

Internalization of Higher Education in India : Existing Realities and Future Outlook

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Abstract

Internationalization of higher education has been the focus in the globalized era to enhance the standards of educational institutions, which enabled them to produce skilled and knowledgeable workforce for an economy based on a globalized market. As globalization opened up enormous opportunities for India to engage with knowledge economies of the globe in order to build capacity and quality standards, relationship building and creating human resource capital through international links is vital. Internationalization of higher education demands multilevel initiatives from individuals, institutions, and the state. This paper analyzed the emerging trends, opportunities, and the multiple challenges experienced by India while internationalizing higher education. As education has been a state subject, multilevel interventions, from individuals, educational institutions, corporations, and the state are essential in the context of multiple challenges and roadblocks towards internationalization of education. A comprehensive policy, strategic planning, strict innovative regulatory framework to balance the public - private partnership along with independent monitoring body and standardized practices are pre-requisites for India to become the magnet as a knowledge center in the emerging globalized economy.

Keywords : alliances, globalization, initiatives, internationalization of higher education, networks, regulatory framework

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The higher education sector in India is undergoing an unprecedented transformation driven by economic and demographic change (British Council, 2014). Internationalization of higher education is the keyword in the emerging new world order due to the emergence of a knowledge society, flourishing of ICT, and the application of utilitarian principles to higher education, which perceive internationalization of higher education (IHE) as a part of revenue creation in the context of inadequate public funding (Maringe & Gibbs, 2009). New policy initiatives, both at the state level as well as at the institutional level, encouraged the internationalization process in higher education with the twin goals of excellence and economy. It means the emergence of institutional academic networks, exchange programs, collaborations, partnerships, people-mobility, as well as sharing the best practices in teaching and learning. In the pre-liberalized era, internationalization of education was primarily limited to sending students and faculties abroad for advanced studies, training, and collaborative research.

As defined by Knight (1993), "Internationalization of higher education is the process of integrating an intercultural and global dimension into objectives, functioning, and outcome of higher education at the institutional as well as the state level" (p. 21). This definition is accepted, given its emphasis on process and the three important functional dimensions of universities : teaching, research, and service (Zolfaghari, Sabran, & Ali, 2009). According to Knight cross border, education is only a part of internationalization, and the term is often

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inaccurately confused with internationalization and further adds that there are two pillars to internationalization ; one, which is at home and the other pillar being abroad/ crossborder (Knight, 2012).

The Indian culture from time immemorial has encouraged knowledge generation and skills development through international collaborations. The ancient universities at Nalanda and Taxila are valid examples of how Indians value knowledge and internationalization through the ideal of *Vasudhaiva Kutumbakam*. The new growth theory, which is central to any reference to the knowledge economy, highlights how knowledge is the catalyst and driving force in economic growth.

The knowledge economy concept is the protrusion of globalization in the context of higher education and entangled with internationalization. However, the ability to contextualize information to facilitate organizational excellence, customer's advantage, and competitive benefit can be achieved effectively through partnership. Today, apart from foreign collaboration through IITs and IIMs, the Indian government has offered several initiatives to promote education through cultural coherence. The Indian Council of Cultural Relations (ICCR) has also established many Chairs of Indian Studies in foreign universities for knowledge exchange. The demographic graphs in India, after the liberalization and globalization period, highlight the emergence of the middle class as the major stakeholder in India in search of new avenues of educational opportunities and career advancement, both inside and outside the country. This development has come with a promise of new models of transnational education facilities such as branch campuses, joint and double degree programs, cluster courses, credit transfer, and distance education modes.

Foreign universities see tremendous opportunities for lucrative growth in the Indian market, and India has significant unmet needs for access to quality higher education. The imbalance between inflow and outflow of international students and the leading role of private institutions in driving internationalization is the emerging trend in India. While the stakeholders see higher education as a tradable commodity by way of import and export of academic programs, the idea that academic work is the preparation for citizenship in critical thinking, logical reasoning, and public good is forgotten. This paper tries to answer the following research questions :

- (1)** What are the initiatives of the educational institutions and Central and State governments in enhancing internationalization of higher education in India from 1991 to 2018 ?
- (2)** What are the internal and external barriers as well as economic, political, and cultural challenges of internationalization of higher education in India ?

