

Internationalization of higher education in India: initiatives, trends and perspectives

V. Fathimath Sajna*

*Research Scholar, PG & Research Department of Economics, Government College Kodanchery,
University of Calicut, Kerala, India
sajnowizard@gmail.com*

Abstract

Objectives: To examine India's current status in the international higher education sector and to compare it with that in the global level.

Methodology: The study is based primarily on secondary data. The secondary data was collected from reports of various international agencies like UNESCO, World Bank etc., Annual reports of Government of India, journals, websites etc. The data analysis was done with the help of popular statistical tools like percentage, averages, growth index, graphical representations etc.

Findings: India's growth rate in international students' mobility is almost stable and there has been no significant change in the selected years. It is also found that the majority of inbound students' mobility to India is from Asian and African countries compared to other countries. The main reason for this inbound mobility could be the quality of higher education system in India and the lower cost of living etc. It is also observed that the outbound students' mobility ratio from India has been slightly increased.

Application/Improvement: Now that the international collaboration is generally less in Arts, Humanities and Social Science, researches are very much limited in the field. So, government should give more support to multi and inter-disciplinary research.

Keywords: Internationalization, international higher education, student mobility; inbound and outbound student mobility, Policies and Programs.

1. Introduction

Even though the concept of internationalization of higher education is wide and diverse, the term is quite unfamiliar. The term internationalization came to be discussed in 1990, prior to this there was a great deal of research and practice in the dimension of higher education, while, mainly this term is reflected in the international higher education or some kind of international activity [1]. Although, higher education is widely recognized as a key-driver for worldwide economic and social development, more countries are interconnecting with each other, Similarly, their business, industry, and organization have become more widespread and through this higher education has also become a global enterprise. In the globalized world in the 21st century, all governments in the world implement local and national policies in order to live, work, promote higher education and also to strengthen their countries competitiveness in world level [2]. However, the term internationalization is used at the level of international higher education, it is mostly used in post-secondary education, but this term is used differently by different persons [3]. Knight describes internationalization of higher education as "the process of integrating an international or intercultural dimension into the teaching, research and service functions of the institution". The use and attention of this internationalization are derived from the persistent confusions of the term internationalization. Whereas, for some other people, this is an academic mobility for students and teachers, and to many others this is international relations, partnerships, projects, new international academic programs and research activities [4]. The internationalization refers to two main streams- internationalization at abroad and internationalization at home. Internationalization at home contains many factors that are most notably the governmental policies, the globalization process, the changed environment by IT revolution, the trend towards accountability, as well as the responsibilities of the expectations of the so-called stakeholders, and the vast commodification of higher education etc [5].

Along with this, internationalization of the curriculum is another important ingredient. So, the content of the curriculum is a unification of international, intercultural and global dimensions. Therefore, with this, the factors contain the learning outcomes, assessment task, teaching method and support and services of a program of study the concept of internationalization at home as “the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments. However, to raise the higher education institutions to international level is politically and economically highly logical, while, this does not mean that universities are not adequate at the international level higher education is more restrained, privatized, and market-oriented and has more varied income sources. While today's entrepreneurial university has the reason for reaching the international level again. Hence the recent importance of new zones such as professional education, continuous education, and information science is both comparing and international. But the emphasis on this kind requires not only from outside the institutions but from faculties and students also. Internationalization is a higher education prior to academic thought globally, here, local students with international consciousness and knowledge are considered important in employment and citizenship by a globalizing economy.

Similarly, bringing international students to the local classrooms for future learning will help in future cooperation and financial relation. Some countries like the United Kingdom, the United States, and Australia gain so much money from educating international students. The presence of international students is a major part of the world's leading universities. The global population of students who are switching to other countries is increasingly working. In 2000, it was 2.1 million, but in 2014 it has doubled and estimated to be nearly 5 million. But according to the report of the OECD, international student mobility is expected to reach 8 million by 2025. The USA is the most popular country for international students followed by the UK, Germany, France, and Australia. Many countries focus on internationalizing their higher education sector, through this they obtain high quality in higher education, graduate employability and developing countries also help to build an international profile.

2. Objectives

1. To understand the India's current status in international higher education sector
2. To compare the position of Indian higher education with that of the global level.

