Chapter 6
Findings and Discussion
Chapter 6
Findings and Discussion

- Primary Data

- Secondary Data

- Symbiosis International University (SIU) as a near comprehensive model of internationalization of higher education in India
A survey was conducted by giving a questionnaire to 1000 international students as well as 700 Indian students. The responses were studied and analyzed by using appropriate statistical tools. The surveys are justifiably groundbreaking in the sense that they are unprecedented and leads to a definitive silhouette of the international student community in Pune. The findings can be representative of the larger landscape in India as the focal institution as well as other participating institutions depicts substantial size of international students, as has been established repeatedly in literature on the subject in India (Agrawal Pawan, 2006). The city of Pune is also a major attraction for international students coming to India. The focal institution of the Researcher is also renowned to be one of the major draws of international students in India (www.siu.edu.in).

The survey was conducted with the aim of ascertaining the demographic profile of international students as well as their level of cognizance and perception with respect to numerous dimensions. The findings from the survey could well be representative of the distinctive pattern of internationalization of higher education. This survey denotes that the most easily identifiable geographic regions from where students can be sourced from countries in the Middle East, and the African continent. Amongst the neighboring countries Nepal & Sri Lanka and countries of South East Asia like Thailand, Indonesia can be considered as the catchment area. This also shows that these countries share with India, more than just geographical proximity, a colonial past and similar culture.

This study also denotes that India attracts far more foreign students in under graduate degree level programmes than post graduate or doctoral programmes. It is pertinent to note that the study reveals that foreign students are attracted to generic non professional programmes like Bachelor of Arts, Bachelor of Commerce, Bachelor of Science, than to professional degree programmes in Engineering, Medicine, Architecture etc.

The quality of education was rated fairly high as were infrastructure, admission procedure, tuition fees, campus accommodation and other support services. This study also revealed that the international students typically walked on a tight rope when it came to spending. There expenses are incurred mostly on sustenance.
The response from faculty members of University was relatively limited. However, it led to some path breaking findings which disclosed that the faculty teaching in higher educational institutions in India are not well conversant with the term internationalization of higher education.

Though, globalization, liberalization and privatization is a phenomenon experienced by India since 1991, internationalization of higher education which should have been a natural fallout of globalization had been neglected by policy makers till recently (UNESCO Global Education Digest, 2010). It is probably now that the impact of globalization is so severe that the government authorities and other policy makers have started becoming proactive towards internationalization of higher education.

In the conduct of research, the following are some of the more prominently utilized methodological techniques: literature review, data collection and analysis, active and passive observation and documentation thereof. Literature review, which is essentially the crux of secondary data contributed to the form and the direction of the research enquiry. In the course of this, a wide array of precedential published work was examined; these writings included formative research of theorists such as Knight, Altbach, De Wit, Damme, Rahul Choudaha, Pavan Agrawal, K B Powar etc.

- **Primary Data:**

One of the sources of primary data is a survey of international students that was conducted at the focal institution of the researcher. The survey was conducted with the aim of ascertaining the demographic profile of international students in HEIs in Pune, India, as well as their level of cognizance and perception with respect to numerous dimensions. It was argued in the survey report that the findings from the survey could well be representative of the distinctive pattern of internationalization of higher education in India. It was concluded in the survey reports that there were several parallels between the trends in internationalization, as they emerge from the survey in question and the configurations at the national level, as cited in authoritative literature in India; notable among these are the works of Powar, Agarwal, Dongaonkar, Negi and
published writings from AIU and UGC. The survey turned out to be very illuminating indeed; what is more, it has led to the promise of discovering more areas that merit research.

It was demonstrated that internationalization of higher education in India does exhibit certain salient features.
The extent of internationalization, in the demographic context is most definitively not homogeneous. A study of eleven years of the trends of international students in the focal institution of the researcher show that there is a significant rise in the trend of students from Middle East & African countries coming to India for higher education as compared to those from neighboring countries in Asia. The Middle East countries are represented by students from Saudi Arabia, Qatar, Oman, Yemen, Iraq, Afghanistan and Palestine. The African countries are represented by countries like Kenya, Tanzania, Ethiopia, Uganda, Sudan as well as even smaller countries like Eretria, Ivory Coast, Djibouti, Congo, Burundi and Cameroon. There are easily identifiable geographic and political regions that have proven to be strongholds in terms of “sourcing” students, as it were. The neighboring countries to the west of India prove to be a far
richer catchment area than those to the east. India is not significantly successful in enticing its eastern neighbors; barring Nepal, the East Asian regions are quiescent. The region is crucial not only in that it turned out to be a poor patron, but also in the sense of a roundabout logic—it holds an immense reserve of prospective students. The vast majority of the economies in this part of the world are on a very fast growth track for the foreseeable future. They are also relatively more industrialized and far more visible on the international trade and finance market scene. The inexorable correlation between higher education and economic growth dictates that the region is very prolific in the context and efforts to improve intake are more than likely to be productive. Moreover, the area shares more with India than just plain geographic proximity. The colonial past, culture, socio-economic challenges and politico-bureaucratic roadblocks are also important parallels.

It is imperative thereby that policy makers need to be cognizant of the fact that the neighboring countries both in the Eastern and Western region look up to India as a centre for higher education. Even without promoting or marketing Indian higher education in these countries, it is seen that the trend of students from these neighboring countries seeking admission in Indian HEIs is on the rise. The Government of India and individual Universities should be more proactive in attracting international students from these countries.

**Categories of international students in India (Powar K B, 2012):**

International students from about 100 countries are presently pursuing higher education in India. These students can be categorized as follows (Powar K B, 2003).

- Government of India supported students

- Self financing students

- Students sponsored by funding agencies such as World Bank, Asian development Bank etc.

- Casual students and students coming under inter university by laterel agreements.
• Children on Non Residence Indians

The researcher categorizes international students coming to India into three categorizes:

1. Foreign Nationals (FN)
2. Non Resident Indians (NRIs)
3. Persons of Indian Origin (PIOs)

The researcher further categorizes international students in India as:

• Full time students – students coming for degree / diploma programmes - Full time students coming for degree programmes at under graduate and post graduate levels mainly come from the neighboring developing countries.

• Study abroad students – students coming for short term study abroad programmes. These students come mainly from developed countries like USA, Europe and Singapore.

