Advantages Of Internationlisation for Higher Education Institutes

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ABSTRACT

There are several benefits for Higher Education Institutes in terms of continuing the globalisation of higher education. Taking Indian higher education in broad prospective some of the benefits are covered in further detail below:

India has a big and diversified higher education system, like that of the United States. As per the reports of National Assessment and Accreditation Council (NAAC), Indian education system is the second biggest in the world after the United States. This extensive higher education infrastructure with more than 40000 colleges and 1000+ universities, meets country's educational requirements completely with the growing time. In practically all industries where development is required, formal programmes or training are offered, ranging from ancient philosophy to the most recent developments in computer technology. The type of courses that are provided in these institutions are in par with all other educational institutes of the world.

Many institutions in India those which fall in the group of 'Institutes of National Importance (INIs)', such as the Indian Institutes of Technology (IITs) and the Indian Institutes of Management (IIMs), as well as a few other universities with a strong international reputation and alumni in several parts of the globe, have premium status. The rising number of students from the families of Non-resident Indians (NRIs) who seek admission in the premier Indian colleges is a symptom of the comparability of the level of education offered in the country's top educational institutions. In addition, the cost of schooling in India is quite affordable. India has the benefit of having a variety of instructional mediums via which education may be transmitted. According to the data published by Indian Parliament (Rajya Sabha):

(a)   In the academic year 2020-21, a total of 5484 seats remained unfilled in IITs. The course-wise breakup of these seats are as follows:

- 476 seats were vacant in undergraduate courses (BTech)
- 3,229 seats in postgraduate courses
- 1,779 in PhD courses

(b)   In the academic year 2021-22, a total of vacant seats in IITs was 5296, slightly lower than the previous year. The course-wise breakup of these seats are as follows:

- 361 seats remained vacant in BTech courses
- 3083 in postgraduate courses
- 1852 in PhD courses

(c)   In NITs, as per the data 3741 seats across various courses were vacant in 2020-21, the number of vacant seats further increased to 5012 in 2021-22. Of these vacancies, most of the seats remained unfilled in postgraduate courses i.e., 2487 in 2020-21 and 3413 in 2021-22.

For most of the higher education institutions in India, English is being followed as the primary language of instruction, this is also due to the fact that most of the Indian HEIs have diverse group of students from all the parts of India with each part having a distinct local language and dialect. Some Indian universities, such as the Centre for English and Foreign Languages in Hyderabad, have established overseas campuses to work towards internationlisation of there outreach and expanding the sources of revenue. Learning English throughout their scholastic career helps Indian citizens to accept teaching and research positions across the globe at all levels, regardless of their country of origin. Indian postsecondary schools that are not affiliated with universities offer specialised training for the country's varying educational and training demands. Higher education places are also readily available in India, which is a positive development. Although there is tremendous competition for admission to the best universities, this does not imply that there is a limit to the number of students who may be admitted. With the entry of national commercial providers into the education system, India has more' seats' available than there are students who want to enroll in them. Every year, as a result of the expansion of private providers in Engineering and Technology-related fields, there are many "vacancies" in the available capacity due to a lack of qualified applicants. According to the most recent report by AISHE (All India Survey on Higher Education), the number of colleges has climbed by roughly 8.4% from 39,071 in 2015-16 to 42343 in 2019-20, while the number of universities has increased by 30.5%, from 799 in 2015-16 to 1043 in 2019-20.

Within liberal arts and scientific universities, the severity of the issue is significantly greater. In addition, the low yearly growth rate in demand for higher education from the public in India is a source of concern. The primary challenge is how to maintain this increase if there are not enough qualifying students to meet demand. The best American institutions have a variety of reasons for wanting to expand into the Indian market. Numerous of them have a real desire to expand their businesses internationally and consider India as a significant source of economic development in the twenty-first century. They would want to grow it in one of the world's most important higher education marketplaces, and they may utilise their Indian outposts to attract talented Indian students and academic personnel to study in them.

