Chapter 1: Introduction
Chapter I: Introduction

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**Evolution of Higher Education:**

Education is the most vital input for the growth and prosperity of a nation. It provides strength and resilience to enable people to respond to the changing needs of the hour. Education is the backbone of all national endeavors. It has the power to transform human beings into human resources. We cannot build a sustainable and prosperous nation without human resource development which mainly depends on the health and vitality of higher education. Apart from primary and secondary education, higher education is the main instrument for development and transformation. Higher education has the omnipotent role of preparing leaders for different walks of life: social, political, economic, cultural, scientific and technological. Higher education has special value in the contemporary knowledge society which contributes both directly and indirectly to the wealth of a nation (Report to the People on Education, 2010-11).

Traditionally, higher education catered to the requirement of few select communities like priests, lawyers and doctors. The objective of higher education was to provide specific skills. During the medieval age emphasis of higher education was laid on liberal arts and study of religion. In the late 70th and 80th century, with the industrial revolution there was a need for education in science and technology. However, during the 20th century, education started acquiring an open character. With a ‘knowledge force', becoming an essential requirement for national development, there was an increased demand for professional education. With the advent of information and communication technology, higher education saw a paradigm change in both philosophy and pedagogy (Powar, K B, 2012).

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1 **Knowledge force** is a familiarity with someone or something, which can include facts, information, descriptions, or skills acquired through experience or education. It can refer to the theoretical or practical understanding of a subject. It can be implicit (as with practical skill or expertise) or explicit (as with the theoretical understanding of a subject); it can be more or less formal or systematic (Stanley Cavell, "Knowing and Acknowledging," *Must We Mean What We Say?* Cambridge University Press, 2002, 238–266).
In the 21st century, with the impact of globalization\(^2\), due to increased trade investments and mobility of people across borders, there has been a need to adopt higher education to the changed global reality.

\(^2\) **Globalization** is the process of international integration arising from the interchange of world views, products, ideas, and other aspects of culture. In particular, advances in transportation and telecommunications infrastructure, including the rise of the Internet, are major factors in globalization and precipitate further interdependence of economic and cultural activities (Al-Rodhan, Nayef R.F. and Gérard Stoudmann, "Definitions of Globalization: A Comprehensive Overview and a Proposed Definition.", 19 June, 2006).
Higher Education in India:

Since times immemorial, India has always been a center of learning. The traditional and conventional 'Guru' (teacher) – Shishya (student) tradition, the “Gurukulam” model of imparting education have endorsed India’s contribution to the cause of education. There are evidences of imparting formal education in ancient India under the Gurukul system. The ‘Aashram’ (Setty & Ross, 1987) system of education was well suited to the societal requirements at that point of time. The Vedas, Puranas, Ayurveda, Yoga, Kautilya's Arthasastra are only some of the milestones that the traditional Indian knowledge system boasts of. Universities like Takshashila and Nalanda (Prabhu & Joseph, 2006) attracted scholars from the world over.

In pre-independent India, the Britishers can be credited for bringing a revolution in the Indian higher education system. Many of India’s modern tertiary institutions like Madras University, Bombay University & Kolkata University were established during the time of the British Raj. However, since Independence there has been a real expansion in the Indian higher education system (Altbach P, 2012).

Since the early 1950’s higher education institutions have diversified themselves to extend their reach and coverage quite significantly. At the time of independence, the size of the

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A ‘Gurukul’ or 'Vedic school' (Sanskrit guru "teacher" or "master"; kul domain, from kula, "extended family") is a type of school in India and in several other countries, residential in nature, with pupils shishya living near the guru, often within the same house (The book-"GURUKULS AT A GLANCE" by S.P. Arya, Founder of ARYA BROTHERS CARE and WWW.GURUKULSWORLD.COM as well as WWW.ARYABROTHERS.COM. Cheong Cheng, Cheong Cheng Yin; Tung Tsui Kwok Tung Tsui, Wai Chow King Wai Chow, Magdalena Mo Ching Mok (eds.). Subject Teaching and Teacher Education in the New Century: Research and Innovation. Springer. pp. 194. ISBN 962-949-060-9, 2002).
higher education system in terms of number of institutions, teachers and students was small. However, over the last three decades, there has been an exponential increase in the number of educational institutions, teachers and students.