**Graph 5: Trends of Admission - FN & NRI Students**
A study over last four years of international students admission in HEIs in the city of Pune showed that as compared to foreign nationals seeking admissions in Indian HEIs, the number of NRI and PIO students is relatively high. It is also seen that these NRI and PIO students come from Middle East & African countries. Though Indian Government has set up Indian schools up to higher secondary level in countries in Middle East like UAE, Oman etc., not many Indian HEIs offering Under Graduate and post graduate level of education are established in these countries. Therefore, the children of NRIs have no option but to move out of these countries after their higher secondary education. Obviously, these students find India, their home country as the first choice for higher education. This poses an opportunity for Indian Universities to set up their branch campuses in such countries where there is high NRI population.

The Persons of Indian Origin (PIOs) are the ones who have migrated from India generations ago to countries like Tanzania, Ethiopia, Kenya, Mauritius etc. Their forefathers migrated as skilled labour to these countries. However, over period of time, the next generations have established themselves as successful businessmen in these countries. Therefore, the trend of PIO students seeking admission in Indian HEIs is much lesser than the NRI students for several reasons. One, because these PIOs are relatively rich and therefore can afford higher education in the western countries like USA & UK. The other reason being, the children of PIOs do not consider India as their country of origin or home country and therefore do not have an emotional connect with India, as is seen with children of NRI.
Graph 6: Trends of International students - UG and PG Programmes

International Students Admission

- PG Students
- UG Students

<table>
<thead>
<tr>
<th>Year</th>
<th>PG Students</th>
<th>UG Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>140</td>
<td>140</td>
</tr>
<tr>
<td>2009</td>
<td>160</td>
<td>180</td>
</tr>
<tr>
<td>2010</td>
<td>180</td>
<td>200</td>
</tr>
<tr>
<td>2011</td>
<td>200</td>
<td>220</td>
</tr>
<tr>
<td>2012</td>
<td>220</td>
<td>240</td>
</tr>
</tbody>
</table>
Graph 7: Trends of International students - UG Programmes

Graph 8: Trends of International students - PG Programmes
A study over the last five years of international students admissions in the focal institution of the researcher show that majority of the international students seek admissions in Indian HEIs to undergraduate programmes as compared to post graduate and doctoral programmes.

It is characteristic of internationalization in India that it pulls in certain segments of international students more than others in terms of the highest level of education attained. The country attracts far more students in undergraduate degree level programs than any other. The postgraduate degrees follows, albeit not closely. The doctoral programs are certainly not a huge draw. It can be safely inferred that we need to enhance the quality of education in this sphere. It is indisputable that research forms the backbone of post-graduate and doctoral programs; therefore, this must be an area of focused endeavors for the future if we aspire to represent the entire spectrum of the international student community in India. It also speaks of the high quality of undergraduate education offered by Indian HEIs which empowers these students to get employment in their home countries as it is seen that after completing their under graduate studies in Indian HEIs, most international students do not stay back for post graduate education in India.

**Graph 11 - Trends of Admissions to Professional and Non Professional Program**
Graph 12 - Trends of Admissions to Professional Programmes-2007

Professional Program - 2007

Graph 13 - Trends of Non-Professional Program in 2007

Non-Professional Program - 2007
Graph 14 - Trends of admissions to Professional Programmes in 2008

Graph 15 - Trends of admissions to Non-Professional Programmes in 2008
Graph 16 - Trends of admissions to Professional Programmes in 2009

Professional Program - 2009

Graph 18 - Trends of admissions to Non-Professional Programmes in 2009

Non-Professional Program - 2009
Graph 20 - Trends of admissions to Professional Programmes in 2011

Graph 21 - Trends of admissions to Non-Professional Programmes in 2011
A study of over five years from 2007 to 2011 of 300 international students from the city of Pune, for admissions to professional and non professional programmes was undertaken. It revealed that the trend of international students to seek admissions to non professional / general programmes like Arts, Commerce and Science was significantly higher than seeking admissions to professional programmes like Law, Computer Applications, Nursing, Management, Pharmacy etc. This shows the quality of non professional programmes which empower these students to obtain employment in their home countries with degrees of Arts, Commerce and Science. Though the trend to non professional programmes was higher, in the years 2008 and 2009, there was a slight increase in admissions to professional programmes, the reason for which could not be ascertained.

Even amongst the non professional programmes, the trend towards joining under graduate programmes at bachelor level was higher than joining master’s programmes. Amongst the professional programmes the trend was towards opting for programmes in Information Technology, Computer Applications and Management. This only signifies the role of technology education empowering the students to deal with communication in the era of globalization. Amongst the non professional programmes, international students are seen to be opting for programmes in Commerce and liberal arts than opting for pure sciences.

The issue of quality assurance is most pertinent in the discourse on internationalization of higher education. The whole endeavor of pursuing higher education outside home country is worth its while only if it adds greater value. Therefore, the merit of international education pivots on the relative educational enrichment it proffers to the student. It is evident that international students are fairly satisfied with the overall quality of education that Indian universities have to offer. An area of further research could be the level of academic rigor in their respective countries and measure how India stacks up against it.
Table 11: Survey across a sample 200 International Students of their perception of Higher Education in the city of Pune.

<table>
<thead>
<tr>
<th>1. Higher Quality Higher Education System</th>
<th>2. Wide Range of Schools and Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>163</td>
<td>167</td>
</tr>
<tr>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>34</td>
<td>29</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Welcomes International Students</th>
<th>4. Expensive Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>156</td>
<td>110</td>
</tr>
<tr>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>42</td>
<td>90</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Good Student Support Services</th>
<th>6. Costly Application Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>122</td>
<td>108</td>
</tr>
<tr>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>75</td>
<td>89</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Safe Place to Study</th>
<th>8. Complicated Student Visa Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>159</td>
<td>104</td>
</tr>
<tr>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>36</td>
<td>91</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9. High Cost of Living</th>
<th>10. Language Barrier</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>121</td>
<td>99</td>
</tr>
<tr>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>78</td>
<td>97</td>
</tr>
</tbody>
</table>

Graph 22 – Analysis of perceptions of International students
Graph 23 – Quality Higher Education in India

Quality Higher Education in India

<table>
<thead>
<tr>
<th>1. Higher Quality Higher Education System</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Students</td>
<td>200</td>
<td>50</td>
<td>250</td>
</tr>
</tbody>
</table>

Graph 24 – Availability of wide Range of Programs

Availability of wide Range of Programs

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Students</td>
<td>150</td>
<td>200</td>
</tr>
</tbody>
</table>
Graph 25: Welcoming environment for International Students

Welcoming environment for International Students

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Students</td>
<td>150</td>
<td>40</td>
<td>190</td>
</tr>
</tbody>
</table>