Keywords: Internationlisation, Higher Education, Public Institutes

Strategies for Internationalisation in India

Varghese and Mathews (2021) conducted research on internationalisation as well as India's New Education Policy in India. According to the authors, initiatives to expand India's soft power and strengthen its global influence seem to be driving the internationalisation of higher education in India, rather than market mediation for the purpose of generating cash. The New Education Policy 2020 (NEP 2020) promotes international educational institutions to develop a presence in India and suggests that Indian educational institutions be established in other countries as well. Also, it has been emphasized by multiple educational stakeholders that India's efforts towards the internationalisation of higher education is not in competition with other countries of the world towards the growth in educational perspective, but rather it towards the wish to strengthen the country's soft power and its global influence.

The Governmental Economic Plan 2020 (NEP 2020) is the first national strategy to place a high premium on internationalisation. International students are being drawn to India by the country's ambition to become a worldwide study destination and an education centre for them. The construction of branch campuses by top-ranking international institutions is recommended by NEP 2020, signaling a significant change in policy approach (from among the top 100 in world university rankings).

As part of its efforts to promote cultural understanding, India awards approximately 3,940 scholarships per year through the Indian Council for Cultural Relations (ICCR) to foreign students from approximately 140 countries. The country has also signed cooperation agreements in the field of education with 54 countries. Despite this, it has taken decades for the government to have a well stated strategy on internationalisation. Two previous national education plans (the NEP of 1968 and the NEP of 1986) were notably deafeningly mute on this matter.

The first time an internationalisation strategy had been presented in India was in 2002, when the University Grants Commission (UGC) unveiled the "Promotion of Indian Higher Education Abroad" (PIHEAD) programme. The Task Force on Higher Education in 2004 agreed to delay this proposal because they did not want the General Agreement on Trade in Services (GATS) framework to expose India's higher education system to international competition. In 2010, a measure was introduced in the Indian parliament that sought approval for international education providers to build campuses in the country. This measure was also defeated in the Senate.

When it comes to playing a worldwide role, India is trying to do so, and education may be a supporting area in that endeavour. In view of the internationlisation of Indian Higher Education, and to improve the flow of incoming foreign students by extending scholarships, "Study in India" initiative under Ministry of Education (Government of India) was incepted in 2018. As many as 500,000 overseas students are expected to enroll in Indian universities by 2024, with 10 percent of them receiving lucrative government scholarships. The awarding

of scholarships demonstrates India's desire to take a leading role in the international community.

## Current Indian Higher Education Landscape

India is now home to around 48,000 overseas students, with plans to increase this number to 200,000 over the course of many years. Nepal had the highest proportion of international students, with 26.9 percent, followed by Afghanistan (9.8 percent), Bangladesh (4.4 percent), Sudan (4.0 percent), Bhutan (3.8 percent), Nigeria (3.4 percent), and the United States (3.2 percent). The administration thinks that a concentrated effort, as well as the changes proposed in the NEP, would aid in the improvement of the situation. The government, on the other hand, wants to increase the number of pupils to 200,000 from the existing 48,000 students (Nanda, 2020).

According to the Global Governance Initiative (2021), despite having the world's second biggest higher education system, none of the country's 990 universities and 40,000 colleges are ranked among the world's top 100 institutions in World University Rankings. Even though India has one of the world's biggest pools of labour, the quality of that workforce is a cause for worry. Substandard educational institutions produce degree-oriented graduates who are not professional in the traditional meaning of the word. According to the most recent Global Talent Competitive Index (2020), which measures a nation's existing capacity to develop and recruit talents, the country ranks 72 out of 132 countries. Only six colleges in the globe, all of which are home to some of the world's most distinguished intellectuals, are ranked among the top 500 institutions in the world.

Institution Indicator	Universities	Colleges	Standalone
Total number of institutions	1,043	42,343	11,779
Average enrolment per institution	7,803	641	216
Total estimated enrolment (in lakh)	81.38	271.54	20.74