Globalization and internationalization are not the same, but seem complementary to each other. The trends relating to globalization are increasingly accomplished through internationalization of higher education. Internationalization by definition is an erratic phenomenon. It brings with it the need to respond to a large number of highly unpredictable variables. In terms of perceptions and practice, internationalization is close to the accepted practice of international cooperation and exchange based upon the core values of efficiency ; whereas, globalization refers to more competition, converting higher education into a valuable commodity in the international market. Many researchers have stressed on internationalization as a catalyst for social interaction and as an alternative to laying emphasis on local market and competition. Influenced by the global knowledge economy, internationalization of higher education has shifted from a collaborative and co-operative system to a more contesting and competitive sphere, as a reflection and response to international trends. The factors behind the internationalization of higher education are diverse and changing over time and can be categorized into academic, political, economic, and socio-cultural levels. The major factor is to maintain the competitive edge to mould a skilled knowledgeable workforce for the emerging knowledge economy. Other motivating factors include human resource development, commercial trade, citizenship development, economic growth,

competitiveness, nation-building, strategic alliances, academic mobility, international scholarships, technical development, co-operation, enhancement of academic standards, and diversification of the income generating activities of both the institution and the state.

Massification of higher education, due to public funding deficiencies and competition for foreign students' enrollment, has created a quasi-market situation inside and between public and private sectors (Slaughter & Leslie, 1997 ; Teixeira, Dill, Johngbloed, & Amaral, 2004 as cited in Altbach & Peterson, 2007). As diverse variables influence the internationalization of higher education within the discourse of globalization, the erosion of distinction between private and public institutions must be discussed along with the regulatory framework related to IHE in India. This study is a comprehensive analysis of the IHE situation in India and tries to unearth the core challenges and suggest alternative mechanisms and policy interventions required to achieve the desired goal in the globalized economy.

Emerging Trends of Internationalization of Higher Education in India

India aspires to transition from having the second highest student population leaving its shores to study abroad to becoming a premier educational destination attracting more international students to its shores (Chadha, Rai, & Dugar, 2016). An analysis of existing data pertaining to India indicated that between 2006 and 2012, there was a 25% increase in the number of overseas Indian students from 156,000 to 200,000. But the inflow of foreign students in India was only about 25,000 - 30,000 in 2012, which is too meagre and which reflects the poor inflow - outflow balance between these two categories. In 2014 -15, the total number of overseas students enrolled in higher education segment in India was 42,293. As per the data, students come from 164 different countries from across the globe and 77% of the foreign students opt for undergraduate programs such as B. Tech, BBA, BA, B. Pharm., etc., and their preference for post-graduate programs and research is relatively poor. Majority of the international students are from South Asia, and most of them depend on private universities rather than on public sector universities. Hence, it reflects regionalization rather than internationalization. The Indian higher education is recognized as the third-largest in the world with more than 700 universities and around 36,000 colleges (Powar, 2015). Despite the advantage of widespread use of the English language, few institutions are recognized for their internationalization of the teaching - learning process. Out of the 275 universities in India, 60% of foreign students are enrolled in 10 universities. According to a rating agency, the education market was worth ₹ 5.9 trillion in 2014-15 as against ₹ 3.33 trillion in 2011-12 in India (Nanda, 2014). In India, it is evident that only a few students opt for research as compared to their counterparts in other countries as data showed that only 1% of the students in India enrolled for post-graduate research in the year 2015.

As discussed by Aggarwal (2017), there is an absence of technologically enabled skill-based pedagogy, which restricts the capacity of Indian institutions to continue in relevant research, development, and innovation programs. Lack of diverse professional programs focusing on market demands and employability is also a concern for India. Over the past several decades, about 80% of the Indian and Chinese students who graduated from foreign universities have not returned home (Agarwal, 2009).

