



INTERNATIONAL JOURNAL OF RESEARCH IN COMPUTER APPLICATION AND MANAGEMENT

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A STUDY ON PROBLEMS AND PROSPECTS OF EXPORTING INDIAN HIGHER EDUCATIONAL SERVICES

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ABSTRACT

The paper tries to bring out the problems and prospects of exporting Indian higher educational services. A primary survey has been conducted on the 291 academicians and 338 foreign students of University of Delhi (DU) and JamiaMilliaIslamia (JMI) in order to find out various aspects of higher education in Indian universities and their views on Indian higher education. The research reports clearly that the present structure of Indian education has many problematic areas which need to be addressed as there are huge opportunities waiting for Indian education sector to venture in to. The areas have been suggested where this venture into education sector can be successful.

KEYWORDS

Globalization, Indian higher educational services, International Marketing, International Mobility, Push and Pull Factors.

INTRODUCTION

Higher education is education provided by universities and other institutions that award academic degrees, such as university colleges, and liberal arts college (en.wikipedia). As per the GATS, Higher Educational Services include education services leading to a university degree or equivalent. Such education services are provided by universities or specialized professional schools. The programmes not only emphasize theoretical instruction, but also research training aiming to prepare students for participation in original work (GATS). Societies have a profound and long-term interest in their higher education institutions that extend beyond the pecuniary and short-term interests of current students, faculty, and administrators.

The third world countries currently have a weak higher education system. While globalization, technological and demographic changes, and the growing economic importance of knowledge are making higher education reform more urgent and challenging than in past, some of these factors are also making such reforms potentially more attainable (IBRD/world bank 2000)

RESEARCH METHODOLOGY

A primary survey has been conducted on the 291 academicians and 338 foreign students in order to find out various aspects of higher education in Indian universities and their views on Indian higher education. The survey has been conducted in the various central universities located in Delhi, India during 2009-10.

The survey is based upon various parameters to judge the academicians' views about, whether they support the phenomenon of Globalization in Indian higher education, if present Indian higher education creates a conducive environment for globalization of education services offered by Indian universities. The survey explores their opinions on benefits of internationalization, best ways to internationalize higher education in India, forms of involvement with the foreign students, awareness about the number of foreign students, countries of origin of these foreign students, courses that attract more number of foreign students trend of foreign students in India, factors attracting foreign students, Internationalization as a source of revenue, implications of internationalization on the selling and the buying institutions, supply and demand rule guarantees the quality of the educational production, should Indian universities pay more attention towards the internationalization of higher education, courses to attract foreign students, reasons for less turnover of foreign students. The academicians have been surveyed to know their views on Check and Balance missionary and their corrective measures.

LITERATURE REVIEW

Knowledge is supplanting physical capital as the source of present and future wealth and changing the world economy. As knowledge becomes more important, so does the higher education. Countries need to educate more of their young people to a high standard. A degree is now a basic qualification for many skilled jobs. The quality of knowledge generated within education institutions, and its availability to the wider economy, is becoming increasingly critical to national competitiveness.

The factors that have encouraged market orientation for higher education are: the substantial costs associated with mass higher education which have led to a concern by government to relies more value per unit of money committed in this sector, a clear expectation by government that the higher education is more closely tied to the national economy – both in terms of meeting national labour market needs and also through the commercialization of its research and teaching activities. As a larger proportion of the population expresses an interest in participating in higher education, inevitably, higher education also becomes more of a political issue, due to aging population, the social service burden on the budget of the government is rising dramatically, which is coupled with pressure to cut government expenditure and to demand greater efficiencies from public sector institutions and in all industrialized countries. Traditional manufacturing industries are being replaced by the so-called 'knowledge processing sector of which higher education is an integral component. These factors are not peculiar to any one country, but are in fact part of a much broader process of economic globalisation (Meek, V Lynn 2000).