Source: All India Survey of Higher Education, MoE 2019-20

Furthermore, the Gross Enrolment Ratio (GER), a statistic that compares the number of people in that age range who are enrolled in higher education to the overall population, is at 26%. According to the World Bank, only 25% of Indians enroll in higher education, compared to 99% in Italy, 90% in Australia, and 85% in the United States. From the current level of 35%, the NEP 2020 (National Education Policy 2020) wants to almost double it to 50% by 2035. Before we enlarge the current educational institutions, let's first analyse what internationalisation might achieve. Global perspectives and national policies both have an impact on higher education, which is a dynamic field (Internationalisation of Higher Education in India, 2021).
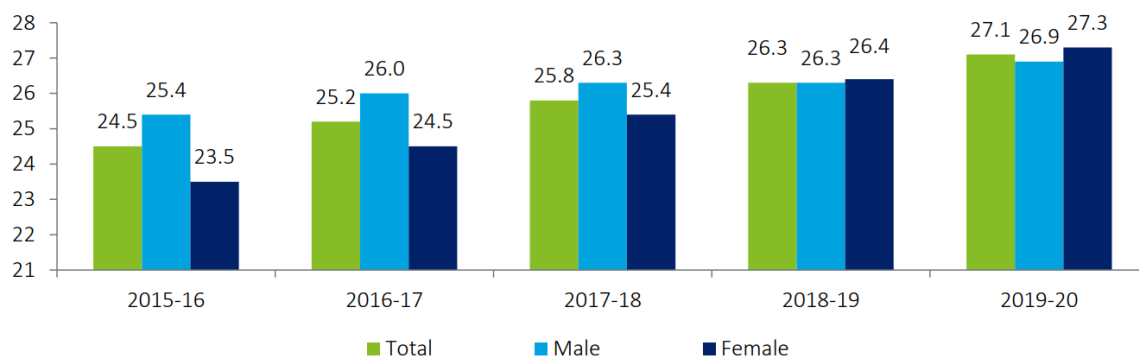
Source: All India Survey of Higher Education, MoE 2019-20

For many years, India's culture of 'Atithi Devo Bhava' has attracted international students to study there. The government, on the other hand, is currently concentrating on developing India into a centre of higher education for international students. Nirmala Sitharaman, the Minister of Finance, introduced the 'Study in India' project in her budget address, with the goal of elevating the country's standing in higher education. As a result, Study in India, a collaborative project between the Ministry of Human Resource Development (MHRD) and Educational Consultants India Limited (EdCIL), was created with the objective of increasing the number of international students to 2 lakhs over the following five years. The government has allocated a budget of Rs. 150 crores for the programme for the next two years, which will be utilised mostly for brand marketing activities, according to the official website (Mishra, 2020).

According to the plan, India would seek students from nations in Asia and Africa as part of its outreach efforts. The initiative anticipates the involvement of chosen reputable Indian institutions in the form of 15,000 seats available at reasonable prices to overseas students. Candidates for study in India must first pass the IND SAT (Scholastic Assessment Test), which will serve as a benchmark for their academic performance in the country. From streamlining the visa application process to offering students a substantial price remission ranging from 100 percent to 25 percent, the initiative represents a concerted attempt to diversify Indian university campuses.

Recent developments on policies and strategies in India

In the last decade, India's educational system has advanced by leaps and bounds (Carnoy and Dossani, 2012). As in prior years, a rich country is defined by its skilled workforce, globalised economy, and high-quality education. Internationalisation has had a significant influence on the world's higher education system. The Indian government has been pushing for changes via a variety of policy initiatives and plans in order to provide equitable educational opportunities for its young residents and to bring India's education up to world standards. The government has also backed a number of programmes and initiatives aimed at providing young

people with equitable educational opportunities that meet international standards.

Collaboration with international academic establishments is the first step towards empowering Indian educational institutions. The Global Initiative of Academic Networks (GIAN) was created in 2015 with the goal of improving the country's research capability so that it can embrace new knowledge frontiers with international brilliance. It enables Indian students and professors to engage with the greatest academic and industrial specialists from across the globe, enhancing the country's current academic resources, scientific and technical capabilities, and bringing it up to international standards (PIB, 2015). Since the government modified legislation in 2016 to improve synergies between Indian and foreign institutions, the number of collaborations with overseas universities has continued to grow. Foreign universities and institutions from a variety of nations, including the United States, the United Kingdom, Canada, Australia, the Netherlands, Germany, and others, have previously partnered with Indian institutes and universities. According to recent studies (AISHE 2019), there are around 600 international cooperation relating to student, teacher, and scholar exchanges.

