

Internationalisation in the Indian Higher Education Sector

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Thank You, God

*Dedicated to my husband Rommel George Mylaady &
my two children Luke Rommel Mylaady - Lovea
Rommel Mylaady*

Preface

The present state of Indian Higher Education System is complex and demanding. The sector is poised to witness tremendous growth in the years to come. The country will have the world's largest tertiary-age population by the end of 2021. Today, the Indian higher education sector aims to increase the enrollment ratio from 26.3 percent to 30 percent, along with the betterment of learning outcomes. The massive growth of higher education has and will continue to create a heavy financial burden on the country's public budget. For India, a significant dilemma in developing higher education involves expanding participation in higher education by securing quality under the pressure of limited resources. As the market for higher education has become more global, promotion of internationalization in higher education institutions is regarded as an unavoidable element to meet the challenges presented by the global economy. Studies have also reported that transnational universities across the globe have more reputational benefits and increased potential for revenue growth because of the growing premium placed on international institutions.

This research was conducted to understand the transnational practices in Indian higher education institutions. In this work, the researcher studied the quality components in higher education institutions and how these elements impact overall institutional performance. It evaluated the impact of quality constructs on the adoption of transnational educational practices in Indian higher education institutions. This book has well documented the above research. It will be a handy reference book for policy makers, academicians, researchers, students, and educational leaders engaged in planning and developing international programs for India.

Dr. Asha Elizabeth Thomas

List of Abbreviations

AIU	:	Association of Indian Universities
AVE	:	Average Variance Extracted
BCR	:	British Council Report
CFA	:	Confirmatory Factor Analysis
CR	:	Composite Reliability
GATS	:	General Agreement on Trade in Services
GFI	:	Goodness of Fit Index
HDI	:	Human Development Index
HEI	:	Higher Education Institution
ICT	:	Information and Communication Technology
IGNOU:		Indira Gandhi National Open University
ILO	:	International Labour Organisation
MHRD:		Ministry of Human Resource Development
MS	:	Management System
MSV	:	Maximum Shared Variance
NCERT	:	National Council of Educational Research and Training
NCF	:	National Curriculum Framework
NIRF	:	National Institutional Ranking Framework
NPE	:	The National Policy on Education
NRI	:	Non-Resident Indian
OCI	:	Overseas Citizen of India
OECD	:	Organisation for Economic Co-operation and Development
PIO	:	Persons of Indian Origin
QA	:	Quality Audit
RUSA	:	Rashtriya Uchchatar Shiksha Abhiyan
SEM	:	Structural Equation Modeling

SERVQAL	:	Service Quality
SS	:	Social System
SWOC	:	Strength, Weakness, Opportunity & Challenges
TS	:	Technical System
UGC	:	University Grants Commission
UNESCO	:	United Nations Educational, Scientific and Cultural Organization
USA	:	United States of America
WTO	:	World Trade Organisation

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Chapter I

Chapter- 1

Concept of Internationalisation in Higher Education

Introduction

Education is an index of human development and is an instrument which helps to promote overall development of a nation. India has a large higher education system in the world in terms of number of institutions and is ranked third in its size and diversity, next only to China and the United States of America. The present state of Indian Higher Education System is complex and demanding. The sector is ready to witness tremendous growth in the years to come. The country will have the world's largest tertiary-age population by the end of 2021. There has been a remarkable transformation in Indian higher education landscape. The sector is aiming at low-cost, high-quality education for all prospective learners. Today, the Indian higher education sector is primarily aiming to increase enrollment ratio and the betterment of learning outcomes. The growth of higher education is creating heavy financial burden on the country's public budget, and this will only increase in future due the demographic profile of the country.