The efficiency of higher education depends on the efficiency of universities. According to late Pandit Jawaharlal Nehru, the Former Prime Minister of India, “A university stands for humanism, for tolerance, for freedom, for the adventure of ideas and for the search of truth. It stands for the onward march of the human race towards ever higher objectives. If the Universities discharge their duties adequately, then it is well with the nation and the people” (as cited in Ray R, 1961). The World Bank report (1994) highlights the worth of higher education which benefits state and society in several ways: by empowering individuals with advance knowledge and skills to discharge responsibilities in government, business and profession and by producing new knowledge through research and serving as a conduit for the transfer, adaptation and dissemination of knowledge generated elsewhere in the world.

A little more than half a century has passed since the Government initiated a planned development of higher education in the country with the establishment of University Grants Commission in 1953 and its formalization into a statutory body of Government of India in November 1956 through an Act of Parliament, for the coordination, determination and maintenance of standards of university education in India. The policy for the development of higher education has been mainly governed by the “National policy on Education” of 1986 (as modified in 1992) and its Program of Action 1992. The 1986 policy and Action Plan of 1992 were based on the two landmark reports namely, the “University Education Commission Report” of 1948-49 (popularly known as Radhakrishnan Commission), and the “Education Commission Report” of 1964-66, (popularly known as Kothari Commission). These two reports, in fact, laid down the basic framework for the National Policy of 1986 for higher education in the country. The Radhakrishnan Commission on University Education had set up goals for development of higher education (Keav F E, 1972).
Realizing the need for regulation to ensure quality, a number of statutory bodies such as All India Council of Technical Education (AICTE), National Council of Teacher Education (NCTE), Bar Council of India (BCI), Council of Architecture (CA), Medical Council of India (MCI), Indian Council of Agricultural Research (ICAR), Indian Nursing Council (INC), Pharmacy Council of India (PCI), Dental Council of India (DCI), National Assessment and Accreditation Council (NAAC) and National Accreditation Board (NAB) were established and empowered to monitor different plans and policies, promote research activities, allocate grants, revise and formulate examination systems, evaluate curricula, organize training programs for teachers and professionals and assess and ensure the quality of higher education in their respective areas of interest. In spite of such a big network and large number of statutory bodies functioning in this field, higher education in India faces enormous challenges in today’s globalized era.

Given the present technological advancements, the increasing number of students, the demographic diversity of students, the quest for quality education and a fiercely competitive global market etc., the overall education system has undergone a sea change (Hans De wit, Agarwal Pawan, et al., 2008). A paradigm shift has been noticed in higher education, from ‘national education to ‘global education’, from ‘one time education for a few’ to ‘lifelong education for all’, from ‘teacher- centric education’ to ‘learner centric education’ (University Grants Commission Report, 2010). These changes make new demands and pose fresh challenges to the established education systems and practices.

Today, higher education in India is passing through a phase of unprecedented growth. This is marked by an increase in the number of students, institutions and a quantum jump in the allotment of public funding. The enormity of the challenge of providing equal opportunities for quality higher education to ever-growing number of students is also a historic opportunity for correcting sectoral and social imbalances, reinvigorating institutions, crossing international benchmarks of excellence and extending the frontiers of knowledge (Agarwal, Pawan, 2006). The higher education system in India has seen a huge
growth in the number of colleges and universities in the last decade. The numbers of colleges and universities have almost doubled.

The Indian higher education system is the third largest in the world. There were only 20 universities and 500 colleges with 0.1 million students at the time India attained independence. This has increased to 611 universities and university level institutions and 31324 colleges as on August 2011. The number of students enrolled in the universities and colleges has increased since independence to 14.6 million (UGC; UNESCO Global Education Digest 2010, MHRD: Annual Report 2009-10.). India has truly lived up to this global challenge. India today, has 31,935 institutions across varied fields of study. These include 43 central universities, 289 state universities, 94 state private universities, 130 deemed to be universities, 50 institutes of national importance, 5 institutions established under State legislative Act, 31,324 Colleges, statistics which indicate the ample opportunities which India offers in the field of higher education (UGC report on Higher Education in the 12th Five Year Plan, 2011).
Higher education enrollment has grown at a healthy pace, with 3.6 million students being added over the last four years.

Graph I: Student enrollment in Indian Higher Education (in million)

India’s higher education system is the world’s third largest with respect to student enrollment, next only to China and the USA.

