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# Perceptions of European higher education in third countries

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## Country Report – India

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## **Perceptions of European higher education in third countries**

### **Country Report – India**

#### **Executive Summary**

The global market for international higher education estimates US\$ 27 billion. US, France, Germany, UK, Australia are the main exporters, while China, India, Japan, Korea, Taiwan are the main importers. However, India is now both an importer and an exporter of higher education services. Almost 6.75 million students seek admission in higher education every year in India. India is registering a very high demand for a diverse range of study modes from full-time courses, distance and e-learning courses, corporate learning packages, to a growing demand for flexible learning programmes with the option of working whilst studying. Dedicated to quality education, the Indian Government in its 10th five year plan allocated US\$14 billion to public learning; however, higher education received reduced allocation. Hence private capital has been replacing it. India has private sector presence in education services which co-exist with public educational institutions. Information Technology boom in India became possible only because of mushrooming of private colleges in non-formal sector and thus complimented the public sector. Engineering, medical and management streams are witnessing a strong private participation. The growing importance of international trade and investment in higher education in recent years is evident from : Increasing number of students going abroad for study; Exchange and linkage among faculties & Research; Increased international marketing of curricula & programmes; Establishment of branch campuses; and development of international mechanism for education co-operation between academic institutions across countries.

Within this context, perceptions of European higher education in India were gauged through surveys carried out in five Secondary Schools and 10 higher education institutions / Universities in three different geographical regions of the country. The selected institutions varied in type, orientation and size. The selection included, private and public institutions, and technical education institutions; public schools, convent schools, international schools, and coaching classes for secondary level students. In some regions and institutions, facilitators were used for the survey. In the regions and institutions where facilitators were not used, the turn-around of the completed questionnaires was very poor, even though the institutions seemed keen to participate in the study. On several occasions it was difficult to follow-up with students who collected the forms but did not return them in the stipulated time frame. The turn-around of completed staff questionnaires was very poor in almost all institutions except where facilitators were used. Most staff members displayed disinterest in the study and/or excused themselves on the basis of higher workload due to ongoing examinations. Furthermore, as the study was not perceived to be a part of their job, nor made compulsory by the participating institution, the staff did not approach it seriously. Finally, the timing of the study coincided with the annual examination and/or annual summer vacation period across the country. Hence, not only was the choice of regions/institutions restricted in some instances, but the time available to distribute and collect questionnaires was also extremely limited. The surveys were complimented by personal interviews of five higher education experts and three rectors from public and private educational institutions across the country. Fifteen parents of students keen to go overseas for higher education were also interviewed at education fairs and through personal contacts.

The interviews seem to suggest that current awareness of the European higher education in India is fairly limited, except in cases of individual member states that have made efforts to promote themselves in the market. Furthermore, the market preference still favours English speaking countries and the choices are governed by 'value for money' mantra among the Indian community. Europe is perceived as a culturally rich region in the West and the individual member states stand to benefit by taking advantage of this unique selling feature while promoting diverse education opportunities in their institutions. The market opinion also points towards need for an authentic 'one stop shop' service to guide potential students, and importance of cultural and business relations between partnering countries in raising the profile of the region.

A cohesive image and integrated marketing plan are essential for the Europe to establish its brand image. Given that some European institutions have higher awareness among the Indian market for specific programs, the promotional activities may capitalize on the existing brand image to raise the profile of these institutions in the market. With a view to attract a bigger student community; the European institutions may consider delivering courses in both English language and the domestic language, and offering incentives, scholarships or other grants to deserving students. The initial marketing efforts would need to concentrate on increasing the awareness of the market and building brand equity of partnering institutions. It would be preferable to partner with few but reputed Indian institutions and to work closely with governing and regulatory bodies such as AICTE, UGC. Alumni networking could serve to strengthen relations between partnering institutions and the participating countries and also facilitate better cultural and business relations between the two countries. Last but not the least, a reciprocal arrangement for internationalization would enable EU to get faster and better response from the partnering institutions and also the support of the government agencies keen to promote Indian education overseas.

The outcome of the student and staff questionnaire could provide further guidelines to the areas that need to be concentrated on and the services that the market would be more receptive to.

## Country Information - India

### General information on India\*\*

India is slated to become one of the main economic giants in the coming years. It is the fourth largest economy in terms of purchasing power parity and is expected to overtake Japan and become the third major economic power within ten years. A growth rate of over 8 per cent was achieved by the Indian economy during the year 2003 / 2004. The most significant industries for India are textiles, automobile, pharmaceutical and IT. Among the service industries trade, hotel, transport and communications have witnessed the highest growth in 2004, followed by financial services. The Business Process Outsourcing (BPO) industry continues to grow at a steady pace. One of the most significant radical reforms for the India economy that was implemented by the congress led government in 2004 was the introduction of Value-Added Tax (VAT). VAT is expected to close avenues for traders and businessmen in India trying to evade paying taxes which, it is hoped, will lead to lowering the fiscal deficit burden for the Indian government.

### GDP

The performance of the Indian economy in 2004-05 exceeded expectations formed at the beginning of the year. According to the advance estimate of the Central Statistical Organisation (CSO) released on February 7, 2005, the economy was likely to grow by 6.9 per cent in 2004-05. GDP grew by 7.4 per cent in the first quarter and 6.6 per cent in the second quarter of the current year, compared with 5.3 per cent and 8.6 per cent in the corresponding quarters of the previous year. The deceleration of growth in the second quarter was on account of a negative growth of 0.8 per cent in agriculture and allied sector, a lower growth of 8.2 per cent in the services sector compared with 9.5 per cent in the first quarter, and a fall in the growth of community, social and personal services.

The exchange rate of the rupee exhibited appropriate flexibility in response to market conditions in 2004-05. Furthermore, the international currency markets also saw large changes in cross-currency rates. Thus, particularly with resumption of capital inflows, the depreciating trend of the rupee vis-à-vis the US dollar and other non-dollar major currencies was reversed from September and August, 2004, respectively. With the Euro strengthening sharply against the US dollar, the rupee began weakening again from October 2004 against the major non-dollar currencies. In January 2005, in nominal terms, the rupee appreciated against all major currencies.

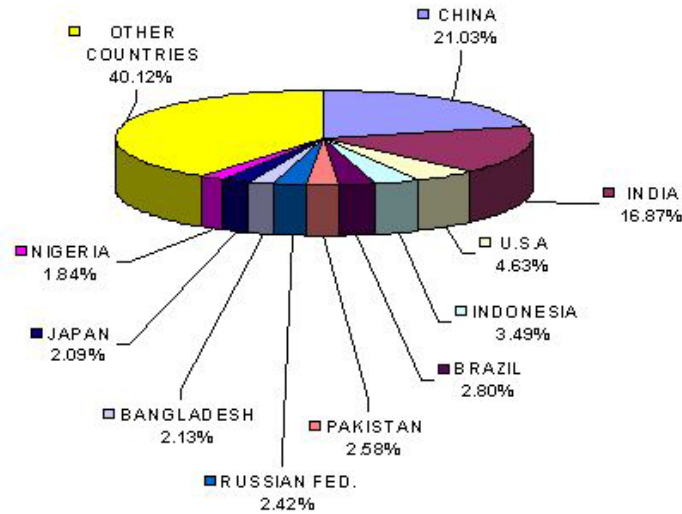
### Population

India is home to 16% of the World's total population accommodated in an area which is 2.4% of the World's total area. It is at the risk of becoming the most populous country in the world by 2050. The long term objective of the National Population Policy, 2000, is to achieve population stabilization by 2045, at a level consistent with the requirements of sustainable economic growth, social development and environment protection.

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\* All figures provided in the report have been taken from <http://indiainage.nic.in/> National Informatics Centre (NIC) of the Department of Information Technology is providing network backbone and e-Governance support to Central Government, State Governments, UT Administrations, Districts and other Government bodies. On the National level, it provides the Government of India directory, which is a one-of-its-kind comprehensive directory providing information about web sites of Indian Government including all its entities such as Ministries, Departments, States/Union Territories, District Administrations, Organisations, Institutions, etc. Categorised under broad headings viz. Executive, Legislative, Judiciary, States/UTs and sectors like Banking, Co-operatives, Cultural, Educational, Health, PSUs, Scientific, Sports and Tourism, Committees, Documents, International Presence both within and outside India and Events, the GOI Directory serves as a single window for all e-information of Indian Government.

## INDIA IN WORLD POPULATION



The population of India increased by 180.6 million during the decade 1991-2001 in absolute terms, which is more than the estimated population of Brazil, the fifth most populous country in the world. Although, the net addition in population during each decade increased consistently, the change in net addition showed a steady declining trend over the decades starting from 1961. During the last five decades the male population increased by 2.86 times, and the female population increased by 2.82 times and the total population by 2.84 times. The rural population increased by 2.48 times, whereas the urban population increased by 4.57 times during the same period. The sex ratio continued to be adverse with regard to females.

