

Globalizing Higher Education in India : Brain Drain in Reverse – A Review

* *Bandana Chadha*

** *R. S. Rai*

*** *Anurag Dugar*

Abstract

India's bold initiative "Educate in India," announced in May 2015 to attract international students and make India a quality higher education hub in Asia is closely linked to Prime Minister Modi's other initiatives namely "Make in India," "Digital India," "Skill India," "Start-up India," "Stand-up India," and "Swachh Bharat" (clean India), all aimed towards empowering India and making it a global economic superpower. The initiative recognizes the fact that despite being among the world's youngest countries, India will not be able to reap its demographic dividend if its higher education remains in its current dismissal state. India aspires to transition from having the second highest student population leaving its shores to study abroad to becoming a premier educational destination attracting more international students to its shores. The paper reviewed the current status of India in the global higher education sector, recognized the benefits of globalizing higher education, and identified some of the prerequisites required to internationalize. Drawing inspiration from the experience of Asian countries like Singapore, China, Malaysia, Hong Kong, and Taiwan, it is expected to encourage more debate and future research on ways to attract a higher proportion of international students to India. If India is able to provide the capacity and quality required for its expanding young population while also competing globally to attract inbound international students, then the 'Educate in India' initiative will truly complement other initiatives. While the Govt. of India has already embarked on the journey, a lot more needs to be done to "liberalize, privatize, and globalize" higher education in India to attract and retain international students.

Keywords : higher education, tertiary education, educate in India, service quality in higher education, international student satisfaction, higher education quality, international students in India, cross-border higher education, international mobility in higher education

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The Indian Government led by Shri Narendra Modi, which won the election in India with an overwhelming majority in 2014, announced its ambitious "Educate in India" initiative in May 2015. The initiative is the result of a joint strategy paper prepared by three govt. ministries : External Affairs, Human Resource Development, and Commerce Ministries along with NITI Aayog (a policy think-tank).

"Educate in India" is an initiative focused on higher education which aims to:

- ↳ Internationalize/globalize Indian higher education.
- ↳ Allow and encourage foreign universities to establish their campuses in India.
- ↳ Encourage Indian institutions to set up campuses abroad.

* *Assistant Professor - International Business & Finance & * Head, Department of Marketing & IB, Amity Business School, Amity University Campus, Sector -125, Noida - 201 303. E-mail: bchadha@amity.edu; bandanachadha@hotmail.com*

** *Associate Professor, Amity International Business School, Amity University, Noida.*

*** *Assistant Professor - Marketing, Rajiv Gandhi Indian Institute of Management, Shillong - 793 014, Meghalaya.*

- ↳ Make India an exporter of education services.
- ↳ Earn more foreign exchange by making India a hub of education in Asia.
- ↳ Achieve global standards in quality of higher education in India.
- ↳ Create an 'Educate in India' brand.

“Educate in India” is closely linked to the govt's other mega initiatives namely “Make in India,” “Digital India,” “Skill India,” “Start-up India”, and “Swatch Bharat” (clean India), all aimed towards empowering India and making it a global economic superpower. The “Educate in India” initiative recognizes the fact that despite being among the world's youngest countries, India will not be able to reap its demographic dividend if its higher education remains in its current dismissal state.

Global Ranking of Indian Higher Education

The higher education system in India is the third largest in the world on the basis of number of students enrolled, ranking after the U.S.A. and China (Deloitte CII, 2014). According to the Deloitte report on the status of higher education in the country, the size of higher education sector in FY 2014 was estimated above INR 3.83 trillion (US\$62.34 billion) with over 642 universities and around 38,000 institutes (Deloitte CII, 2014). Yet, it is also a known fact that almost “two-thirds of Indian universities and 90% of our colleges are rated below average on quality parameters” (ASSOCHAM, 2014).