**Graph II: Student enrollment in higher education (in million) in the World**

![Graph II: Student enrollment in higher education (in million) in the World](image)


Even with the significant growth in the student enrollment, the Gross Enrollment Ratio (GER) in higher education in India is 13.8% as on 2010 (MHRD Annual report 2009-10) which is still about half of the world’s average GER (24%).

As of 2011, the Gross Enrollment Ratio (GER) is 18.8% (Tharoor Shashi, 2012).
India has the largest target population for higher education in the world. Currently the Indian population in the relevant age group to enroll into a higher education course is more than that of Europe, USA and Australia combined. Current estimates indicate the spends on higher education in India to be nearly Rs 46,200 crores (Netscribes Higher Education Report, 2009).

Although the 11th Five Year Plan (2007-12) saw nine-fold increases in the financial outlay in the higher education sector, the spending on higher education is still only 1.22% of GDP, which is quite low compared to US spending at 3.1%, South Korea which spends 2.4% of its GDP on higher education (Tharoor Shashi, 2012).
The Government of India has resolved to establish several HEIs including technical and professional institutions, research institutions and innovation and world class universities to generate and disseminate knowledge. The country is now engaged in the use of higher education as a powerful tool to build a knowledge-based information society of the 21st century.

This development is in true conformity with Alwin Toffler’s philosophy quoted in his book, “Power Shift” wherein he states that “power has shifted from military power to economic power and now to knowledge power” (Toffler Alvin, 1990); India can thus truly emerge as a knowledge hub.
Higher Education in the Global Perspective:

The role of higher education in the development of a nation, especially in the 21st century has been clearly defined by international organizations and commissions and has been widely discussed at international conferences.

In a globalized economy, the higher education sector has become a priority due to the demand for skilled human resource. Globalization has caused an impact on higher education thereby necessitating highly skilled human resource to work on a global platform. The Asian countries are investing in enhancing their higher education system with the objective of building world class universities. Amongst these, China is particularly focused on upgrading its present universities to become internationally competitive research institutions in the coming decade. Even smaller countries like Singapore, by partnering with some of the world class universities, are projecting themselves as education hubs of Asia (Altbach, P.G.; Knight, J. 2007).

The higher education sector has in recent years been attracting increasing attention, largely due to its contribution to improving productivity, increasing economic growth, and enhancing innovation and technological capability. The expansion of the sector is considered a necessary condition for growth and expansion in the global economy.

To meet these global challenges of imparting quality education and fulfilling students demand, educational institutes are getting transformed from conventional academic bodies to “Centers of Excellence”, offering a variety of academic programmes in diverse academic disciplines and aiming to develop the overall personality of the student (Sadlak Jan & LiuNianCai, 2009).
Higher education has traditionally been provided by government authorities through public institutions. However, the pressure to expand, coupled with the constraints of the state, has compelled many governments to adopt market-friendly reforms to support this growing sector. These reforms included cost-recovery and income-generating measures in public institutions and encouragement of the establishment and expansion of private higher education institutions, which do not depend on state funding. A further extension of the marketization process is the view that education can be treated as a tradable commodity (Jandhyala, Tilak B.G., 2011).

Education has traditionally been considered an intellectual and not commercial pursuit. In spite of this, the global education market, as estimated by Merrill Lynch is reportedly to the tune of US$ 2 trillion (UNESCO, 2009). Although, the governments have a mandate of spending on primary and secondary education, they are more critical about financing higher education. In the last few decades, private players have emerged as formidable presence in the higher education scene.

Globalization is probably the most pervasive and powerful feature of the changing environment. World class universities require an academic culture that would foster an ethos of educational excellence. The world over, conventional universities are in a transitory phase as they get ready to embrace the advances in technology. The advent of internet has revolutionized the teaching-learning process as well as administrative process. It would be safe to forecast that higher education institution (HEIs) will go through a systemic transformation to accommodate the global leaps in science and technology.

The competitive aspect of the global education market will contribute to these attributes of the education system: excellence, equity, commitment, autonomy, accountability, and most important of all relevance to societal and national development. Quality and innovation will be the major determining factors in the survival of the higher education system. Darwin’s theory of the survival of the fittest holds true even more so in the present
scenario characterized by the paradox of monopolies and competitive excellence (Bashir, S. 2007).

The expansion of higher education in the developing world was essentially state-sponsored and at least in the initial years, cost was not an overarching concern. The result was that higher education shook off its elitist character and assumed an egalitarian character.

