

INTERNATIONALIZATION OF HIGHER EDUCATION: A TOOL FOR SUSTAINABLE DEVELOPMENT

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Abstract: In the present Century i.e. 21st knowledge has become a key driving force. Ability of any country to emerge as a globally competitive player, substantially depends on its knowledge resources and their effective and efficient transformation. Generation of new knowledge is a major concern of every country. To address the concern of the entire knowledge spectrum, a systematic approach is sine-quo-non. Higher education is a most powerful and strategic tool not only to create new knowledge but also a very important sector for the growth and development of human resource which can take responsibility for economic, social, and scientific growth and development of the country.

The socio-economic changes in the World and developing information and knowledge society have emphasized the importance of higher education and research in the whole World. There is well known quote “*education is an ornament in prosperity and a refuge in adversity*”. With the liberalization resulting into quality education, the role of higher education in the future economic, societal, and cultural development of the World has become an issue of paramount significance. The World Declaration on Higher Education for the 21st Century: Vision and Action (1998) states that “Higher education should be considered as a public service”. Furthermore, the Declaration affirms that the role of higher education in the “consolidation of human rights, sustainable development, democracy and peace, in a context of justice”, and that “international cooperation and exchange are major avenues for advancing higher education throughout the world”.

Higher education sector worldwide is going through rapid, and dynamic as well as irreversible changes. It is faced with great challenges and difficulties. New modes of teaching learning methods and application of information and communication technologies in the face of burgeoning demand for higher education, have transformed the way of higher education which was traditionally offered and received. Education systems have reacted to the developments in the users’ expectations and enabling environment by diversifying their syllabi, structures and the ways of delivering effective, efficient and quality education. Today, countries expect that their higher educational institutions must provide education of high quality, which meets international benchmarks, competition and standards, and should be relevant to the needs of the international community.

Internationalisation of higher education promotes the possibility for innovation in teaching and delivery methods and higher mobility of students, programmes and providers. It enhances the productivity and makes educational system a spring board for preparing manpower of high quality that can successfully face the competition in the world market. At the same time, it improves relevance with closer links with the world of work and achieves quality in its teaching, research and business. The most important aspect of the internationalization of higher education is students mobility. Student mobility is a critical component in connecting people from countries around the world as globe has become seamless.

Internationalization of higher education has gained enormous momentum because of its impact on the development of a country, both politically and economically. It is one of the ways in which higher education may respond to the potential, opportunities and challenges of globalization. Internationalization of higher education is a development process that is greatly accelerated by the new information and communication technologies. Internationalisation is a critical tool for the sustainable development. Sustainable Development means, the development which aims at meeting the present demands without compromising the possibility of future generations to satisfy their own demands. Sustainable development is possible only through internationalization of higher education. Internationalisation provides an opportunity of inter-disciplinarily, international networking and exchange of ideas between institutions, faculty, researchers, and students.

It is a fact that Indian higher education is struggling to infuse quality at all levels. Internationalisation is the crucial need of higher education as it would infuse a sense of competition which is essential. A lot of efforts are being made to internationalize the higher education in India. The paper attempts to highlight the importance of internationalization i.e. [why and how] of higher education for the sustainable development and initiatives that have been and are being taken for internationalization of higher education in India. In addition, a few suggestions have been made.

Keywords: Communication Technologies, Economic Development, Internationalisation of Higher Education, Knowledge, Sustainable Development.

INTRODUCTION

In the present day world of fast technological changes, knowledge is the key to future progress. The ability of any country to progress and emerge as a globally competitive player, substantially depends on its knowledge resources and their effective and efficient utilization. Generation of new knowledge is a major concern of every country. To address the concern of the entire knowledge spectrum, a systematic approach is *sine-quo-non*. Higher education is the most powerful and strategic tool not only to create new knowledge but also a very important sector for the growth and development of human resources which can meet the global requirement. Human resource is the key factor which takes responsibility for economic, social and scientific growth and development of the country. Progress of a country is possible only when its citizens are dynamic and enterprising. Without such citizens, a country can not achieve the desired progress in any field and higher education is the most important tool to create such type of citizens. The

objective of higher education is to contribute to the sustainable development and betterment of society as a whole by: producing highly qualified graduates who are able to meet the needs of all sectors of human activity; advancing, creating and disseminating knowledge through research; providing opportunities for higher learning throughout life; and protecting and promoting values of the civil society by training young people in a fashion which forms the basis of democratic citizenship [11].