3. Methodology

The study is based primarily on secondary data. The secondary data collected from various international reports like UNESCO, World Bank etc., Annual reports of Government of India, journals, websites etc. For the purpose of data analysis the study were used popular statistical tools like percentage, averages, growth index, graphical representations etc.

1. Internationalization of higher education in India

India has a long history of eminent time in the field of higher education, in ancient times there were the oldest universities in this country. Nalanda, Takshashila, Vikramashila, Valabhi, Somapura, and Odantapuri these universities were also attracted to the entire scholars of the world. Taxila or Takshashila the world's first university was founded in 700 BC. More than 10500 students from all over the world have studied here. Students from Babylonia, Greece, Arabia, and China had campus facilities and there were 60 different courses in different areas [6]. But the current situation of Indian higher education according to All India Survey on Higher Education 2016-17 has 864 universities, 40026 colleges and 11669 stand-alone institutions in India. However, when looking at Gross Enrollment Ratio in Indian higher education it is 2.5% and the total number of foreign student enrolled in higher education is 47575, but this is about 1 percent of global student mobility also, these students mainly select courses for computer studies, pharmacy, commerce, management etc [7]. The inbound student mobility of higher education to India in gender basis for the period 2012 to 2017 is explained in Table 1. The table shows that most male students move to India for higher education. The percentage of male student mobility to India was 62 in 2012-13 whereas in 2016-17 it was increased to 67%.

But the female student mobility rate is the almost half of the male mobility rate, the female mobility rate in 2012-13 was 38% and in 2016-17 it was reduced to 33%.

Table 1. Inbound student mobility of higher education to India in gender basis (Percentage)

Enrollment	Male	Female
2012-13	62.00	38.00
2013-14	65.00	35.00
2014-15	66.00	34.00
2015-16	66.00	34.00
2016-17	67.00	33.00

Source: All India Survey on Higher Education 2018

2. State wise enrollment of international student in India

The state wise enrollment of international student in India is explained in Table 2. Foreign students joined the different educational institutions in India. In the academic year of 2017-18, Karnataka has emerged as a hub of international students among the states, which represents one-third of the total number of foreign students in India. In the academic year 2017-18, 12041 foreign students were enrolled in Karnataka, as per the Higher Education All India and State Profile said in 2017-18. Uttar Pradesh has the second position in attracting more number of foreign students; there are 4465 foreign students in the academic year 2017-18. Maharashtra has 4306 international students enrolled. However, Punjab ranks fourth in the list with 3772 foreign students. Tamil Nadu is in the fifth position in attracting foreign students with 3542 international students.

Table 2. State wise enrollment of international student in India

States	Male	Female	Total
Andhra Pradesh	1744	348	2098
Assam	236	70	306
Bihar	230	39	269
Chhattisgarh	154	28	182
Chandigarh	421	159	580
Delhi	1345	921	2266
Goa	201	39	240
Gujarat	1196	493	1689
Haryana	1588	429	2017
Himachal Pradesh	735	136	871
Jammu and Kashmir	9	2	11
Jharkhand	77	12	89
Karnataka	7181	4860	12041
Kerala	92	44	136
Madhya Pradesh	557	97	654
Maharashtra	2602	1704	4306
Manipur	8	2	10
Meghalaya	97	75	172
Mizoram	4	1	5
Odisha	174	26	200
Pondicherry	24	21	45
Punjab	2615	1160	3775
Rajasthan	910	191	1101
Sikkim	106	108	214
Tamilnadu	2198	1344	3542
Telangana	2238	639	2877
Tripura	14	12	26
Uttar Pradesh	3261	1204	4465
Uttarakhand	849	206	1055
West Bengal	527	380	970

Sources: Higher Education All India and States Profile 2017-18, (UGC Publication 2018)

3. Inbound and Outbound international student mobility

India is playing a key role in the global higher education map, which is growing at the global level, mainly students and faculty mobility and collaborates with quality international organizations. India is a hub of competitive capabilities of the Indian economy. It is also suitable for working and serving to the international markets, as well as the culture, such as research, innovation, and entrepreneurship that help high economic growth in the country. However, international student mobility is an important way of cross-border higher education, whereas the physical movement of cross-border students continues to exist in the recent past [8]. Student mobility is fundamentally in two different forms, either fully or at the expense of the government/sponsor who spend money on studying or studying on a free-movers basis, another one is the foreign students who are part of the planned exchange programs. In the US higher education context, many international students have been categorized as foreign students, non-immigrant students, mobile students, transnational students, inbound/outbound students, guest students and so on. But today, there is no exact definition of an international student [9].