Towards the end of the 1980s governments of developing countries began finding it difficult to finance higher education to the extent they had been doing in the past. Private players were allowed to enter the higher education system, to a significant extent, especially the professional higher education system. The advent of globalization and internationalization of higher education as a response to it brought about a sea-change in the higher education scenario.
Internationalization of Higher Education:

Over the past half century, the world has changed dramatically as a result of the dissolution of colonial hegemonies, the end of the Cold War, the rise of new economic powers, and the emergence of regional alliances (Beerkens, E, 2003). Globalization is now the most important contextual factor shaping the internationalization of higher education. In higher education, it has led to an intensified mobility of ideas and educational talent across borders. Thus, knowledge dissemination has taken on an emphatic global orientation.

“Globalization is the flow of technology, economy, knowledge, people, values, ideas… across borders and globalization affects each country in different ways due to a nation’s individual history, tradition, culture and priorities” (Knight, Jane, 2008).

Basically, internationalization of higher education is one of the many ways a country responds to the impact of globalization. However it is very important that countries do not lose sight of their individuality and autonomy. Internationalization and globalization are different but dynamically linked concepts. Globalization can be thought of as catalyst while internationalization is the response, albeit a proactive one (Knight, J and De wit. H, 1999).

Essentially, internationalization of higher education is the integration of a global dimension in the varied functions of a university. The dominating rationale for internationalization has changed over last few decades from academic and socio-cultural to political, and presently these have given way to the economic rationale (K B Powar, 2012). This mutation has challenged the long-held view that internationalization of higher education should be promoted primarily for fostering harmony and goodwill among nations. Of all the different pathways that can be followed to achieve internationalization of higher education, the most visible is the student and faculty mobility across borders and academic partnerships. It is encouraging that student and faculty mobility are on the rise,
however greater stress needs be placed on academic partnerships that cover: student and faculty exchange, curriculum development, institutional capacity building, cultural and sporting ties, research, and global issues, such as health, energy, environment, human rights, conflict resolution and economic development. It is recommended that HEIs de-emphasize the economic benefits of internationalization and accord greater importance to the academic and socio-cultural aspects (Tremblay, K., 2002).

Internationalization of higher education (IHE) is defined as “the process of integrating an international, intercultural and global dimension into the purpose, functions (teaching, service, research) and delivery of higher education” (UNESCO, World Conference on Higher Education, 2009). Knight has argued that in the past the academic and socio-cultural factors were dominant in imparting an international dimension to higher education. However, after the Second World War, the political rationale overtook and has given way to the economic aspect in present times.

Egron-Polak points out “…internationalization has been main-streamed, embedded in institutional strategic plans (and is) no longer a luxury, and instead an essential part of all reforms” (as cited in Patricia C, Bhandari R, 2011). Internationalization of higher education adds competitive edge to the quality of education, generates diplomatic goodwill and harmony across borders, and opens up new channels for economic collaborations.

The internationalization of higher education is a dynamic process, continuously evolving in the global context in which it occurs. As this backdrop mutates, so do the objectives, implications and strategies of internationalization.

Internationalization of HEIs both at institutional and regional level occurs in different modes and paces. The ‘Bologna Process’, which is radically changing the higher education landscape in Europe through internationally coordinated reforms illustrates the dynamic nature of internationalization (Becker, R. 2009). The benefits of internationalization are manifold, ranging from educating global citizens to economic and the quest to enhance
institutional prestige. New forms of internationalization such as: branch campuses abroad, distance learning programs with global reach, international educational hubs and networks now complement traditional initiatives (Wildavsky, B. 2010). In the last few decades, new institutional players, in particular new private sector providers, have entered the scene.

Though some perceive that internationalization of higher education may lead to the risk of brain drain which remains a serious concern in several parts of the world, many countries are presently using international student mobility to expand their higher education capacity and capabilities. Currently, governments and institutions are partnering with academic talent from across borders to enhance their competitive edge and promote cross fertilization of ideas and resources. Internationalization of higher education can contribute significantly in facilitating generation of resources which can play a role in nation building.

In short, internationalization today is remarkably different from what it was in the first half of the 20th century. The balancing of multiple goals while still preserving essential institutional core values is both a challenge and an opportunity. Internationalization is taking place in a radically new, complex, differentiated, and globalized context. The resulting changes in goals, activities, and actors have led to a re-examination of nomenclature, conceptual frameworks and goals (Verger, A. 2009a).

