Chapter 8
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1. Keep step with competition: The Indian Government and other stakeholders must take note of the growing competition and stay abreast of the modern developments in pedagogy and recruitment. The highly competitive nature of international education warrants concerted efforts.

2. Build support system around English: the findings of the survey mentioned in the primary data indicate that international students clearly favour English speaking countries. India obviously enjoys an enormous privilege on this score.

3. The vast majority of students coming to India are from regions that are impoverished and ridden with political instability and strife—both of which lead to a socio-cultural system that is marked with regression. Iñiguez 2011, p.83 shares a similar thought: “To ensure that the internationalization of education does not become an area in which the processes of exclusion and social inequality are replicated, it is essential to perform an analysis of the determining factors and of the contexts in which the intention is to globally connect educational processes. The importance of higher education as a means of combating social inequalities and fostering the scientific, technological and social growth of a society is an objective that must not be overlooked”.

4. Research must be strengthened: It is characteristic of internationalization of HEIs in India that it draws in certain segments of international students more than others in terms of the highest level of education attained and the programs these students are enrolled in. The survey mentioned in the section on primary data reveals that postgraduate level programs as well as research dissertation are an area of neglect. However, it is important not to draw precarious inferences against the Indian higher education system. It could very well have something to do with the under graduate higher education and career aspirations of international students or their financial limitations. There is no lead in the outcome that is suggestive of poor perception of post graduate education.
5. It would not be implausible to hold that India’s ability to offer higher education in English at a fraction of the cost of the industrialized countries, combined with its physical proximity to regions that are teeming with higher education hopefuls points at bountiful gains that can be accrued with strategic planning.

6. Two areas that require concerted efforts with respect to India as a host country: the laws that pertain to foreign students and the “law and order” system’s interaction with international students. Indian HEIs must find ways to ensure that the international student community, which is vulnerable for obvious reasons, receives added consideration and protection on this score. Tallinn, 2012, in their writing on the findings of a survey of international students in the European Union, outlines the importance of legal framework in retaining international students. This guides to the recommendation that statutory bodies like the University Grants Commission (UGC) and the Ministry of Human Resource Development ought to be cognizant of this relational pattern and develop strategies like identifying and strengthening HEIs which are popular destinations for international students. More specifically, these HEIs must receive special grants so they may provide welfare and affirmative support to the community.

7. The Government of India must make internationalization of higher education a priority area, so that the trend is more standardized, uniform and regulated. It is of concern that the international students’ demonstrably subsist on a shoestring budget. It falls to the Indian HEIs and even more so to the Government to undertake welfare measures. Disappointingly, the Indian Government has not proven equal to the challenge and pronouncements to make internationalization of higher education a priority area. The Government of Indian must provide scholarships to students coming from developing countries. Presently, ICCR provides scholarships to international students to study in public universities only.

8. International students are unofficial Ambassadors of good will who can help to promote Indian higher education abroad. A strong international alumni network should be developed by policy makers and universities.
9. The internationalization of higher education has the potential to be a very effective instrument of “soft diplomacy”, as enunciated by Harvard academic, J. Nye. Dr. Shashi Tharoor has made the same point in the Indian context in *Pax Indica* (2012). The international students after having studied in India assume important and decision making positions in their home countries. Therefore, a concerted effort must be carried out to attract international students to India. There are several examples where Heads of States of countries like Afghanistan, Ministers in Countries like Mauritius, Yemen, etc. have been alumni of Indian Universities.

10. Measures that can be adopted by Indian universities.

11. Measures that can be adopted by policy makers like UGC, Government of India etc.

12. Indian HEIs need to focus on developing specialized programmes like Study India Programme for attracting international students from developed countries.

13. The children of Indian Diaspora as well as PIOs are a part of the international students’ community which is relatively ignored. Indian Universities should provide special quotas for NRIs / PIOs, beyond the foreign students quota.

14. The government has proposed to set up World Class Universities and Innovation Universities to meet up with challenges of the 21st century. A new concept should be evolved of “International Universities”. Such Universities can then cater to specific needs of international students as well as be centres of internationalization in the Indian higher education system.