Globalization and liberalization of world economy has made a strong impact on the nature and dimensions of higher education across the world. Higher Education services have emerged over the last few years as a major sector for trade. The key elements of globalization include knowledge society, information and communication technologies, market economy, trade liberalization and changes in the governance structure. These elements of globalization have impacted significantly the higher education [14]. The socio-economic changes in the world and developing information and knowledge society have emphasized the importance of higher education and research in the whole World. There is well known quote "*education is an ornament in prosperity and a refuge in adversity*". With the globalization and liberalization resulting into quality education, the role of higher education in the future economic, societal and cultural development of the World has become an issue of paramount significance. The World Declaration on Higher Education for the 21st Century: Vision and Action (1998) states that "Higher education should be considered as a public service". Furthermore, the Declaration affirms that the role of higher education in the "consolidation of human rights, sustainable development, democracy and peace, in a context of justice", and that "international cooperation and exchange are major avenues for advancing higher education throughout the world" [23]. Internationalization of higher education is a development that is greatly accelerated by the new information and communication technologies and therefore, considered one of the important ways in which higher education responds to the potential opportunities and challenges of globalization. It has gained enormous momentum because of its impact on the development of a country, both politically and economically.

IMPORTANCE OF INTERNATIONALIZATION OF HIGHER EDUCATION

Internationalization of higher education the world over is seen in a variety of contexts. Initially, most of the countries had economic motives for internationalization with exceptions like Sweden

where an initial national policy was established as early as 1970s. The rationale for internationalization, which considers international cooperation as indispensable for maintaining the quality of higher education and research, is still supported by most of the countries. The fast changing world today is characterized by the emergence of global markets, the application of new knowledge in production, requirements for new skills in professions, changing nature of quality of work, and introduction of information and communication technologies in all spheres of human endeavor. This calls for a new concept of learning [18]. Internationalization is a process to broaden the scope of the higher education system to cope with global changes. It is a response to the globalization. Globalization is the flow of technology, economy, knowledge, people, values, ideas etc. across borders. Globalization affects each country in a different way due to a nation's individual history, traditions, culture, socio-economic conditions and priorities. Internationalization of higher education is one of the ways a country responds to the impact of globalization yet, at the same time, respects the individuality of the nation [15].

Higher education sector worldwide is going through rapid and dynamic as well as irreversible changes. It is faced with great challenges and difficulties throughout the world. New modes of teaching-learning methods and application of information and communication technologies in the face of burgeoning demand for higher education, have transformed the way of higher education which was traditionally offered and received. Education systems have reacted to the developments in the users' expectations and enabling environment by diversifying their syllabi, structures and the ways of delivering effective, efficient and quality education [13]. Today, countries expect that their higher educational institutions must provide education of high quality, which meets international benchmarks, competition and standards and at the same time, it should be relevant to the needs of the international community. Internationalisation of higher education is seen as the process of integrating an international/intercultural dimension into the teaching, research and service functions of the institutions [12]. Internationalisation of higher education promotes the possibility for innovation in teaching and research and delivery methods and higher mobility of students, programmes and providers. It helps in enhancing the productivity and making educational system a spring board for preparing manpower of high quality that can successfully face the challenges of competition in the world market. At the same time, it improves relevance with closer links with the world of work

and achieves quality in its teaching, research and business.

The most important aspect of the internationalization of higher education is student mobility. Student mobility is a critical component in connecting people from countries around the world. There are a number of types of student mobility which include scholarship, internship abroad, exchange scheme, self-organised, etc. The idea of academic mobility, students and scholars moving between countries is not new. However, the movement of students, education programmes and providers across borders for commercial and profit purposes is growing and this issue has gained new momentum and importance with the establishment of the General Agreement on Trade in Services (GATS). This new international trade agreement is administered by the World Trade Organization (WTO) and is the first multilateral agreement that covers trade in services. Previous agreements, such as the General Agreement on Tariffs and Trade (GATT), dealt with trade in products. Within GATS, education is one of the twelve primary services and higher education is one of the five sub-sectors of education. Five levels of education have been classified for trade, viz. primary education, secondary education, higher education, adult education and other education not classified under any of the other four. The agreement identifies specific rules and conditions to liberalize and regulate trade, and it is these regulations, which are at the heart of the debate about GATS. The inclusion of trade in higher education services within the framework of GATS is a reality and will not change [6]. The WTO has identified four main modes of trade in educational services under GATS. These include: a) Cross-border – supply focuses on the service crossing the border, which does not require the consumer to move physically. Examples in higher education include distance education and e-learning; b) Consumption abroad – refers to the consumer moving to the country of the supplier, which in education means students pursuing all or part of their education in another country; c) Commercial presence – involves a service provider establishing a commercial facility in another country to provide a service. Examples in higher education include branch campuses or franchising arrangements; and d) Presence of natural persons – means persons traveling to another country on a temporary basis to provide service, which in education would include teachers or researchers [19]. India being a signatory of WTO is bound to open up its market for trade in services including higher education. As per the American Council of Education, the mobility of students at the international level needs to be encouraged for a variety of reasons including a) Graduates need to