There are numerous expressions of internalization of higher education, some of these are: formal agreements through MoU, the presence of international students in HEIs, curriculum development, cultural interaction, international research collaboration either through formal agreements or personal contacts and faculty exchange.
Globalization and internationalization of education:
In the first decade of the 21st century, globalization and internationalization have been the dominant themes of policy discussions on higher education in almost all countries of the world. They are regarded as the key factors shaping and challenging the higher education sector across the world (Knight J, 2008a). Globalization has been simply defined by some as ‘in essence, free trade and free flow of capital’ (Rodrik D, 1997, pp29). When one goes into detail, it is clear that it involves the flow of technology, economy, knowledge, people, values, cultures, ideas, and all kinds of physical and intangible resources. It is a process that leads to the removal of barriers to free trade and closer integration of national economies (Stiglitz J, 2002). It has also been defined as ‘integration of economies and societies through cross country flow of information, ideas, technology, goods, services, capital, finance and people’ (Rangarajan C, 2006, pp79).

The forces driving internationalization of education are strengthened by the forces of globalization. Internationalization of higher education is viewed by many as a natural extension of and response to the pressures created by many forms of the worldwide wave of globalization, which has also resulted in increasing demand for higher education of diverse types and natures. As Knight J and deWit H (1999) rightly stated, “Internationalization and globalization are seen as different but dynamically linked concepts. Globalization can be thought of as the catalyst while internationalization is the response, albeit a response in a proactive way”. While they overlap each other, internationalization is preferred to globalization in education, as it is felt that in terms of both practice and perceptions, internalization is closer to the well-established tradition of international cooperation and mobility and to the core values of quality and excellence, whereas globalization refers more to competition, pushing the concept of higher education as a tradable commodity and challenging the concept of higher education as a public good (van Vught F.A, van der Wende M.C et al 2002).
With the acceleration of global economic integration, multi-cultural conflict and the development of modern information technology, internationalization of higher education has become one of the three major development trends in world education in the 21st century; the others being lifelong learning and student-centered higher education. The HEIs can now utilize specific and diversified international exchanges and cooperation as carriers to absorb philosophy, educational models, cultural traditions, values and behavioral patterns of higher education institutions throughout the world, so as to upgrade the quality of talent education and press forward with the modernization process of national higher education (Altbach, P.G., 2008).

**Possible adverse consequences of internationalization:**

Though the advantages of internationalization of higher education are many, some have perceived adverse consequences of internationalization such as:

- Internationalization may lead to brain drain thereby undermining the capacity of developing countries and their institutions to retain the talent needed for the country’s advancement and social well-being.

- The presence of large numbers of international students may result in misconceptions about decreased opportunities for domestic students on a university campus; the local population may inadvertently feel threatened. This can actually undermine desirable intellectual and intercultural benefits that international students bring to the campus, and communities in which they study.

- To some institutions, the economic consideration acquired due to internationalization of higher education may become the driving force of internationalization as compared to the socio cultural considerations.
• The creation of branch campuses raises a number of questions about the delivery of quality education in these branch campuses and whether it will be the same as is implemented in their home campuses.

• The selection of international partners may be driven more by the desire to gain prestige by association than by actual interest in cooperation.

In noting these adverse consequences, the importance of internationalization of higher education is not being questioned. On the contrary, aim should be to raise awareness of these potential risks among the institutions of higher education so as to ensure that action is taken to avoid these risks.

The benefits of internationalization are clear. In pursuing internationalization, however, it is important that institutions make every effort to mitigate its potential adverse consequences.

In the context outlined above, higher educational institutions must revisit and affirm their underlying values, principles and goals, including but not limited to: intercultural learning, inter-institutional cooperation, mutual benefit, student and faculty exchange, solidarity, mutual respect and fair partnership. Internationalization also requires an active, concerted effort to ensure that institutional practices and programs successfully balance academic, financial and other goals. It mandates institutions everywhere to act responsibly and commit themselves to help shape a global system of higher education that values academic integrity, quality, equitable access, and reciprocity (Woodhouse, D. 2007).
Internationalization of Higher Education in India:

Centuries ago, Indian Universities like Nalanda and Taxasila attracted foreign students and scholars from all over the world.

Since the early 80s, the trend of strengthening international exchange of personnel, internationalization of curriculum and training in globally significant disciplines so as to improve international competitiveness has definitely dominated the internationalization process of higher education in all countries.