Earlier, 83% of the international students were opting for G20 countries; today, with rapid economic reforms in Asian countries such as China, Malaysia, India, and Singapore, South to South mobility as well as North to South mobility is a reality as North American and European governments have taken initiatives to promote outward mobility. Rajika and Lefébure (2015) analysed the opportunities and challenges for Asian countries in their search for new modernity approaches to deal with the global market. Today, the major source countries are India, China, South Korea, Germany, and the U.S., but the most favourite destinations are U.S., U.K., China, France, Germany, Australia, Canada, and Japan as per the Project Atlas data (2013) (Powar , 2013). The emerging trends reflect that the developed countries felt the need to send their students to developing countries. There are around 651 foreign

providers already working in India, which offer faculty - exchange and distance-programs between collaborating institutions as part of a joint program. The success of India in terms of its IITs and IIMs is too small, and India is not developing a comprehensive educational strategy as compared with China.

Using the advantage of the use of the English language, trained scholars, scientists, and academic diaspora from India is working favorably in a competitive international market abroad. The quality of the graduates from India is a problem, as they are qualified only for the labor market. Due to this, only 25% of the graduates are employed in the local market. The percentage of Indian universities collaborating with foreign educational institutions for curriculum development, innovative pedagogy, course planning, collaborative research projects, or the exchange of faculty and students is too meagre. As per the existing data, India spends only 0.5% of the GDP on higher education, which is not favorable for the internationalization initiatives.

The key rationales for internationalization are as follows: first, the presence of international students brings diversity and second, the lack of international students contributes to India's non-presence in the global ranking landscape (Yeravdekar & Tiwari, 2017). It is true that some of the private universities and affiliated colleges are supporting internationalization through innovative curriculum, identical programs, etc., and are preparing students for the globally integrated economic environment. However, the spheres of activities of private universities are limited due to their self-financing nature as well as legal and managerial restrictions. Many of the Indian universities have opened their branch campuses in other countries, e.g., Manipal has its offshore campus in Malaysia, and Amity University operates in U.K., China, Singapore, and U.S.A. The presence of institutions of Indian origin in the International Academic City of Dubai also reflects this trend. Recently, Kerala, a state with ample educational facilities in India, was preparing to set up an academic city analogous to the International Academic City of Dubai. The trend of opening offshore campuses as franchise centres of Indian universities in countries where working NRI population is increasing is also not new. However, UGC's advice to Mahatma Gandhi University in Kerala to shut down their international offshore campus due to the violation of UGC's guidelines on the territorial jurisdiction of universities is appalling. A U.S. - based Laureate's plan to start a university in Andhra Pradesh in India but subsequent withdrawal of his proposal due to complexities of regulatory framework is not a welcome trend.

As the education landscape in India is dynamic and altering itself, quality, value addition, teaching, and research collaborations are today's priorities in India than concerns about brain drain. Erasmus Mundus Initiative, DAAD exchange program, UK Research Councils, and the UK-India Initiative (UKIERI), and Study Abroad Program of USA are looking for best research institutions in India, primarily the Central Universities and other Institutions of Excellence. Overseas institutions such as Harvard Business School have initiated their executive education program for global enterprises in India. They are offering customized executive programs for Indian enterprises through short term courses in Chennai, Bangalore, and Mumbai in diverse topics ranging from energy, data analytics, information technology, health, management, engineering and mathematics, which are appreciated as an advantage. University of Chicago, Virginia Polytechnic Institute and State University, Harvard Business School, and Deakin University are some of the examples of foreign universities that have initiated their research collaborations in India.

India has a huge potential in the education sector, being one of the youngest growing economies of the world, but while taking advantage of the education potential of the market, flying in and flying out type of operation is not suited to the existing education system. Many international universities are interested in coming to India with an objective of either 'prestige-enhancing' or 'profit maximizing.' The Indian youth today is welcoming specialized careers with their arms wide open, be it fashion, animation, design, to name a few. Such options do not have established educational platforms in India. So, foreign brands are coming up to recognize and polish the talent. Video gaming is growing a lot in India. However, most of the studios require game producing methodologies to bring their ideas to a worldwide level. Internationalization of higher education is propelled by private institutions