Globalization has become a very prominent process, which has been introduced automatically into the steps of our lives. No area can be seen untouched by this process of globalization. This is such an encompassing change that our universities and higher education also seem to be affected. And the affect is that globalization has changed the system of higher education in a very lucrative market offer nationally and internationally. Nationally, we can see a plethora of private higher education institutions emerging to provide education with a subtle motive of earning profits. Internationally, India could not remain unaccessed by the foreign universities and institutions. Presently, many foreign

universities and universities are operating in India via mode of franchisee, partnership programmes and twinning linkages etc. Many Indian Institutions are also offering their courses to foreign students via the same mode. The major effect of globalization can be seen on education, as it has become a tradable commodity.

Under General agreement on trade in services (GATS), education has been defined as a lucrative commodity. While the trade in primary, secondary, adult and other educational services is not yet considered; trade in higher education is being seriously considered to be brought under WTO policy regime.

According to Philip G. Altbach (2004), at present, about 2 million students worldwide study outside of their home countries, a number that a recent study suggests will increase to 8 million by 2025. Nations' interest in student flow across borders has increased in the past couple of decades for a number of reasons. Industrialized countries are recognizing the need to provide their students with a global consciousness and with experience in other countries in order for them to compete in the global economy. Today, more than half the world's postsecondary students are in the developing world and this proportion will grow in the coming decades. Many of these high-growth countries cannot educate everyone at home and send increasing numbers overseas to study. In addition to capacity, the institutions of the north have a prestige and power due to their domination of the curriculum and of scientific discourse that is little questioned in the contemporary academic marketplace. For those countries importing foreign students, international higher education is big business. Foreign students contribute more than \$12 billion to the U.S. economy each year. In the current environment of financial constraint, these students are increasingly attractive. International students don't just fill seats, they also contribute to the nation's global competitiveness by swelling the numbers of highly trained people in key disciplines. In some graduate specialties such as engineering, computer sciences, and a few others, foreign students constitute a majority of students at the doctoral level. With its 586,000 international students, the United States is currently by far the largest host country and home to more than a quarter of the world's foreign students. It attracts more foreign students than the three largest competitors (the U.K., Germany, and France) combined. The large majority of foreign students in the U.S. come from developing and newly industrializing countries, with 55 percent coming from Asia (the top five sending countries are India, China, South Korea, Japan, and Taiwan).

PUSH AND PULL FACTORS: Countries have an interest in student mobility, but what are the factors that motivate individual students to go abroad. These factors are called push factors. Students are "pushed" from their home countries by a variety of forces. These are lack of seats in the universities and very competitive entrance examination. Many very able students are unable to obtain entry into local universities because of lack of space and sometimes very competitive entry requirements. These students often find it easier to gain entry to good foreign institutions than to local schools. Many of the world's brightest students seek opportunities abroad because there are few, if any, "world-class" institutions in much of the world, especially in developing countries. Courses of choice are unavailable in home country. Students leave home when the specializations they want to study, from astronomical physics to aspects of zoology, are unavailable in their own countries, especially at the graduate and professional level. Most developing nations offer very limited opportunities for study at the masters and doctoral levels, and the programs that do exist often cannot compete internationally. Social and political forces are one of the push factors due to which students opt out of their home countries. Students study abroad to escape political or other repression at home or to experience academic freedom. Some students seek to escape from academic systems burdened by disruptions due to student unrest, faculty strikes, closures by government authorities, or other problems.

There are many pull factors that make students to leave their home country. In a country like United States, students are "pulled" to study for many reasons. The U.S. is generally seen as the world's best academic system. Some students feel that the prestige of a degree from a foreign university, especially an American degree, is greater than that of one from a local institution. At the same time, foreign students are attracted to lower-prestige four-year schools and to some of the best community colleges in growing numbers, sometimes finding it easier to gain admission to an unselective foreign institution than to a university at home. Thus, there are "pulls" from different segments of the academic system. Developed countries by the lure of life in and the globally disseminated culture of the United States also pull students.