### Overview of the Education System

The origin of the Indian Education Department dates back to pre-Independence days when for the first time a separate Department was created in 1910 to look after education. However, soon after India achieved its Independence on 15th August, 1947, a full fledged Ministry of Education was established on 29th August 1947. The nomenclature and responsibilities of the Education Department has undergone changes from time to time since Independence, and the country has witnessed phenomenal educational development – both in quantitative and qualitative terms, since independence.

The National Policy of Education (NPE) 1986 provides for a comprehensive policy framework for the development of education up to the end of the century and a Plan of Action (POA) 1992, assigning specific responsibilities for organizing, implementing and financing its proposals. India's commitment to the spread of knowledge and freedom of thought among its citizens is reflected in its Constitution.

The Central Government is responsible for major policy relating to higher education in the country. It provides grants to the University Grants Commission (UGC) and establishes central universities in the country. The Central Government is also responsible for declaration of Educational Institutions as 'Deemed to be University' on the recommendation of the UGC. Presently there are sixteen Central Universities in the country. In pursuance of the Mizoram Accord, another Central University in the State of Mizoram is planned. There are 37 Institutions which have been declared as Deemed to be Universities by the Government of India as per Section of the UGC Act, 1956.

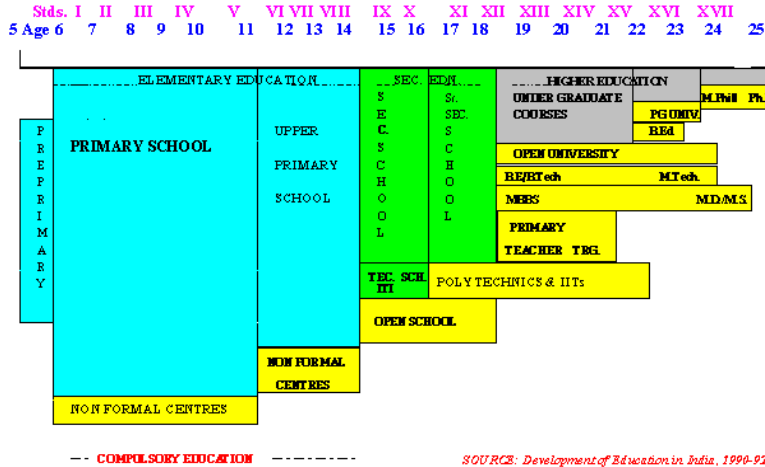
State Governments are responsible for establishment of State Universities and colleges, and provide plan grants for their development and non-plan grants for their maintenance.

There has been a considerable increase in the spread of educational institutions during the period 1950-51 and 2001-2002. During this period the number of Primary Schools increased by 3 times, while the Upper Primary Schools and Higher Secondary Schools increased by 16 and 18 times respectively. The number of Colleges for general education and professional education increased by about 24 and 12 times respectively while the number of Universities increased by 10 times during the period.

India spent 4.02% of its GDP on education during 2001-2002 but about 44% of its adult population still remains to be made literate. During the period 1951-52 to 2001-2002, the expenditure on the education sector was slightly less than 1% of the GDP in 1951-52. The percentage expenditure to GDP showed an irregular rise and fall. It rose to 2.33% in 1972-73 but in 1973-74 declined to 2.15%. It increased to 3.07% in 1979-80 and decreased to 2.83% in 1981-82. Continuing to rise and fall slightly, it reached a level of 4.02% in 2001-2002.

The percentage expenditure to GDP on secondary/higher secondary showed an irregular rise and fall and it remained between 1.13 to 1.44 percent during 1997- 98 to 1999-2000. The percentage expenditure on University and Higher Education to GDP, which was 0.77 % in 1990-91 showed a gradual decrease to 0.62% during 1997-98 and a rise to 0.88% in 2000-2001. The percentage share of higher education to total expenditure remained between 2.32% to 2.96% in the last decade.

### STRUCTURE OF EDUCATION IN INDIA



A uniform structure of school education, the 10+2 system has been adopted by all the States and Union Territories (UTs) of India. However, within the States and the UTs, there remains variations in the number of classes constituting the Primary, Upper Primary, High and Higher Secondary school stages, age for admission to class I, medium of instruction, public examinations, teaching of Hindi and English, number of working days in a year, academic session, vacation periods, fee structure, compulsory education etc.

The Primary Stage consists of Classes I-V, i.e., of five years duration, in 20 States/UTs and classes I-IV in a few other states. The Middle Stage of education comprises Classes VI-VIII in as many as 18 States and UTs, and Classes V-VII and Classes VI-VII in a few others. In Nagaland

Classes V – VIII constitute the upper primary stage. The Secondary Stage consists of Classes IX-X in 19 States/UTs. The High School stage comprises classes VIII to X in 13 States/UTs. However, the Higher Secondary / Senior Secondary stage of school comprising classes XI-XII (10+2 pattern) is available in all the States/UTs though in some States/UTs these classes are attached to Universities/Colleges.

**ENROLMENT BY STAGES FROM 1950-51 to 2001-2002 (In million)**

| YEAR     | Primary (I –V) |       |       | Middle/Upper Primary (VI-VIII) |       |       | High/Hr. Sec./Inter/Pre-Degree (IX-XII) |       |       |
|----------|----------------|-------|-------|--------------------------------|-------|-------|---|-------|-------|
|          | Boys           | Girls | Total | Boys                           | Girls | Total | Boys                                    | Girls | Total |
| 1950-51  | 13.8           | 5.4   | 19.2  | 2.6                            | 0.5   | 3.1   | 1.3                                     | 0.2   | 1.5   |
| 1955-56  | 17.1           | 7.5   | 24.6  | 3.8                            | 1.0   | 4.8   | 2.2                                     | 0.4   | 2.6   |
| 1960-61  | 23.6           | 11.4  | 35.0  | 5.1                            | 1.6   | 6.7   | 2.7                                     | 0.7   | 3.4   |
| 1965-66  | 32.2           | 18.3  | 50.5  | 7.7                            | 2.8   | 10.5  | 4.4                                     | 1.3   | 5.7   |
| 1970-71  | 35.7           | 21.3  | 57.0  | 9.4                            | 3.9   | 13.3  | 5.7                                     | 1.9   | 7.6   |
| 1975-76  | 40.6           | 25.0  | 65.6  | 11.0                           | 5.0   | 16.0  | 6.5                                     | 2.4   | 8.9   |
| 1980-81  | 45.3           | 28.5  | 73.8  | 13.9                           | 6.8   | 20.7  | 7.6                                     | 3.4   | 11.0  |
| 1985-86  | 52.2           | 35.2  | 87.4  | 17.7                           | 9.6   | 27.1  | 11.5                                    | 5.0   | 16.5  |
| 1990-91  | 57.0           | 40.4  | 97.4  | 21.5                           | 12.5  | 34.0  | 12.8                                    | 6.3   | 19.1  |
| 1991-92  | 58.6           | 42.3  | 100.9 | 22.0                           | 13.6  | 35.6  | 13.5                                    | 6.9   | 20.4  |
| 1992-93  | 57.9           | 41.7  | 99.6  | 21.2                           | 12.9  | 34.1  | 13.6                                    | 6.9   | 20.5  |
| 1993-94  | 55.1           | 41.9  | 97.0  | 20.6                           | 13.5  | 34.1  | 13.2                                    | 7.5   | 20.7  |
| 1994-95  | 60.0           | 45.1  | 105.1 | 22.1                           | 14.3  | 36.4  | 14.2                                    | 7.9   | 22.1  |
| 1995-96  | 60.9           | 46.2  | 107.1 | 22.7                           | 14.8  | 37.5  | 14.6                                    | 8.3   | 22.9  |
| 1996-97  | 61.4           | 46.8  | 108.2 | 22.9                           | 15.2  | 38.1  | 15.3                                    | 8.7   | 24.0  |
| 1997-98  | 62.3           | 48.0  | 110.3 | 23.6                           | 15.9  | 39.5  | 16.1                                    | 9.3   | 25.4  |
| 1998-99* | 62.7           | 48.2  | 110.9 | 24.0                           | 16.3  | 40.3  | 17.3                                    | 10.5  | 27.8  |
| 1999-00* | 64.1           | 49.5  | 113.6 | 25.1                           | 17.0  | 42.1  | 17.2                                    | 11.0  | 28.2  |
| 2000-01* | 64.0           | 49.8  | 113.8 | 25.3                           | 17.5  | 42.8  | 16.9                                    | 10.7  | 27.6  |
| 2001-02* | 63.6           | 50.3  | 113.9 | 26.1                           | 18.7  | 44.8  | 18.4                                    | 12.1  | 30.5  |

\*Provisional

As evident from the above table, the total enrolment at the primary, upper primary, secondary and Sr. Secondary stages increased by 6, 14 and 20 times respectively since 1950-51. The girls' enrolment increased by 9, 37 and 60 times respectively during the same period in the above institutions.