The Indian government announced in 2017 that selected Indian institutions will be recognised as 'Institutions of Eminence,' with worldwide standards. These institutions were anticipated to get more academic, administrative, and financial resources. It is seen as a beneficial trend since it will push institutions to internationalise in order to become more competitive in the global marketplace (PIB, 2019). SPARC (Scheme for Promotion of Academic and Research Collaboration) was launched in 2018 to encourage Indian universities and colleges to enter into partnerships and collaborations with reputable top-ranked international universities in order to gain knowledge, information, and experience in order to explore a variety of other opportunities (PIB, 2018).

In 2014, India became a member to the Washington Accord, which promotes and enables worldwide mobility for engineering graduates and professionals. It allows any student who completes a programme authorised by the National Board of Accreditation (NBA) to work as an engineer in their field in any of the Washington Accord's member nations (Mohanty and Dash, 2016). Involving the greater community via the use of Information and Communication Technology (ICT) has proven to be a successful approach for institutions and universities, allowing millions of students to enter higher education who would otherwise be unable to do so.

In India, the use of ICT in Massive Open Online Courses (MOOCs) provided by multinational education organisations is becoming more popular (Chauhan, 2017). After the United States, India has the second-largest MOOC enrolment (Alcorn et al., 2015). International education businesses collaborate with local universities and institutions to give degrees in such ICT-based courses, which are fast expanding in popularity (Roberts, 2018). Multiple programmes are being promoted by the national and state governments throughout India to increase online

learning quality and provide effective skill development for future generations. One of the most recent instances is the Maharashtra State Government's cooperation with Google to expand internet penetration in rural locations among the youthful people in order to enhance the availability of high-end vocational and skill development training courses.

Enrolling in distant or online language classes via websites or even mobile applications is becoming more popular as a way to save money. With international tie-ups with top global institutions, certain new-age private universities are offering their stakeholders an advantage at a time when world-class facilities, international standards, and outlooks are concerns for Indian higher education. While it is difficult to modify the teaching and research paradigm at older institutions, a few Indian private universities are doing things differently, which benefits students, staff, and researchers. Ashoka University, Shiv Nadar University, OP Jindal University, and others have partnered with some of the world's best overseas institutions. Students may participate in semester abroad and summer school programmes at top-ranked international institutions such as Stanford, Yale, Sciences Po (France), King's College (London), Tel Aviv (Israel), and others (Chakraborty, 2020).

Students, on the other hand, learn directly from foreign teachers who travel to India to educate via successful international collaborations. According to analysts, these international collaborations enable academics and researchers at these institutions to take use of the partner foreign universities' research, educational, and industrial links in order to better comprehend the demands of the global marketplace. The 'Study in India' initiative was introduced in 2018 to encourage international students to study in India (PIB 2018). The effort is comparable to those established in Australia, Malaysia, and Singapore, and aims to promote India as a major higher education destination. It caters to students from around 30 countries, mostly in Asia and Africa, and provides tuition exemptions and scholarships to deserving foreign students.

According to a recent research, approximately 70,000 foreign students are enrolled in Indian colleges. The majority come from Nepal, Afghanistan, and Bangladesh, which are all close neighbours (AISHE 2019). The government has set a goal of doubling the number to 2 lakh by 2022. The programme actively supports various processes such as outreach and marketing of Indian universities in target countries, streamlining visa procedures for students, improving facilities in host institutions, and signing international agreements with institutions and universities abroad, among others. The recent announcement of the New Education Policy 2020 (NEP, 2020) in India has sparked a lot of discussion about several recommended changes, such as moving towards a more holistic and interdisciplinary education with a heavy emphasis on internationalisation.

All higher educational institutions will become interdisciplinary as a result of this plan, and will be able to provide high-quality teaching, research, and service to students. The new NEP has advocated for allowing the world's most prestigious universities to work with them and even open branches in the nation (Tilak, 2019). Even in the regulated sector, the strategy favours foreign direct investment and external commercial borrowings by promoting less complex requirements for foreign partnerships in education. The government is currently drafting regulations in this area. The government wants foreign companies and international institutions to invest in India's cash-strapped education industry. The government has developed legislation to replace numerous regulatory bodies with a 'Higher Education Council of India,' which would have multiple compositions and powers (PRS, 2020). Multiple regulating agencies for higher education, including professional education, are being eliminated. As the world's largest democracy and second-most populous country, India's higher education policymakers are focusing more on various aspects of internationalisation of higher education, realising that in order to develop as a powerful nation, India must first achieve pre-eminence in the global higher education arena.