A significant number of international students go abroad to study with the aim of staying in the host country to work and make a career. The U.S. is a major attractor of these students because of its large and diverse economy, the willingness of employers to hire well-qualified foreigners, and the high salaries available in many fields, including in academe. It is hard to quantify this motivation, since few international will admit that immigration is a major goal, but the non-return rates of students from several key-sending countries are indicative. Estimates of Chinese and Indian students choosing to not return home after their study in the U.S., for example, range from 66 to 92 percent and 77 to 88 percent, respectively. Altbach says "Not only are students on the move, so too are institutions. We are at the beginning of the era of transnational higher education, in which academic institutions from one country operate in another, academic programs are jointly offered by universities from different countries, and higher education is delivered through distance technologies. This growth will affect flows of students from one country to another."

Globalization of higher education involves either world of the axis. They are almost without exception dominated by the partner institution in developed countries—in terms of curriculum, orientation, and sometimes the teaching staff. Frequently, the language of instruction is the language of the dominant partner; very often English, even if the language of instruction in the country is not English. According to Altbach, there are no progressive efforts to adapt offshore programs to the needs or traditions of the country in which the programs are offered. They are simply exported as they are. Australia and the U.K. have been pioneers in exporting higher education. U.S. is now becoming a major force in this area. In some cases, arrangements are made between universities and postsecondary institutions abroad, and in others, the "partners" are corporations or entrepreneurs interested in entering the new education industry. Australian universities have, for example, linked up with academic institutions and private companies in Malaysia, and more recently in South Africa and Vietnam, to offer Australian degrees "offshore." A student can earn an Australian degree in Malaysia or Vietnam, for example, without ever setting foot in Australia. There are also franchising agreements that permit local providers to use educational programs of offshore institutions, for which they give their own degrees. Governments see transnational education, like attracting foreign students, as a way to increase higher education's revenues. At the campus level too, international initiatives produce significant income for a small but growing number of institutions. Indeed, the primary goal of many of the branch campuses and transnational programs is to enrich the home campus.

According to Phillips & Stahl, the services industries have been experiencing rapid economic growth over the last few decades. So much so that services account for a significant share of gross domestic product in nearly all industrialized and developing countries, as well being an increasingly important source of employment in these economies. The services sector has been enticing an ever-expanding share of world foreign direct investment and has become increasingly internationalized. Educational services represent an increasingly important component of the global trade in services. Most states, industrialized and developing, are now seeking to develop their educational sectors, particularly

higher education, in order to maintain appropriate levels of human capital formation which is required in the new knowledge-based economy (Philip W & Stahl C W 2000).

Over the past years, the internationalization of higher education has been the focus of growing attention. This phenomenon is related to the rising number of mobile students in countries like Australia, France and United Kingdom. Internationally mobile students are defined as those who study in foreign countries where they are not the residents (GECD 2006).

GLOBAL TRENDS IN INTERNATIONAL MOBILITY: The start of the 21st century has marked a significant rise in the global number of the foreign students. In 2004, at least 2.5 million tertiary students' studies outside of their home country compared to 1.75 millions just five years back, representing a 41% increase since the year 1999. As per the GED 2006, for the past 30 years, the mobile student population has been rising, with three notable surges in growth. The first occurred between 1975 and 1980 when the total number of mobile students grew by 30%, from 800,000 to just over 1 million. The next wave took place between 1989 and 1994 with a rise of 34%. The third and biggest surge of 41% is also the most recent, observed between 1999 and 2004.

This increase in student mobility must, nonetheless, be analysed in light of the general expansion of tertiary education. Between 1999 and 2004, tertiary enrolment grew globally from 92 to 132 million, a growth of 40% compared to the 41% rise in student mobility. There was, therefore, only marginal growth (1.87%) in the actual share of mobile students among the total number of students, which is called the world average outbound mobility ratio. This implies that the rise in the world's total number of mobile students does not mean that young people are increasingly studying abroad but rather that they are increasingly pursuing their education in general. Nevertheless, the rising numbers of mobile students has had a significant impact on major host countries (those receiving students).