the world over (Altbach, 2011). In India, private institutions are in the vanguard of internationalization, and it is projected that it will continue to be that way in the future (Agarwal, 2009). Private institutions give scope for freedom from the binding, stubborn, outdated academic structural systems and can offer forward-looking, integral, and innovative approach programs, pedagogic practices, and career orientation crucial for a dynamic economy, technology, and the world order. “Private higher education serves the public good” must be the slogan. Quality measurement in conformity with international standards and a strong regulatory framework to monitor the sector is desirable along with the deep understanding that private sector is a legitimate part of higher education. The Indian educational system today is stratified and complex with a small number of world-class universities at the top and a large number of colleges at the bottom. When the massification of higher education happens due to increased demand, deterioration of academic standards must be taken care of. Massification requires a creation of educational institutions serving multiple purposes and organized to cater to diverse demands. When global world-class universities have emerged to provide sophisticated education and research for a pluralistic global economy, for India to prepare itself to cater to the global demand, a rationally organized and differentiated education system is crucial.

Policy Initiatives and Related Experiences

The government's initiatives to regulate regulations and facilitate the entry and operation of foreign institutions in India: Towards this, a Bill was introduced in the Parliament in 1995, which has not moved forward. An attempt to pass the bill was made in 2005-06, but failed at the cabinet stage itself. The final attempt which was initiated by the UPA-II was again unsuccessful due to the opposition parties' resistance. Finally, the 'Foreign Educational Institutions Bill,' which was not passed in the Parliament, lapsed in 2014. In 2003, the UGC introduced a national initiative and set up an inter-ministerial committee under the support of the PM for 'Promotion of Indian Higher Education Abroad (PI Head)' to encourage student mobility (Sharma, 2013). 'PI Head' submitted recommendations for action to the Ministry of Finance, the Indian Council for Cultural Relations, Ministry of Home Affairs, and MHRD. Specific action areas were also identified and stressed upon in the recommendation. Today, PI Head's activities are restricted to participation in educational fairs abroad, and no action has been taken on the proposed recommendations. The UGC Standing Committee submitted its report in 2004 for promotion of Indian higher education and recognized that India, even though enriched with technological and management resources, low cost academic delivery, and the advantage of English language, is not yet successful in reaching out to overseas students. A Pan African e-Network project was launched during President Abdul Kalam's tenure in 2004 between India and Africa to connect the 53 member states of the African Union through a satellite and fibre-optic network to enable access to and sharing of expertise between India and African states in the areas of telemedicine, tele-education, infotainment, resource mapping, Voice over IP, e-commerce, and e-governance services. This project is described as Africa's biggest ever in the ICT sector through which ICT infrastructure is extended to rural and underserved areas. A study group organized under UGC in 2006 came out with the report '*Modalities to Provide Educational Opportunities to Fore,*' which is the guide for future policy initiatives. A panel of UGC prepared a plan on '*Internationalization of Higher Education,*' but a decision on it has been pending for long.

In 2010, the Foreign Educational Institutions (Regulation of Entry and Operations) Bill, which was introduced in the Indian Parliament to legalize the entry and operation of overseas higher educational institutions, lapsed due to inadequate consensus in the Parliament. However, embracing the path of AICTE under Ministry of Human Resource Development, University Grants Commission adopted a set of regulations in 2015 to endorse and encourage the standards of academic collaborations between Indian and foreign educational institutions (Ministry

of Human Resource Development, n.d.). In 2012, through the Promotion and Maintenance of Standards of Academic Collaboration between India and Foreign Educational Institutions Regulations, 2012, the UGC notified that Institutes with B accreditation can also enter into collaborations with foreign institutions for joint degree programs in humanities and basic sciences. Due to a change in UGC Regulations in 2016, Indian institutions can now approach the UGC for permission for academic collaborations, though earlier only foreign universities were allowed to approach UGC.

The Association of Indian Universities is a member of the International Association of Universities, Paris (IAU) as well as of the Global University Network for Innovation, Spain (GUNI) ; also of the University Mobility in Indian Ocean Region (UMIOR) ; NAFSA ; and FISU. The Association signed a Memorandum of Understanding (MoU) for mutual co-operation and benefit in the areas of higher education with many similar organizations. The AIU has recognized relevance of partnership and networking in teaching-learning process and has urged for necessary steps to encourage Indian higher education internationally. In India, MEA and ICCR have undertaken many activities to encourage and endorse internationalization. Through ITEC programs run by MEA, it spends around 50 crores annually for South-South cooperation. The National University of Education Planning and Administration (NUEPA) has identified the challenges of access and equity in higher education. Due to the responses from GATS and WTO, issues related to curriculum, identity, culture, and quality are concerns of countries receiving foreign higher education.