15. The researcher was a member of the committee constituted by the UGC to formulate an action plan for internationalization of higher education in India. These recommendations have been forwarded by the committee to policy makers.
Measures that can be adopted by Indian universities:

**Academic Measures:**

*Internationalization of the Curriculum:* A high priority needs to be given to the modernization of the curriculum. This implies both the incorporation of the latest in terms of knowledge and skill components, and the diversification of the course contents to give an international dimension to the programme on offer. It is necessary that, at least at the Master's level, curricula contain information on different regions of the world, especially Europe, Africa and Southeast Asia. Internationalization of curricula would also require the adoption of the Choice Based Credit System.

*Academic Restructuring:* Indian HEIs need to make their academic structures more flexible and internationally oriented. It is essential that they introduce examination reforms, adopt choice-based credit system with letter grade, and assess students on a combination of continuous internal evaluation and end-of-term examination with final evaluation done on the basis of Cumulative Grade Point Average.

*Establishing Linkages with Institutions in other Countries:* For the successful internationalization of education offered by an institution it is necessary to establish partnerships with institutions in both the developed and the developing countries with a view to facilitating faculty and student exchanges, undertaking joint research projects, jointly organizing conferences and collaborating in publications.

Academic partnerships at the international level lead to harmonizing (internationalizing) of curricula and improvement in the quality of education imparted. They may take the form of joint-degree or dual-degree programmes or articulation arrangements that require study on both home and away campuses with the degree being awarded by the foreign university.
Indian universities and other HEIs may sign Memoranda of Understanding (MoUs) or Memoranda of Agreements (MoAs) with their foreign counterparts for bilateral collaboration in both teaching and research. Adequate financial mechanisms and cushion should be created by the academic institutions for the implementation of MoUs and MoAs on the principle of reciprocity or on mutually agreed upon terms and conditions. The cost of working out the MOUs/MoAs cost of the official visits for negotiating and signing the MoU’s/MoAs should be inbuilt in the financial mechanisms of the HEI concerned.

Making Provision for English Language Courses:
Provision needs to be made for special English classes for students coming from non-English speaking countries (Arab countries, Iran, Afghanistan, countries of the CIS, Korea, China, Japan, and ASEAN countries like Thailand, etc.). For this purpose an English Language Cell should be created as a part of the International Student Centre of a HEI, and the necessary academic staff provided. It is desirable that the English Language Cell should test international students for their proficiency in English, and if found deficient, they should be provided remedial courses ranging in duration from a semester/term to a full year as per need. The resources, experience and expertise of The English and Foreign Languages University, Hyderabad, or Symbiosis International University, Pune could be utilized by other HEIs.

Providing for ‘Study India’ Programmes:
Keeping in view the fact that universities in the developed world are encouraging their under-graduate students to spend a semester abroad under their Study Abroad or Semester Abroad programmes it is necessary for Indian universities to develop Study India Programmes that focus on introducing India’s heritage and culture, and/or technological development and business practices. Such ‘Study India’ and other short-term programmes would not only help in disseminating Indian culture and values, but would also be a source of some additional income for the HEIs. This has been done in a few universities, but more HEIs need to work in this direction, with possible financial support from the University Grants Commission.
Promotion of Off-shore Initiatives:
The HEIs are encouraged to take up the following off-shore initiatives, provided they have the requisite infrastructure, faculty and financial resources:

Twinning Programmes:
Twinning programmes at the international level involving:

- academic partnerships between Indian HEIs (especially central universities and research-intensive state universities and other institutions) and reputed foreign universities, which lead to harmonizing (internationalizing) curricula and adding an international perspective to liberal education;

- Selective articulation arrangements that require study on both home and away campuses, especially in professional disciplines, and give students an exposure to sophisticated technologies and latest procedures/methodologies.

Off-shore Campuses:
Indian HEIs could be selectively allowed to start off-shore campuses. This can be done unilaterally, i.e., through independent efforts of an institution on the principle of self-sustenance, or bilaterally, i.e., in collaboration with foreign counterparts, with the prior approval of the UGC, the Government of India and the government of the host country.