The minimum age for admission to class I of the Primary School stage is generally 5+ or 6+ years. The academic session begins from different months of the year in the different States and UTs. However, in most of the States, the long vacation periods are availed in the summer season while in some of the hilly States, these fall in the winter months. Compulsory education has been enforced in four States and Union Territories at the primary stage of education while in eight States/UTs there is compulsory education covering the entire elementary stage of education. As many as 20 States/UTs have not introduced any measure of compulsion up to the year 1997-98. A majority of States and UTs have introduced free education in Classes I-XII of their schools. In all the States/UTs Public Examinations are conducted at the end of X and XII Classes by the

respective State Boards of Secondary and Higher Secondary Education. In some of the States/UTs, the first Public Examination is also conducted at the Middle stage of School Education.

As against 2820 languages in the entire world, as many as 325 languages are effectively used in India alone. Local dialects change in India almost after every 8-10 kilometres. Mother tongue or regional language is the medium of instruction at the primary stage of education in most of the States/UTs. Facilities for studying in a medium other than regional language vary considerably in different States and Union Territories. Apart from Hindi speaking States, teaching of Hindi is compulsory in most of the non-Hindi speaking States/UTs, though the classes from which the teaching of Hindi is compulsory differ from State to State. The classes in which teaching of English is compulsory differ from State to State. In general, it is compulsory in Classes VI-X in most of the States/UTs.

There are three principle levels of qualifications within the higher education system in the country. These are:

Bachelor / Undergraduate level

Master's / Post-graduate level

Doctoral / Pre-doctoral level

At the beginning of the year 1999-2000, the total number of students enrolled in the universities and colleges was 741.8 million—122.5 million in university departments and 619.3 million in the affiliated colleges. Eighty per cent of the total enrolment was concentrated in the three faculties of Arts (40 per cent), Science (20 per cent) and Commerce (20 per cent) while the remaining 20 per cent was absorbed by the professional faculties. Enrolment at the degree level was 652 million (87.9 per cent), at the PG level 72.5 million (9.8 per cent) and the remaining at research and diploma/certificate levels.

The strength of the faculty went up to 34.2 million this year. Out of the 76,587 teachers in the university departments, 17,385 are professors, 27,188 are readers/associate professors, 30,558 are lecturers and the rest are tutors/ demonstrators. In the affiliated colleges the number of senior teachers is 71,588, the number of lecturers 1,89,309 and the rest are tutors/demonstrators.

The enrolment of women students in the year 1999-2000 was 257.4 million at the graduate and post-graduate levels. This accounts for 34 per cent of the total enrolment. The enrolment of women students was the highest in Kerala (53.8 per cent) and lowest in Bihar (19 per cent). Eighty-seven per cent of the total women enrolled were in the non-professional faculties of Arts, Commerce and Science and 13 per cent in professional faculties.

Diploma courses are also available at the undergraduate and postgraduate level. At the undergraduate level, it varies between one to three years in length; postgraduate diplomas are normally awarded after one year's study.

Bachelor's degree in arts, commerce and sciences is three years of education (after 12 years of school education). In some places there are honours and special courses available. These are not necessarily longer in duration but indicate greater depth of study. Bachelor degree in professional field of study in agriculture, dentistry, engineering, pharmacy, technology and veterinary medicine generally take four years, while architecture and medicine, it takes five and five and a half years respectively. There are other bachelor degrees in education, journalism and librarianship that are second degrees. Bachelor's degree in law can either be taken as an integrated degree lasting five years or three-year course as a second degree.

Master's degree is normally of two-year duration. It could be coursework based without thesis or research alone. Admission to postgraduate programmes in engineering and technology is done on the basis of Graduate Aptitude Test in Engineering or Combined Medical Test respectively.

A pre-doctoral programme - Master of Philosophy (M.Phil.) is taken after completion of the Master's Degree. This can either be completely research based or can include course work as well. Ph.D. is awarded two year after the M.Phil. or three years after the Master's degree. Students are expected to write a substantial thesis based on original research.

In conformity with the NPE, 1986, a scheme to provide career orientation to education at the first degree level was launched in 1994-95. Under the scheme, a university / college could introduce one to three vocational courses in 35 identified subjects.

The Universities are various kinds: with a single faculty, or multi-faculties; teaching or affiliating, or teaching cum affiliating, single campus or multiple campuses. Most of the Universities are affiliating universities, which prescribe to the affiliated colleges the course of study, hold examinations and award degrees, while undergraduate and to some extent post the colleges affiliated to them impart graduate instruction. Many of the universities along with their affiliated colleges have grown rapidly to the extent of becoming unmanageable. Therefore, as per NPE, 1986, a scheme of autonomous colleges was promoted. In the autonomous colleges, whereas the degree continues to be awarded by the University, the name of the college is also included. The colleges develop and propose new courses of study to the University for Approval. They are also fully responsible for conduct of examination. There are at present 126 autonomous colleges in the country.

### **Internationalization of Education and Student Mobility**

Universities from across the world are trying aggressively to tap the Indian student community. It is estimated that by 2025, about 8, 00, 000 students from India will leave to study in foreign shores. Presently, this figure hovers around 85, 000.

The UGC provides assistance to centres identified as Area Study Centres for undertaking studies relating to problems and culture of a given area and for developing inter-disciplinary research and teaching. The focus is on such countries and regions with which India has had close and direct contact. In addition to these, centres for Indian languages and culture are also in operation. During 98-99, an amount of Rs. 965.3 million was released to 19 centres in 17 universities.

The UGC operates bilateral exchange programmes with 60 countries. Under the collaborative exchange programme, there is a provision for exchange of foreign language teachers at the Masters level. During 1998-99, 36 foreign language teachers were invited to visit universities. Under the German Academic Exchange Service, 30 scholars were nominated for advanced research work relating to German culture, History, Economics, Philosophy, Education and Natural Sciences. In addition, there is a programme for exchange of scholars under the French Government Fellowship Scheme.

Under the programme of Social Scientists Exchange, 11 social scientists were nominated by the UGC to visit France and seven French scientists visited India. A Higher Education Link programme is implemented in collaboration with the British Council for the development of linkages between universities in India and United Kingdom, in specified areas such as joint research, joint publication, curriculum development, etc.

UGC is the implementing agency for the scheme of SAARC Chairs/Fellowships/Scholarships. Under this programme, 26 fellowships and 40 scholarships are made available in various SAARC countries.

Under the programme Commonwealth Academic Staff Fellowship, the UGC coordinates with the Association of Commonwealth Universities (ACU) in UK and makes nominations for the award of commonwealth fellowships to enable promising faculty members in universities and colleges in India to do research work at universities/institutions in the United Kingdom. Forty scholars were

selected under the programme during 1998-99. The UGC recommended two scholars to participate and present papers in the Salzburg Seminar.

All India Council for Technical Education (AICTE)<sup>\*†</sup> has published a notification announcing revised regulations for the entry and operation of foreign universities/institutions imparting technical education in India.

Any application to AICTE by a Foreign University/Institution seeking to operate in India either directly or through collaborative arrangement with an Indian University / Institution must be accompanied by a No-Objection Certificate issued by the concerned Embassy in India. The Missions of the concerned Countries shall be required to certify genuineness of the educational institutions of their respective countries willing to offer study programs in India. Only such institutions shall be eligible to enter into collaboration/ partnership/twinning arrangements etc. with Foreign Universities/Institutions as are already in existence and are duly approved by the AICTE. De-novo institutions shall not be eligible. No franchisee system shall be allowed under these Regulations. The fee to be charged and the intake in each course to be offered by a Foreign University/ Institution leading to a degree or diploma shall be as prescribed by the AICTE, giving due hearing to the concerned Foreign University/Institution. Educational innovations including experimentation with different modes of delivery by a Foreign University / Institution shall only be allowed provided such a system is well established either in their parent Country or in India. The Foreign University/Institution shall submit an annual report giving details of the number of students admitted, programmes conducted, total fee collected, amount transferred to parent Country, investment made, number of students awarded degree, diploma and any such information that AICTE may ask for.

If a Foreign University / Institution fails to comply with any of the conditions, the AICTE shall also inform the concerned agencies including Ministry of External Affairs, Ministry of Home Affairs, RBI of such decisions and advise these agencies to take any or all of the following measures: a) Refusal / withdrawal for grant of visa to employees/teachers of the said Foreign University / Institution, b) Stop repatriation of funds from India to home Country, c) Informing the public about the withdrawal of the Registration of such Foreign University /Institution and the consequences thereof .

India has received requests for opening up of education services from several countries (Australia, Brazil, Japan, New Zealand, Norway, Singapore, and USA) in the new round of service trade negotiations launched under General Agreement on Trade Services (GATS) in January 2000. These mainly focus on higher education, adult education, and other education services. USA also specified training services and educational testing services and Brazil has also requested in primary and secondary education services.

