) international outlook forms an important component of assessment in most international rankings. That could indeed be among one of the big reasons why none of the Indian academic institutions, even the premier IITs and IIMs, figure anywhere in top rankings in the world. They attract too miniscule a number of international students or faculty to make them stand anywhere near desired levels in global pecking orders. The new government is trying to address that issue by working on some kind of domestic rankings.

Indonesian students as part of an Asean student delegation to India in September 2014

While the efficacy or non-efficacy of that approach is a matter of separate debate, what cannot be denied is the fact that the third largest higher education system in the world should be able to attract many more students from overseas than the 25,000-odd that it is able to, at present.

Indians spend billions of dollars on higher education every year, being always at the receiving end of the education pipeline, as Dr Kavita Sharma puts it in her essay (page 43) but there is no commensurate inflow ever – whether of dollars or students. As she says, the ministry of external affairs (MEA) realizes the importance of soft-power diplomacy and is beginning to recognize the benefits of internationalization of higher education.

The bulk of foreign students which India gets at present, go to private universities, as brought out by Dr Vidya R Yeravdekar and Ms Gauri Tiwari in their essay (page 57). And as Dr K B Powar and Dr Veena Bhalla mention in theirs (page 15), "The source for international students in India has largely been countries from East Africa, North Africa, West Asia and South Asia, and to an extent from South-East Asia. There is very low representation from Europe, East Asia, Australasia and the Americas."

One of the reasons behind this is the fact that MEA has been making considerable efforts in providing exposure to the Indian higher education system

ASEAN student delegates at IIT Delhi auditorium

to students from the African sub-continent and from other Asian countries, specially from the SAARC (South Asian Association for Regional Cooperation) and the Asean (Association of South East Asian Nations) blocks. It even set up the South Asian University in New Delhi in 2010 to facilitate greater mobility of students and faculty in the region. But till corresponding efforts in ensuring the success of these initiatives are made by other agencies also, which have a more direct bearing on higher education, such efforts are unlikely to turn the trickle of foreign students into a steady flow.

Inside IIT Delhi campus

Among the agencies which MEA has been working with for the past several years, to spread the soft power of India, is Confederation of Indian Industry (CII). Since December 2007, the ministry has been facilitating the visits of students from the Asean region to India and these visits are organized every year by CII. They are the result of the then prime minister's invitation at the 5th India - Asean Summit on 14 January 2007 at Cebu, Philippines, for students to experience the sights and sounds of a modern and ancient India. India's initial offer of hosting 10 students from each of the 10 countries of Asean block has since expanded to include many more students from each country.

This year the Asean secretariat sent a batch of 125 students to India from 31 August to 9 September. Students came from Brunei, Cambodia, Lao PDR, Indonesia and Malaysia. The programme focused on interactions with their counterparts in India through visits to some of the country's premier institutes such as IITs and IIMs as also visits to factories, medical institutions, places of historical and cultural interest and non-government organisations. This year the students, apart from attending a five-hour

long cultural event which they enjoyed thoroughly, visited IIM Bangalore, IIT Delhi, Taj Mahal, factories of some automobile companies in Pune and the Blind People's Association in Ahmedabad. As the following case studies illustrate, it was the Ahmedabad visit, to a place which empowers differently-abled people with employable skills and makes them independent and self-reliant, which proved most inspiring for students and made a deep impact on their impressionable minds. Almost all of them want to come back to India for further studies and hopefully one day will do so.

Name: Aing Haypheng, 22 years old

Citizen of: Cambodia

Studying: Senior student at Royal University of Phnom Penh, majoring in English Education (BEd). I will complete my Bachelor's next year and pursue post-graduation in this major.

Ambition: To become a senior English language teacher. I really love teaching because as a child I was inspired by my class environment. All my friends can speak English fluently. My English class teacher has helped me improve my English proficiency. Education in my country is still limited and I hope to contribute to it by becoming a teacher.

Was this your first visit to India: Yes

What did you like about India: I really like the Indian culture although initially I found it quite strange here. There are people in almost every corner of the streets. They walk, they laugh, they enjoy dancing on the roads with various colors on their body (during Holi festival). They eat food using their hands, which is different from what I saw in other countries, including my own. I also liked the interest of the people in technology, after our visit to various companies, including motor manufacturing companies. My most memorable moment is visiting the Taj Mahal. I had never imagined that such a terrific building really existed on earth.

Given a choice would you like to come to India for further education: Yes

Name: Mohamad Teguh Gumelar, 21 years old

Citizen of: Indonesia

Studying: Undergraduate student in Bioprocess Technology - Chemical Engineering at Universitas Indonesia. President of Society for Biological Engineering, Universitas Indonesia Student Chapter.

Ambition: To be a CEO and / or Governor of West Java.

Was this your first visit to India: Yes

What did you like about India: I found the visit to Blind People's Association, Ahmedabad, most interesting as it was very touching and inspiring.

Given a choice would you like to come to India for further education: Yes, I would like to come back to India for further studies but only in biochemical engineering because of the curriculum, alumni facilities, networks and buildings of schools.