Favourable Factors attracting foreign students to India

By nominal GDP, India has become the seventh-largest economy in the world, and by purchasing power parity, it is the third-largest (PPP). Slowly but surely, the nation in the third world is losing its stigma as a poor one. Indian IT firms have built a reputation as being among the best in the world. Start-ups are associated with Bengaluru, and it's easy to see why. Globally mobile young people are very interested in it.

We have world-class institutions, like the IITs, which are ranked high in the top 200 of the world's best colleges and universities. Sundar Pichai and Satya Nadella, two CEOs of Indian descent, have done much to improve the image of Indian academicians throughout the world.

There are a considerable number of Indian students who get hired by Fortune 500 organisations. Developing nations that seek to create a commercial footprint in emerging markets put a premium on experiences in these regions. Students will be able to immerse themselves in India's rich cultural and artistic landscape. Having English as a widely spoken language gives India an edge over China, and India's low cost of higher education makes it an intriguing entry point in the cost-value matrix.
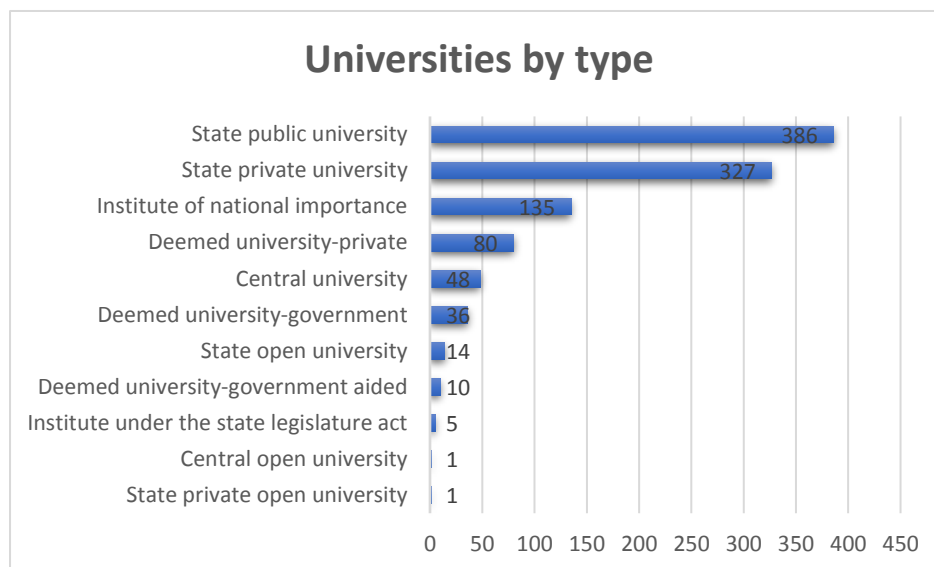
Issues and Challenges in Higher Education in India

Lack of infrastructure and access to high-quality education, financing limits, and underdeveloped support networks are only few of the obstacles preventing the Study in India project from being very effective. At the moment, India's bordering nations account for the

majority of international student admissions. Nepal is home to more than a quarter of the world's overseas students, followed by Afghanistan, Bangladesh, Sudan, Bhutan, and Nigeria. We need a more planned approach to international student recruitment. Steps must be carefully assessed and well-planned in order to get the greatest potential outcomes from the programme. To begin, India has identified 32 countries as prospective destinations, but there is a need for more awareness and capacity development on how elite universities such as IITs and IIMs can strengthen their infrastructure to attract more international students. These elite universities must pull their socks up and take responsibility for reinventing themselves in terms of educational quality, faculty, programmes, safety, and infrastructure. Institutions must invest in providing positive experiences for overseas students, therefore developing brand advocates for their programmes.