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<sup>†</sup> University Grants Commission (UGC) is responsible for coordination, determination and maintenance of standards, release of grants. Professional Councils are responsible for recognition of courses, promotion of professional institutions and providing grants to undergraduate programmes and various awards. The statutory professional councils are:

All India Council for Technical Education (AICTE),  
Distance Education Council (DEC)  
Indian Council for Agriculture Research (ICAR),  
Bar Council of India (BCI),  
National Council for Teacher Education (NCTE)  
Rehabilitation Council of India (RCI)  
Medical Council of India (MCI),  
Pharmacy Council of India (PCI)  
Indian Nursing Council (INC)  
Dentist Council of India (DCI)  
Central Council of Homeopathy (CCH)  
Central Council of Indian Medicine (CCIM)

General Agreement on Trade in Services (GATS) defines services trade as occurring via four modes of supply all of which are relevant to education

- Mode 1: cross border delivery: delivery of education services via Internet (distance education, tele-education, education testing services)
- Mode 2: consumption abroad: movement of students from one country to another for higher education (e.g. foreign students in US universities)
- Mode 3: commercial presence: establishment of local branch campuses or subsidiaries by foreign universities in other countries, course offerings by domestic private colleges leading to degrees at foreign universities, twinning arrangements, franchising
- Mode 4: movement of natural persons: temporary movement of teachers, lecturers, and education personnel to provide education services overseas

The main sub-sectors under the GATS in the area of education are primary education, secondary education, higher education, post secondary technical and vocational, university degree or equivalent, adult education, and other education services. All requests to India are for full market access and national treatment commitments in modes 1, 2 and 3.

India's import interests in education services

- Mode 1: Prospects for distance education and degrees from foreign academic institutions
- Mode 2: Indian students studying in foreign universities (US, UK, Australia)
  - Over 40,000 studying in US courses (75,000 are most likely to be added per year)
  - Several thousand in Europe
- Mode 3: foreign institutions entering India through twinning and franchise arrangements
  - Indian students getting foreign degrees, doing professional courses at local branch campuses of foreign institutions in India
  - UK-based Wigan and Leigh College
  - Indian School of Business tie up with Kellogg, Wharton, and London Business School
  - Western International University, Arizona
  - NIIT tie up with ITT Educational Services, USA
  - Tata InfoTech tie up with Hertfordshire University, UK
- Mode 4: Foreign faculty and scholars teaching in India

India's export interests in education services

- Mode 1: Prospects for tele-education in management and executive training.
  - Experience with distance learning, use of new technologies (IGNOU)
  - Education process outsourcing with remote tutoring from India (along the lines of efforts by two Indian companies - Career Launcher and Educomp Datamatics that are pilot projects with teachers based in India tutoring students in the US over the Internet)
- Mode 2: Students from developing countries studying in Indian engineering and medical colleges.

- Around 5,500 students from neighboring developing countries (2001)
  - Exchange programmes and twinning arrangements
- Mode 3: Setting up of overseas campuses, franchising by Indian institutions
  - MAHE, BITS, Central Institute of English and Foreign Languages
  - Over 100 CBSE schools abroad, catering to diasporas
- Mode 4: Indian teachers, lecturers teaching abroad in Middle East, Africa, researchers/scholars on visiting arrangements abroad
  - Some 10,000 secondary school teachers overseas
  - Recruitment of Indian teachers in Math, Science, English
  - Potential as a regional hub for exporting higher education services

There was a widespread perception that from January 1, 2005, India was obliged under the WTO to open up its higher education sector to foreign providers and to end public subsidies, with adverse consequences for the quality and affordability of higher education. India did not make any offer in education services in the GATS 2000 round due to sensitive public good nature. India has no multilateral obligation under the WTO to open up higher education services to foreign participation. Whatever liberalization has occurred in this area, such as allowing 100% FDI on automatic route and permitting foreign participation through twinning, collaboration, franchising, and subsidiaries, has been autonomously driven. Hence, the impact of opening up higher education services is shaped not by the WTO but by domestic factors, including the domestic regulatory framework and the state of the domestic education system in terms of quantity, quality, costs, infrastructure and finances.

While there are reputed foreign educational institutions operating, there are numerous less reputed, second or third tier ones as well who charge high fees for programmes of dubious quality. Given India's capacity constraints in higher education, substandard foreign institutions are able to survive in India. But the problem is not liberalization per se, but the lack of a supportive domestic regulatory framework, which can ensure that liberalization is beneficial. There is a need for more effective registration and certification systems, which prevent unapproved institutions from partnering, which protect and inform consumers, enable good quality foreign institutions to enter the Indian market, and which create a level playing field between domestic and foreign institutions so that the former can compete effectively in a liberalized environment.

India also has gone on the offensive in education services. A growing number of Indian educational institutions are beginning to export to other markets. So, globalization of education services is being seen as an opportunity and the GATS as a framework to exploit this opportunity.

A perusal of newspapers gives a misleading impression that higher education is already open to foreign service providers. Any provider of educational services who does not want UGC/AICTE recognition is free to enter any educational service without any regulation. Furthermore, there is a lack of any forum where consumers can verify the claims of the multitude of service providers who promise all sorts of benefits to students. Many even offer unverifiable links to foreign institutions.

## Marketing Activities

The rapid growth of the overseas study market in India since 1990 has been accompanied by a proliferation of education agencies established to provide services to help Indian students arrange study abroad. These range from large, well-established businesses, with several years experience in the international education market and branch offices in most major cities, to new, shoe-string operations with little experience in the field. While some agents provide available service, there are many less scrupulous operators who exploit students and their parents or perpetuate visa fraud. There is no formal professional body for education agents, and the only agents' association is Association of Australian Education Representatives in India (AAERI), a grouping of over 140 agents that are working with Australian providers. This was formed at the instigation of the Delhi-based Australian Education International (AEI) office, rather than by the agents themselves, with the aim of improving the service standards and recognition of agents working for Australian providers. AEI is a division of the Australian Government Department of Education, Science and Training, and is responsible for the generic promotion of Australian education abroad. However, AAERI has done little to promote the professional development of its members or control their activities. Forged documentation and attempted visa fraud is rife in India and Australia has one of the highest visa rejection rates for Indian students even though many rejected students have been assisted by AAERI members.

The current agent situation is far from clear and the general level of professionalism amongst agents in India is low. In spite of the difficulties, overseas education providers find it useful to work with agents in India to increase their outreach in the India market and provide the level of admissions assistance that many Indian students feel they need. While many Indian students arrange study overseas without the help of an agent, especially postgraduates, it is clear that others, in particular younger students and their parents, prefer to use the services of agents and find them helpful. Generally, Indian students and parents use agents because they lack knowledge and understanding of overseas education systems. However, even where students find suitable placements on their own, they often lack the confidence or time to complete the necessary formalities, especially visa application procedures, without help. Typically this means they choose to pay for assistance from an agent. In India some parent customers also value the service of agents for the follow-up services they offer during the period of study abroad, including liaison with overseas institutions and emergency support.

There are many types of agent in India including

- \_ Travel agents who also arrange study abroad as a side line
- \_ Immigration agents who also arrange study abroad as a side line
- \_ Other people who run an overseas education advisory services as a side line to their main business
- \_ Education specialists
- \_ Locally employed institutional representatives, including some who are alumni of the institution they represent.

Some agents specialize in promoting study opportunities in one country. The majority of agents in India work with institutional clients in several destination countries. Some agents have representative offices overseas. The majority of agents in India charge students (parents) service fees in addition to collecting commissions. The levels of agents' service fees vary enormously, as do the services they provide. In general, however the level of agent service fees in India has been falling as the market has become more competitive and mature. Most agents now offer free general information and advice. They only charge service fees at the application stage and for additional services. Where students apply to institutions represented by the agents, service charges for application assistance, if any, generally take the form of a small fee to cover administrative costs, (such as postage and fax charges) or to deter non-serious applicants. Where students request help with applications to institutions that are not represented by the agents, as is the case for applications to many US universities, the fee charged is typically very much higher.

Fees usually vary according to the level and type of course and the number of applications made. Fees for additional definable services such as making travel arrangements, visa facilitation and other follow up services are normally levied separately.

Australia: The use of agents by Australian institutions is almost universal and in India agents facilitate about 80% of all Australian student visa applications. A significant number of the agents find dealing with Australian institutions easier than those in the UK or the US. Faster turnaround of enquires and applications as well as a more businesslike approach to commission payments are the most frequently quoted reasons. Not surprisingly therefore, Australia has a very strong position in the India market as regards the effective use of agents. IDP Education Australia is a company wholly owned by Australian universities and provides student advisory and recruitment services on a commission basis in 36 countries to all Australian universities and over 200 colleges, schools and English language institutes. IDP has seven offices in India that offer a commercial placement service on behalf of all Australian providers active in the India market in direct competition to local agents. IDP's services to students, which include information and enrolment assistance as well as visa facilitation, are free of charge. Since IDP also organizes the main Australian education exhibitions in India, it is seen as the 'official' representative or agent of Australian institutions in India. The organization with responsibility for the generic promotion of Australian education in India, AEI, believes that the use of local agents is necessary to gain access to the market in India and advises Australian providers accordingly.