Graph 26: Tuition Fees

Tuition Fees

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Students</td>
<td>100</td>
<td>40</td>
<td>140</td>
</tr>
</tbody>
</table>
Graph 27: Students Support Services

Students Support Services

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Students</td>
<td>100</td>
<td>50</td>
<td>250</td>
</tr>
</tbody>
</table>

Graph 28: Application Process

Application Process

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Students</td>
<td>100</td>
<td>50</td>
<td>250</td>
</tr>
</tbody>
</table>
Graph 29: Safe environment for higher Studies

Safe environment for higher Studies

<table>
<thead>
<tr>
<th></th>
<th>No. of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>150</td>
</tr>
<tr>
<td>No</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>170</td>
</tr>
</tbody>
</table>

Graph 30: Student visa process

Student visa Process

<table>
<thead>
<tr>
<th></th>
<th>No. of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>100</td>
</tr>
<tr>
<td>No</td>
<td>50</td>
</tr>
<tr>
<td>N/A</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
</tr>
</tbody>
</table>
Graph 31: Cost of Living

Cost of Living

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Students</td>
<td>100</td>
<td>50</td>
<td>150</td>
</tr>
</tbody>
</table>

Graph 32: Language Barrier

Language Barrier

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Students</td>
<td>100</td>
<td>50</td>
<td>150</td>
</tr>
</tbody>
</table>
Analysis & response of 300 international students on ‘A study of internationalization of higher education in Pune city’:

Graph 33: Admission procedure in the institute / University

Graph 34: Affordable fee structure
Graph 35: Presence of international faculty at the institute / university

Graph 36: Infrastructure provided by the institute / university?
Graph 37: Campus accommodation provided by the institute / University

Graph 38: Course curriculum at the institute / University
Graph 39: Job prospects / placements after completing the program

Graph 40: Level of satisfaction of stay in India
Graph 41: Continuation of further studies in India

Graph 42: Recommendation of University / institute to friends
Graph 43: Presence of international office at the University

Graph 44: Orientation programme provided by the institute / university
The international students’ perception of host country is of immense importance to the discussion on benchmarking and performance indication of internationalization of higher education. Evidently, the students’ perception of India, as host country was temperate. A detailed examination reveals that the overall infrastructural and administrative systems were considered good. However, the students were reportedly dissatisfied with laws pertaining to foreign students. This dissatisfaction upholds the argument in support of improving network channels with embassies and other diplomatic bodies in India, so as to present to students a solid platform to redress their grievances and a buffer zone between HEIs and the student community. This also emphasizes the recommendation that statutory bodies like UGC and the Ministry of Human Resource Development need to be cognizant of this relational pattern and develop strategies like identifying and strengthening HEIs which are popular destinations for international students. These HEIs must receive special grants to upgrade their infrastructure to build international students hostels, provide grants for scholarships to international students and such like. A concept of ‘International University’ can be developed by policy makers.
In continuation of the subject of international students’ perception of India as host country, the socio-economic make-up of the country was also reportedly considered fair as was their integration therewith.

It would be pertinent to point out that the international students’ overall experience at the researcher’s focal institution—which is construed to be the prototype Indian HEI in this spectrum—was reasonably satisfactory. The quality of education was rated fairly high as were infrastructure, admissions procedure, tuition fees, campus accommodation, safety concerns, specialization in course offerings, professional capacity building and reception of foreign students, student support services, orientation process, and potential for personal and professional growth. At the end of the day, the students were inclined to recommend India to prospective students in their home country.

The promotion of internationalization of HEIs is an area of immense exploratory interest to stakeholders in India. It is conspicuous that the prototype prospective international student weighs the opinion of his peers and predecessors the highest whilst making decision about his or her choice of higher education institution. In tandem, is the suggestion that the HEIs partner with embassies and other diplomatic representations from countries that are strong markets. The guiding idea is to promote a genuine sense of camaraderie and fraternity with international students. It would be safe to conclude that the Indian HEIs must focus on building bridges with the international students on campus in order to expand the catchment area outside the country. The findings are emphatically supportive of the argument that satisfaction and engagement of present international students are the two most powerful instruments of effective marketing and public relations.

All said and done, the international students are evidently positive brand ambassadors and advocates. They agreed that the host country and the focal institution served them well and would recommend it back home. Quite a few reported that they would continue to pursue higher education in India. International students should be considered as “unofficial ambassador of good will”.
On the subject of international student finances, it is remarkable that they are typically walking a tight rope. Their expenses are modest and incurred mostly on sustenance; the expenditure on recreation was minimal. Nonetheless, this was not entirely negative reception; they were not overwhelmed with the cost of living in comparison to their home country and considered the two variables to be in the similar range. The majority of students were supported by their parents and guardians and quite a few also derived income from scholarships. The Government and other publicly funded organizations such as ICCR would serve the international students well to facilitate and make available more scholarships and stipends so as to ease their financial burden. Presently, ICCR offers scholarships predominantly at the undergraduate level. Education has the potential to be a very powerful tool of “soft diplomacy” by the Indian Government.

An important characteristic of internationalization of higher education in India is that there are pockets of convergence. There are several HEIs that are clearly identifiable preferred destinations for international students. The city of Pune emerges as a definite winner on this front; the University of Pune and the researcher’s focal institution, SIU are to be credited for the preponderance of internationalization in the city.
Responses from Directors of institutions in India:

Chart 46: International student enrolment

Chart 47: Collaborations with foreign Universities/ institutions
Chart 48: Accreditation with International Bodies

Chart 49: Number of faculty members attending International Seminars/ Workshops/ Conferences in one academic year
Chart 50: Internationalization of Curricula

Chart 51: Use of foreign case studies in teaching
Chart 52: Composition of international students in a class of the institute/ University

Chart 53: Level of importance given for internationalization by the institutions
Responses from Faculty Members of HEIs in Pune city:

Chart 54: Level of importance given for internationalization by the institutions
Chart 55: Reason for internationalization at the Institution/Universities

Reasons:

R1: Broaden and diversity source of faculty and student
R2: Create international profile and reputation
R3: Strengthen research and knowledge capacity and production
R4: Promote curriculum development and innovation
R5: Increase student and faculty international knowledge and intercultural understanding
R6: Contribute to academic quality
R7: Diversity income generation
R8: Other
Chart 56: Specific strategy/Policy for internationalization

Chart 57: Number of faculty members / professional (non-clerical) staff members contributes their time to the Internationalization efforts at the Institution / Universities
Chart 58: Source of funds that supports Internationalization at your Institution / Universities