Name: Muhammad Farhan Nasri Bin Hamdan, 22 years old

Citizen of: Malaysia

Studying: BBA (Honours). International Business at Multimedia University, Jalan Ayer Keroh Lama, Bukit Beruang, Melaka, Malaysia

Ambition: To be the change-maker in this world. I did not set any particular job or post as my ambition because I believe we can be change-makers in various ways. I can be change-maker in my workplace, in my NGO, in my circle of friends and as a citizen of my country. To quote the great Mahatma Gandhi, "Be the change you want to see in this world".

Was this your first visit to India: Yes

What did you like about India: Richness of culture and history which dates back to the start of civilisation. Wherever I went, what appalled me the most were the people, and India certainly does not lack them. The visit to the wonder of the world, Taj Mahal, was the fulfillment of one of my childhood dreams.

Given a choice would you like to come to India for further education: Yes, if there is scholarship available. Coming from an Asean country, we do not have the economic means to undertake further studies abroad without any financial assistance, unlike people from western countries.

Name: Achmad Muttaqien, 21 years old

Citizen of: Indonesia

Studying: Under-graduate in textile engineering

Ambition: To become an entrepreneur in the area of textiles

Was this your first visit to India: Yes

What did you like about India: Taj Mahal was definitely the most interesting place I have ever visited. I never knew such a place truly existed which was made without using any kind of machines and still had such perfect symmetry and architecture. I also found the experience of visiting companies such as TVS Motors very inspiring as these companies have been able to stand firmly even in the face of competition from the likes of Honda, Yamaha and Suzuki. My most memorable moment was the cultural performance. I wish it could have lasted all day and not ended in five hours. I thank CII officials for facilitating our visit in this program.

Given a choice would you like to come to India for further education: Yes, if there is a possibility to receive a scholarship or come under an exchange programme.

Name: Yenni Saputri, 20 years old

Citizen of: Indonesia

Studying: Bachelor's degree in Accounting (third year)

Ambition: To get a scholarship to continue my study abroad in hospitality and tourism and then work in tourism industry.

Was this your first visit to India: Yes

What did you like about India: Its culture and economic development.

Given a choice would you like to come to India for further education: Yes, if I get a scholarship to continue my study in hospitality and tourism.

Name: Moch Ikhsan Aridani, 22 years old

Citizen of: Indonesia

Studying: Bachelor's degree in psychology

Ambition: To become a successful human resource practitioner

Was this your first visit to India: Yes

What did you like about India: My most memorable moment was during the visit to a KFC restaurant in one of the shopping centers in Ahmedabad. The line was painfully long and I was about to lose my patience. When I got closer to the cash counter, I found that the crew was actually communicating with each other using sign language. All my anger sank then and shifted to empathy and admiration. That experience made me realize that even differently abled people have opportunities to be independent in India. I had never seen anything like this in my own country, Indonesia. My country and India are both developing countries and we both face problems of overpopulation and poverty, yet India is one step ahead in terms of empowerment of the differently abled.

Given a choice would you like to come to India for further education: Yes. Because as I learnt during this visit, India is more concerned about improving the quality of education. I am sure I can learn more about the management of human capital in India's top institutions and I might also benefit from professionals and experts in the related field considering that there are several large companies here.

Name: Fahrul Rozi, 23 years old

Citizen of: Indonesia

Studying: Majors in financial accounting at Bengkulu University

Ambition: I am a social worker. My dream is to one day build an NGO like the Blind People's Association in Ahmedabad.

Was this your first visit to India: Yes

What was your most memorable moment: When I visited Blind People's Association in Ahmedabad and Tata Consultancy.

Given a choice would you consider coming to India for further studies: Yes, because India is a great country. I hope to receive a scholarship from somewhere and then come again to India. I have a friend who is really in love with India. She once pawned her school diploma to get money to buy tickets for a Shah Rukh Khan concert in Indonesia. Now she is completing her research on India.

Name: Cintya Seruni Nindita, 21 years old

Citizen of: Indonesia

Studying: Undergraduate (Enviromental Engineering)

Was this your first visit to India: Yes

What did you find most interesting about India: Almost all our activities in India were memorable -- visiting companies, campuses, public infrastructure (hospital, mall, market), organisations, has given me a lot of information and widened my knowledge base. But, the loveliest moment was our visit to the Blind People's Association. There I found the real meaning of life. It was very touching. Thank you CII for bringing me here.

Would you consider coming to India for further studies: Yes. I am basically an engineering student, but I am also interested in studying management. So, perhaps I will try for an IIM.

Name: Muhamad Marwan, 22 years old

Citizen of: Indonesia

Studying: English language at State Islamic University Syarif Hidayatullah in Jakarta

Ambition: To be a man who is useful for his family, environment, and nation.

Was this your first visit to India: Yes

What was your most memorable moment in India: Everything in India is interesting, but what I liked most was the fact that every woman in India is proud to wear their traditional clothes sari. I was very excited to be at the campus of IIM Bangalore where the movie 3 Idiots was shot. I am a big fan of 3 Idiots.

Given a choice, would you consider coming to India for further studies: Yes, because Indian students have a wonderful spirit and they can positively influence other students also.

