Chapter 7
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1. The occurrence of internationalization of higher education in India is precarious and unsteady: The primary and secondary data leads to conclude that internationalization of the Indian HEIs flourishes in certain aspects; however, the phenomenon has a long way to go.

There are easily identifiable geographic and political regions that have proven to be strongholds in terms of “sourcing” of these foreign students, as it were. Powar (2012, p. 243) confirms that internationalization of HEIs in India is heavily patchy and states that the as many as 95% of the international students in India come from developing countries.

2. Competition from Asian countries is a daunting challenge: the literature review is suggestive of growing competition from South East Asia. Countries like Malaysia and Singapore are emerging as “education hubs” for international students (Knight Jane, 2011). This trend coupled with the increasing ease of cross-border higher education mobility does not bode well for the competition that Indian HEIs will have to face in future.

3. There are “pockets of excellence” in internationalization of higher education which bespeaks lack of uniformity. 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 Symbiosis International University (SIU) are to be credited for the predominance of internationalization in the city (National Council of Educational Research and Training Report, November 2011). Similarly, Manipal University is another destination. This proves that policy makers need to evolve a concept of “International University” by identifying certain parameters of internationalization of higher education.
4. The overall quality of education is received well by international students: As has been discussed in the section on primary data, it was demonstrated that the dimension of higher education system, which comprised of numerous parameters which compass overall quality of education, infrastructural, administrative and support services was well received. 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 worthwhile, only if it adds greater value. Therefore, the merit of international education hinges on the comparative educational enrichment it offers to the student. It would be constructive to determine how the Indian higher education system fares in comparison to that of the “source” countries, and ways in which it can offer advantageous edge to international students.

5. The survey brought to light two areas of negative reception: the legal system and the law and order systems in so far as they applied to international students. On the other hand, it is also remarkable that the Indian culture is a big draw for international students.

6. The brand perception of the Indian higher education institutions is steadfast, even if it is only modestly strong. Both primary and secondary data prove that the neighbouring countries are “old faithfuls”, so to speak. Therefore there is a need to “promote” if not “market”, Indian higher education to these neighbouring countries.

7. The study also reveals that more emphasis need to be given to draw international students to post graduate and doctoral programmes as it is revealed that large number of international students seek Under Graduate education in India and do not stay back for PG education. An inference can be drawn from this about the quality of under graduate education in India which helps these students in seeking jobs in their home countries.
8. It appears that internationalization as a concept is not fully understood by faculty and heads of universities and therefore they are unable to include internationalization as a strategy for the functioning and delivery of higher education in their institution.

9. The study also reveals that statutory bodies like University Grants Commission (UGC), all India Council of Technical Education (AICTE) and even the Ministry of Human Resource Development (MHRD) have not yet focused on the aspect of internationalization of higher education. Very little funding has been allocated by UGC for internationalization of higher education. Whereas the Governments of countries like Australia, Canada and others have special drives, strategies and funding towards promoting their higher education, it is rather unfortunate that the Indian Government does not have a well laid strategy for promoting Indian higher education aboard.

Traditionally, education is looked at as “charity” in India. Therefore, the concept of “commercialization of education” is not well received by Indian policy makers. As much as this is true, one cannot and should not ignore the fact that India is losing over 13 million US dollars (PWC Report, 2012) by its own students going offshore to other countries for higher education. If education in India has to be compatible with that offered in developed countries, internationalization will play a major role thereby helping in retaining such students in the Indian higher education system and thereby preventing such huge revenue loss. Similarly, millions of dollars can be earned if policy makers focus on promoting Indian higher education to the neighbouring SAARC, South Asian, Middle East and African countries and attracting students from such countries.

10. The study also reveals that the corporate world expects Indian HEIs to prepare their students to become global citizens.

11. The study reveals that there is a need on the part of policy makers to develop a concept of “International University”.