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1</td>
<td>General Institution / Universities all budget-excluding funds generated from international student fees</td>
</tr>
<tr>
<td>S2</td>
<td>Funds generated from international student fees and other international activities</td>
</tr>
<tr>
<td>S3</td>
<td>External public funds-including grants or programmes</td>
</tr>
<tr>
<td>S4</td>
<td>International Organizations</td>
</tr>
<tr>
<td>S5</td>
<td>Private funds including grants from foundations, corporations and other sources</td>
</tr>
<tr>
<td>S6</td>
<td>Not Funded</td>
</tr>
</tbody>
</table>
Chart 59: Collaborations with Foreign Institution / University

Chart 60: Number of degree seeking International Students (part-time and full time) enrolled at the Institute/ University as of the beginning of the 2009 academic year
Responses from Delegates attending a conference that was organized on ‘Internationalization of higher education’, at the focal institution of the researcher

Chart 61: Importance given to Internationalization in the Institute / University
Chart 62: Reason for internationalization at the Institution/Universities

**Reasons:**

R1: Broaden and diversity source of faculty and student

R2: Create international profile and reputation

R3: Strengthen research and knowledge capacity and production

R4: Promote curriculum development and innovation

R5: Increase student and faculty international knowledge and intercultural understanding

R6: Contribute to academic quality

R7: Income generation

R8: Other
Chart 63: Collaborations with Foreign Institution / University

Chart 64: Number of degree seeking International Students (part-time and full time) enrolled at the Institute/ University
Chart 65: Accreditation with International Bodies

Chart 66: Element of Internationalization of curricula
Chart 67: Provision of scholarship to the International students

Chart 68: Availability of International Office
Chart 69: Conduct of workshops/seminars/training programs to train the faculty on Internationalization

Chart 70: Twinning programmes with foreign universities
Chart 71: Foreign scholars invited to be on the Board of Studies /Advisory Board of the University

Chart 72: Policy to send faculty to participate at International conferences
A study of the views on internationalization of higher education from Directors of institutions, faculty members of universities including Vice Chancellors of Universities in the city of Pune reveal that there is a reluctance by the authorities and faculty of HEIs to respond to the questionnaire of study which has been one of the greatest of limitations of this research study. The questionnaire was designed to find out whether the institutes had a strategy of internationalization, whether there was presence of international students in the classrooms, presence of international faculty at the university, presence of an international office at the university and in an environment of competition whether internationalization was given importance.

The analysis showed that though the members from academia felt that internationalization of higher education is important, very few institutions showed that they had a planned strategy towards internationalization. Though some faculty members from management institutions used international case studies in teaching, they equally agreed that the curriculum at their institution has very little element of internationalization.

One would agree that leaders of the 21st century in virtually every profession will have to operate in a global environment. Therefore, to prepare students for leadership, the curriculum of a University needs to be focused increasingly on international concerns, students must have strong international representation and have opportunities to study abroad (Richard Levin, 2003. PP165 – The work of the University).

Higher education institutions need to awaken to the emerging opportunities and prepare the future workforce to meet the demands of a globalized world. The higher education institutions’ orientation to incorporate the global dimension in their operations is collectively referred to as internationalization. It includes activities such as teaching of foreign languages, partnering with foreign universities and building a system that serves inflow and outflow of students across countries.
An article in a British journal captures the importance of programs that proffer international education: “Graduates who have studied overseas as part of their degree are more employable in today's global job market, according to a recent study carried out by the Council for Industry and Higher Education (CIHE)” (Robertson, 2008). Those students, who have the edge of international education, even in a small measure, enjoy more employability in the global job market. This is attributable to a variety of factors: increased level of comfort in multi-cultural environment and higher awareness of global trade, finance and industry operations. In addition, the experience of interactions with academics and recruiters translates into better opportunities to network and make professional associations in career.

The benefits are not limited to better understanding of foreign work culture: students with international education are more confident and self-reliant. They are more willing to avail of opportunities in foreign businesses. Moreover, as part of workforce, they are more likely to flourish in the face of adverse and unfamiliar situations that pertain to interactions with foreign business associations and cross-cultural adaptations.

Students who have received exposure to international education have wider intellectual horizons and a greater ability to appreciate other perspectives that might come their way in their professional career. For this reason, these students exhibit more refined decision-making and problem-solving skills—core skills that are relevant in all industries.

International education also opens newer academic and research vistas that might not be available in home countries. It offers students more to choose from as well as opportunities to test out these areas.

Thus, international education offers to students the opportunity to secure better career options and succeed in professional lives.
A study was conducted by giving a questionnaire to CEO’s / Managers / Assistant Managers of various companies from in and around the City of Pune. It revealed that the corporates give a lot of importance to the cross cultural aspects gained by students who have gained an international exposure by spending some period of his her study abroad. They also give importance to the element of internationalization in the curriculum of programmes, teaching of foreign languages and presence of international students on University campuses, as they believe that students need this exposure to face the global market. Corporates are keen in recruiting students from business schools who have a strategy towards internationalization.

**Responses from CEOs, Managers and Assistant Managers of companies:**

**Chart 73: Branches of companies in foreign country**

![Chart 73: Branches of companies in foreign country](image)
Chart 74: Industry-Academia interface enhancing company growth

Chart 75: Recruitment of students from a B school which has strategy towards internationalization
Chart 76: Importance given by corporate to internationalization of the curriculum so as to train students to face the global market

Chart 77: Preference of students with knowledge of foreign language
Chart 78: While recruiting, importance given to students having an international exposure

Chart 79: Recruiting of foreign national students
Global economies are more interdependent today than at any other time in history in large part due to the continuous advancement of globalized markets, technological innovations, and complex socio-political forces. No longer are decisions and their repercussions isolated to a particular country or region of the world. With the advent of e-mail communication and the impact of knowledge readily available via the Internet, citizens of the world are able to reach beyond distant boundaries and actively participate in global relationships. These technological advancements have liberated people who would not have otherwise had access outside of their own immediate environments, bringing “to the mass of people what was once reserved only for the elite, and to the individual what was once available only communally” (Cairncross, 2001, p. 265).

A more globally interdependent world provides individuals with new and stimulating opportunities; it also elicits some new and interesting challenges. For example, interpersonal and inter-organizational relationships frequently cut across multiple cultures requiring individuals to interact with individuals from other cultures characterized by different values and mores. Today more and more businesspeople join in an open, global environment, yet interactions manifest
themselves differently for each individual depending upon one’s abilities and experiences to adapt to and access it. The effectiveness of these interactions determines personal and organizational success.