Second, bridging information gaps is critical as students search for signs that might help them reduce the risk of studying abroad, taking course fees, cost of living, and distance into account. Regardless of the wealth of material accessible online, students will need counselling and a reliable source of information in order to make educated decisions. Investing in such services in several languages is also necessary for the programme to succeed. The Study in India project is a smart first step in improving India's global education rankings and growing the economy, and it addresses some of the higher education sector's present weaknesses. Yet, for higher education to be genuinely effective, the nation must solve several social, cultural, and logistical difficulties (Mishra, 2020).

Altbach and de Wit (2018) explored the Fundamental Challenges to Internationalization in Higher Education. Varghese (2015) discussed the issues associated with the massification of higher education in India. Although India is still in the early stages of massification of higher education, the author claimed that the nation has the world's second biggest higher education system, with around 30 million students, 0.70 million professors, and 36 thousand institutions (in 2012-13). Unlike in established market economies, where state institutions supported universalization of higher education, in India, massification of higher education is a market-mediated process assisted mostly by private institutions and funded by families. These massification-related difficulties include concerns about fairness, quality, financial mobilisation, and system management and regulation. The state's role seems to be shifting away from funding and administering institutions and toward building a framework for regulating the system to assure access fairness and excellent results.

Universities by type

Type	Count
State public university	386
State private university	327
Institute of national importance	135
Deemed university-private	80
Central university	48
Deemed university-government	36
State open university	14
Deemed university-government aided	10
Institute under the state legislature act	5
Central open university	1
State private open university	1

Source: All India Survey of Higher Education, MoE 2019-20

Wing Ng (2012) observed that higher education in the twenty-first century has enormous obstacles in terms of governance structures, curricular creation, research, and budgeting. One key tendency of globalisation in terms of changing and restructuring higher education is the need to increase the global competitiveness of higher education systems. Thus, the character of competitiveness is being emphasised in the process of globalisation of higher education.

According to Chakraborty's (2020) research, India's higher education industry has produced some of the world's most talented individuals. Several institutions, such as the Indian Institutes of Technology (IITs), the Indian Institutes of Science (IISc), and the Indian Institutes of Management (IIMs), developed a brand identity and became worldwide recognised over time. Nonetheless, these programmes fall short of meeting the nation's expanding demands. While Indian higher education has grown significantly in terms of enrolment, some areas, such as a lack of high-quality faculty, a lack of new curriculum that meets global standards, a lack of international perspectives, and gaps between the skills imparted to students and the skills require in the workplace, continue to require serious attention (Gupta and Gupta, 2012). Indian institutions' performances in international university rankings are unsatisfactory (Jalote, 2019). The government has been unable to develop a sufficient number of universities of international standing. Internationalisation of higher education is one strategy for resolving these issues. Given the expected need for massification, internationalisation, and quality enhancements in India's higher education sector, foreign collaborations provide an enormous potential.

Despite the enormous demand, international institutions face significant barriers to enter into the Indian education industry. Regulation uncertainty, restrictive bureaucratic processes, and relatively modest fee structures are significant impediments for overseas firms and investors (Altbach, 2014). Additionally, there is widespread resistance in India's many states and

provinces against the commercialization of education. Worldwide, various nation-states have been obliged to restructure their higher education institutions in order to accommodate multiple developments brought about by the growth of the global economy, which mandated cross-border commerce, investment, human movement, and job. India has also initiated systematic changes in the higher education sector, based on the recommendations of many high-level commissions and committees established to give policy direction and promote international collaborations (Mathew, 2016). The administration has established new policies and initiatives to overhaul higher education through expanding cooperation with international institutions on a variety of levels. While the existing structure and restrictions of India's higher education system make international providers' admission difficult and restrictive, the government is re-examining laws and expanding opportunities for foreign providers.

Transnational, cross-border, off-shore, and borderless higher education have been fashionable phrases in recent years – notably after 2000, when mobility in higher education gained form and progressed. Mobility in higher education has evolved from person-to-person (students, professors, scholars) to program-to-program (twinning, franchise, virtual) to provider-to-provider (branch campus) mobility, and, most recently, to the purposeful construction of education hubs (Kosmutzky and Putty, 2016).