The emergence of a new global environment has created quite an opportunity for India's internationalization. There is an enormous increase in the number of students studying abroad, as well as the partnership with foreign institutions. Besides, the inbound mobility of international students is being addressed to Indian institutions. The majority of students are coming from Asian and African countries. The main reason for this is that when compared to Indian higher education system their cost of living is very less. According to the All India survey 2016-17 report, foreign students are coming to India from 162 countries around the world. Of the top 10 countries constitute 62% of foreign students are enrolled. Majority of foreign students coming from neighboring countries which are Nepal (23.6%), Afghanistan (9.3%), Bhutan (4.8%), Nigeria and Sudan (4.4%) each. Internationalization brings many benefits to the higher education institution and students. Bringing internationalization in Teaching and Research is a strong backer of India. Indian institutions have a significant role in developing. Through this kind of internationalization, a wide knowledge can be understood by the culture of other nations, understanding global issues, networking social and emotional skill development, revenue generates and contributes to the reproduction of western knowledge and India's institutional ranking, teaching and learning quality also increasing. But India is seeking more international student mobility for international credit recognition but this is a complex process for India.

Table 3. Inbound student mobility of tertiary education (Percentage)

Year	China	France	Germany	India	Sri Lanka	UK	USA
2011	0.3	11.9	-	0.1	0.2	16.8	3.4
2012	0.3	11.8	-	0.1	0.1	17.1	3.5
2013	0.3	9.8	7.1	0.1	0.3	17.5	3.9
2014	0.3	9.8	7.2	0.1	0.3	18.2	4.3
2015	0.3	9.9	7.7	0.1	0.4	18.5	4.6
2016	0.3	-	-	0.1	-	-	-

Source: UNESCO institute for statistics 2018

4. Inbound student mobility of tertiary education

Table 3 shows that Inbound student mobility of tertiary education in global level for the period 2011 to 2016 [10]. This flow of international student mobility is the highest in European countries; most of these students move to the UK, which was 16.8% in 2011; it increased to 18.5 in 2015. Similarly, student mobility in France was 11.9% in 2011, but in 2015 it was reduced to 9.9. While, India's growth rate is almost stable at 0.1%, but there has been no significant change from 2011-2016.

5. Inbound student mobility of tertiary education

Table 4 shows Inbound Student Mobility of Higher Education to India from Different Continents for the period 2005 to 2015. The indicates that the flow of international students to India. During the period of 2007 and 2008 the international students in India were almost stagnant. When we compared to other countries the number of international students in India is very low. Though, there are students coming from all countries, most of them coming from Asia and the African countries.

Student mobility from Asia was 72.58 in 2005 but this has decreased to 60.23 in 2015. Hence, there is a growing trend in student from African countries. The number of students from Europe, Oceania and American countries is very low compared to other countries. As reported by the Ministry of External Affairs on Indian student mobility, in the period of 2000, 53000 Indian students went to abroad. But in 2017 this number has been increased to 5.5 lakh, which is 90% outbound student mobility. Indian students choose foreign universities for study; the main reason for this is its work opportunity, safety and the quality of education. Even though infrastructure facilities are poor, the main issue is that our top institutions are not accessible for all, India has some top universities. According to the QS world universities ranking in 2018 about 20 universities in out of 799 universities in India are included in the global top 1000 universities, with 8 institutes in the top 500. These universities are all of the highest standards, as the number of students in India continue to grow; the entire student is not able to afford it. In fact, even those who scored higher than 90% did not ensure seat in Indian colleges and there is a strong competition in limited seats. While, international collaboration is generally less in Arts, Humanities and Social Science, in this field research is very low due to lack of employment opportunity, there is also the belief that this will help it by supporting the central government's multi inter- disciplinary research.