The benefits of international exposure in education and practical experience go beyond students. The higher education institutions also benefit from internationalization. It results in more revenue generation, cross-fertilization of academic and research intellectual knowledge and stronger brand standing. The advantages to countries are manifold too. It strengthens politico-diplomatic ties between countries, fosters goodwill and brings about familiarity and understanding of foreign people. The presence of foreign students also helps generate development of businesses and support services around higher education institutions to cater to this group.

Secondary Data:

An investigation of the primary and secondary data reveals illuminating highlights about internationalization of higher education in India.

The literature review that was part of the secondary sources reveals that Indian HEIs have embraced internationalization, even if they have not kept up with the more industrialized nations of the Western hemisphere, and more disconcertingly its neighbors to the East and South East, who share a common colonial history among several other pertinent aspects.

It is revealed that internationalization in Indian HEIs is in its nascent stages. The underlying reasons for this late blossoming are myriad. As contended by Yeravdekar and Tiwari (2012), the systemic lacunae in the Indian higher education system, it’s essentially parochial and insular orientation, particularly in distancing itself from globalization, and the State’s lack of headship and enterprise in steering the higher education onward have garroted the internationalization of HEIs in India. The authors have pointed out, optimistically that the regressive policies and inertia and have been duly taken note of by the present Government and several steps have been undertaken to rectify that.
An instance of the initiatives taken by the Central Government is the Committee, “Welfare of Foreign Students”, which was constituted by the Prime Minister’s Office (Report of the Inter-Ministerial Committee on Welfare of Foreign Students) as an inter-ministerial task-force. This Committee was founded in the wake of growing exasperation amongst foreign students which was articulated in numerous petitions against the higher education system. The Committee deliberations were based on a gathering of best practices from select universities in the country. The recommendations that emerged from the Committee sweep across the gamut of typical challenges faced by international students. By way of illustration, the Committee proposals include welfare schemes such as mandates to set up international student’s centers, streamline visa process, add representatives in Indian diplomatic offices overseas and simplify Foreigners Regional Registration Office (FRRO); these are only some of the counsels that are explicatory of the guiding ideas of the enterprise.

The efficacy of the Committee is debatable in light of the continuing troubles of international students. The subsequent directive from UGC in 2009 is one of many steps that are generated as a reaction to disquieting appeals from the international student community as well as media reporting; these are also emblematic of the questionability of the fruitfulness of the Committee and such like. The following excerpts from a reputable daily (Times of India, 2009) highlights the Commission’s concern:

“Taking note of the problems faced by foreign students when they visit India for higher studies, the University Grants Commission (UGC) has issued a set of instructions to all universities… In a communication dated May 18, 2009, the UGC has directed institutions under its supervision to organize familiarization sessions for freshly enrolled students, as well as assist them with interactions with Foreign Registration Officers, put up a website that provides information relevant to foreign students and constantly monitor the colleges affiliated to them with regard to their progress… The directive is the outcome of a series of inter-ministerial meets with regard to the welfare of foreign students. It is part of the Prime Minister's global vision to reach out to as many foreign students and provide them with a conducive atmosphere, as they serve as ambassadors for India.” (Times of India article, 2009).
Thus, it would not be tenuous to claim that the Government’s endeavors, although well meaning and amply deliberated have not been put into practice effectively.

It is demonstrated that while the enrolment trends of international students in India have exhibited a pattern of ebb and flow, there has been a steady increase in the number if one were to survey the larger landscape starting from Independence onwards (Powar, 2012). The challenge of paucity of reliable data, both at the national and institutional level bespeaks the lack of regulation and coordination at the policy making level.

The internationalization of HEIs in India exhibits numerous salient attributes. The most striking observation is that while there are flourishes in certain aspects, such as outbound mobility of Indian students and the emergence of certain HEIs as pockets of excellence, the phenomenon is neither even nor steady.

As discussed in detail earlier in the discussion on primary data, internationalization of HEIs in India is heavily patchy so far as catchment area goes. Powar (2012) states that the as many as 95% of the international students in India come from developing countries. The fact that the prototype international student is “sourced”, as it were from developing countries to the neighboring west of India, coupled with that these students are very focused in their choice for English speaking and industrialized countries of the Western hemisphere, and Australia and that they are on a shoestring budget forms a configuration that is indicative of India’s boundless potential for internationalization of higher education. It would not be fantastic to claim that India’s ability to proffer 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. Indian can certainly position itself as an ‘education hub’ in Asia.

Going back to the subject of uneven make-up of internationalization of higher education in India, it is demonstrated that while traditionally some HEIs have been strongholds of internationalization, the overwhelming majority are, to a great measure, inert to the possibilities of internationalization. Another observable trend is that while historically, state funded HEIs such as Mysore University and University of Pune have been the dominion of international students, private HEIs like Manipal University and Symbiosis International University are
burgeoning rapidly to compete with their public counterparts. Pertinent to the discourse are issues related to the fact that private HEIs are not as encumbered with regulations as their public counterparts; furthermore, private HEIs are, by virtue of their self-reliance in terms of revenue generation, constitutionally atypical. In conclusion, the make-up of private HEIs in India has contributed to their success in realizing internationalization of higher education more substantially than their public funded cousins.

As has been discussed in the primary section on quality assurance and the related issue of student satisfaction, it can be safely concluded that the temperate reception of students underlines two propositions: first, there is no overwhelming bias against India as host country, overall quality of education and infrastructural and support services. Moreover, the reasonably adequate level of satisfaction is an encouraging starting point to build on. The country’s brand perception has been steady, even if only modestly strong. The growing competition from countries to the East and South East is a daunting actuality; the stakeholders ought to be mindful of this emerging presence. In conclusion, internationalization of HEIs is here is to stay and the country cannot afford to continue with inertia and apathy.

The discourse on the demographic profile and expenditure, in particular leads the researcher to propose that the international students would benefit tremendously from positive reinforcement of progressive socio-cultural ethos. The vast majority of students come to India 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 and bigotry. It would be righteous in this context to be the “brother’s keeper”, and is no less important than the promise of economic deliverance. The survey outcomes that are discussed at length in the section on primary data point to the economic hardships are unfortunately, far too common amongst international students. As it turns out, the vast majority of them subsist on shoestring budget. What is more, a significantly high percentage is sponsored by guardians/parents, followed—by a sizeable margin—by past savings; only a miniscule segment was backed by scholarships. It would not be an overstatement to claim that the Government has not risen to the occasion and that the pronouncements to make internationalization of higher education a priority area have lain fallow. To connect this shortfall with the previous claim about neighborly benevolence, the researcher claims that it is about time
the Government viewed the issue of internationalization of higher education in the socio-politico-cultural backdrop, in addition to the economic viewpoint.