Distance Education Programmes:
Because of the stupendous developments in the field of Information & Communication Technology (ICT), the future of higher education systems is bound to be technology savvy, with much more of individual and home learning than institutional. So the HEIs which possess and use the later generation technologies and are fully prepared with the self instructional materials should be selectively encouraged, taking into account of the third world countries where the ICT has not yet developed to the desirable extent, to venture out for off-shore distance education programmes in consultation with the Distance Education Council and the statutory council concerned.
**Administrative Measures:**

**Establishing International Student Centre:**
All HEIs enrolling more than fifty international students should establish an International Student Centre (ISC), headed by an International Students’ Advisor (or Dean, International Students). The responsibility of the Centre should be to assist such students in all matters (including academic performance), liaison with the institutional authorities, liaison with governmental agencies like FRO/FRRO and with embassies/consulates, and advise on personal difficulties. It should also organize every year orientation programmes for new international students. The Centre can also initiate student and faculty exchange programmes, develop promotional strategies and organize international educations fairs and exhibitions.

The ISC office should be handled by personnel who have strong communication skills, are culturally sensitive and are academically well qualified. The staff should be able to deal with issues like cross cultural assimilation, identifying and dealing with needs of the international students, understanding the credit system and with ability to check the eligibility criteria, etc. The office should be equipped to provide detailed, up-to-date and accurate information to the students.

**Disseminating Information:**
Aggressive tactics and strategies need to be adopted to attract international students to India. Wide dissemination of essential information on the institutions such as their physical infrastructure and academic ethos, courses being offered, facilities being provided and other relevant information in an on-going manner through their websites, Internet, e-mail and their alumni, etc. is vital for this purpose. While advertisement is useful, it is also necessary to participate in/organize education fairs/exhibitions and promote the institution quite actively through talks, meetings and other activities. Visits by the Vice-Chancellor or senior nominees to countries presently serving as ‘source’ of students can be useful.
Streamlining Admission Procedures:
The admission process for the international students should be simplified to the maximum possible extent. It is recommended that foreign applicants should be issued a provisional admission letter by the host HEI after verifying and satisfying that they meet the minimum eligibility conditions for admission to the course to which the admission is sought to enable them to get the student visa. On arrival, international students should be received, provided essential information and a single-window system for completing the formalities of admission.

Creating Additional (Supernumerary) Seats:
Every institution should try to create a certain percentage, say 15%, of additional (supernumerary) seats (if necessary, with the permission of Statutory Council concerned), for which no extra academic staff would be required.

Open-door Policy for Self-financing Students:
If necessary and possible, the institutions should create classes or groups consisting entirely of international students. There need not be an upper limit on the number of such students to be admitted to the exclusive classes, provided they are within accepted norms of statutory council concerned.

Creating a ‘Home away from home’ Environment:
The host institution should create the following basic facilities and amenities for the international students, so that they feel at home while being in Indian campus:

- Hostels of international standard equipped with all the modern facilities and amenities, including well-equipped class rooms, labs and the provision of multi-national cuisine;

- Active socio-cultural living environment through interactive initiatives on the campus;

- Empathy for the cultural and other ethos of the international learners, and, conversely, sensitization of such guests about our cultural and traditional ethos and sensibilities;
• Adequate medical facilities or medical insurance;

• Good sports facilities;

• Empathetic handling and promptness in attending to their academic needs.

**Measures that can be adopted by policy makers like UGC, Government of India etc.:**

*Financial Support to Academic Institutions for Internationalization of Indian Higher Education:*
The University Grants Commission shall in certain respects provide financial assistance to HEIs fulfilling the requirements of Section 12B for the following activities relating to internationalization of higher education:

*Support for Creating a ‘Home away from home’ Environment:*
The UGC should ensure that every host institution is provided funds to create basic facilities and amenities, so that the international students feel at home in the campus of the institution.

*Support to International Student Centre:*
In the case of HEIs having at least fifty international students, the UGC should provide financial assistance for setting up International Student Centres, including construction of building and purchase of equipment, and should support, at least for a limited period, the salary/honorarium of the administrative staff, especially that of the International Student Advisor. It should also support the development of websites and the publication of information brochures and promotional materials relevant to the needs of the international students.

*Strengthening of Infrastructure:*
The UGC should extend financial support to select HEIs having a good number (at least 150) of international students coming through different channels, in the form of Plan Grant for the development of infrastructure including good lecture halls, well-equipped class rooms and laboratories, adequate library resources, facilities for sports,
amenities for social and cultural life, recreation facilities, and above all, special hostel facilities (international hostels). For institutions offering specialized, short-term programmes for a group of international students from the developed countries, it would be advisable to develop a separate complex with classrooms, sectional library and computer unit, so that the international students can study in an environment comparable to that obtained in their home countries or to international standards.