USA: In spite of the popularity of the USA as a study destination, relatively few US universities have commission agreements with Indian education agents. Nevertheless, many agents still work actively to place students on US degree courses with their fees covered by charges to students. There is a strong general perception in India that getting a US visa is almost impossible for self-funded students and this has discouraged agents from seeking contracts with US community colleges. The United States Education Foundation in India (USEFI), the US government-supported agency that provides information about study opportunities in the US from four offices in the main metros, makes no attempt to change this perception. It has no dealings with agents and its efforts are mainly focused on promoting scholarship funded postgraduate opportunities to graduates of India's top universities.

Canada: The organization with responsibility for promoting Canadian education in India is the Canadian Education Centre Network (CECN) office based in the Canadian Embassy in Delhi, which was established in 1997. The CECN office currently concentrates its limited resources on the provision of student information services and running promotional events. It does not undertake any agent development work, although this is under review. At present only a minority of agents work with Canadian institutions and most that do are specialist Canadian immigration agents.

Internet: The Internet has been an important source of information on postgraduate study opportunities abroad for Indian students for several years. Its importance as a source of general study abroad information in India is increasing rapidly. However, few believe that 'e-recruitment' initiatives will replace agents in the foreseeable future. At present, the evidence points to such developments complementing agent services in India by meeting the need for improved information about study abroad opportunities in order to generate interest in individual providers. The conversion of interest into firm 'sales' is likely to continue to depend on 'off-line', individually delivered, personal services from agents and the institutions, for the foreseeable future. A number of e-companies are moving to offer study abroad services although this is not the core business of any of the organizations concerned.

UK: The British Council is the United Kingdom's leading cultural relations organization and India is their largest operation worldwide. In India they operate as a division of the British High Commission and have offices in the four main metros as well as a network of 11 libraries. Through their centers and programs they promote the diversity and creativity of British society and culture. As providers of information on UK education opportunities, British Council's ultimate aim is the building of agent

capacity to work on behalf of UK providers, specifically to increase the number, effectiveness and quality of these agents. In the past the British Council India's relations with agents were poor. The Council's hands-off approach to commercial education agents working for UK clients meant that it was perceived as being disapproving of agents and, since it was unwilling to work with them. In addition, because it provided free education counseling and services such as fast track visa processing, the agents also viewed the Council as a competitor. Currently, it provides some services free of charge such as inclusion in the agent listing on the Education UK web site, while some are charged at commercial rates, for example advertising space in Council publications. Other activities are offered on a partial cost recovery basis including the training workshops for example where a small charge is levied to cover refreshments and when necessary venue hire. Considering its difficult starting position, the Council in India has made good progress with its agent development work. It has already built strong relationships with all major agencies currently working with UK clients. Most agents now have a positive perception of the Council, value the services that have been introduced and recognize the benefits of working in partnership with the Council.

Germany: The German Academic Exchange Service ([DAAD](#)) is represented in the region through its branch office in New Delhi since 1960. The DAAD promotes the Indo-German cooperation in the field of higher education and research through different means, e.g. the deployment of German teachers to India and granting short- and longterm scholarships mainly for post-graduates, thus supporting the networking between Indian and German institutions. The networking of former scholarship holders is encouraged. The DAAD's work focuses on the presentation of Germany as a place of choice for higher education and research activities. The DAAD is also representing German research institutions like the Alexander von Humboldt Foundation in India and supports German students and researchers during their stay in India. Presently, 5 German lecturers from the German Academic Exchange Service (DAAD) are teaching in the German Departments of Indian universities. Part of their work is to counsel Indian students on studying and research opportunities in Germany. There are German Schools in New Delhi and Mumbai with about 100 students and 6 teachers from Germany. Apart from the programs sponsored by the two governments, a lively exchange takes place between Germany and India in various areas of cultural activities. The German Immigration law that came into force January 1, 2000, allows foreign students to remain in Germany until one year after having completed their degree courses. Moreover, German universities do not charge any fees and offer degree courses in English language. German institutions are focusing on joint degree programs, academic exchanges and joint research projects.

France: The French Embassy in India offers financial assistance to meritorious candidates and has special scholarships for PhD candidates. EduFrance has seven offices in India. The Indo-French Cultural Exchange Programme (CEP) also covers the bilateral cooperation in the field of education, and France actively promotes French language and culture through various programmes. Among other initiatives, the CEP promotes institutional exchange programs between French Maison des Sciences de l'Homme (MSH) and the Indian Council for Social Sciences Research (ICSSR), UGC, Indian Council for Historical Research (ICHR) and Indian Council for Political Research (ICPR) on a regular basis. Similar cooperation also exists between the Indian Council for Medical Research and its French counterpart INSERM and between the Indian Institute of Public Administration (IIPA) and the Ecole Nationale d'Administration (ENA). Apart from assisting the Institute of French Studies, Pondicherry, France also offers scholarships for studying French language, hotel management, public administration, fine arts, mass communication etc. These scholarships provide assistance to about 40 Indian students every year, for periods ranging from one to fourteen months. In turn, India provides the services of an Indian professor of Sanskrit at the Sorbonne University of Paris, and offers, on an average, 16 one-year scholarships to French students wanting to specialise in Indian studies, including two scholarships for the study of Hindi. The French Government has, of late, been taking an active interest to attract a greater number of Indian students for higher studies in France, and "Higher Education in France" fairs have been organised in India in 1998, 1999 and 2003.

Ireland: The Irish Government has established a body 'Education Ireland' with specified functions pertaining to the internationalization of Irish Education Services. Education Ireland works in conjunction with various Irish Government departments. In 2004, 396 Indian students went to Ireland. At present there are 100 Indian students studying at Irish third-level institutes. Established by the Irish government in 1993, the International Education Board's remit is to facilitate and support the development of Ireland as an International education centre. The Board has representation from all interested sections of Irish education- Universities, Institutes of Technology, Independent Colleges and Language schools as well as from other Government Departments and agencies. IEBI is actively supported by [Enterprise Ireland](#), Embassies and [Failte Ireland](#). As a priority country, India is now generally agreed to be second only to China as a new market for Education Ireland.

Russia: The Ministry of Education of the Russian Federation provides 3000 scholarships to international students every year. The scholarship covers tuition fees and hostel accommodation. These are coordinated through Russian Centre of Science and Culture in New Delhi. The International Foundation for Studies and Culture (IFSC) is an organization working under the auspices of the Cultural Department of the Consulate General of the Russian Federation in Mumbai. The main aim and goal of IFSC is to bring awareness and promote the Russian education system in India. The Cultural Department of the Consulate General of the Russian Federation in Mumbai, which is also popularly known as the Cultural Center of Russia has been jointly organizing various promotional activities along with IFSC to bring about awareness and guiding Indian students in seeking admission in various Universities in Russia. IFSC has its central office located in the Cultural Center of Russia at Mumbai and also has its own office in Pune and other places in India. Besides having its own offices, IFSC also maintains a wide network of associates all over the country to guide students who are unable to come to its office in Mumbai.

Japan: Though not a traditional choice for Indian students, the country is making its presence felt in the higher education sector. In 2004, 327 students from India went to Japan for higher education, of which, 14 students went on Japanese government scholarships. According to Radhika Seth, coordinator, Higher Education Counselling Cell, Japan Culture and Information Centre, New Delhi, "Japan is becoming more and more open to having international students. Several Japanese institutions have even started courses in the English medium." In a joint statement issued by Prime Minister of India, H. E. Dr. Manmohan Singh & Prime Minister of Japan: H. E. Mr. Juinchiro Koizumi in New Delhi on April 29th 2005, the Governments of Japan and India will work together to promote Japanese languages studies in India, with a target of 30,000 learners at different levels in the next five years, and through measure including the introduction of Japanese languages as an optional foreign languages in Indian secondary school curriculum. In this regard, the Government of Japan welcomes and encourages of government of India's initiative to establish Centres of Japanese Studies at Indian Universities and Institutions where Japanese languages is being taught and to set up Japanese Language teaching cells in seven Indian Institute of Technology. The Governments of Japan and India will also introduce a new academic exchange programme involving ten designated educational institutions on either side. The two sides will also make every effort to collaborate towards the development of an Indian Institute of Technology as well as the Indian Institute of Information Technology for Design and Manufacturing, Jabalpur. The two Governments will also hold a Festival of Japan in India and a festival of India in Japan in 2007/08 to commemorate the 50th anniversary of the Cultural Agreement between Japan and India.