On the theme of the economic aspect of internationalization of higher education in India, it has been argued by the researcher that the phenomenon contributes enormously to the growth of national economy. The tuition and expenditure are only a fraction of the input. A more pertinent point here would be the extent to which the city or region where the HEI base or headquarters are situated is a beneficiary of internationalization. The symbiotic relationship between cities or “cluster regions” and internationalization of universities and colleges has been established by researchers. It has been noted that the agglomeration of services and businesses go to play an important role in attracting international students. The strength of international students, in turn encourages more businesses and services. This mutually beneficial relationship results in “knowledge-based economies”. The concentration of educated and skilled individuals leads to not only greater entrepreneurship, but also research and development. Another outcome is that enterprises resulting from these “knowledge-based economies” are more competitive in the global economy and more likely to result in consumer satisfaction. Over time, this leads to the development of infrastructure, businesses and services to support the large student body from countries from all over the world.

In continuing the discussion on the benefits that accrue from internationalization of HEIs in India the subject of politico-diplomatic ties is also important. The Government of India has expressly proclaimed its intent to take initiatives to strengthen the presence of international students in India in the interest of public diplomacy. Internationalization of Indian universities has more to it than altruistic and symbolic inspirations. From the political perspective, India’s hegemonic position as the provider of higher education in the region strengthens its overall diplomatic and ambassadorial status. The concept of “Soft Power”, as enunciated by Harvard academic, Joseph Nye and discussed in the Indian context by Shashi Tharoor in his recent publication, Pax Indica elucidates the argument about the tremendous potential to bolster India’s reputation in the region as a harbinger of quality higher education, goodwill and neighborly conviviality through internationalization of higher education. The primary data indicates that India enjoys a reasonably adequate brand standing amongst international students as host
country; a time-honored and steady reputation certainly makes it easier for India to build on its public and media relations endeavors. Nye’s writing, “Soft Power and Higher Education” claims that American universities have gone a long way in building the country’s soft power. This research is an interesting in that it outlines the significance of HEIs in enhancing national empowerment, and enthuses the researcher to apply Nye’s ideas to the Indian higher education scene.
Symbiosis International University (SIU) as a near comprehensive model of internationalization of higher education in India:

Internationalization of higher education is an area of prolific research interest to higher education institutions (HEIs) as well as regulatory and advisory bodies. While the subject is gaining ground in India, there is not a whole lot in terms of conceptual research with conscious focus on internationalization of higher education and its realization at the organizational level. In the case study, the subject—SIU serves as near comprehensive model of internationalization of higher education in India and the investigation could well be extrapolated to draw parallels with other HEIs, explicate phenomena related to internationalization of HEIs and lend itself to model building. In calibrating the meaningfulness of internationalization at the University, literature review of internationalization of HEIs—particularly, the benchmarks and “best practices”—will be compared.

Internationalization: the raison d’être for the University:

Internationalization is a deed of restitution for the University, with good reason: SIU owes its genesis to international students. The genesis of the University goes back to 1971 when it was established as “Symbiosis” a not for profit organization, by Dr S B Mujumdar an academician who was teacher in the Ferguson college, Pune. The purpose of establishing Symbiosis was to cater to the needs and welfare of international students studying in the city of Pune. The University germinated from the singular goal of championing the lot of international students and has continued to be grounded in that bearing. This point of reference cannot be overstated in the present educational milieu, which is marked by insincere and inexact proclamations so as to ride the present wave of internationalization in higher education. Knight (2011) draws attention to and regrets the watering down of the concept of meaningful and worthwhile internationalization of higher education: “because of internationalization’s high profile it is now used to describe anything and everything remotely linked to worldwide, intercultural, global, or international. In short, it is a catchall phrase and losing its meaning and direction” (p. 14). It is just as important to point out that the University avowed the precept of internationalization long before it became the “flavor of the month” (Knight), so to speak. The Sanskrit adage,
“vasudaiy kutumbkam”—an assertion to embrace all and traverse boundaries—has been the University’s express dictum since its inception.

It is interesting to note the common ground between the University’s guiding principles and the tenets for international advisory/statutory bodies related to higher education such as United Nations Educational, Scientific, and Cultural Organization (UNESCO) and International Association of Universities (IAU). The IAU (2004) encourages international higher education institutions to ascertain that their statement of mission and goals includes a commitment to international education. In order to attain the goal of internationalization, the University established the Symbiosis Centre for International Education (SCIE) in 2008. The mission of the Centre was stated thus:

“To be a catalyst and a promoter of the internationalization of the Symbiosis International University by developing, in coordination and consultation with the constituent institutions under the University, series of academic and related activities that would enhance the international status of the University and make the students and faculty be recognized internationally, thus enabling SIU to be globally recognized as a quality educational institution in India.”

**Internationalization at the Symbiosis International University:**

*Enrolment trends:*

It is remarkable that the University draws students from over 75 countries. The enrolment pattern at SIU has been in keeping with the configurations at the larger stratum of the country; there are more parallels than departures. The University’s richest catchment area is the Asian continent, more specifically the West and Central Asia, the Gulf region and immediate neighbors; Africa follows closely. The statistics pertaining to the country reveal analogous outcomes (as cited in Dongaonkar and Negi, 2009).
International Initiatives and Collaborations at SIU:
Knight (2007) delves into the significance of dedicating set of services and resources for the purpose of building networks and channels of communication with foreign organizations associated with international higher education. Powar (2012, p. 255) is in agreement with Knight and lists “support to international students’ centres” and “strengthening of infrastructure” as fundamental characteristics of a legitimate international HEI. In conformation, the University has invested in a division within the SCIE to promote and facilitate collaborations and initiatives, which is singularly devoted to partnering with higher education bodies in foreign countries with the aim of generating collaborations and independent initiatives such as signing of MoUs and student/faculty exchange programs discussed later in the paper under “partnerships”.

Obstacles to Internationalization
In time, the expansion of trans-national education revealed roadblocks to the movement of higher education across borders. Middlehurst (2001) has identified seven obstacles to effective internationalization of universities: national legislation in the larger context and in relation to higher education, regulation policies with respect to qualification, customs regulations, immigration, telecommunication laws, intellectual property legal policies and bureaucracy (Whitaker, 2004, p. 9).

As important as it is, research on internationalization of HEIs is not without pitfalls.

One of the main obstacles to comparative analysis and benchmarking of data on trans-national education is the challenge that there isn’t ample quantifiable data on the subject that can be used for the purpose of locating points of reference. Adam (2002) shares his frustration in conducting research on internationalization of universities: “virtually no country maintains statistical data on it and few educational experts had considered the phenomenon in any detail” (Whitaker, 2004, p. 9).