Enrollment of foreign students is an important parameter that institutes are ranked on by global ranking agencies. Many Indian institutes do not make the mark because of the absence of foreign students on their campuses. According to the Times Higher Education ranking 2015, no Indian university was ranked among the World's Top 200 (“Times World Univ Rankings: No Indian Institute among top 200,” 2015). It is a matter of great concern that India is the only BRICS nation without representation in the top 100 global universities. As per the Times Higher Education Ranking 2015 (“Times World Univ Rankings: No Indian Institute among top 200,” 2015), India had only two institutions in the top 400 institutions, that is, the Indian Institute of Science (the 251-300 group) and the Indian Institute of Technology, Bombay (351-400 group). However, there were 17 Indian universities (including IIT's, Jadhavpur University, Panjab University, Aligarh Muslim University, BITS Pilani, University of Delhi, University of Calcutta, etc.) in the newly expanded World University Rankings of top 800, matching Brazil. Asia's number one spot went to The National University of Singapore (rank 26) while China's two leading universities, Peking and Tsinghua, were at the 42nd and 47th place, respectively (“Times World Univ Rankings: No Indian Institute among top 200,” 2015).

The QS World University ranking 2015/16 (QS, 2015) similarly ranked universities in Asian countries like Singapore in the top 15 and there are several Chinese universities in the top 50. While no Indian institute appeared in the top 100 list, QS ranked only two Indian institutes in the top 200 in 2015/16. The Indian Institute of Science, Bengaluru occupied the 147th rank and Indian Institute of Technology, Delhi was ranked 179th (QS, 2015). It is evident that several Asian countries have achieved success which India has so far not been able to attain. Rankings apart, despite the size and an age-old culture of valuing education, Indian educational institutes lag far behind in academic quality, innovation, research, and globalization.

Brain-Drain and Dollar-Drain

It is estimated that Indian students studying abroad spend around US\$ 6-7 billion annually on higher education, which is more than twice the Central Government's budget allocation for higher education (ASSOCHAM, 2014). Contrary to belief that it is only the elite who send their children abroad, saving for education accounts for the

second-highest priority, after savings for emergencies, for average Indians. Even middle-class Indians spend generously on good education and credentials of their children (“Nearly 6.8 lakh Indian students heading abroad for lack of quality higher education: Study,” 2015).

ASSOCHAM (an Apex Chamber of Commerce in India) released a study in June 2015 on *Skilling India and Empowering Indian Youth* and concluded that 680,000 Indians are forced to go overseas to study because of the inadequacy of quality higher education and cut-throat competition for few seats available in prestigious institutions (“Nearly 6.8 lakh Indian students heading abroad for lack of quality higher education: Study,” 2015). The ASSOCHAM study further estimated that higher educational institutions in India loose approx. \$6-7 billion (INR 50,000 crores) annually which Indian students spend for their higher education overseas. To top it, a very minimal number of these students return home. It is not surprising that many countries around the world are looking to attract more Indian students. Singapore, Ireland, Netherlands, Norway, Sweden, and many other countries have understood the importance and potential of Indian students and are offering scholarships, thereby accelerating the pace of both brain drain and dollar drain from India.

In contrast, according to a Deloitte report, only 33,000 foreign students study in India (Deloitte CII, 2014). According to the same report, as of FY '14, the top 5 states having the highest number of international students are Karnataka (12,058), Tamil Nadu (4,866), Maharashtra (4,242), Andhra Pradesh (3,580), and New Delhi (1,878). The opportunity for foreign higher educational institutions to set up campuses in India, therefore, seems huge. The entry of prestigious universities like Harvard, Oxford, and Cambridge in India would be a welcome step in reducing the brain drain as well as dollar drain. It is being envisioned that foreign universities along with good quality Indian universities will attract Indian as well as international students, promote India as a hub for quality higher education in Asia, and thereby increase India's service exports. The previous govt. had also made a similar attempt to bring a bill allowing foreign universities, but it failed because of opposition from the Left. It remains to be seen how the current govt. will overcome its political opponents to take this initiative forward.