For India, a significant dilemma in developing higher education involves expanding participation in higher education by securing quality under the pressure of limited resources. Moreover, despite the expansion of enrollments in recent years, the country's access and participation of members of minority groups remain a challenge. Gender disparities and regional disparities severely persist in some of the regions, and this is adversely affecting the overall educational outcome. The twelfth five-year plan of the country (2012-17) had pinpointed the below given factors as the primary objectives of Indian higher education sector for the planned period:

- ◆ A strong accreditation system.
- ◆ Enhanced investment in ICT based education.
- ◆ More investments in the field of research.
- ◆ Capacity building of the existing institutions.
- ◆ Betterment of student-teacher ratio.
- ◆ Special schemes for students from underserved categories.
- ◆ Internationalisation in the present education system.

The main factors influencing the quality in higher education institutions involves quality of the teaching community, curriculum offered and the technological ecosystem, research landscape, and the policy framework implemented in the institutions of higher education. Education should continue to benefit the learners and it should open the doors of new opportunities for every learner in the system. The system should produce highly skilled labour force who are ready to accept the challenges posed due to globalization in Indian industrial sectors. An enabling academic environment adaptable to the external changes in the external environment is needed for ensuring the bright future of the country's young population.

1.1 Internationalisation in Higher Education

Higher education today is undergoing a global revolution. It is one of the most critical sectors significantly affected by the process of globalisation in the world economy. The growing demand for higher education is propelled by the fast economic growth, especially in developing countries. The developments in the borderless economy are offering new opportunities to higher educational institutions. However, at the same time, they are left with specific challenges which need to be carefully addressed. The elements of this globalisation in higher education are widespread and multifaceted. In general terms, trends in higher education that have cross-national implications can be referred to as globalisation of the sector. This will include a global space for the academic fraternity, new internet-based technologies and flow of students and faculty across borders.

Internationalisation in higher education refers to the specific policies and initiatives of countries/ regions and academic institutions to deal with global trends (Altbach, 2006).

Internationalisation significantly affects higher education, and its influence is revealed through the operation and development of higher education institutions. Globalisation movements among world nations underline the importance of having an international outlook in the whole higher education process. It can be observed that many institutions are changing the entire landscape of their operations to cope up with these developments in the external environment. In this context, the term 'Internationalisation' captures special attention among the policy makers and educational providers. Presently, bringing an international dimension in academics is considered one of the effective strategies for higher education institutions to meet the challenges posed by the 21st century. However, the complexities involved in the internationalisation process require additional knowledge, skills, and understanding about the global dimensions of higher education.

The responsibility of education in building international relationships is often referred to as 'Soft Power.' Education can influence the mutual understanding between people and nations. The Fulbright program sponsored by the United Nations is an excellent example of public diplomacy enabled through higher education. Participants of this program often gain a familiarity with and fondness for the United States and its people due to their experiences during the fellowship. This, in the long run, can result in higher goodwill for the United States in a foreign land. Institutions pursue internationalisation with various goals like enriching the existing academic programs, enlarging the knowledge and experience base for their students, providing opportunities for their faculty to be actively engaged in international research networks, and fostering more international student & faculty diversity within the campus.

Owing to the changes in the global economy, India has also included internationalisation as a critical goal of its national higher education policy. India is in a unique position among developing countries to be a significant participant in the internationalisation of higher education. As per the recent reports, the country is evolving as a regional hub within which most foreign universities are concentrated. Some of the initiatives taken by India's current National Educational Policy to promote internationalisation include:

- ◆ Allowing top universities globally (top 200) to establish their presence in India through collaborations with Indian universities.
- ◆ If required, Indian institutions can set up campuses abroad by making suitable amendments to the existing legislation.
- ◆ Offering flexibility in existing curricula to accommodate internationalisation and to cater to the needs of students from other nations.
- ◆ Offering language and other bridge courses for international students to help them overcome language deficiency and facilitate smooth switching to the existing curriculum.
- ◆ Revised regulations are allowing foreign faculty to join reputed Indian institutions.
- ◆ Identification of internationalisation as one of the components for allocating additional financial resources to government-funded higher education institutions.
- ◆ The gradual transformation of higher education institutions from year-based recognition of qualifications to credit-based recognition.

1.2 Transnational Education in India

Internationalisation in the context of higher education has essentially three distinct waves. They are:

- a. Students travelling to a host nation to undergo a program at the chosen institution.