Table 4. Inbound student mobility of higher education to india from different continents (Percentage)

Year	Africa	America	Asia	Europe	Oceania	Others
2005	16.62	4.52	72.58	1.42	0.49	4.35
2006	18.03	4.21	72.86	1.29	0.37	3.21
2007	17.90	2.95	72.79	1.45	0.38	4.51
2008	19.25	2.81	73.48	1.39	0.30	2.74
2011	-	-	-	-	-	-
2013	-	-	-	-	-	-
2014	18.63	2.20	75.01	0.94	0.39	2.77
2015	19.33	3.39	60.23	1.61	0.45	14.97

Source: Annual Survey of International Students in India 2014-15

6. Outbound student mobility of tertiary education by host region

Now we turn to analyses outbound student mobility of tertiary education by host region, the selected students from host countries are going to other countries to call outbound student mobility. The main host regions are China, France, Germany, India, Sri Lanka, UK, and USA. It is explained in Table 5. The Outbound Student Mobility of Tertiary Education by Host Region. Outbound student mobility is the largest in Sri Lanka, it was 6.9% in 2011, it has fallen to 5.6% in 2015, but in 2016 there was a rebound again at 6.4%. While, student mobility is the lowest in the USA with only 0.3%, but data from India showed that 0.8% outbound student mobility in 2011 increased to 0.9% in 2016.

Table 5. Outbound student mobility of tertiary education by host region (Percentage)

Year	China	France	Germany	India	Sri Lanka	UK	USA
2011	2.1	2.7	-	0.8	6.9	1.1	0.3
2012	2.2	2.8	-	0.7	6.0	1.1	0.3
2013	2.1	3.3	4.3	0.7	5.4	1.2	0.3
2014	1.8	3.4	4.0	0.7	5.4	1.3	0.3
2015	1.9	3.6	3.9	0.8	5.6	1.3	0.3
2016	1.9	-	-	0.9	6.4	-	0.3

Source: UNESCO Institute for Statistics 2018

7. Internationalization of higher education policies and initiatives

In higher education there has been an academic revolution that has created remarkable changes in scope and diversity. Whereas, globalization is a term always used with internationalization, so, at this time, it is necessary to say a connection between the globalization and internationalization. Jane Knight's widely accepted and most famous definition is "Internationalization is changing the world of higher education, and globalization is changing the world of internationalization". Globalization in the period of 21st century brings a tremendous influence in higher education.

Whereas the term Globalization is emerged by the enormous changes in integrated world economy, the importance of the English Language, the arrival of Information and Communications Technology, wide creation of networking of an international knowledge, and other forces beyond the control of academic institutions. While, universities and governments defined a variety of initiatives and policies that are responsive to globalization, which include mainly moving of students to study abroad, establishing branches of campuses in out of the country or engaging in some type of institutional partnership. In Indian case, leading Indian universities raised the need for internationalization and also they have recognized the internationalization of higher education. Similarly, policymakers have taken a move to highlight the internationalization of higher education, regarding the many benefits of internationalization through different policy initiatives.

However, the current opportunities for foreign universities in India are Tie-ups with Indian Educational Institutions for Twinning Programs: This Programs says that a student can join the course in India at its own institute in a prescribed period, and at the same time they can spend time in foreign institutes, next is Tie-up with Indian Educational Institutions for providing services: the aim of this program is to collaborate Indian educational institutions with foreign universities to provide services such as teaching, curricula, affiliations and faculty. While, Tie-ups with Indian Educational Institutions for Distance Education Programs is another mode of operation here foreign universities offer various program like e-learning or distant education courses to Indian students. Massive Open Online Course (MOOCs) is a recent program that has been associated with internationalization, the Indian version of MOOCs known as Study Web of Active- Learning for Young Aspiring Minds (SWAYAM), this program is implemented in 2016. This gives the opportunity to access knowledge from inside and outside of Indian higher education institution; it is controlled by the Distance Education Council as per the Indira Gandhi National Open University Act of 1985. Another one is, Tie-ups with Indian Educational Institutions for student exchange programs, the purpose of this program is to promote cross-cultural exposure, as well as to encourage Indian students to spend a short period in foreign campus. Next is Tie-ups with Indian educational institution for faculty exchange programs, this program says that send the teaching staff to another university for short period, through this, the teaching staff has the opportunity to exchange ideas and observe the different style. Tie-ups with Indian Educational Institutions for joint research programs is the another mode of operation, the scope of this program is to train the best researchers of the foreign universities and Indian universities to achieve their skill.