Name: Fiqih Aprilya, 21 years old

Citizen of: Indonesia

Ambition: To be a good teacher who not only shares knowledge but also helps and cares for others.

Was this your first visit to India: Yes

What did you find most interesting about India: I had three memorable moments. First, the way CII staff treated us. They cared for us like our own mother and father. Second, I liked the fact that Indians love their own products. Honestly, most Indonesians prefer to buy imported products, for they think that other country's products are better and valuable than theirs. Third, I loved the way traffic is managed in this country. During our visit to Bangalore and Ahmedabad, I realized that wearing seatbelts was a must even in the bus. Sorry to say, but it is unusual in my country.

Would you consider coming to India for further studies: Yes, because I like the way Indians manage their time and appreciate each others' thoughts.

Shalini S. Sharma 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, UGC 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.

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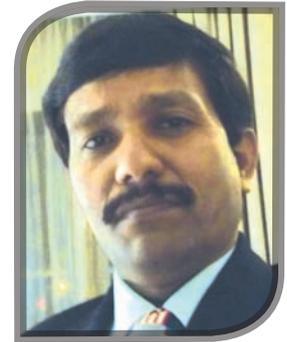
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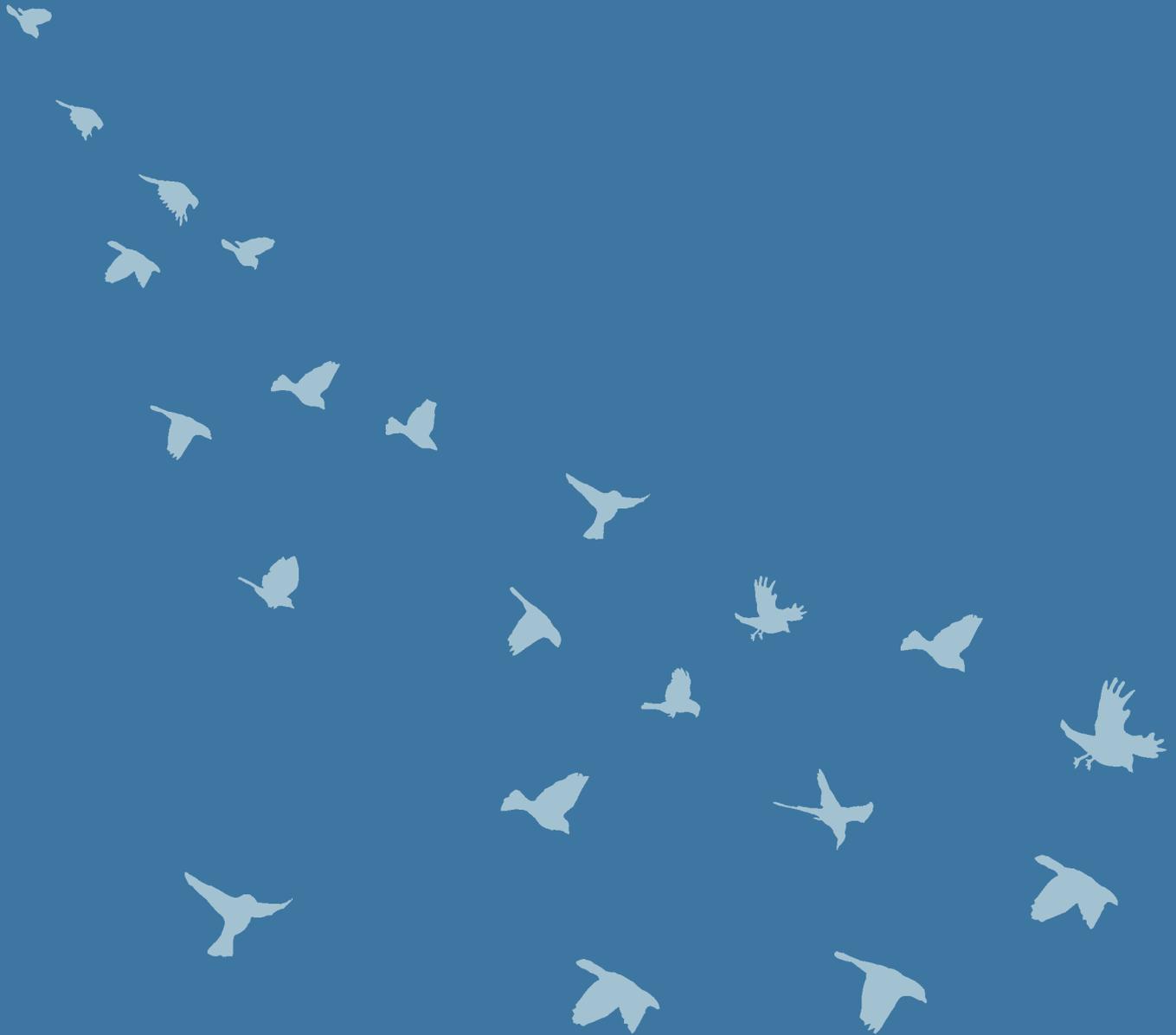
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