The Symbiosis International University is arguably in minority as one among the handful of universities in the country that boast published data on international students. It has been collecting quantifiable data on enrolment and retention of international students since 2007; the
statistics has been documented and analyzed continuously ever since. The SCIE’s “Admissions Office” is the repository of sizeable data on international students; this information provides accurate insights into trends in admission and student success/engagement which in turn are utilized in formulating policies for the future.

In the discussion on challenges in benchmarking, a persistent barrier is the lack of regulation at national or international level. For instance, accreditation system is more often than not a decision making process at the institutional level, and there aren’t policies at the national or multi-lateral level to abide by. Adam (2001) regrets that “currently many of the organizations that offer codes of practice to guide in the administration of transnational education provide only voluntary guidelines” (Whitaker, 2004, p. 9). Knight and Altbach share a similar sentiment:

“Many countries—lacking capacity or political will—do not have the regulatory systems to register or evaluate out-of-country providers. Regulatory frameworks for quality assurance or accreditation, even when they exist, usually do not apply to providers outside the national education system. This loophole permits bona fide and rogue foreign providers to avoid compliance with national regulations in many countries and makes monitoring their activities difficult…” (Knight & Altbach, 2007, p. 300).

The University follows guidelines set forth by the Association of Indian Universities (AIU) for recognition of higher education bodies as well as matching credit equivalencies in consideration of qualification for admissions; this applies to both incoming and outgoing students. In an effort to streamline the regulations that govern qualifying criteria for admissions, SCIE is taking concerted steps to simplify the process and make it more inclusive. This entails building a more strategic relationship with AIU, New Delhi. There is tremendous variance in matching credit equivalencies across countries, and often adherence to regulations adopted by AIU results in disqualifying students who are otherwise ready academically to undertake courses and programs at SIU.
The issue of quality assurance in international education is another roadblock in standardization of trans-national education. Knight’s (2007, p. 139) writing captures the challenge lucidly:

“it will be of strategic and substantive importance to recognize the roles and responsibilities of all the players involved in accreditation and quality assurance. These include individual institutions/providers; national quality assurance systems; non-governmental and independent accreditation bodies; professional bodies; and regional/international organizations – all of whom contribute to ensuring the quality of cross-border education. Much is at risk if rogue providers or fraudulent qualifications become closely linked to cross-border education.”

Evidently, cross-border universities proliferate across several levels, resulting in confusion with respect to the terms of accountability. Adams (2001) states: “the responsibility for quality assurance of trans national education is seen to be shared between: the national authorities of the importing country, the receiving institution, the authorities of the exporting country, national quality assurance agencies and a new supranational authority” (Whitaker, 2004).

By way of illustration, one of the challenges specific to quality assurance has been to improve student success in assessment. The SCIE has found that this is not a standalone matter; in fact it is co-related to several supplementary support issues; one of them being assistance with the English language. As a matter of fact, quite a few international students at the University are not sufficiently proficient in the English language. Given that English is the medium of instruction, it stands to reason that the international student group be encouraged to seek support if there is an indication. The SCIE facilitates and coordinates activities between ELTIS—the English Language Teaching and Learning Institute—and other constituent institutes. The examination system also has the potential to be unfamiliar to international students. As a preemptive measure, the faculty members are directed to ensure that students are thoroughly acquainted with the assessment structure.
Immigration:
As mentioned earlier, Middlehurst (2001) lists customs and visa regulations as one of the barriers to internationalization of HEIs. Powar, (2012, p. 255) in his argument about the significance of appropriate support services for international students underlines assistance with visa and such like formalities as crucial. It has been widely accepted that protocols related to immigration are an inevitable part of internationalization of a university. The SCIE office has recognized the importance of working to streamline the immigration process for international students. There is a whole array of steps and documentation that has to be completed before international students can come to SIU on student visa. The SCIE works closely with foreign embassies and consulates to increase awareness about the steps involved in obtaining student visa and simplifying the overall process. This necessitates maintaining physical presence at the immigration processing facilities. The Center also partners with “Foreigner Regional Registration Offices” (FRRO) and “Foreigner's Registration Officers” (FRO) to ensure that documentation of international students is complete and updated.

Academic Offering:
An important strategy to enhance international competitiveness of HEIs is the development of programs and curriculum that reinforce global dimension of the institution. Powar (2012) in his discourse on ways to ensure relevance in internationalization states his case for “academic restructuring”: “Indian universities need to make their academic structures more flexible and internationally oriented”. Ching and Chin (2011) discuss the category “academic offerings and curriculum” as one of the key performance indicators of internationalization of HEIs. Thus, the stakeholders are responsible for staying attuned to the trends and competition in trans-national education. This is a dynamic role and the HEI should continually revise academic content such that it is responsive to the demands of the global job market and provide competitive edge to students. Some pointers to achieve this are: specialization of programs, availability of foreign language programs, international internships and service opportunities, and ideas to incorporate practical training experience with businesses at home and abroad. The end goal of preparing graduates who are employable at home and abroad is crucial. The offices of the Vice Chancellor and the Academic Dean as well as the Board of Studies at SIU are expressly committed to staying abreast of the modern developments in pedagogic training and research. The SCIE
updates and advises policy makers on this front and offers feedback on aligning the University’s curriculum with partner foreign HEIs.

**Partnerships:**
In discussing a checklist for cross-border higher education, the International Association of Universities poses the question—“do the institutions’ cross-border programs encourage collaboration with the host country institutions and expand the opportunities for international mobility of faculty, researchers, and students (IAU, 2005)”

In keeping with the above counsel, the Symbiosis International University has partnered with several international universities to collaborate academically; some of these are: University of Houston, KEI, Steinbeis University, Berlin University, Nanyang Technological University, Erasmus Mundus Europe, Leibniz University and Hannover University.

The collaborations under the category widely known as “study abroad” refer to a higher education body’s alliances with other international universities at home and abroad with the aim of promoting exchange of ideas and mutually beneficial partnerships. Ching and Chin (2011) mention “signing of student exchange agreements with partner universities abroad” among indicators of internationalization. This category includes initiatives such as: promotion of element of overseas study into academic programs by assigning credit points to study abroad programs and “signing of memorandum of understanding and/or agreements” with international universities at home and abroad. The Symbiosis International University fares well on this front: it boasts operative memorandum of understanding with several prominent international higher education bodies—some of these are: Sheffield Hallam University (UK), Ontario Maharashtra Goa Program, University of Dundee (UK), Deakin University, and dual degree agreement between Berlin School of Economics, Group Euromed Management and Leibniz University.
Culture:
Ching and Chin (2011) list organizations and activities with “internationalized themes” as important factors to consider in an international university. Similarly, Powar (2012) makes case for promoting activities and services with the view of enhancing the students’ socio-cultural experience.