understand the dynamics of different global systems (such as the environmental system, the energy system and the economic system); b) Students need an exposure to peoples, languages and cultures of other countries and; c) Understanding of cultural diversities abroad encourages greater cultural harmony at home [20].

Internationalization of higher education is seen as a critical tool for the sustainable development. Sustainable development means, the development which aims at meeting the present demands without compromising the possibility of future generations to satisfy their own demands. Sustainable development is possible only through internationalization of higher education. Internationalisation provides an opportunity of inter-disciplinarily, international networking and exchange of ideas between institutions, faculty, researchers, and students. With the emergence of knowledge driven economies, the demand for higher education and technological skills is naturally on the rise. Asia is likely to make up to 70% of international demand led by India and China. Whereas the United States of America (USA) happens to be the biggest exporter of higher education, India happens to provide the biggest contingent of foreign students to USA [9]. As per an estimate, India needs at least 800 more universities and 35000 more colleges in the next few years to increase the percentage of students going for higher education in the country from the present Gross Enrolment Ratio (GER) of about 15% to 30%. India is far behind the global average of GER, which is 23%. In developed countries, it is above 40%. With the Indian economy growing at 8% to 9%, the demand for skilled and quality manpower is high. Due to non-availability of sufficient financial support for higher education sector in view of the size of the population of the country, it becomes difficult to achieve the desired results in terms of GER and quality of higher education. At present, about 4% of the Gross Domestic Product is spent on education sector and out of it, close to one percent is spent on higher education which is inadequate. The issue of financing and funding mechanism for Indian higher education would always be crucial as the resources available with the Indian government are limited. Internationalisation provides real opportunities for India to benefit significantly from the global revolution in higher education. The Indian university system requires major policy reforms and needs restructuring and new funding and regulating mechanism. Indian universities require closer links between Indian industries, especially the growing technology-based sector. For this purpose, it requires a new, globally oriented, entrepreneurial style of leadership by managers of Indian educational institutions. India has the potential to capture the up-

side benefits of globalization, emerging with a stronger, better, more globally competitive higher education system and greater opportunities for Indian students.

Internationalization of higher education recognizes a process of interchange of higher education between nations. It involves partnership between nations, between national systems and between institutions. Without partnership, there is no international education. At present, the internationalization of higher education is done in a variety of forms which includes off-shore campuses, twinning programmes, franchises, cooperative/collaborative programmes, virtual universities, hybrid programmes, etc. Among all, the most important mode of the internationalization of higher education is to establish the campus(es)/centre(s) of the foreign universities in host countries. Informal internationalization of higher education has been on for quite some time by way of students and teachers going abroad for higher studies, teaching and research. Higher education has become highly global and institutions are looking beyond their home countries to have an international footprint. It is estimated that there are more than 150 off-shore campuses around the World. The universities of the USA and United Kingdom (UK) are the most active in setting up their campuses in other countries. In addition, there is a plethora of franchise arrangements where courses are delivered through collaborations and partnerships by various foreign universities. Singapore opened its doors to foreign universities in the beginning of 21st Century with the "Vision of Becoming the Boston of the East and an Incubator of Ideas". Singapore Education is a multi-government agency initiative launched by the Singapore Government in 2003 to establish and promote themselves as a premier education hub and help international students make an informed decision on studying in Singapore. As a result, more than 16 leading foreign universities have set up centres of excellence in education and research in Singapore. Singapore has been able to attract some of the top-notch institutes such as University of Chicago, USA, INSEAD (The Business School for the World), Paris, Tisch School of the Arts, USA, DigiPen Institute of Technology, USA. Similarly, the Gulf countries (Dubai, Qatar, United Arab Emirates and Kuwait) have managed to attract some of the finest universities to their lands which include Weill Medical College of Cornell University, USA, Georgetown University, USA, Carnegie Mellon University, USA, Michigan State University, USA, New York University, USA etc. China and South Korea have also permitted foreign educational institutions to set up their campuses on their lands. In India, foreign universities function through partnership and programmes offered are

predominantly those in the professional areas of management and engineering. Foreign education providers entered the Indian higher education market, in the commercial present mode, in the early 1990s, and in subsequent years the number of providers steadily increased. In late 2000, there were 144 education providers having presence in India, mainly from the UK, Australia and the USA. As per the news in the Hindu, a leading newspaper in India on 1st June, 2012, a study was conducted by the Association of Indian Universities and found that 631 foreign education providers were operating in India in 2010. Of these, 440 were functioning from their home campuses, 5 opened their own campuses in India, 60 had programmatic collaboration with local institutions, 49 were operating under twinning arrangements and 77 had arrangements other than twinning or programmatic collaboration.