It is accepted by all that there is no scarcity of innovative ideas in India. Right from Radhakrishnan Committee in 1948 to Yashpal Committee in 2009, innovative recommendations were given to the government, but no priority was given for IHE in the earlier five-year plans, and no strategic planning was or is done at the state level. With the exception of Kerala, no state government has enacted a policy for higher education. Even though UGC has made some small-scale changes in the curriculum of programs, there is no large-scale innovation applied in its proposal in National Commission for Higher Education and Research. Massive expansion of undergraduate programs and professional colleges has taken place in India without ample preparedness and planning. Budget allocation for research-related activities is meagre and research orientation of the academic staff is below expectations. In the context of the existing governmental policy, decisions are taken mostly by the Apex Court, and hence, the admission of foreign students to technical and professional programs in India is limited. New commercial providers in India are not part of nationally based quality assurance schemes (Knight, 2010).

It is only the Twelfth Five - Year Plan (2012 - 17) document that laid emphasis on IHE. The NITI Aayog introduced by the Prime Minister, Narendra Modi, has advocated for the inclusion of foreign education providers into the country via three alternate regulations through law, that is, (a) the operation of foreign universities; (b) the amendment of UGC Act, 1956, with regulations to allow foreign universities to enter as Deemed universities and to assist in joint collaborations between Indian and foreign institutions, and (c) modification of UGC and AICTE Regulations to enable twinning programs. This report on the entry of foreign universities with high standards will enhance competition and assist in improving the educational standards in India. It will also facilitate availability of human and financial resources, state-of-the-art teaching methodology, research, and innovation. As capital expenses of land, cost of buildings, and other infrastructure are also major issues, the FDI from foreign partners will counter-balance some of these costs. The PM of India had, through NITI Aayog, discussed the plans to encourage foreign education providers and had organized a meeting of bureaucrats and experts towards this in 2015. The expectation is that a new educational policy will address this issue in detail as nearly 10 State governments supported this proposal.

Kumar and Shekhar (2017) in their study analyzed the knowledge sharing initiatives in India in higher education. Promoting the entry of foreign educational institutions in India without groundwork is not an answer to the existing educational environment. It is highly desirable to establish a nodal independent agency in the form of a consortium consisting of all stakeholders to make, implement, and monitor the IHE in terms of performance,

standards, infrastructure, delivery, curriculum, training, research, and encouragement in projecting the Indian universities abroad. The existing educational structure of India is not prepared for this change. Raising expectations without preparing the ground for change can be counterproductive. We will have to rise above ideological tussles and politics to create transparent policies and regulations to develop the academic structures and delivery systems in the competitive international academic system. For this, it is essential to encourage private parties through legal protection to promote quality private partnership.

While the Indian government is keen in developing education hubs, there are several shortfalls in the higher-education system and internationalization thereof that necessitate circumspection and predetermination (Yeravdekar & Tiwari, 2014). The concept of educational hubs requires systematic planning, policy preparedness, infrastructure, investments, and human resources in the era of intense competition, as well as the challenges of immigration policies and unemployment of indigenous workers need to be tackled. To tackle the fear of the increasing cost of education with internationalization, financial assistance in the form of loans and scholarships should be made available to deserving students based on merit-cum-means, irrespective of their ability to repay. Verification of equivalence of foreign degrees/diplomas and the admission procedures such as entrance tests are barriers to the entry of foreign students. Adoption of a single-window approach for granting admissions in the format of GRE, SAT, etc., will be helpful for the foreign students. It reflects that the internationalization of education policy and strategic planning is not satisfactory in India. A strong National Policy governing the entry of international institutions or students or operations of Indian universities in foreign land is the need of the hour. Due to regulatory hurdles and operational difficulties, foreign universities are not keen to open their independent campuses in India. Policies pertaining to IHE will have to balance between quality and quantity, cost and benefit, repair and prepare, funding and outcome, and internationalization and inclusion. Franchising, twinning, double/joint degrees, and various articulation models are the more popular methods of cross border program mobility (Knight, 2006). The regulatory bodies must assess the authenticity and reliability of collaborative programs by assessing the academic content, quality of twinning programs rather than focusing on procedure for approval and consequences of violations. Inadequate quality in education, cumbersome administrative procedures, lethargy of the public universities, and lack of well-enunciated policy guidelines are the road blocks in the process of internationalization (Powar, 2012).