As per data from GED 2006, six countries host 67% of the world's mobile students: the United States (23%), the United Kingdom (12%), Germany (11%), France (10%), Australia (7%) and Japan (5%). Mobile student populations grew almost three times as fast as domestic enrolment in these host countries, 41% compared to 15%. The largest groups of mobile students come from East Asia and the Pacific (701,000 or 29% of the world total) and Western Europe (407,000 or 17%).

Amrik Singh (1982) This volume brings together papers presented by fourteen Indian Vice-Chancellors at various meetings held in India on the occasion of the council meeting of the Association of Commonwealth Universities (ACU) in 1980. Issues like fundamental versus applied research, funding of management, issues of state support for science research and related issues of the non-university sector has grown in size and range of work have been addresses in these papers.

Dr. S.Y. Shah (1986) This book is a comprehensive collection of scholarly papers presented in International conference on New Technologies in Higher education, IIT Delhi, November 28 & 29, 1985, by some of the eminent educationists and experts in the field of Technology and Social sciences, highlight the role played by new technologies in Higher Education in India. This volume examines three broad themes: some aspects of new technologies, application of new technologies in education and problems of new technologies.

Amrik Singh & G D Sharma (1981) This edition has the papers written by various scholars for a seminar on University and college finances, a number of debts have been incurred. It includes papers on the socio-political analysis and economic analysis, funding agencies & methods, includes case studies of Karnataka, Bombay, Rajasthan, and Baroda & Delhi and proposes alternative methods of financing.

K.B. Powar(2000) This volume has the papers presented at International Conference on Higher Education for Human Development, held at New Delhi, February 22-24, 2000. These relate to the status of higher education at the start of the new millennium, the impact of information technology on higher education, the role of distance & flexible learning, quality assurance, the relevance of higher education in socio-economic development, the relationship between the world of knowledge and the world of work, human resource development and the cultural aspects of higher education.

George Psacharopoulos and Maureen WoodHall (1985) The subject of this book is the fundamental issues that have to be addressed in choosing an appropriate strategy for educational investment form. The book draws both on World Bank analysis and research and on the wider literature on planning educational investment. The chapters are drawn from World Bank experience with education projects, it is primarily concerned with the wider issues of analyzing educational investment. The book presents criteria for educational investment, cost-benefit analysis of educational investment, the costs of education, analysis of demand for man-power, financing educational investments, internal efficiency and educational quality, equity considerations in educational investments, intersectoral links of education.

Kevin Watkins (2000) The book is about some of the central challenges facing the international community in the effort to ensure good basic education for all. It examines the critical role of education in human development and poverty reduction. It looks at the progress that has been achieved during the decade since the 1990 world conference on education for all. It addresses the theme of inequality in education. There are huge gaps in educational opportunity between rich & poor countries. It provides a snapshot of the average situation in a particular country. It examines some of the main barriers to achieving education for all. It critically examines the failure international cooperation over the past decade. It reviews the role of the state and non-state actors in education.

William H. Allaway&Hallam C. Shorrock (1985) The essays and commentaries, which form the content of this book were originally presented on April 14 & 15, 1983, on the occasion of the 115th anniversary of the chartering of the University of California and the 20th Anniversary program of the establishment of the University's Education Abroad Program (EAP). The contents of this volume provide ample evidence of the complexity of educational exchange in its motivations, its conceptualization & its implementation. Another theme is challenges and opportunities for international exploration indifferent disciplinary areas and in different parts of the world, the ways in which methodologies & technologies are embedded in cultures & are also conditioned by social & economic contents. Another theme of the book is the institutional arrangement that supports the international education in all its forms.

Report on Higher education (1998) This report focuses light on missions of higher education interactions with the whole society, lifelong education, diversification, flexibility, access to Higher education, Students & teachers, autonomy & accountability, academic freedom, objectivity & intellectual rigor, research and anticipation. Presented in the summary form, the analysis positions and recommendations of the regional conferences like the Tokyo and Beirut conferences, Havana conference, Dakar Conference, Palermo conference.