## Implementation of the Survey

### Target Institutions

As per the ACA guidelines, five Secondary Schools and 10 higher education institutions / Universities were identified from three different geographical regions of the country. Three schools and four higher education institutions were selected from the capital, Delhi, and surrounding North India region. One school and three higher education institutions each were selected from Mumbai in the West and Kolkata in the East region of the country, respectively. Attempts were made to select institutions varying in type, orientation and size. The selection included, private and public institutions, and technical education institutions; public schools, convent schools, international schools, and coaching classes for secondary level students.

| Region/Institutes  | Out - Student | Out - Staff | In - Student | In – Staff |
|--|---------------|-------------|--------------|------------|
| North India/ SKIET Kurukshetra University, Kurukshetra                                   | 200           | 30          | 165          | 11         |
| North India/Delhi University, Delhi  | 200           | 30          | 185          | 20         |
| North India/ Skyline (Private), Delhi  | 65            | 20          | 18           | 3          |
| North India/ Amity University (Private), Delhi   | 100           | 15          | 52           | 2          |
| North India/ DAV School, Sec – 14, Faridabad   | 100           | 15          | 100          | 14         |
| North India/ Montfort School, Delhi  | 100           | 15          | 57           | 13         |
| North India/ Ryan Intl. School, Delhi  | 135           | 20          | 96           | 4          |
| West India/ Vidyalakar Institute of Technology, Mumbai                                   | 200           | 15          | 190          | 0          |
| West India/ Bharati Vidyapeet College of Engineering, Belapur                            | 100           | 20          | 34           | 6          |
| West India/ Welingkar Institute of Management and Development Research (Private), Mumbai | 200           | 15          | 200          | 14         |
| West India/ Chate Coaching Class (Secondary Students), Mumbai                            | 200           | 15          | 170          | 11         |
| East India/ Calcutta University  | 60            | 5           | 45           | 0          |
| East India/ Asutosh College  | 150           | 5           | 136          | 0          |
| East India/ Syamaprashad Institute of Technology & Management (SITM)                     | 200           | 30          | 200          | 18         |
| East India/ Apeejay School   | 100           | 15          | 69           | 15         |

The table above provides a snapshot of the number of questionnaires given out in each institution and the number turned in. Three institution facilitators were identified for the study. Mrs Anju Gupta is the Vice Principal of DAV Public School, Faridabad. She personally collected and delivered the questionnaires. She was able to get 100 student and 14 staff questionnaires completed, despite the senior secondary class students being away from school for preparation leave for the annual examination. Mr. Debaraj Mookerji is a full time academic at Delhi University and visiting faculty to Skyline School. Despite the ongoing examinations in Delhi University, he was able to get 185 student and 20 staff questionnaires from various colleges under Delhi University and 11 and 3 respectively from Skyline. Ms Nidhi Varma facilitated the study in Kolkata institutions through her

network of family in Kolkata educational institutions. The total number of student questionnaires received from the region is 450. It was very difficult to get these done without a facilitator as the students had already commenced exams. The facilitators were offered pre-decided monetary incentives for their work.

In the regions and institutions where facilitators were not used, the turn-around of the completed questionnaires was very poor, even though the institutions seemed keen to participate in the study. On several occasions it was difficult to follow-up with students who collected the forms but did not return them in the stipulated time frame. The turn-around of completed staff questionnaires was very poor in almost all institutions except where facilitators were used. Most staff members displayed disinterest in the study and/or excused themselves on the basis of higher workload due to ongoing examinations. Furthermore, as the study was not perceived to be a part of their job, nor made compulsory by the participating institution, the staff did not approach it seriously. Finally, the timing of the study coincided with the annual examination and/or annual summer vacation period across the country. Hence, not only was the choice of regions/institutions restricted in some instances, but the time available to distribute and collect questionnaires was also extremely limited.

**Montfort School, Delhi** Montfort Senior Secondary School was established in 1970. It is an unaided Christian minority school administered by the Society of the Brothers of St. Gabriel. The School is recognised by the Central Board of Secondary Education, Delhi (CBSE). The students are prepared for All-India Secondary and Senior Secondary Examinations conducted by the CBSE, New Delhi. The medium of instruction is English. Hindi is taught as second language in all classes up to Class Ten. Montfort School being a Christian Institution, its first preference is for educating Christian (Catholic) children; but admission to the school is open to all.

**Ryan International School, Delhi** Ryan International was founded in 1991. Starting initially with 550 students, the school today houses 2600 students and a staff of 130.

**DAV Public School (Sec-14), Faridabad, Haryana** Dayanand Anglo Vedic (DAV) Public School was established in 1984. It is a co-educational, English medium, progressive school. The school runs classes from Nursery and Kindergarten to class XII. It has been recognized by the Directorate of Education, Delhi and affiliated to the CBSE in India. The school is under the direct control of DAV College Management Committee, New Delhi. DAV Institution was established in 1885 by Mahatma Hansraj, a great Visionary and staunch believer of Vedic Culture. Presently, the DAV Managing Committee supports over 600 educational institutions spread across the country imparting quality education at the primary, secondary as well as graduate and post graduate levels in all disciplines including Arts, Science, Commerce, Law, Pharmacy and Ayurveda among others. Presently there are about 5,500 students in the school.

**Chate Coaching Classes, Mumbai (Private)** Chate is an academic body engaged in educating and training of students appearing for secondary and higher secondary examinations conducted by Maharashtra Board. They offer tutorial and classroom coaching facilities, results of Higher Secondary Certificate / Senior Secondary Certificate examinations, and examination tips. Chate has 100 branches, 4,000 staff and 40,000 students.

**Apeejay School, Kolkata** The Apeejay Surrendra Group is a diversified industrial and services conglomerate, with operations in tea plantations, hotels and restaurants, shipping, real estate, construction and financial services. The Apeejay Styra Group, under the aegis of the Apeejay Education Society, runs 13 Schools and 12 institutes of higher learning in India spread over 23 campuses, imparting education to over 30,000 students, right from Pre-Nursery to Post-graduate education in various disciplines such as Management, Engineering, Information Technology, Architecture, Fine Arts and Design. All the Apeejay schools are members of the "National Progressive Schools Conference" (NPSC) and are affiliated to the CBSE. They have been

accredited to the British Council for London Examination Qualifications (for both GCE 'O' & 'A' level courses).

**Delhi University, Delhi (Public)** Established in 1922, the University of Delhi is one of the premier universities of the country. It offers courses at the Undergraduate and Post Graduate levels in most subjects. With a student strength of over 300,000, it is among the largest Universities in the world. There are 80 colleges under Delhi University offering 439 higher education courses.

**Shri Krishan Institute of Engineering & Technology (SKIET), Kurukshetra University, Kurukshetra** SKIET was established in 1997 under the aegis of Shri Krishan Educational TRUST, Kurukshetra. Presently the institute offers Bachelor of Technology Degrees of four Years duration in the following four disciplines (duly approved by AICTE, state Government, and affiliated to Kurukshetra University).

|         |                     |             |
|---------|---------------------|-------------|
| B.Tech. | Electronics & Comm. | 90 students |
| B.Tech. | Computer            | 90 students |
| B.Tech. | Information Tech.   | 60 students |
| B.Tech. | Mechanical Engg.    | 60 students |

**Skyline Business School, Delhi (Private)** Skyline Business school, India was set up in 1996. Skyline Business School is part of the Skyline Group of which the first Skyline College, UAE was established in 1990. It was founded in association with the Sharjah Airport Authority & Civil Aviation. Promoted by the founding professionals of the reputed Skyline College, UAE, Skyline Business School in India offers its students one of the most comprehensive curricula with a host of advantages such as, recognized Indian Degrees for BBA/MBA & Mass Communication, accredited US University program (Bachelors Degree in Business Administration), transfer of credit facilities with several US, UK, Canadian and Australian universities for the International programs, and the like.

**Vidyalankar Institute of Technology, Mumbai** Vidyalankar, was established in 1960. It has expanded over the years with branches in Mumbai, Thane, Navi Mumbai and Pune. Its present activities include training classes for admission to undergraduate engineering and information technology programs, and colleges affiliated to Mumbai University offering technical education. They also offer training for entrance exams such as GATE and IELTS, and provide visa application services to students keen to study in the US. Their annual enrollment in coaching is around 32000 students and in colleges 1600 students. They also have a Vidyalankar Students Club with 25000 students from all Engineering Colleges of Mumbai University.

**Bharati Vidyapeeth College of Engineering, Belapur** College of Engineering of Bharati Vidyapeeth Deemed University was established by Dr. Patangrao Kadam in September 1983. It is one of the oldest and largest Engineering Colleges in the state of Maharashtra. It was earlier affiliated to the University of Pune, however, appreciating its academic excellence, the Government of India conferred on it the deemed university status on 28th July 2000 and since then it has become the constituent unit of the Bharati Vidyapeeth Deemed University. The college and its courses are approved by the AICTE.

**Welingkar Institute of Management Development and Research, Mumbai (Private)** Welingkar Institute offers several Management related degree and diploma courses. They run three International Programs:

- Management Program in collaboration with Hamamatsu University, Japan, which was launched in 2003 - Tri-nation International MBA Program in collaboration with the Fox School of Business and Management (Temple University), Philadelphia, USA and Tokyo Japan, which started in 2002

- International Executive MBA Program in collaboration with the Fox School of Business and Management (Temple University), Philadelphia, USA, still in introductory stages. Student statistics not available.