Internationalization of Higher Education in India : Pre - Requisites and Preparation

Brown (2001) correlated human capital theory with a new political economy of skill formation that draws on economic sociology and the new institutionalism. He also highlighted the different understanding of the role of the nation state under conditions of global capitalism. Salmi (2009) identified concentration of talent, favorable governance, and abundant resources as characteristics of a world class university with the alignment of key factors of technology transfer, research output, and quality and quantity of graduates.

Design of long-term internationalization plan requires promotion of infrastructure development, revision of curriculum and textbooks corresponding to international standards and intercultural perspectives. It also requires the design of innovative assessment patterns, skills development initiatives and training in educational planning, overall enrichment of university academic environment as per global standards, and inclusion of international delegates in different committees and academic boards.

Openness and skills generation to use new technology along with change in the attitude of the management in approving new tools and technology for continuous teaching and learning is also essential. Students in internationalization settings must be moulded as global citizens capable of producing an international workforce

with necessary attitudes, knowledge, and skills. When stakeholders engage through an international network, they will be introduced to the best practices which can be applied in the institutional policy-making services, including outreach activities through collaborative experience-sharing and governance. Two distinct philosophical traditions of Socratic versus Confucian created different expectations from both Western and Eastern countries. Diverse backgrounds from these cultures create a deficit in a student's performance, and their existence poses challenges in teaching practices. Challenges of multiple teaching styles, preconceived cultural traits, and language barriers are hurdles faced by many faculty members in India in institutes of higher learning. This lack of preparedness to adjust to other cultures results in a limited participation and an inability to cope with new assessment realities. This also leads to formation of groups in intercultural international classrooms, which hinder the objectives, self-image, and performance of the international student.

Even though cross-border education facilitates creation of revenue, diversity and hybridization of culture, the experience from Indian institutions reflects that it may also create cultural tensions within host institutions. Cultural fusion, capacity development, best practices, joint curriculum, diversity of programs, comparability of qualifications, introduction of new administration and management systems, control of brain drain of scholars, creation of new academic environment, inter-disciplinary team, and course delivery are the prerequisites of IHE, which cannot be achieved overnight without the preparedness and policy support from the government and individual institutions.

Challenges

The complexity of IHE holds several challenges for policy makers such as equal access and quality assurance as well as impacts on national culture, governance, and management (Edwards, 2007). The higher-education structure of the country is so stratified that only a small percentage of the relevant age population benefits from current internationalization activities. This situation sustains existing social inequality in the country (Mathews, 2014). The challenge for India is that many of the profit-oriented educational institutions from foreign countries are likely to concentrate on the Indian market to earn money with little commitment of long-term presence or quality assurance. Controlling and regularizing these institutions is not easy. When India pays much attention to cultural diplomacy, it will have to remember that cultural diplomacy can be effective only through educational diplomacy. Lack of competence, knowledge and expertise, scarcity of financial and human resources, dearth of educational and structural flexibility in the education system, and the lack of coordination of university programs with community needs are the major challenges affecting the Indian institutions.

Research and development is another area of concern to India. India's higher education institutions are poorly connected to research centers (Gupta & Gupta, 2012). The other challenges include inadequacy of quality providers and of programs with best practices, short term goals of institutions based on market, elitism, legitimacy of the programs, and courses offered in India in other countries, etc. Other hindrances include high fees, uncertain quality of teaching, inequity of access, absence of quality assurance systems, lack of proper teaching - learning strategies, lack of innovative research designs, and of alternate procedures to approve and accredit the qualifications. An integrated system requires reform of governance structure with equal balance of centralized bureaucracy and market forces. Quality assurance agencies set up at the national level have failed to assess the quality and relevance of many imported and exported programs, their legitimacy and recognition for employment and value for higher studies, both at home and abroad. The suitability and usefulness of these programs to local needs is also an area of concern. The increasing demand for double degree programs, even though considered as an extension of exchange programs, is criticized due to uncertainty of quality, credentials, and ethics in granting multiple degrees.