Higher education in India is a complicated industry due to its size, diversity of culture, lengthy history, and the heterogeneous structure of the Indian politics and policymaking process (Agarwal 2009). While there are several research papers, reviews, and reports on Transnational Education (TNE) and internationalisation of higher education in the literature, there are relatively few studies on the Indian context. Surprisingly, Indian universities place little emphasis on 'Higher Education' as a topic for teaching or study, and a sizable portion of India's university and policy officials lack knowledge on how universities operate, their role in society, or the financial aspects of academe (Agarwal and Kamalakar, 2013). Their inability to comprehend genuine concerns is evident in their duties, and often appropriate thinking is lacking when it comes to managing trustworthy data and established facts when formulating policy, with judgments being made more on the basis of politics and perception (Altbach, 2014).

Challenges to overseas partnerships in Indian higher education sector

Due to the absence of a complete regulatory framework for transnational education, foreign providers in the regulated higher education sector, such as universities, colleges, and institutes, are discouraged (Singh and Awasthi, 2016). Education in India is a 'not-for-profit' industry available to only donors and religious organisations. While 100% Foreign Direct Investment (FDI) is authorised in the Indian education sector, no foreign investment (direct or indirect) is permitted in any higher education institution's sponsoring body. This rivalry has resulted in significant bottlenecks in the sphere of higher education by prohibiting foreign investment

(PwC, 2012). As a consequence, foreign investment in India is mostly concentrated in unregulated education sectors such as vocational and distant learning education with an emphasis on online technologies.

State universities and their associated colleges, which account for the majority of higher education enrolment, get extremely little funding and consequently lack basic facilities. According to the UGC, 35% of all sanctioned teaching positions are empty, including professor positions, 46% associate professor positions, and 26% assistant

professor positions. There is now no structure in place to ensure professors' accountability and performance at universities and colleges. This is in contrast to international institutions, where teacher performance is judged by their colleagues and students. According to a recent survey on employability, over 80% of engineers in India are unemployed due to a lack of technology skills needed by businesses today. According to eminent scientist and Bharat Ratna laureate CNR Rao, 90 percent of the country's universities and higher educational institutions have outmoded curricula.

Few nations, such as Dubai, Singapore, and Qatar, are effectively marketing themselves as a global education centre and offering significant financial incentives to host off-shore international campuses (Knight, 2011). India is unable to offer total autonomy or financial incentives for international colleges due to its socio-political atmosphere. Indian policymakers have yet to strike the optimal balance between rules and innovation in terms of international universities' admission. India is a federal republic, with separate policies for central and state universities. When it comes to international providers entering the higher education industry, Indian states fall into two categories: those that encourage foreign providers and those who signalled resistance. Regional political instability and frequent administration changes in various Indian states and provinces have traditionally harmed the education sector's development, particularly universities.

Disparities in vision and a lack of communication between the federal and state governments further complicate the operation of colleges. The legacy of economic and political interactions, as well as mutual distrust, are impediments to transnational collaboration in higher education (Reisberg, 2019). Compliance with regulatory requirements for legitimate concerns such as espionage, research security, and intellectual property theft also limits students' and researchers' movement across national boundaries (Kumar, 2019). Thus, foreign collaboration in Indian higher education continues to be a complex and unresolved problem.

The majority of overseas cooperation at Indian colleges face stiff bureaucratic enforcement and control. Inadequate data management and inconsistent implementation of laws by Indian regulatory bodies are dampening global partners' excitement (CIHE, 2013). The government has supported many new cooperation avenues for international institutions to join the Indian higher education sector. The most common is 'twinning programmes,' in which a portion of the academic curriculum is taught on the campus of the foreign partner to foster collaboration

between Indian and international educational institutions. The degree transcript may incorporate the names and crests of both partnering institutions. However, the essential uncertainty persists, since no joint or international degree may be awarded, which is unappealing to the foreign partner (Garrett, 2017).

Due of their incapacity to issue degrees, international colleges are less interested in them. Complicated examination and approval processes based on a variety of characteristics such as required operating money, stipulated fee structures, courses, and curriculum are significant restraints (AICTE, 2019). In India, fees for degree programmes are quite cheap, which presents a significant barrier for international colleges with a greater cost base. Numerous engineering and management colleges in India are experiencing a shortage of student seats (Varghese and Panigrahi, 2019).