Piece of the Global Cake

International students play an importance role in the higher education sector of many countries like U.S.A, U.K., France, Australia, Germany, Russia, Canada, China, Singapore, and Malaysia (British Council, 2012). Since they also contribute a significant income to the university and revenue to the local economies via expenditure on and off campus, attracting international students to Indian campuses makes an attractive business opportunity.

International students contributed \$27 billion dollars to the U.S. economy in 2014 up from US\$ 24 billion in 2013 (Ortiz, Chang, & Fang, 2015). The Institute of International Education estimates that by 2017, the middle class across the world is projected to increase spending on education by nearly 50 %, from \$4.4 trillion in 2012 to \$6.2 trillion. The report further noted that globally, since the year 2000, outbound international students grew by 161% largely driven by upper-middle-income economies with GNI per capita between USD \$4,126 to \$12,745, whereas OECD countries grew by only 29%. It is quite evident from this that future growth in international students will come largely from developing and emerging economies (Ortiz et al., 2015).

The economic impact of international students is not limited to the money spent by them on tuition fees, living expenses, travel and recreation expenses, alone. According to the Association of International Educators (NAFSA), three jobs are created in the U.S. for every seven international students enrolled. NAFSA estimated that international students created 340,000 jobs in the U.S. during the 2013/14 academic year (Ortiz et al., 2015).

According to a report released in October 2015 by London mayor Boris Johnson, international students contributed £3 billion to London during 2013-14 (“Indian students 3rd in generating London's revenue,” 2015). In 2014, London had welcomed over 106,000 international students and created 37,000 jobs according to the report by London & Partners. Chinese students contributed the highest by spending £407 million. The U.S. was second at a spending of £217 million. Indian students, the third highest in London, spent £130 million, which alone

amounted to creating and supporting 1,643 jobs. With students from the U.S. spending the highest per capita at £33,600 per year on an average in 2013-14, it is no surprise why London pitches itself as the biggest education hub of the world (“Indian students 3rd in generating London's revenue,” 2015).

While the four native English-speaking countries - U.S., U.K., Canada, and Australia are the preferred destinations, the Institute of International Education (IIE) concluded that one third of the international students study either in the U.S. or UK (Institute of International Education, 2015). However, the major competition is now coming from Asian countries like China, Singapore, Malaysia, and Hong Kong, which have done exceedingly well in improving their quality internally as well as globalizing their higher education to attract more international students (Ortiz et al., 2015).

The Indian Advantage

According to studies, the world will be short of 56.5 million work force by 2020 (McKinsey Global Institute, 2011). No wonder, global trade of higher educational services is growing. India has a number of strengths including cost advantage and a good number of English speaking professionals. India's geographical location also makes it a viable and attractive destination for students, particularly from Asia and Africa.

Higher education in India is very economical as compared to the rest of the world. Many students unable to afford higher education in the West, choose to study in India. According to a report published by HSBC in September 2014 (HSBC, 2014), India figures as the cheapest destination for an international student to attend a university with a mere expenditure of USD 5,642 p.a. Australia was ranked as the most expensive at USD 42,093. The study found that a student had to pay only USD 581 as university fee in India ; whereas, living expenses in India were only USD 5,062, which is less than a fifth of the cost in Australia (“India ranked cheapest for international students: Study,” 2014).

At present, there is no regulatory and legal guideline permitting foreign universities to set up campuses in India and no roadmap on how to make India an international education hub. Therefore, the GOI's “Educate in India” initiative could potentially create enormous economic opportunities, have socio-cultural and financial implications on the Indian economy, notably among which are:

(i) Foreign Exchange Outflows : Allowing reputed foreign universities to set-up campuses in India would give Indian students wanting to study in universities abroad an alternative choice to access the same universities at home at a fraction of the cost overseas and save India's precious foreign exchange outflow.