**Calcutta University, Kolkata** The University of Calcutta was founded on January 24, 1857 by the incorporation of an Act of the Legislative Council (Act No. II of 1857). There are over 200 colleges affiliated to Calcutta University.

**Asutosh College, Kolkata** Asutosh College was established in 1945 and gained the status of a full-fledged independent college under UGC, and with approval and affiliation of University of Calcutta in 1958. It was later renamed as Syamaprasad College. The college offers a number of undergraduate courses in arts, commerce and science.

**Syamaprasad Institute of Technology & Management (SITM), Kolkata** SITM is the College Division of Syamaprasad Institute of Advanced Education (SIAE), a non-profit making society. It offers technological education in collaboration with Syamaprasad College, Kolkata. It is affiliated to West Bengal University of Technology.

## Interview Results

### Higher Education Experts

Prof. Deepa Dixit, Associate Dean, Global Alliances, Welingkar Institute of Management Development and Research, Mumbai

Mr. Avinash Chatorikar, Director, Study Abroad, Vidyalankar, Mumbai

Mr. Vishwas Deshpande, Director, Vidyalankar, Mumbai

Mr. Gyanankur Goswami, Acting Director, Syamaprasad Institute of Technology & Management (SITM), Kolkata

Dr. Virendra Kumar, Vice Principal, Kirorimal College, Delhi University, Delhi

The selected interviewees represented a cross-section of both, public and private higher education institutions from at least three geographical regions of the country.

### General view of Internationalization, Student Mobility and its Role in Education Policy

All selected interviewees were of the opinion that internationalization was an important point on both, the individual institution and the national education policy agenda of India. However, the major goals and objectives, and the measures taken varied for the institutions depending on the nature of education being offered and the size of the institution. For instance, while a big, private institute like Welingkar has been able to form a Global Alliances team that looks into new and current partnerships with overseas institutions, smaller ones like Vidyalankar are less proactive and less structured in handling such operations.

Ministry of Human Resource Development, Department of Education administers only those scholarships/fellowships which are being offered by the foreign countries under Cultural Exchange Programmes and other Programmes. The subject fields are generally chosen for those subject

fields, facilities for which are available in the donor country and also keeping in view the national needs.

All representatives identified global exposure as the main advantage of a full degree study abroad. According to Mr. Avinash Chatorikar, Director, Study Abroad, Vidyalankar, Mumbai, "A global degree is always more valuable than a local one". Also, all agreed that brain drain was no longer an issue for India and the mobility of its students. The possible risks or disadvantages identified were lack of adequate information on the quality and authenticity of the overseas institutions, and the market value of their academic offerings among Indian employers. Prof. Deepa Dixit, Associate Dean, Global Alliances, Welingkar Institute of Management Development and Research, Mumbai, emphasized that it was critical for the overseas institutions to "connect with the corporate" when in the country and not just focus on student recruitment. She said, "In partnership with an international university, a lot of work needs to be put into building its brand equity. It requires a lot of time, effort and resources".

Slowness of response from overseas institutions to initial queries from Indian institutions, organising funds for higher education overseas and getting a visa for studying abroad were universally accepted obstacles for Indian students wanting to study overseas.

### **Financial Support Schemes**

Finance was identified as a major issue for students wanting to study abroad and hence a significant factor in mobility of domestic students keen to go for advanced studies. The financial mechanisms and measures were reported to be a mix of the state and central government. For international students, they were restricted to individual arrangement between India and the interested countries. Also, the schemes usually supported students going for pure sciences or research based courses, and not professional degrees such as business administration and the like. Detailed information on financial support schemes available through government, non-government and other exchange programs can be obtained from <http://educationsupport.nic.in/index1.asp?langid=1>

### **The Role of EU as a Study Destination**

The general opinion about European Union as an education destination compared to other destination countries was based on limited knowledge and awareness of the European Union among the interviewees. It was suggested that EU was perceived as being strong in science related research areas, and the culture of Europe was much richer than that of the US. Acceptance of 15 years of education for admission to undergraduate studies was also seen as an advantage in comparison to 16 years in the USA. However, EU was also considered to be more expensive and less supportive of students wanting to work in the country after completing studies. Mr. Vishwas Deshpande, Director, Vidyalankar, Mumbai, also opined that the Indian students still showed preference towards English speaking countries for higher education. According to Prof. Dixit, language made a difference not just in the basic understanding of the classroom material, but also the context and the understanding of other innate concepts.

While most interviewees agreed having some information on education opportunities in Germany and France, they also requested for additional information on other member states of the EU. They felt that some states had been more active in promoting themselves in the country than others, hence the awareness level varied.

All interviewees felt that the cooperation between Indian and the partner universities from the US would increase in the future as internationalisation was a focus for almost all higher education

institutions. Also, as Prof. Dixit said, "If quality international education has to reach Indian student community, partnerships will be very important in the future".

Except for Prof. Dixit, most other interviewees were unaware of the programs for fostering cooperation between India and EU. Details of Erasmus Mundus were provided to all. The program generated a lot of interest among the representatives.

The interviewees requested for better market information (what subjects are more popular overseas, how many enrolments happen, etc) in terms of student mobility as it would facilitate planning partnerships in the future.

### **Future Development of Student Mobility**

All agreed that the student mobility would increase in the future, though the preference of the students will continue to favor English speaking countries and those that allow them to work in the country after completing studies. It was also pointed out that there was an increasing focus among Indian higher education institutions to attract international students to study in India. A focussed programme to establish India as a quality destination for higher education was drawn by the Educational Consultants India Limited (EdCIL), a Government of India enterprise, with a plan to attract at least 1,500 foreign students from countries across Asia and Africa in 2005. The strategy was to aggressively market Indian education in Asian (SAARC, Middle East, and South East Asia) and African countries, which were identified as the potential markets. This was done through personalised visits, publicity in these countries and working closely with the country missions, universities, and NRI/PIO bodies in these countries. The number of target countries was increased to 24 from 8. The new focus countries were Ethiopia, Kenya, Mauritius, Sudan, Tanzania, Uganda, Bangladesh, China, Indonesia, Malaysia, Nepal, Sri Lanka, Thailand, Bahrain, Iran, Jordan, Kuwait, Oman, Qatar, Saudi Arabia, Syria, UAE and Yemen. EdCIL proposes to target more premier institutions in the public and private sectors for signing MoUs. These institutions will benefit from enhanced inflow of international students in India. To make the campaign effective, EdCIL is promoting India as a country with a vast and developed network of 300 universities of higher learning and over 15,000 colleges in the fields of engineering, IT, bio-tech, agriculture, management, medicine, pharmacy, arts, science, commerce, humanities and social sciences among others. The government has created an exclusive scheme called Direct Admission of Students Abroad (DASA) wherein 15 per cent of seats have been reserved in premier technical institutions such as the National Institutes of Technology (formerly the Regional Engineering Colleges) and centrally funded institutions for foreign nationals/ PIOs/ NRIs. According to Ajit Motwani, technical director, EdCIL, education is a sizeable and growing exports business. The education and training sector ranks fifth in export of services in the United States. It is estimated that there are almost 1.8 million students studying outside their home country worldwide. He says that India has a great potential to attract international student traffic. Important factors considered by students while looking for international education options are cost, proximity, and overlap with their cultural values. For countries in Asia and Africa, India offers a friendly environment, cultural diversity and more importantly the best value for money options. He said one of the underlying benefits of increased international student traffic is the resultant globalisation of the campuses. It is aimed to leverage education at affordable cost proposition to further accelerate the process of creation of modern infrastructure in the tertiary education sector. Apart from foreign exchange, other non-quantifiable benefits like two-way supports in trade, investments, and closer international business connections will be the result of such an initiative.

## **Rectors/Vice-Rectors/Directors of International Relations**

Dr. Arun Nigavekar, Chariman, University Grants Commission, Delhi

Prof. Andre Beteille, Chairman, Indian Council of Social Science Research, Delhi

Prof. Balveer Arora, Pro-Vice Chancellor, Jawaharlal Nehru University, Delhi

Due to the end of academic session in all universities in the countries, the Rectors/Vice-Rectors/Directors of most institutions were overseas or unavailable for the interview.

### **Internationalization Strategy**

All interviewees were of the opinion that Internationalization was a 'call of the day' in view of education, information and technology becoming borderless. The Indian government was viewed as being liberalized and not obstructive in this matter. However, a great emphasis was placed on internationalization becoming a reciprocal process with Indian students not just going overseas, but international students coming to India for further education. There was, however, a lack of a generalized policy regarding the international cooperation as it was negotiated with individual institutions on a case by case basis.

Though the Universities do not offer courses with an obligatory student period abroad, they do offer foreign language training and even regular degree level courses in languages, most common ones being French and German. Apart from these Russian, Japanese, Spanish are also taught.