In the case of foreign participation in faculty exchange, recruiting internationally renowned and capable professors is challenging in the Indian context. It requires major changes in a variety of areas, including not simply flexible financing for salaries and benefits, but also modifications to institutions' present governance structures and changes to government rules aimed at recruiting the finest personnel. For decades, academics have flowed the other way - from India to other nations. While the cost of living in India is comparatively cheap, remuneration for academics and researchers at Indian universities are not internationally competitive. From the standpoint of the host country, India is seen as a cost-effective location for higher education. Nonetheless, the negative reputation of colleges, notably the quality of their facilities, is a substantial barrier to foreign student recruitment.

At the present, the Indian government permits the allocation of 10% to 15% supernumerary seats for overseas students enrolled in higher education (PIB, 2018). This resource is often underutilised across universities and colleges. The majority of Indian institutions are not internationally renowned and are rated low as a result of students' and instructors' poor academic performance and teaching-learning activities, which are reflected in their citation and research output. There is no sufficient positive correlation between market needs and graduating students' talents. Most major Indian colleges' foreign student outreach suffers at the price of the home market, and universities are less inclined to provide competitive scholarships to overseas students than in other emerging nations such as China (Agarwal, 2011).

Challenges and Issues in Internationalisation in India

According to Knight (2007), 'internationalisation provides several advantages to higher education, but it is also obvious that the complex and expanding phenomena has significant concerns.' Developing nations rely heavily on education services as a source of revenue. Institutional trading has grown to be a multibillion-dollar industry (Yang, 2003). Participating in the global education market has become a must for even the most elite colleges (Naidoo,

2018).

As is the case in the majority of nations worldwide, education for children is a basic human right in India. However, higher education in India is a voluntary pursuit that requires financial assistance to increase both its quality and quantity. It is critical that Indian higher education results in an overall rise in labour force productivity and an increase in educated individuals' engagement in nation-building. Despite fast expansion, higher education in India remains inaccessible to the poorest parts of society. A group of educational professionals is opposed to the establishment of foreign institutions in India (Sardana and Hothi. 2011). The issue is that it will increase the expense of school, and that only the wealthy will have a chance to enter.

According to several experts, as a result of current trends in internationalisation, university administration is increasingly focusing on the corporate and entrepreneurial model at the cost of the institution's traditional missions of teaching, research, and service (Jiang and Carpenter, 2014). Significant non-financial programmes such as student exchange, internships, and curriculum development are losing importance, occasionally jeopardising institutions' academic relationships (Morey, 2004). It undercuts the key function of partnerships in higher education and may jeopardise research and academic works (Scott, 2003). Internationalization has evolved into a new metric of quality (Bijedic et al., 2015).

A fundamental problem for the multi-campus global university model is the difficulty of continuously delivering on the brand promise of a high-quality education and student experience that is led by the home campus. Global marketing and competitive pressures are eroding the quality of research and education. In the current context, higher education in India must be equipped to address the country's social, economic, and cultural concerns. The public and social purpose of higher education should not be eroded cumulatively as a result of certain international collaborations that place an excessive emphasis on entrepreneurialism and commercialization (Chakraborty, 2020).

Concluding Observation

During the last several years, higher education in India has increased by leaps and bounds, and this trend will continue. As a consequence of the increase in the number of state-funded schools, private operators have been granted permission to supplement education. The construction of high-quality higher education institutions that are capable of handling the challenges is critical to India's future. Inadequate government resources are available for higher education, hence private and foreign involvement in this field is encouraged. India need a comprehensive plan for private higher education that includes overseas universities interested in establishing campuses in India or developing joint ventures with Indian institutes of higher learning. This bill, which would enable foreign educational institutions to operate in India if it were passed, has not yet been signed into law by the president. Foreign universities should also be forbidden from encouraging an excessive amount of

commercialization of higher education, according to the consensus. Admission should be restricted to recognised colleges alone, and these institutions should be required to construct full-fledged campuses in India. India must re-examine its policies on the admission of foreign students to its educational institutions. The availability of adequate highly skilled human resources would be critical in determining India's potential to become an economic powerhouse, and this will need an improvement of the country's educational system to international standards.

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