In this spectrum, the Symbiosis Centre for International Education offers three to four weeks of customized programs for international students that combine academics with cultural exploration of the country. One such program is the “Study India Program” (SIP) wherein activities range from exploration of cultural heritage sites to visits to industrial plants. Powar (2012, p. 252) makes note of the University’s participation in SIP program as an exemplary practice. Further, the Scholar-in-Residence program was developed to share best academic practices; it was essentially designed for academicians from the US who intend to spend their sabbatical at SIU. An instance of the University’s endeavors to bring in the advantage of international exposure to its students is the Global Immersion Program, which aptly refers to an initiative to award credits to students for studying for a semester at a foreign university. The floating credit system and the freedom to choose courses for the semester are designed to encourage students to avail of the opportunity. Other student-oriented programs include: “semester abroad”, summer school, dual degree programs, and certificate courses. Among some of the universities that have participated in incoming semester and research abroad since January, 2011 are: Leibniz, Berlin School of Business, Hochschule Bremen, Cardiff University, Southampton University and Berlin School of Economics and Laws.

In the spirit of affirming regional diversity among international students, the Symbiosis Centre of International Education (SCIE) has launched several initiatives and collaborations. SCIE has set up five “area centre” that are grouped geographically with the goal of concentrating into regions that are home to sizeable international student population. These area centers celebrate diversity within the student population and encourage cross-fertilization of culture and academic practices with the domestic students.
**Corporate Tie-ups:**

The global milieu in which higher education bodies operate is constantly evolving and expanding. On the positive side, this means greater opportunities for HEIs. However, it also involves more competitiveness. In order to achieve more sustainable international partnerships, the collaborative efforts by the University have to step above and beyond the traditional focus on academics at the institutional level. A thrust toward building collaborative alliances at the industrial and commercial level is necessary for improving the University’s international competitiveness. This would imply a long-term investment of resources, however it is a commitment characteristic of the University’s overarching objective. The University collaborates extensively with the industry nationally and globally to offer its students exposure to global corporate culture; it ranges from conscious efforts to develop an internationally relevant curriculum to summer internships with international businesses. It would be most pertinent to point out that the University set up a constituent institute, Symbiosis Center for Corporate Education with the view to build a platform whereon businesses can partner with the University to facilitate training and development. The Center houses an international division which specializes in associations with global businesses. The Center has been remarkably successful in attracting multi-national companies as well as deserving students who are looking to add the advantage of international experience to their portfolio. Literature review of the subject reveals that theorists like Knight, de Wit and Altbach caution against promulgation of mere presence of international students as internationalization. It is pertinent to point out that internationalization extends above and beyond students from foreign countries and entails fostering of the awareness that the world is a connected whole and greater than the sum of its parts.

**Human Resource:**

An important indicator of internationalization is the incorporation of recommendations to human resource authorities to take concerted efforts to recruit academic and research staff with the advantage of international academic and professional experience. The University must also undertake initiatives in staff development and training with the aim of encouraging multi-cultural awareness through travel and engagement with other institutions. The staff development and training ought to include opportunities to update their IT and communication skills so as to keep up with the latest developments worldwide and stay conversant with modern technology and
business culture. The Symbiosis Center for Corporate Education’s (SCCE) international division addresses these considerations; it has numerous outreach projects in several countries. Also to the point are initiatives to invite “Distinguished Visiting Professor”, faculty exchange, chair professors and lecture series. The very prolific SCIE lecture series has included eminent academicians such as Prof. Achim Albrecht, Dr. Wedigo de Vivanco and Prof. Takashi Watanabe.

Campus Life:
“Universities and institutions which decide to enroll international students on their campuses need to build up a good infrastructure...so that the international students can study in an environment comparable to that obtained in their home countries or to international standards.”(Powar, 2012, p. 255)

The role of world-class infrastructural support system in advancing internationalization has been addressed by several researchers. It is noteworthy that infrastructure at the University has consistently ranked very high by surveys of both Indian and international students. SCIE takes onus of the caretaking aspect of students on several fronts: administrative, safety, admissions, and immigration/police/travel formalities. It is also relevant that admissions are centralized for all constituent institutes of SIU, and routed through the same office. The application can be submitted on-line, making it accessible to students all over the world. Also characteristic is the orientation program, which is organized to familiarize international students with the University.

Language and IT:
As discussed earlier, the accessibility of information technology and the prevalence of a common medium of instruction and communication are the main catalysts of internationalization of HEIs. Powar (2012, p. 251) underlines the significance of providing a support system around the medium of instruction. He states: “It is necessary that…special English classes for international students are conducted for the first few months…” He argues that adequate English language training can potentially contribute to student success and satisfaction. The University’s supplementary services in support of the English language have been touched upon earlier in the paper. On the technology front, the University has an informative website that is continuously
updated. The classrooms are equipped with state of the art pedagogic paraphernalia. Computer facilities and Wi-Fi are accessible throughout campuses and student residences.

Accountability:
Ching and Chin (2011) discuss the importance of “performance evaluation and accountability” as a marker of how internationalized a HEI is; this marker includes “performance and monitoring system indicators; internal/external reviews; reporting, recommendations, research and studies in internationalization efforts”. The explicitly stated goal of promoting evaluative culture has impelled SIU to expand its research division in order to conduct student satisfaction and engagement surveys and qualitative research projects so as to arrive at insights into and recommendations for encouraging best practices in internationalization across institutions.

It emerges that internationalization of higher education is a complex and dynamic phenomenon. The considerations of relevance and merit are assuming increasing importance given that internationalization of higher education is currently espoused by a large number of HEIs without earnest appreciation of what it entails and whether the HEI is committed in truth to its realization at the organizational level. Further, in reference to Knight’s (2011) allusion to the notion that internationalization has come of age, so to speak and warrants research at the institutional level, the University is expressly committed to determining the validity and efficacy of internationalization and the paper is a case in point. It is revealed that the SIU demonstrates justifiably satisfactory level of internationalization; even if the extent varies across the various parameters, the overall level of internationalization at the University.

Thus, SIU can be considered as a near comprehensive model of internationalization of higher education in India as it has internationalization as a key element in its strategy, purpose, functions and delivery.