The test of this IHE policy lies in fostering innovation and creativity and in providing safeguards and checks against abuse through the presence of a strong regulatory and governance structure. Adequate funding, co-operation and co-ordination between the Centre and the States, and depoliticization of education are the solutions for better performance because a rigid administrative system and the affiliating structure prevent the system from improving. Due to emerging demands for access, expansion and diversification of the system are crucial. As per the National Knowledge Commission, India needs 1,500 extra universities in the current educational set-up. In the context of political, economic, and structural constraints, expansion at the bottom and excellence at the top is not easy.

Reputation and ranking may force higher educational institutions and stakeholders in India to look for partner institutions based on fame and prestige rather than on purely academic considerations. The trend of multiple ranking agencies through a criteria matrix of universities, and the related asymmetrical relations between them will pressurize the educational institutions to plan and prove their capacity to implement internationalization strategies. Benchmarking with large countries for internationalization may pose a challenge to small periphery institutions imparting higher education. The quality review of internationalization requires commitment of faculty, students, and administrative staff at different levels, both at the state level as well as at the institutional level. This commitment should focus more on evaluating the process which would facilitate academic delivery and integrity rather than on the outcome. Local students' exposure to international consciousness and knowledge is vital for employment generation and citizenship in the globalizing economy. However, ensuring facilities to foreign students, such as remedial courses, hostel facilities, health care faculties, and orientation programs are a challenge to many public institutions in the background of inadequate funding and resources.

Road to internationalization is not only foreign institutions' shopping in India, but also creation of twinning programs, joint degrees, exchange of students and professors, sharing of curriculum along with monitoring and control of Indian higher education bodies. Presence and participation of foreign students activates co-operation and strengthens economic ties between countries. A standardized higher educational environment is essential for a nation's development and is also the key to future development goals. Such an environment also works as a soft power. Indians will have to participate and engage in the internationalization of higher education not only for the export of students, but also for the import of foreign students without compromising academic sovereignty. Many authors have used ontological analysis to conceptualize a world-class university system for India (Ramaprasad, 2011). In the context of the existing challenges, a strategy for internationalization is crucial in terms of goals, content, and quality of programs offered with a measurable outcome.

Implications and Conclusion

The findings of the research and its recommendations would enable to encourage policy reforms both at the state level as well as at the institutional level. As this study reveals, a balanced and innovative regulatory framework in higher education with diffracted model to collaborate with public - private partnership is essential to achieve the goal of internationalization of higher education.

Co-operation for competition and competition for co-operation will be the driving force of IHE in the new world order. An assessment of internationalization of education must focus on qualitative indicators such as vision and mission while using quantitative indicators such as faculty mobility, student exchange, research projects, etc. Commercial competitiveness in education ; intellectual, cross-sectoral, and multidisciplinary nature of education ; issues of brain-drain ; regional disparities ; relationship between local and global actors ; sustainability of educational hubs and macro as well as theoretical concerns while looking at higher education as economic and soft power in India ; inadequacies of relevant policy framework ; and absence of transparent regulatory system are areas of concern while implementing IHE in India. Imbalances in inflow and outflow of students are an indication

that India is not yet prepared to provide quality education as per global standards.

Attracting foreign students of Indian origin to Indian campuses is the best strategy to begin with. Even though admission rules of Indian universities provide for 10% foreign students and 5% NRIs, many institutions and states have not implemented it either because they are not prepared for it or because foreign students are not forthcoming due to diverse factors. In India, despite the transition from an elite higher education system to a diverse mass education system with the help of new technologies through global influence, the definition, design, and organizational structure and functions of higher education have not been re-evaluated.