### **Student Mobility: Support Structures and Patterns**

The Universities currently do not have specific units primarily in-charge of supporting international students and usually such negotiations are done by the Rector or Vice Rectors' offices directly. On receipt of the offer of scholarships/fellowships from the donor country, the same is advertised in Employment news/Rozgar Samachar, other leading newspapers and through circulars to States/UTs, Universities etc. giving all the details regarding amount of scholarship, age limit, educational qualification, experience etc. The scholarships/fellowships are awarded on merit on all India basis. The selection is made through a Selection Committee constituted of subject experts. Most of the scholarships are for doctoral and post-doctoral studies. The decision of the Selection Committee on selection of candidates, is final. However, decision regarding award of scholarships rests finally with the donor countries. No scholarship is available to study at under-graduate level except language study.

The role of individual professors, teachers and other staff was also reported to be subtle in organizing such student mobility. Most Indian students go for higher education overseas as free movers, and mostly at postgraduate level, primarily because most universities do not offer enough exchange and articulation programmes. Moreover, the accrediting bodies in India do not recognize all foreign degrees, which can be a hindrance when applying for jobs in the Public sector, or as in the case of professional degrees, to practice in India after completing the degree overseas.

### **Views on Student Mobility**

Interviewees mentioned that global exposure, opportunity to work with better facilities and possibility of specialized knowledge in a subject area were some of the advantages students had from a study period abroad. However, Dr. Arun Nigavekar, Chariman, University Grants Commission, Delhi, said, "In my opinion there is no distinct advantage that a student can get from studying abroad. But there are no disadvantages either". Prof. Balveer Arora, Pro-Vice

Chancellor, Jawaharlal Nehru University, Delhi felt, "If Indian students do not return after completing their studies overseas, the resources spent on their education by the Indian government would go waste". Cultural integration in unfamiliar surroundings was also pointed as a possible risk factor expected if Indian students studied abroad. Organizing funds for studying overseas was the biggest obstacle for Indian students and their families. All interviewees supported the opinion that the most appropriate level of study for students to spend a period of study abroad was postgraduate (including PhD or post doctoral research).

### **The Role of EU as a Study Destination**

USA and UK have been the more preferred destinations for Indian students wanting to study overseas. Europe is considered a fairly new player in the market. Subsidized education and education in specific subject areas such as social sciences or humanities were perceived as being strengths of the EU in comparison to the USA. Language, high cost of living and unfamiliar culture were perceived to be their weaknesses. However, it was emphasized that it was difficult to generalize these as even with each state, certain universities were better than others. Furthermore, the disputes (specifically the constitution issue) among 25 member states in EU were seen as a disadvantage and had a bearing on possible cooperation with them in higher education. All interviewees felt that the cooperation with EU would increase in the future as the number of students in India increased, and more information, more money and more willingness was there. However, all said that the relationship needed to be reciprocal, so that the flow of students is both ways – Indian students moving overseas and international students coming to India.

According to Prof. Beteille, changes such as relaxed language restrictions on foreign academics and positions being advertised in English may make Europe an attractive destination for educational exchange. Furthermore, even though some EU countries are better prepared than others, the diversity of the EU states may prove advantageous in attracting diverse group of students from India.

### **Information about Higher Education in the EU**

Most interviewees were aware of the Erasmus Mundus and Asia Link programs, but their knowledge about specific institutions in each EU state was fairly limited. The information was received from a variety of sources, including the internet, government correspondence and news reports. It was felt that bringing information to doorstep would be more beneficial rather than the students approaching other sources for the same. For instance, if a visiting academic from a European institution could visit the university and spend some time talking to students, it would help raise awareness of that institution.

## **Parents**

### **Background Information**

The parents interviewed were seeking information regarding education overseas for their children. While some parents were interviewed at international education fairs and during visits to other Indian cities for the survey, some were identified through personal networks. All in all, fifteen parents were interviewed, Most of them had one to three children, and were asking for study options at undergraduate or postgraduate level for their child. Almost all had a member of the wider family who had studied overseas, though mostly in the US or Australia. The idea to send their child abroad was usually initiated by the child. The subject areas of interest varied from performing arts to professional business degrees. Most parents talked about taking bank loans to finance the education of their child. Few also enquired about scholarships available to studying overseas.

## **Advantages and Disadvantages of Study Abroad**

Exposure to new living and learning environment was considered as a major advantage by all parents, as they felt it improved the confidence level of their child. Safety of the child was considered to be the biggest worry factor by all. Funding the study period was opted as the biggest obstacle in the process.

## **Host Country and Host University**

Almost all parents interviewed sought information on the universities or educational institutions considered to be the best in the subject area their child was interested in. For example, Mrs, Chatterjee sought information on RADA, London, for her daughter who wanted to study performing arts at undergraduate level. They also looked at alternate options in case admission to these institutions was too competitive, or if they were too expensive. In some instances, having another member of the family in the host country also influenced the choice of the country as parents perceived it to be a safer destination. Quality of education, safety of the child and finance were the most important criteria in deciding the country where their child would study. In cases where EU was not mentioned as a possible destination, there was either lack of appropriate information regarding the opportunities available there or the course of interest was not offered.

## **Information about Higher Education in the EU**

In general, the awareness of EU universities and other educational institutions was lower than that of the US, UK and Australian institutions. Most information was gathered from education related magazines, friends or family in the respective country or the internet. Lack of enough time among working parents was also a problem in obtaining such information.

## **Comparison of EU Higher Education with Other Destination Countries**

Richness of culture was considered to be one of the biggest strengths of the EU in comparison to US, and lack of enough information on quality of education and its market value in comparison to other countries was considered the biggest weakness. Some parents suggested that a body such as the British Council or IDP Education Australia be formed to disseminate information relating to EU study opportunities. Dr. Garg, parent of an undergraduate girl student said that he had attended the education fair of Ireland and his daughter had been given admission in one of the private universities there, but he did not know who to turn to for unbiased and authentic information for his daughter or how to compare education in Ireland to that in other countries.

## **The Role of Parents in the Decision Process**

Most Indian students (whether undergraduate or postgraduate) lead a protective life in comparison to the trends in western countries. Hence, parents' opinion and decisions are still influential in a very big way. Whilst parents felt they wanted to give the best to their child, they also felt that the onus of helping their child chose what is best for them was still with the parents. Also, the presence of fraudulent agents in the country made the parents even more protective towards their child. They felt that a government or official body providing authentic information was far more preferable to approaching education agents.

## Conclusions and Recommendations

The preliminary research findings indicate that India is registering a very high demand for a diverse range of study modes; full-time courses, distance and e-learning courses, corporate learning packages, and the like. There is also a growing demand for flexible learning programs with the option of working whilst studying. Almost 6.75 million students seek admission in higher education every year in India, and the country is fast becoming both an importer and an exporter of higher education services. The globalization of the sector is evident from an increasing number of students going abroad for study, exchange and linkage among faculties and research, increased international marketing of curricula and programs, establishment of branch campuses, development of international mechanism for education co-operation between academic institutions across countries. The primary problem today is the inability of the university system to provide higher education to all who aspire for it. There is no political commitment of public funds and the quality of education in some universities is below par, to say the least. This is the slack that the unregulated private sector is taking up today at considerable cost to students. Hence, it would seem that Indian education system is experiencing an increasing domestic and international pressure to cooperate and partner in the field of education with other countries.

### Perception of European higher Education

The interviews with rectors, vice rectors, directors of international relations and experts in higher education in India, and parents of children seeking study opportunities overseas suggest that current awareness of the European higher education in India is fairly limited, except in cases of individual member states that have made efforts to promote themselves in the market. Furthermore, the market preference still favors English speaking countries and the choices are governed by 'value for money' mantra among the Indian community. Europe is perceived as a culturally rich region in the West and the individual member states stand to benefit by taking advantage of this unique selling feature while promoting education opportunities in their institutions. The market opinion also points towards need for an authentic 'one stop shop' service to guide potential students, and importance of cultural and business relations between partnering countries in raising the profile of the region.

### European Brand and Campaign

A cohesive image and integrated marketing plan are essential for the Europe to establish its brand image. On the basis of the results available, the European Union may consider the following suggestions as pointers in formulating its strategy for India:

- 1) Given that some European institutions have higher awareness among the Indian market for specific programs, the promotional activities may capitalize on the existing brand image to raise the profile of these institutions in the market.
- 2) With a view to attract a bigger student community; the European institutions may consider delivering courses in both English language and the domestic language, and offering incentives, scholarships or other grants to deserving students.
- 3) The initial marketing efforts would need to concentrate on increasing the awareness of the market and building brand equity of partnering institutions. It would be preferable to partner with few but reputed Indian institutions and to work closely with governing and regulatory bodies such as AICTE, UGC.

4) Alumni networking could serve to strengthen relations between parenting institutions and the participating countries and also facilitate better cultural and business relations between the two countries.

5) Last but not the least, a reciprocal arrangement for internationalization would enable EU to get faster and better response from the partnering institutions and also the support of the government agencies keen to promote Indian education overseas.

The market seems to hold an opportunity for the European Union to tap into the internal student market in the country. The outcome of the student and staff questionnaire could provide further guidelines to the areas that need to be concentrated on and the services that the market would be more receptive to.