During the period that followed the Second World War, the most prominent global change has manifested in the form of internationalization, especially, of higher education in which the most visible and important feature was trans-border student mobility. This was followed by the neo-liberal movement of the late ‘70s in the western world and of the ‘90s in India. Liberalization, Privatization and Globalization (LPG) have influenced higher education, more specifically professional and technical education in the post ‘90s period. The LPG movement was supported by several governmental policies, private university bills and the Foreign Education Provider bill. As a result, inward and outward mobility of students in India and overseas has witnessed phenomenal increase in volume. This mobility has also mobilized teaching talent across borders. It is observed that the most obvious manifestation of internationalization of higher education in India is the increasing presence of international students in Indian university campuses (MHRD Annual Report, Government of India 2006-2007).

Owing to the liberalization reforms of the 1990s, Indian educators have risen to the possibilities of internationalization. At the dawn of the new millennium, the Association of Indian Universities (AIU) organized two international roundtable conferences to discuss meaningful ways of internationalizing its education. The recommendations made as a result of the Mysore Statement (2001) and the Amritsar Statement (2002) issued at the
The conclusion of the two seminars are unambiguous (Times Educational Supplement, 2005). The Mysore Statement requested that the Government should take urgent action towards finalization of its policies relating to the promotion of Indian higher education abroad. It also encourages the universities and other academic institutions to develop infrastructure, streamline the administrative processes, modify the academic offerings and internationalize the curricula. It also called upon AIU to promote ‘Study India’ programmes. The Amritsar Statement urged the Government to play a pro-active role in promoting the internationalization of higher education. It urged the universities to encourage visits under ‘Study Abroad’ programmes and develop academic partnerships and alliances with institutions abroad (Powar K B, 2012).

The initial responses to the recommendations were encouraging. The Government of India set up, in 2002 a ‘Committee for the Promotion of Indian Education (COPIE)’ and the University Grants Commission (UGC), identifying internationalization of higher education as a priority area, launched PIHEAD (Promotion of Indian Higher Education Abroad) to coordinate internationalization of higher education. Unfortunately, all of these programmes have lost steam, and are for all practical purposes, dormant (UGC; UNESCO Global Education Digest, 2010). However, many institutions have taken up internationalization of education as a priority goal on their own.

Several researchers have pointed out that India has been slow in reacting to the wave of internationalization and Indian universities have not been able to take advantages of the possibilities that internationalization offers for improving the quality of education, promoting Indian culture worldwide and deriving political and economic benefits.

The envisioned policy reforms in India have made room for the establishment of private universities, fostering a research culture, streamlining the admission process, and foreign initiatives and collaborations. It is argued that system-wide higher education reforms and liberalization of higher education will greatly help India take advantage of opportunities in the new global environment. Policy makers in India must take note of the increasing adult
participation in continuing education and training, particularly in relation to enhanced employability. This is expected to facilitate new international orders centering on lifelong learning and continuing education.

Undoubtedly, globalization as a phenomenon has allowed for decentralization of educational governance and control. The Government has suggested that decentralization is an effective means to increase efficiency by entrusting greater responsibility to the local level functionaries, which, in turn is expected to increase motivation and accountability. Furthermore, the Indian Government is working on plans to actively engage the local community at the very grass root level.

The HEIs in India have exhibited substantial growth in the volume of international student presence. As Table-1 displays below, through the trends of international students’ inflow, it appears that a patterned growth has been taking place. It emerges that there has been a significant increase in the number of international students in Indian HEIs. It is remarkable that steep growth was recorded from 2005-06 onwards. As discussed above, there are several reasons that account for this increase, some of these are: India being one of the faster growing economies in the world, Indian IT revolution and affordable education with English as a medium of instruction.

Although the numbers leave room for improvement, inbound international student mobility to India from developed and industrialized countries is also positive. The vast majority of international students have identified their preferred HE destinations; it has been established that students exhibit a tendency to return again to these select HEIs in India. It is encouraging to note that women have consistently accounted for a little less than half of the total international student’s strength in Indian HEIs. It is revealed that the popular academic offerings amongst international students are: Undergraduate programmes that too in general courses like Liberal Arts, Science and Commerce. While research is not a strong suit, it is gaining ground and is projected to grow in the future.
Table 1 displays, a growth in the international students’ enrollment is evident.