Support for other Activities:
The financial support from the UGC may also cover partly expenses incurred by the HEIs for:
1. Advertisements in print media, holding educational fairs, etc.
2. Development of ‘Study India’ programmes.
3. Developing English Language courses.

The quantum of financial support for various activities cited above may be determined by the UGC from time to time through appropriate procedures to be laid down by it

Adopting Differential Fee Structure:
The UGC should develop a reasonable fee structure policy based on the unit cost of education for charging of differential fees from international students. This fee structure policy should have a built-in mechanism to ensure that the quantum of fees charged is such that the cost of teaching and training is recovered and some revenue is generated for developmental programmes of the host HEI. For this purpose, the HEIs may be advised to adopt a three-tiered fee structure for the international students under which students from SAARC countries could be charged fees that are more or less equal to that charged from Indian students; those from the poorer developing countries – a certain number of times the fees charged from Indian students; and those from relatively affluent countries – about five or higher number of times the fees charged from students belonging to relatively affluent countries. An exercise for assigning different countries to the three ‘bands’ indicated would be necessary.
**Nodal Centre on Internationalization of Indian Higher Education under the UGC:**

With a view to achieving effective implementation of policies, programmes, initiatives and proposals linked to the umbrella philosophy on the internationalization of Indian Higher education the UGC should establish a nodal centre, or at least a separate bureau, within its framework. The Centre/Bureau should provide logistic, infrastructural and financial support to the programmes oriented at the implementation of policies and programmes of internationalization of Indian Higher Education.

**Short-listing of Universities/HEIs:**

A number of Indian universities and other HEIs have shown interest in exporting their educational products. However, in order to protect the reputation of the Indian higher education system it is necessary to ensure that only those HEIs that provide education of international standards are allowed to venture out.

The UGC should undertake an exercise to short-list HEIs to be recommended to international students. The list should include only those institutions that have good academic programmes, infrastructure, amenities (including international student hostels), student-support services, facilities for sports and cultural activities, and general ambience suitable for international students. In particular, such HEIs should have:

1. Adequate infrastructure in terms of residential facilities and classrooms and are in a position to provide a physical environment akin to that available in the developed world. It would be preferable to have a dedicated academic complex with classrooms, library and computer facilities of near international standards.

2. A choice-based credit system and semester pattern, with continuous internal evaluation and end-of-term examination, and evaluation in terms of letter grades with final result in terms of Cumulative Grade Point Average.

3. An academic structure that allows transfer of credits.
4. Facilities and wherewithal to organize, for its teachers, orientation programmes on the evaluation system of home country (from which the students come) and on credit transfer mechanisms.

5. Special administration mechanism (like single window operations) for the international students.

6. Adequate medical facilities and health insurance scheme.

The HEIs so identified should be provided with special financial assistance for promoting internationalization of education.

As regards selection of HEIs that could be allowed to start off-shore initiatives, care has to be taken to see that only HEIs with high academic credentials that fulfill certain eligibility criteria may be permitted to undertake such off-shore initiatives, as the reputation of the country is involved. Some of the criteria for permitting off-shore initiatives are:

- a minimum standing and experience of imparting education of five years in the discipline concerned;

- in the case of universities and colleges under the UGC, accreditation by the National Assessment & Accreditation Council (NAAC) with ‘A’ Grade or equivalent;

- In the case of professional disciplines, accreditation of the institution/programme by the accrediting body concerned;

- In the case of professional disciplines that do not have recognized accreditation bodies, approval of the statutory body concerned for conducting post-graduate teaching and research in those disciplines.
Protective Legislation:
The UGC should recommend to the Government of India that a legislation for protecting the interests of international students, similar to Education Services for Overseas Students Act of 2000 (ESOS) of Australia, Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) and National Code of Practice for Registration Authorities and Providers of Education and Training of Overseas Students which cover such issues as providing legally enforceable and nationally consistent standards for education and training, provision of accurate information to students, and financial safeguards, be adopted. Also that it should provide a draft of the Act to the Government for its consideration.