Indian higher educational institutions are attracting foreign students in various programmes of study. More than 95% of foreign students in India come from the developing countries of Asia and Africa. Most students in 2003-2004 were from Malaysia, Nepal, Iran, and Kenya (about 500 each), followed by Mauritius, Sri Lanka, and Ethiopia (over 300 each). Significantly, during 2003-2004, there had been an increase in the number of students from East Asia, the Middle East, South and Central Asia, Southeast Asia, Northern Europe, and North America. The largest number of students were from South and Central Asia (2,102) followed by East Africa (1,465). Increased number of students in 2003-2004 came from Bahrain, Kuwait, Oman, Saudi Arabia, the United Arab Emirates, Iran, Malaysia, Vietnam, Sudan, Ghana, Ethiopia, Mauritius, Canada and the United States.

The foreign universities offer a variety of programmes of study in practically all faculties. Earlier, the UK was a point of attraction for foreign students. With the emergence of the USA on the education map of the world, student mobility shifted to that Country. The USA continues to remain the main destination for international students for the last couple of decades. The USA and its educational institutions made a policy to have more and more foreign students to achieve their multiple objectives such as the promotion of western culture worldwide, influence over decision/opinion making elite section of the countries (as reflected in the article "Wary of Abuses, US, Sharply Cuts Visas for Russians" in the New York Times dated October 24, 1999) and mobilizing funds for expansion and development of the base of higher education. According to an International Study "Atlas of Student Mobility" as reported in "Open Doors 2003: Report on International Educational Exchange, 2003" carried out by the Institute of International Education, an

independent non-profit organization and serves as a resource for educators and institutions worldwide, the USA has been taking conscious steps to facilitate foreign students coming to US colleges and universities to pursue higher studies and research from various countries. As a result, the number of foreign students in USA is increasing every year. Some other countries like Australia, Canada, New Zealand, France and England have also adopted the policy to attract international students to their educational institutes. As per the statistics in the UNESCO Document "Towards Knowledge Societies" published in 2005, the percentage of foreign students in higher education in various countries is USA (25%), UK (11%), Germany (10%), France (9%), Australia (8%), Japan (4%), Russia (3%), Belgium, Canada, Italy, Spain (2%) and Austria, Malaysia, Sweden, Switzerland (1%).

The number of Indian students enrolling in foreign universities has increased sharply from 1,23,000 in 2006 to a little over 5,00,000 in 2009. According to the survey conducted by the National Knowledge Commission constituted by the Government of India, of the total students making a beeline for Australia from the World, almost 80% are from India. UNESCO's Global Education Digest 2009 indicates that India sends the highest number of students abroad after China. India leads the place of origin of international students in USA with 83,303; China is second with 67,723; South Korea third with 62,392; Japan fourth with 35,282 and; Taiwan fifth with 20,094. As per the UNESCO Institute for Statistics, during the year 2007-08, a total of 1,76,881 Indian students have taken up studies abroad. The highest number of Indian students, 94,664 is studying in the USA, Australia comes second with 26,520 Indian students and UK comes third with 25,901 Indian students. Apart from these three countries, quite a significant number of Indian students are also studying higher education in various institutions of countries such as Russian Federation (4,314), New Zealand (4,094), Germany (3,257), Canada (3,219), Ukraine (1,785), Cyprus (1,076), Malaysia (1,065) and France (1,038). In addition, Indian students are also getting in various higher educational institutions such as Kazakhstan, Italy, Japan, Thailand, Ireland, Saudi Arabia, Poland, Oman, Tajikistan, Austria, Bahrain, Norway, Romania, and Czech Republic. As per the Study entitled "Global Student Mobility 2025", the number of foreign students is expected to increase to 7.2 million by 2025. It was merely 1.8 million in 2000. China and India will be the countries which will contribute over half of the global demand of foreign students by 2025. Demand for Australian Higher Education is to increase over nine fold during the period 2000-2025. Asia will continue to dominate the global demand for Australian Higher

Education. The demand from Asia is set to increase from 83% in 2000 to 92% in 2025. China, Malaysia and India are the three leading countries which are sending their students for higher studies to Australian universities. The British Council Study entitled "Vision 2020: Forecasting International Student Mobility" has estimated that UK would attract 5,11,000 foreign students to its soil by 2020. However, if the country as well as universities in UK promote higher education more aggressively, especially in the fast growing new markets like Asia, then the figure is expected to touch 8,70,000 by 2020. It is estimated that annual growth of foreign students from China will be 15%, from India 13% and from Pakistan 12.6%. Asia is estimated to overtake Europe as UK's main source of foreign students, accounting for more than 50% foreign students.