Table I: International Students in Indian Universities

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Source: AIU &UGC (2007-08)
The Symbiosis International University (SIU) as a near comprehensive model of Internationalization of Higher Education in India:

Internationalization of higher education is not so prevalent in the Indian higher education system. There are very few Indian universities that can be defined as comprehensive models of internationalization. International students prefer select destinations for higher education in certain cities in India. Some of the cities in India that attract highest international students are Pune, Manipal and Delhi. Pune by far has the highest number of international students. One of the reasons for this is that historically the city of Pune has been a centre of learning in India. Institutions like the Fergusson College established way back in 1885 by freedom fighters like Lokmanya Tilak and Gokhale, as well as the University of Pune established in 1948, attracted both Indian and foreign students for higher education.

The University of Pune with its affiliated colleges can boast of having the largest number of foreign students in India (www.unipune.ac.in). The next in terms of number of foreign students would be the Symbiosis International University (SIU) in Pune. Symbiosis International University has over 3000 foreign students from 75 different countries. The history of SIU goes back to 1971 when it was established as “Symbiosis” a not for profit organization, by Dr S B Mujumdar an academician who was a teacher in the Fergusson college, Pune. The purpose of establishing Symbiosis was to cater to the needs and welfare of international students studying in the city of Pune. These international students faced problems of language, culture, food, accommodation etc. Symbiosis which was established as an international cultural centre, later grew by way of establishing academic institutions in English Language Teaching, Management, Health Sciences, Humanities, Media, Liberal Arts, Law etc. The primary objective was to promote international understanding and brotherhood amongst Indian and International students through the medium of imparting quality education. The institution gained the University status in 2002 and was called
Symbiosis International University. The functions of this University, whether it is research, teaching or services to students also have a dimension of internationalization.

The University has set up an International office called Symbiosis Centre for International Education, which specifically caters to the services for international students such as international students’ admissions, student support activities and international initiatives. Through these initiatives agreements are signed between SIU and some of the leading international universities to facilitate student and faculty exchange programmes. A special programme called ‘Scholar in Residence’ is set up to attract research oriented international faculty to enhance joint research programmes between SIU and their universities. Special programmes like Study India Programme are organized to attract students from developed countries. Indian students studying at the University are encouraged to undertake study of at least one foreign language which will help them to work on the global platform. These students are also encouraged to take up internships in multinational companies.

Sustainable efforts are made at the University to enhance cross cultural exchanges and better understanding between foreign and Indian students by encouraging them to stay together in hostel rooms, learn together in classrooms, eat together in cafeterias and play together on play grounds. The objective of the University is thereby to prepare students to become “Global Citizens”.

Therefore, Symbiosis International University can be considered as a near comprehensive model of internationalization of higher education as it incorporates the process of internationalization in its purpose, strategy, functions and delivery. The Symbiosis International University is the focal institution of the researcher which is cited as a near comprehensive model of internationalization of higher education.
Reasons for undertaking this study:

Internationalization of Higher Education is the need of the hour in a fiercely competitive world; India cannot lag behind such requirements. Therefore, internationalization of Indian higher education is imperative. An in-depth study of the higher education system in India has been done. An aspect of internationalization in the Indian education system has also been studied. A near comprehensive model at the focal institution of the researcher has been studied. This has led to an understanding of the Indian scenario as well as has helped in conceptualizing the need of establishing “International Universities” in India.

This study concludes by proposing the concept of internationalization in the Indian higher education system and ensuring its effective & comprehensive implementation with a view to position India as an educational hub in the Asian Continent.
Chapter 2

Aims and Objectives
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Aims:

➢ To study the higher education system nationally and globally

➢ To study the aspects of internationalization of higher education in Indian HEIs

Objectives:

1. To obtain a baseline information of whether Indian HEIs have integrated an international dimension into the purpose, functions and delivery of higher education.

2. To describe in detail the model of internationalization operational at the focal institution of the researcher. To showcase this model as a near comprehensive model of Internationalization of higher education.

3. To recommend future polices to statutory bodies like University Grants Commission (UGC), All India Council of Technical Education (AICTE) and Government of India, so that India can be projected as a knowledge / education hub in the Asian continent.

4. To encourage other HEIs to internationalize their systems so as to impact the process of Internationalization of HEI in India.

5. The objective was also to study and analyze the reactions of various stake holders involved in the process of internationalization.