A comprehensive policy framework and systematic planning for internationalization with a focus on admission procedures, course credit approval and course transfer, centralized information system about courses and institutions, and visa-related details are crucial. To achieve this, it is vital to create those regulatory frameworks using legal protection and control and intellectual property ownership, which facilitate innovation in the educational sector by aligning with globally accepted international quality assurance systems. The divided control between the Centre and the States, bureaucratic inefficiencies and delays, and inadequate authority for implementation of change are also areas of concern. The role of the government is vital in supporting both private and public institutions in encouraging the diversification of the educational sector. The 12th Five-Year Plan of India (2012-17) incorporated a strategic shift while focusing on 3 Es, that is, expansion, equity, and excellence.

The thrust for excellence is not easy as it is not only a resource, but multiple factors such as innovation in educational content, pedagogical practices, and multidisciplinary approach with an expected outcome of knowledge and critical thinking, competencies in skills, and preparing global citizens for public good that have a long term implications in both economy and society (Altbach & Knight, 2007). The general trend is that foreign investors are not interested in investing in academic infrastructure such as research facilities and science laboratories. Rather than selling educational products, demand for sustaining research as well as enhancing access and equity through quality education is the need of the hour.

The main attractions of private for-profit institutions in India with foreign tie-ups are: a foreign degree, lower tuition fees compared to institutions abroad, opportunities to gain international experience by spending a semester in the partnering institution, professional development, academic standards equivalent to those in the partner country, access to extensive online resources, direct admission to the foreign institution's courses after the completion of an undergraduate course in India, internationally recognized degree, and international placement assistance, etc. The dynamic rise in the number of students going abroad and a significant rise in the number of partnerships with foreign institutions is not the result of a government policy. On the contrary, this change can be viewed as an impact of domestic, economic, political, and societal changes. However, the higher education structure of the country is so stratified that only a small percentage of the relevant age population benefits from the current internationalization activities. This situation sustains existing social inequality in the country and, therefore, government intervention is needed to provide various forms of assistance to the needy students in order to ensure equitable access to international opportunities.

For India, internationalization of higher education will facilitate economic growth, citizen development, and strategic alliances in the nation-building process. Emerging economies are those which have the capacity to enable and develop new knowledge, which can be exploited for competitive advantage. To achieve this in India, a world-class academic environment through policy reforms, regulatory control, creation of a centre for international education, budgetary allocation, smooth admission procedures, curriculum revamping, use of modern technology, monitoring and quality assurances, networking, privatization, de-politicization, faculty training, internship programs, and focus on collaborative research is imperative. Even though competition and excellence go hand in hand, in the globalized market, academic integrity and quality must not be replaced by commercial interest. Only through multilevel interventions from individual institutions in India through state co-operation can the country reap the academic and economic benefits by adapting itself to changing needs.

In the context of global academic revolution, India urgently requires a comprehensive educational policy which would facilitate a reform of structures of governance and academic delivery system through Centre - State engagement to cater to the diverse demands without compromising on innovation, quality, diversity, and academic integrity by integrating both private and public educational institutions with focus on talent, resources, and governance. The presence and participation of foreign students, economic ties between multiple countries, and standardized higher educational academic environment is the key to future development goals of India without compromising on academic sovereignty. Any acclaimed state governing system cannot, without giving preference to higher education, deliver nationally and prepare itself to compete globally. To achieve this, academic talent must be mobilized through a systems approach in the services of educational institutions enriched with innovative ideas with able leadership.

This will help build India as the best preferred destination for knowledge generation. “Free society leads to free market,” but in the context of absence of free society, there are gainers and losers in internationalization of higher education. How far can we expect the free market to resolve the ever increasing demands of internationalization of higher education, in the context of globalization, meritocracy, and international competition, while the world is divided into developed, developing, and underdeveloped categories ?

Limitations of the Study and Scope for Further Research

The study is based on the existing secondary data and literature and not on any primary empirical analysis. Therefore, the findings of this study are not specific to any region in India, but are generic in nature. There is enough scope of comparative analysis of the different regions as well as correlation between outcome and process through empirical analysis of diverse best practices. The research findings of this study direct to a new area of internationalization at home (IAH) as a concept, and best practices unique to India.

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