INITIATIVES SO FAR TAKEN FOR INTERNATIONALIZATION OF HIGHER EDUCATION

In fact, universities (Vishwa Vidyalayas) by definition, have to be international in character. Precedence for trade in the Golden Age of India, a period between the 4th century and 6th century, universities at *Nalanda*, *Vikramshila* and *Takshashila* were famous the world over, attracting students from foreign countries. India had at one time about 10,000 resident students and teachers on its roll, which included Chinese, Sri Lankan, Korean and other international scholars. Prior to independence, children of the rich and students earning fellowships did go to UK for higher education and returned with a wider worldview of things. After independence, students went abroad on Commonwealth and Fulbright Scholarships and returned home to transplant their training and experience to the domestic conditions. And, the latest phase began when students started going abroad for higher studies with dollar assistantship in their pocket. With the advent of globalization, foreign providers started entering the higher education market in India offering programmes of study mainly in the professional disciplines. The statistics show that while a large number of Indian students go abroad for their higher education, the number and thus the percentage of students coming to India from other countries is very less. A number of initiatives for internationalization of higher education in India have been/are being taken. These include: (a) The trend in internationalizing higher education in India was articulated in the first ever national level conference on the topic organized by the National Institute of Educational Planning and Administration (NIEPA), New Delhi in 2000 (now converted into a university) highlighting the quantum and variety of foreign programmes offered in India and the implications to India's position in the on going preparations for the GATS negotiations [1]. The GATS broadly defines

internationalization at the national, sectoral, or institutional level as "the process of developing/implementing policies and programmes to integrate an international, intercultural or global dimension into the purpose, functions and provision of post-secondary education". Cross-border education is seen as one subset of internationalization strategies [2]. (b) University Grants Commission (UGC) is an apex body of the Government of India which deals with the higher education sector. Internationalization of higher education system had been one of the thrust areas of the UGC as its 10th Plan document mentioned that in the context of globalization of higher education, it is necessary to evolve a policy to promote the free flow of students from other nations to India as well as allow Indian students to get education in other nations. For globalization of higher education, UGC initiated a Scheme known as "Promotion of Indian Higher Education Abroad (PIHEAD)". Promoting Indian Higher Education abroad is regarded as a strategy to promote quality of our higher education, as a means of creating multicultural ambience on Indian campuses that promotes diversity and international goodwill. The Scheme has focused nationally coordinated programme to attract international students and to promote Indian higher education institutions to offer programmes abroad. Under the PIHEAD Initiative, India participated in conferences and educational fairs for attracting students from foreign countries. At present, majority of foreign students are coming from Nepal, Mauritius, Kenya, Bangladesh and Sri Lanka and also from other countries of South and Southeast Asia, Middle East and Africa to pursue higher studies in Indian universities [5]. UGC in one of its documents has emphasized that "generation of new knowledge is major concern for which university-system stands and this can be better achieved by inter-disciplinarily, international networking and exchange of ideas between students, scholars and institutions. It is also mentioned that the quality of teaching and research within Indian higher education institutions can be further promoted through diverse strategies of collaboration within India and abroad which will facilitate exposure to different cultures, branches of learning and create understanding of society and polity of different nations" [7]. UGC in its 12th Five Year Plan Document has emphasized that the culture of collaboration and cooperation with outside countries is of paramount significance in higher education and the same needs to be nurtured and promoted [8]. UGC provides financial support to teachers for participating in international seminars/symposia/workshops; delivering key-note addresses/ plenary lectures and chairing session. The main purpose of providing financial assistance to teachers is to enhance their skills or adding to their professional accomplishment. In addition,