The government of India launched a program as well named Global Initiative of Academic Networks (GIAN), the main purpose of this program is the promotion of scientific and technological capacity to develop global excellence. As a part of it, Indian universities reserved 10 seats for foreign students as well as 5 per cent for NRI/PIO students. Similarly, the UK India Education Research Initiative (UKIERI) was launched in April 2006 and its main goal is to enhance the educational link between India and the UK [6]. The Indian government has launched 'Study in India' in order to attract more international students to local universities. In 2016 there are 47755 foreign students but the Indian government's main goal is to make 2 lakhs within the next five years. According to China's foreign students, 4.4 million foreign students in 2016, after the USA and UK, China is the third rank in terms of international students.

4. Results

This study explores India's current status and Compare the status of international higher education at the global level and Trends in international student mobility. In inbound student mobility to India in Gender basis indicates that the ratio of male students is higher than the female students. Likewise, when we consider the state wise enrollment of international students in India, Karnataka has emerged as a hub of international students among the states, which represents one-third of the total number of foreign students in India. Uttar Pradesh has got the second position in attracting more number of foreign students. Similarly, inbound student mobility of tertiary education in different continents shows that, international student mobility is the highest in European countries; most of these students move to the UK (18.5 in 2015). While, India's growth rate is almost stable at 0.1%, but there has been no significant change from 2011-2016. Therefore, the number of international students in India is very low compared to other countries. Though, there are students coming from all countries, most of them coming from Asia and the African countries. The main reason for this is what, when we compared to other countries, the Indian higher education system and their cost of living are very low.

At the same time, the number of students from Europe, Oceania and American countries is very little than the other countries. The outbound student mobility is the largest in Sri Lanka, 6.4 in 2016, while student mobility is the lowest in the USA with only 0.3% outbound student mobility, but data from India showed that 0.8% outbound student mobility in 2011, it increased to 0.9% in 2016.

5. Conclusions

Higher education has an important role to play in building up of a nation and it leads to overall development of the country. Similarly, being an open and internationally oriented society, it is a very important thing. Even though there have been a lot of revolutions in the 20th century, internationalization of higher education is the most important sector in it. While, internationalization is not just objective or activity, it enhances the quality of education and research. Internationalization of higher education also prepared graduates who are able to meet global issues as well as workers who are demanding labor market. One of the most important ways of internationalization is student mobility. International student mobility is the main source of income for the national economy. So, the different tuition fee is from the domestic and international students to a major share of government in host countries.

6. References

1. H.D. Wit. An introduction to higher education internationalisation. Center for higher education internationalisation. Universita Cattolicadel Sacro Cuore, Milan, Italy. 2013; 1-183.
2. R.M. Helms, L.E. Rumbley, L. Brajkovic, G. Mihut. Internationalising higher education world wide national policies and programs. American Council on Education . 2018; 95-106.
3. B. Leask. Using formal and informal curricula to improve interactions between home and international students. *Journal of Studies in International Education*. 2009; 13(2).
4. J. Knight. Internationalisation remolded: definition, approaches and rationales. Sage Publication. 2004; 8(1).
5. J. Beelen, J. Elspethjones. Redefining internationalisation at home. The European Higher Education Area. 2015; 59-72.
6. Ministry of Human Resource Development, Government of India 2016-17. https://en.wikipedia.org/wiki/Ministry_of_Human_Resource_Development. Date accessed: 16/07/2019.
7. All India Survey on Higher Education 2017-18. <https://epsiindia.org/wp-content/uploads/2019/02/AISHE-2017-18.pdf>. Date accessed: 2018.
8. N.V. Varghese. Globalization of higher education and cross-border student mobility. *International Institute for Educational Planning*. 2008
9. A. Gornitzka, M. Gulbrandsen, J. Trondal. Internationalization of research and higher education-Emerging pattern of transformation. Norwegian institute for studies in research and higher education, Norway. 2003.
10. S. Pawar. Internationalization of higher education in India: pathways and initiatives. *Journal of Research and Method in Education*. 2016; 6(3), 55-59.

The Publication fee is defrayed by Indian Society for Education and Environment (www.iseeadyar.org)

Cite this article as:

V. Fathimath Sajna. Internationalization of higher education in India: initiatives, trends and perspectives. Indian Journal of Economics and Development. July 2019, Vol 7 (7), 1-7.

Received on: 22/07/2019

Accepted on: 31/07/2019