(ii) Foreign Exchange Inflows : International students bring precious foreign exchange into the country, which is a national priority.

(iii) Attractive Economic Opportunity : International students play an important role in many countries like U.S.A, U.K., France, Australia, Germany, Russia, Canada, China, Singapore, and Malaysia as they contribute significant income to the universities and revenue to the local economies via expenditure on and off campus.

(iv) Increased Business Revenue : International students are normally charged a higher fee and increase the revenue of institutions, in a way, subsidizing fee of domestic students.

(v) Cultural Diversity & Globalization : Cultural diversity creates a more global environment which benefits all stakeholders, that is, students, faculty, institutions, industry, and the government.

(vi) Country Ties : International students strengthen diplomatic and geo-political ties with other countries.

(vii) Quality Improvement : Competition from reputed foreign universities will improve the quality of higher education institutions in India and make our higher education sector more globally competitive. A recent study from Duke University concluded that students who actively engage with their international classmates enhance their own self-confidence, leadership, and quantitative skills (Ortiz et al. , 2015).

Challenges of Service Competitiveness: Understanding International Students' Satisfaction

The availability of cheap and qualified manpower makes India ideal as a global service provider. Nearly 60% of India's GDP is contributed by the services sector and India is globally competitive in export of services like information technology (IT) & software and IT enabled services (ITES). Therefore, the govt.'s initiative to make India an exporter of education services is an extension of our global service competitiveness as it will create more employment opportunities and increase India's export earnings in foreign exchange.

Higher education institutions are service providers. The intangible characteristics of services complicate and make service delivery and evaluation a challenge in higher education. The evaluation of the quality of service delivery necessitates a business relationship between the institution rendering the service and the student who is the customer. Student satisfaction is the most important quality dimension and factor to success in higher education.

In order to attract international students, curriculums, infrastructure, amenities, faculty, staff, and service quality must be in sync with needs and expectations of students. Harnessing the immense opportunity that lies ahead, we need to understand what international students expect and how they perceive the higher education experience in India. The service gap would give us direction on what to focus on and how to prioritize our efforts towards making India an education hub.

Since initiatives like “Educate in India” are relatively new, not much research has been done to gauge the expectations and perceptions of international students in higher education institutes in India. There is an urgent need for research to assess the level of satisfaction perceived by international students who have studied or are currently studying at higher educational institutes in India. This feedback would also provide invaluable insights to:

- ✍ Attract high quality students,
- ✍ Keep pace with customer demand,
- ✍ Set priority for resource allocation by education institutions,
- ✍ Retain good students till the end of their programme,
- ✍ Help institutions differentiate and compete with other institutions,
- ✍ Remain ahead of competitors and devise competitive strategies to increase market share,
- ✍ Improve global education rankings,
- ✍ Make marketing and promotional efforts effective,
- ✍ Improve academic, administrative, infrastructure, management, and communication processes,
- ✍ Ensure good recruiters are attracted for placement of students,
- ✍ Contribute to the development of human resources, society, and the nation,
- ✍ Identify pre-requisites required for “Educate in India” brand,
- ✍ Evaluate the feasibility and likely hurdles in globalization efforts,
- ✍ Suggest a roadmap and sustainable model for globalization of higher education.

The Indian Government Makes a Beginning

According to a news article, the govt. has drawn up a scheme to invite over 200 academicians from global universities to teach in India starting November 2015 (“Smriti Irani's HRD ministry has come to agreement with global scholars to teach in India,” 2015). Under the new scheme called Global Initiative for Academics Network (GIAN), the ministry of Human Resources Development (HRD) has agreed with academics from various countries to teach more than 200 short term courses in Indian universities starting November 2015.