teachers/scholars working in Indian higher educational institutions are nominated to visit abroad under various bilateral, cultural and educational exchange programmes in the field of higher education between India and the foreign countries. These programmes/arrangements include UGC-Tertiary Education Commission Mauritius Agreement, German Academic Exchange Service, Social Scientists Exchange Programme under Indo-French Cultural Exchange Programme, SAARC Fellowship/Scholarship under SAARC Programme; Commonwealth Academic Staff Fellowship, Commonwealth Split Site Doctoral Scholarship. Under these programmes, delegations/scholars of different countries visit India and similarly Indian delegation/scholars also visit different foreign countries. In addition, a number of scholarships/fellowships are also awarded to Indian scholars to pursue studies in higher education in other countries under the programmes - Indo-Finnish Government Scholarships; Indo-Hungarian Education Exchange Programme of Short-Term/Long-Term Scholarship, Indo-Bulgarian Cultural Exchange Programme. UGC has entered into a MoU with Leadership Foundation for Higher Education, UK on Leadership Development Programme. UGC has been implementing a novel Scheme for enhancing faculty resources of universities so that quality and excellence in higher education is upgraded. The scheme has the provision of overseas academicians and researchers having a demonstrated interest in India issues [4]. (c) All India Council for Technical Education (AICTE), a national level apex advisory body of the Government of India and dealing with the technical education, made Regulations for entry and operations of foreign universities in India/institutions imparting technical education in India in the year 2003 and amended in 2005. The objectives of the Regulations are to facilitate collaboration and partnerships between Indian and foreign universities/institutions in technical areas; systematize the operation of foreign universities/institutions already operating in India; safeguard the interest of the Indian student community; enforce accountability on the part of the foreign providers; and also to check and avoid illegal entry of unscrupulous persons using/misusing the name of foreign university/institution for unlawful gains. Further, the National Board of Accreditation of the AICTE got the provisional Membership of Washington Accord. The Washington Accord, signed in 1989, is an international agreement among bodies responsible for accrediting engineering degree programmes. It recognizes the substantial equivalency of programmes accredited by those bodies and recommends that graduates of programmes accredited by any of the signatory bodies be recognized by the other bodies as having

met the academic requirements for entry to the practice of engineering. The engineering/technical organizations of signatory countries of the Washington Accord are Australia, Canada, Taiwan, Hong Kong, Ireland, Japan, Korea, Malaysia, New Zealand, Singapore, South Africa, United Kingdom, United State of America [3]. (d) Association of Indian Universities (AIU), a registered society under the Societies Registration Act, 1860, formed to bring together all the Indian universities on a common platform and to promote university activities. AIU has entered into MoUs with a number of international organizations for promoting activities related to higher education. These include Vice-Chancellors Association of France, Indo-French Consortium of Universities, Institute of International Education, New York, Association of Universities in Netherlands, Association of Universities and Colleges in Canada, Foundation of International Cooperation in Higher of Taiwan, Association of Universities of Australia, etc. AIU also formulated Guidelines for grant of equivalence to degrees offered in India by foreign universities in 1999. AIU is the nodal agency for granting academic equivalence to the degrees awarded by the accredited foreign universities/institutions for the purpose of admission to programmes of study offered in the higher educational institutions in India [21]. (e) Educational Consultants, India Ltd. (EdCIL), a Government of India enterprise, organizes educational fairs in foreign countries. EdCIL organised educational fairs in West Asia and Africa and Indian higher educational institutions participated in large number in these fairs. Educational fairs have proved to be very effective mechanisms for the promotion and marketing of higher education at the international level. During the year 2010-11, EdCIL placed (both NRIs and foreigners) 356 students from Nepal, 71 from Bhutan, 26 from Sri Lanka, 20 from Oman, 19 Saudi Arabia, 12 from UAE, 7 from Bahrain, 7 from Kuwait, 5 from Qatar and 4 from USA in various programmes of study offered by Indian higher educational institutions. (f) Shastri Indo-Canadian Institute was set up in 1968 to improve the quality of life of the people of Canada and India by building and strengthening intellectual and cultural linkages through research, dialogue and exchange. Its broad-based initiatives support the creation of bi-national links between academia, government, business community and civil society organizations by funding research and hosting seminars. Institute provides financial assistance in the form of awarding internships and fellowships for individuals to gain first hand experience in India or Canada [10]. Further, a South Asian University has been established in Delhi under the Inter-governmental Agreement signed during the 14th SAARC Summit in the year 2007. The cost of running the University is