- b. Institutions are moving forward into the export channel and establishing their presence in the international markets through offshore courses/ twinning programs, / other training programs.
- c. Establish the international branch or offshore campuses in foreign countries/Develop online courses delivered through Information and Communication Technologies (ICT).

Transnational education in its conventional form is used to describe the programs in which the learners are in a country different from the location of the degree awarding institution. There are four modes of delivery of transnational programs in the context of global economy (Knight, 2002). They are:

- a. Cross-border supply: In this mode, programs are mainly delivered through satellites, televisions, computers, internet, and it mainly includes online learning programs and distance delivery.
- b. Commercial Presence: This is partner-supported delivery and depends mainly on partnership with various kinds of service that can include face-to-face teaching, local administrative support, and physical/ infrastructural facilities. e.g., Twinning programs, Franchising arrangements.
- c. Consumption Abroad: In this mode, students go to another country to study. Currently, this mode of delivery represents the largest share of the global market for educational services.
- d. Presence of Natural Persons: This includes individuals travelling to another country temporarily to provide service. As identified by many researchers, this mode can represent a potential market for internationalisation in the coming years. Here the emphasis will be given to mobility of professionals from one country to the other. e.g., Professors, teachers and researchers under visiting professorship or fellowship.

The country's economic growth is one of the primary reasons behind the growth in the demand for higher education opportunities. Transnational education is observed to follow international education trends where the major English-speaking nations like the UK, USA, and Australia

are still the key players for attracting international students.

In the present scenario, the global higher education sector is witnessing regional hubs for transnational education. Many governments are attracting leading universities from the western world to offer their programs for local students as well as students from the regional boundaries. This system is adopted basically to make foreign higher education locally available at an affordable price. These measures are indirectly helping the respective governments/ countries to increase their educational exports by acting as host country for international students from the region.

As per the recent reports, there are mainly five regional hubs within which most foreign universities are concentrated. These include:

- a. Singapore and Malaysia
- b. South Africa
- c. China and Hong Kong
- d. The United Arab Emirates and Qatar
- e. India, Bangladesh, and Pakistan

1.3. Chapter Summary

Going international is becoming an inevitable trend in the current global context. The current move of transnational education is not only changing the landscape of higher education but is also adding more diversity in the delivery of educational services. This changing landscape in higher education also impacts quality aspects, curriculum design, related facilities, and infrastructural requirements. Despite all the benefits of transnational education, some studies have also reported the few challenges posed by this move. These include unfavourable social and economic impact, a threat to cultural security, damage to educational sovereignty and protection of local institutions. However, in the coming years, transnational education will undoubtedly be practiced widely by all leading universities/ institutions as an effective strategy to meet the demands of the global economy.

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Chapter II

Chapter – 2

Review of Related Literature

2.0. Indian Higher Education System: A Review Related Analysis

Yeravdekar (2013): Indian higher education system is tied to its long colonial history and present emerging economy status. The concern about Indian higher education sector and its inadequate representation in global rankings was the theme under discussion in this research paper. There lies a vast distance between the present Indian higher education scenario and the one that can spawn world-class universities. Of all the challenges, access and equity are the most challenging ones for Indian higher education system. The problem of access refers to the large mass of higher education demographics that go without access to the sector. The problem of equity denotes the under-representation of certain demographic groups in the higher education system. The concern concerning quality is also extremely high in the present Indian context. The contribution of the existing system in place to skill development, job-preparedness and research is reported to be exceptionally low compared with world-class universities.

Tiwari (2013): In India, academically brilliant students prefer private universities to public. The primary reasons for this are that these universities offer more concerning the enhancement of the employability aspect of students. Private universities offer choices in career-oriented programs specializing in courses such as engineering, architecture, management, and medicine. On the contrary public universities mainly focus on general education, programs in humanities and social sciences. The emergence of newer providers has rendered the quality control aspect of higher education more ineffective than before. Today, the most significant concern is how effective the system is *in achieving the end goal of enhancing the overall quality of education.*

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