GIAN aims to introduce reputed international faculty to Indian academic institutes, opening numerous possibilities for students to interact with world-class academicians. The faculty is expected to interact and collaborate with students, develop high quality study material, and build mutually beneficial academic collaborations. Academicians from Germany, USA, Canada, France, and Australia have shown considerable interest in the scheme. Many academicians from top-rank institutes like MIT, Oxford University, Cambridge, Stanford University, University of Berkeley, Imperial College of London, etc. have agreed to a part of GIAN. As the response has been very good, the govt. is considering increasing the list to 500 foreign faculty. Each faculty would be paid USD 8,000 to 12,000 for the short duration of about a week's teaching in India (“Smriti Irani's HRD ministry has come to agreement with global scholars to teach in India,” 2015). The scheme offers around 50 courses to be taught by foreign academics at Central Universities in both cities and remote locations. Among the universities where these eminent academics will come are Assam University, Mizoram University, Tezpur University, University of Allahabad, Guru Ghasidas University Bilaspur, JNU, University of Hyderabad, and Central University of Gujarat (“Smriti Irani's HRD ministry has come to agreement with global scholars to teach in India,” 2015).

According to another newspaper article (“Centre to fund 10 institutes for next 3-4 years to help them find a place among top 100 on global academic rankings,” 2015), taking cue from neighboring China and South Korea, the Indian Govt. has additionally selected 10 Indian higher education institutes which are among the top 500 institutes in global academic ranking and will provide them with substantial finance over a 3-4 years horizon in order to enable them to leapfrog into the top 100 on global academic rankings like QS and Times Rankings. The 10 institutes likely to include IIT Delhi, IIT Bombay, IIT Kanpur, IIT Kharagpur, IIT Madras, IIT Roorkee, IIT Guwahati, and Indian Institute of Science, Bangalore, will be granted funds ranging from ₹ 100- ₹ 500 crores for the next 3-4 years so that they can create world class research infrastructure and laboratories. The end target is getting Indian institutes among the global top 100. India hopes to achieve similar results as neighboring countries like Singapore, China, and South Korea invested considerably with funding and policy support to ensure a major quality upgrade in their higher education sector.

The Asian Experience

Singapore is among the first countries to start the Asian education-hub trend in 2002. Malaysia, Hong Kong, China, Taiwan, South Korea, Dubai and Abu Dhabi followed closely. Both India and Sri Lanka have recently announced their desire to become a regional education hub in South East Asia as one of one of their key globalization priorities (Clark, 2015).

(i) Singapore : The quality of vocational and technical education in Singapore is among the best in the world and a role model for countries aspiring to become education hubs. The global quality and efficiency of Singapore's workforce reflects their deliberate govt. education policy.

The “Global Schoolhouse” initiative was launched by the Singapore govt. in 2002 with a goal to have 150,000 international students in Singapore by 2015. In order to promote Singapore as an international hub, the Singapore government designed, implemented, reviewed, and adjusted its policies by incorporating various measures to

attract international students, promote competitiveness, innovation, research, and measures to attract and retain the best global faculty.

As per the QS World University ranking 2015/16 (QS, 2015), Singapore's National University of Singapore and Nanyang Technological University have a world ranking of 12th and 13th position, respectively. In addition, Singapore has 11 foreign university campuses and numerous joint degree programmes with prestigious international institutions, many of which have been lured with generous government loans (Clark, 2015). According to Clark (2015), while many consider Singapore as the Boston of Asia, one of the major challenges facing Singapore is the rising cost of living which challenges the country's competitive edge, thereby creating new opportunities for neighboring countries like Malaysia and China. This could be an opportunity for India, if India rises up to the occasion.

(ii) Malaysia : The Malaysian government's decision in the mid-1990s to ease regulations regarding the setting up of private higher education institutions in the country contributed significantly to the growing appeal of Malaysia as an education hub for foreign students. Further, after the September 11, 2001 terrorist attacks in the U.S., many Muslim students who could not get a visa to study in the U.S., began preferring Malaysia due to its cultural affinity as a majority Muslim country. The Malaysian govt. has been promoting Malaysia as an affordable foreign education destination since the mid 2000s. By the year 2020, the Malaysian Ministry of Higher Education targets to have at least 200,000 international students in higher education institutions in the country. Malaysia has largely attracted international students through the establishment of branch campuses of British and Australian universities and collaborative arrangement with foreign higher education institutes with for-profit local education providers (Clark, 2015).