met through contributions from all SAARC member States. Students of all the SAARC countries are being admitted to the programmes of study offered in the University. (g) In the year 1992, a programme known as “UNESCO UNITWIN/CHAIRS PROGRAMME” was launched with the aim of developing inter-university cooperation while emphasizing the transfer of knowledge between universities and promotion of academic solidarity across the world. The Scheme University Education Twinning and Networking Scheme (UNITWIN) operates through the establishment of the UNESCO Chairs and UNESCO networks which has been designated as UNITWIN projects. The project Chairs deal with the training and research activities in all major fields of knowledge within UNESCO’s competence. Further, the Obama-Singh 21st Century Knowledge Initiative – A Step Ahead was launched in the year 2009. The Governments of India and US have pledged US \$5 million for this endeavor which will fund university linkages and junior faculty development. The programme has included the components such as faculty development, academic leadership programmes, development of community colleges and enhancing institutional linkages. As a part of this initiative, the process of selection of awarding 300 post doctoral fellowships for Indian scholars in USA has been started. The first India-US Higher Education Summit was jointly organized by the Government of India and the US Government in Washington D.C. in 2011. It was attended by government officials and academics as well as individuals from the private sector who are involved in the higher education sector. The main objective of the Summit was to further strengthen higher education collaboration and exchange of ideas between the Indian and American. Another important initiative is UK-India Education and Research Initiative (UKIERI) which is a bilateral programme and aims to substantially improve educational links between India and UK. The main objectives of the programme is to increase research collaborations, staff exchanges, joint teaching and curriculum development, professional and technical skills, collaborative degrees, conference and seminars, etc. It adopts a unique approach to cultural relations, with the integration of internationalism and global dimension as the core focus. The fourth UK-India Education Forum held in 2011 besides reviewing the educational understanding between the two countries, also endorsed stronger and deeper collaboration between the academia, private sector and governments on both sides. The awards, funded by UKIERI, were also given to encourage academic community to further engage and disseminate their learning to universities, other fellow students and friends in both the countries. The “India-Yale Higher Education Leadership Programme” under the

Yale-India Initiative was held in USA in the year 2011. The objective of the programme was to develop the awareness of pro-active academic leadership among a select group of Vice-chancellors of universities/Directors of Institutes and the resource persons and academicians from India participated in the programme [17]. (h) Government of India has entered into Educational Exchange Programms/MoUs “Inroads for Bilateral and Multilateral Cooperation” with as many as thirty six countries, including France, Australia, Brazil, Hungary, and South Africa apart from less developed countries like Ethiopia, Ecuador and Rwanda for exchange of scholars/students/researchers; sharing of information/publications; organizing joint seminars/workshops/conferences; working towards mutual recognition of qualifications; developing institutional linkages; and providing scholarships to students/researchers. There are a number of MoUs/Agreements between Indian and foreign educational institutions for partnership and exchange programmes. Some of these include MoU between Indian Institute of Technology, Ropar and Glasgow Research Partnership in Engineering, UK; MoU between Indian Institute of Science Education and Research, Pune and University of Glasgow, UK; MoU between Indian Institute of Technology, Ropar and Imperial College, London; MoU between Indian Institute of Science Education and Research, Pune and Southeast-India Partnerships Network, UK; MoU between Indian Institute of Science Education and Research, Pune and University College London, UK; MoU between Tata Energy Research Institute and Deakin University, Australia; MoU for Academic Collaboration between the Indian Institutes of Technology and Paris Tech Paris Institute of Science and Technology, France; MoU for setting up an International Joint Laboratory between institute de Recherche Pour Le Development, France and the Indian Institute of Science, Bangalore; MoU between Yale University, USA and Indian Institute of Technology, Kanpur; MoU between Yale University, USA and Indian Institute of Management, Kozhikode, etc. (i) Government of India has introduced a scheme known as Direct Admission of Students Abroad aimed at helping seekers of global technical education to be a part of the high quality technical education provided at Indian universities. There is a Scholarship Programme for Diaspora Children under which assistance is provided to students to take studies in professional and non-professional courses and is applicable to students belonging to the Indian Diaspora based in about 40 countries with a significant concentration of Persons of Indian Origin. There are a number of scholarships offered by various countries such as UK, New Zealand, Belgium, Italy, Turkey, Korea, Japan, China, Israel, Mexico, Norway and Czech to enable