In order to give competition to Singapore, Malaysia has strategically located its 350-acre education campus called Educity, which is home to six international universities, close to the Singapore border. Educity is a huge 550,000-acre economic corridor, thrice as large as its neighbor Singapore. On similar lines, a private initiative is the Kuala Lumpur Education City (KLEC) which was launched by the government in 2007 as a 15- to 20-year project (Clark, 2015).

(iii) Taiwan : To target students from mainland China and Southeast Asia in particular, Taiwan began its internationalization of university campuses in 2011. With a declining birth rate, it was anticipated that a third of Taiwan's universities would have to close down for lack of enrollment. The govt. estimated Taiwan had the potential to attract 160,000 foreign students from Chinese-speaking countries by 2020. Taiwan has also become a popular destination for training academicians particularly from countries like India, Thailand, Indonesia, and Vietnam (Clark, 2015).

The Taiwanese govt's "Study in Taiwan" programme attracts international students by offering programmes in English, scholarships for Chinese-language courses, relaxed work visa for pass-outs and engages staff for teaching Chinese language in Thailand, Vietnam, Malaysia, Korea, Mongolia, Indonesia, and India. Most of the foreign institutions offer degrees and professional programs in collaboration with local institutions (Clark, 2015).

(iv) Hong Kong : Enjoying the benefits of being a gateway to mainland China, Hong Kong enjoys the benefits of an English speaking population and world-class institutions. Beginning its efforts in making Hong Kong an international hub in 2008 and beefing-up enrollment, foreign students are allowed to stay after graduation to look for work.

With a US\$160 million fund, Hong Kong offers scholarships, PhD fellowships, and encourages foreign universities to set-up campuses in the territory. Given its small size, one of the major challenges Hong Kong faces is lack of student accommodation and high cost of living. The Hong Kong University of Science and Technology (HKUST) and University of Hong Kong (HKU) ranked at 28th and 30th positions according to the QS World University Ranking 2015/16 (Clark, 2015).

(v) China : China has become the third most popular destination for international students after U.S. and U.K. Institute of International Education on international student mobility 2014 reported that there are more foreign students in China (approx. 400,000) than in Australia or Germany. The maximum number of students to China come from South Korea (21.3%) followed by the U.S. (8%) at number two position (“Brain drain in reverse: China now world's No. 3 education hub,” 2014).

A positive development in the higher education landscape is that more countries have come into the field of international education. Asian countries like China and Singapore are encroaching upon the competitive edge of the U.S. and the U.K. China has progressed from having the highest number of students to being a major destination for international students. China offers comparatively cheaper options that allow international students to access world-class education without having to empty their pockets. Nearly 25 Chinese universities made it to the QS World Universities ranking with four institutions, Tsinghua, Peking, Fudan, and Shanghai Jiao Tong University, making it in the top 100 universities of the world in the QS World University ranking 2015/16. The rising economic and political importance of China has created an upsurge in understanding China. Backed by efforts of the Chinese govt., huge allocation of resources to the teaching process, encouraging and understanding of different cultures and lifestyles has given China the confidence of targeting 500,000 international students by 2020. China attracts international students keen to learn Chinese language and establishment of so-called split campus programmes in which the first part of the course takes place at a local Chinese university with subsequent study taking place at a foreign partner institution (Clark, 2015).

Policy Implications : Liberalize, Privatize, and Globalize

It's just not foreign universities alone, but Indian universities too which seek freedom and autonomy to establish and compete. As the ease of doing R&D in India is just as important as the ease of doing business, permitting foreign universities and reforming higher education to allow home-grown excellence to flower is essential. This would make India a premier Asian educational hub; “Educate in India” can then complement other initiatives like “Make in India,” “Skill India,” “Digital India,” “Start-up India,” and “Stand-up India”.

If India and Indian universities are to compete internationally, then they have to start engaging internationally. India will need to have a higher proportion of international students and faculty. Due to our unique demographics, the current priorities of Indian higher education are domestic. The answer to both the domestic compulsions and global competitiveness requires India to focus both on quality and quantity. Currently, even if an international student wants to go to an IIT, they may probably not meet the entry criteria - and if they can, then they would probably prefer going to MIT or Oxford instead.

India should first make universities focus on developing students to be global citizens with global leadership qualities. Since Indian universities have a clear strength in technology and natural sciences, we should reap the global benefits of our strengths in engineering, technology, and medicine, but will have to encourage a more diverse international mix on campus. This will benefit both the international students and also the domestic students who will learn important cultural, social skills, and understanding from their international peers.

Taking cue from other Asian countries, particularly Singapore and China, the govt. will have to design, implement, review, and adjust its policies related to higher education by:

- ✧ Public private partnerships to ensure major quantity and quality upgrade,
- ✧ Liberalization and privatization of the higher education sector,
- ✧ Focus on developing students to be global citizens with global leadership qualities,
- ✧ Promotion of intercultural awareness, diversity, and engagement among students,
- ✧ Incentivizing inbound students, faculty, and institution mobility,

- ✧ Permitting foreign universities to compete at par with Indian institutions in India,
- ✧ Encouraging and funding innovation and research,
- ✧ Focus on meeting the country's and global manpower requirements through an international curriculum,
- ✧ Establishment of Knowledge Parks / Innovation Centers / Centers of Excellence in education, similar to Special Economic Zones (SEZs) for trade,
- ✧ Exposing students, faculty, and institutions to global standards of teaching and learning,
- ✧ Encouraging more interaction with global faculty,
- ✧ Encouraging and funding training of Indian faculty abroad,
- ✧ Encouraging reciprocal agreements for student or faculty exchanges,
- ✧ Merit-based scholarships for international students to attract quality students,
- ✧ Transparency in accreditation of higher educational institutes through a centralized portal,
- ✧ Websites for better dissemination of information on institutions, programmes, teaching quality, and learning outcomes in an internationally comparable fashion,
- ✧ Centralized, reliable, and accessible information on scholarship sources and on conditions of living in India,
- ✧ Ease and speed of visa applications for international students,
- ✧ Establishment of an agency representing the domestic higher education sector in international fairs and providing a central access point to most information related to mobility,
- ✧ Incentivizing global accreditation of higher education institutions,
- ✧ Performance and global recognition-based govt. funding to institutes,
- ✧ Encouragement to participation of higher education institutions, quality assurance agencies, and other bodies in relevant international networks,
- ✧ Co-ordination and alignment of higher education policy with other policies like immigration, trade, development, labour market policy, and so forth.

Very similar to the change in economic policy in 1991, we need to liberalize, privatize, and globalize higher education in India. It remains to be seen if and how India will be able to provide the capacity and quality required for its expanding young population while also attracting inbound international students in an international educational exchange environment that is globally competitive. *Is India a sleeping giant, waiting to wake-up to an immense opportunity waiting at its doorstep?*

Conclusion, Limitations of the Study, and Scope for Further Research

The paper attempts to review the current global status of India's higher education, identify some of the prerequisites required to internationalize higher education, and draw inspiration from the experience of other Asian countries. The paper is limited to secondary sources and is not based on empirical findings. It is expected to be a precursor to future research to understand the higher education experience in India from an international perspective.

This paper is expected to be a precursor to future research to understand the higher education experience in India from an international perspective. Since international students studying in Indian higher education institutes are the main stakeholders, their feedback, perceptions, and insights, in particular, should be gathered to guide policy-makers in the future.

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