Indian students to study abroad at the level of postgraduate/doctoral/post-doctoral research work [16]. (j) Under the Indo-German Education Initiative, it has been decided to set up Meta-Universities where two to three Indian universities could partner with two to three German Universities for conducting degree-level courses. This step would further increase the collaborations in the higher education sector between two countries. Further, India and New Zealand have taken a decision to establish a Joint Education Council to carry forward the cooperation in the educational sector between the two countries. (k) India allows 100 per cent foreign direct investment in the higher education sector through the automatic route since 2000. But the present legal structure does not allow granting of degrees by foreign educational institutions in India as the degree granting authority rests with the universities established by or under a Central Act, a State Act or an Institution deemed to be a University under Section 3 of the UGC Act, or an institution specially empowered by an Act of Parliament to confer or grant degrees. For the last several years, a large number of foreign educational providers are offering programmes in India essentially through joint ventures with Indian educational institutions in the form of Twining Arrangement (partly in India and partly abroad), Franchises and a few through On-line courses. Realizing the danger posed by such foreign education providers to the Indian higher education system, Government of India took a decision and introduced a Bill "The Foreign Educational Institutions (Regulation of Entry and Operation) Bill 2010" in the Parliament on 3rd May, 2010. The aim of the Bill is to regulate entry and operation of foreign educational institutions imparting or intending to impart higher education in India. This Bill, if passed by the Parliament, would open up country's education sector to foreign educators and investment. The Bill will facilitate foreign educational institutions to participate in Indian higher education and students can have greater access to a wider range of education opportunities at home. India will also be benefited by innovations through new providers and delivery modes, greater student access and increased economic gain. The entry of foreign educational institutions will further help in integrating Indian higher education system into the global higher education system and will serve the interests of Indian students. According to Phil Baty, Editor of the Times Higher Education World University Rankings, good international universities can help in improving the quality in Indian universities not just through increased competition for students but from increased partnerships and sharing of best practices in teaching and learning. (l) Further, the Government of India has introduced a crucial Bill known as "The Universities for Research and Innovation Bill, 2012" in the

Parliament on 21st May, 2012. The purpose of the Bill is to provide a legislation to allow setting up of innovation universities in private and public sector as well as in public-private partnership mode. Under the Bill, all foreign institutions with 50 years standing and more such as Oxford, Cambridge, Yale Universities etc. can set up research universities in India. If this Bill is passed, it will allow top foreign universities, industrialists and companies to establish research universities in India and will facilitate further the cause of internationalization of higher education [22].

CONCLUSION AND SUGGESTIONS

Education is the best technique to transform a society and bring sustainability that may result into economic and social emancipation which are the two faces of a civilized society. Education is a vibrant sector which holds the key as well as *sine-quo-non* for the growth and success of a country. Higher education is an instrument of vital importance that helps any country to build a knowledge-based society of the 21st century. The elements of globalization have impacted higher education heavily all over the world. In order to meet the international benchmarks and standards, it has become a concern for every country that the higher education imparted to its people is of high quality. International cooperation has been a focus area in prompting the ideals and objectives of higher education. The policy of international cooperation by way of partnership where countries assist each other by sharing the experiences, technologies, material and financial resources and learn to appreciate each other's constraints and cultural heritage has become necessity of every country. Internationalization needs to be seen as a measure of quality. It helps in enhancing the quality of higher education of a country by providing wider scope and options, new delivery and learning methods to the students. Internationalization of higher education contributes towards development of new knowledge and skills and in turn, ushers the growth of employment, improvement in the productivity and enhancement of global competitive capabilities. It creates competitive environment among the educational institutions that in turn, promotes academic excellence. An important component of internationalization in relation to higher education is the need of producing manpower of high quality who can successfully face the competition in the world market. Internationalization of higher education is a change agent which helps in further progress of the higher education sector. It is essential to enhance the quality and scope of higher education for the sustainable development.

In the Indian context, it is said that there is a need of transforming India into a vibrant knowledge society so that the mission of becoming a developed country

by 2020 is achieved. For this, it is necessary that people should be exposed to the new developments taking place in the field of higher education and also have access to new knowledge which is possible through higher education as teaching helps in acquiring the available knowledge while research adds to the existing stock of knowledge. It is a fact that Indian higher education system has made tremendous progress in terms of institutions, teachers and enrolment of students but is struggling to infuse quality at all levels. Indian higher education system has not been able to take advantage of the internationalization for improving the quality of education. Internationalisation is the crucial need of Indian higher education as it is a key to infuse quality and create a sense of competition which is essential. To internationalize higher education, efforts have been/are being made by taking a number of initiatives but a lot is to be done in this direction. One of the important initiatives to internationalize Indian higher education could be the allowance of entry of foreign educational institutions with good world rankings in India. But effective mechanism has to be formulated to regulate these foreign institutions so that the desired objectives are achieved. If good foreign educational institutions are allowed to establish their campus(es)/centre(s), it will be a great contribution in the process of internationalization of Indian higher education which will help India not only in the fast growth and development but also in sustaining the same.

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