Country paper (1998) This paper has been presented by MuraliManohar Joshi at Unesco world conference on higher education in the 21st century, Paris, 5-9 October 1998, includes the objectives of higher education in the changing world, growth of higher education in India, its governance & management, pertinence & quality, open university system in India, financing of Higher education, new challenges, International cooperation, Visions and task ahead.

UshaRaiNegi&VeenaBhalla (1999) The articles included in this volume attempt to define the meaning of quality in higher education and suggest measures that need to be taken to ensure that the education imparted in our tertiary-level institutions is both effective and high

quality, articles included in it review the reforms and innovations introduced in the field of higher education in recent years, in an attempt to overcome the inadequacies that have crept into higher education. They collectively indicate how the higher education system in India can be revitalized.

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Zeenat S. Shafi (2003) The focus of articles in this volume is mainly upon pros and cons of privatization of education, particularly higher education and a cross-section of views on the issue of private initiatives in higher education are being presented.

B N Koul, Bakhshish Singh & M M Ansari (1998) The themes unfolded herein the crucial issues, lines of thought and approaches to problems under the various aspects of Distance education-theory, methodology and techniques, economics and research. The volume outlines the potentiality and utility of the distance mode of education in terms of its pervasive influence on democratic revolutions by democratizing education with the help of available communication technologies.

Derek Rowntree (1981) This book gives concise and value free definitions of the broad vocabulary of education, including British, North American and Australian terms. It provides information to those who tries to make sense of educational discussions- students, teachers, administrators and employers.

Rita Sharma (2004) The articles included in it deliberated on various issues related to assessment and accreditation of quality in higher education such as the concept of external quality assessment, parameters and practices in different systems of higher education to developments in the context of globalization and its relevance in the Indian context.

VeenaBhalla, UshaRaiNegi&Santosh Panda (1998) This volume emphasizes the need for accountability in higher education and seeks to highlight the need for administrative, academic and financial autonomy for institutions. It is also necessary to attain a balance between these two mutually complementary aspects of autonomy and accountability.

K. K. Vashishtha (2000) This book presents the history of AIU for its 75 years of existence where AIU has contributed significantly and substantially to the development of higher education in India.

Zeenat S. Shafi&K.B.Powar (2002) The papers in this volume assesses the role, methods and problems of networking of universities, research institutions and industry in India, as today there is a realization that there has to be a symbiotic relationship between the world of knowledge represented by the universities & research institutions and the world of work represented by industry & business.

K.B.Powar (1998) This volume essentially presents the views of educationists on the question of government funding for higher education. It also projects the views of international organizations and educationists on the positive role of higher education in national development.

K.B.Powar (1995) This volume contains papers on various themes of liaison cells and university-industry interaction presented at a workshop on 'establishment of liaison cells in University-industry interaction' organized by the AIU, in June 1995, at New Delhi.

K.B.Powar& S.K. Panda (1995) This volume covers various thematic issues and dimensions of Higher education in India contributed by contemporary leading educationists. The twenty two contributions analyze the existing problems, ongoing and proposed changes and their effects on the inputs, processes and outputs of the system with a focus on the aspect of quality.

K.B.Powar (2001) This volume contains the papers presented in a roundtable on 'Internationalisation of Indian Higher Education' organized by AIU, at the University of Mysore, on 26th to 28th February 2001. The papers in it are classified under three themes- Global perspectives & issues, Internationalizing Indian higher education and the programmes of internationalization in Indian institutions.

AmarendraPani (2003) This volume is 11th in series 'Selections from University News'. The papers included in this volume deal with a wide variety of issues concerning globalization of Indian Higher Education. This is useful for stakeholders of higher education through providing some insights for accepting the challenges posed by globalization.

H R Kells (1992) This book describes the development and evolution of several forms of regulatory systems for higher education on both sides of the Atlantic, with particular emphasis on the increasingly complex and self-regulatory intentions and characteristics. It focuses primarily on the nature and development of evaluation systems as they are experienced in the wider concept of regulation; their attributes, strengths, limits and how they can be improved. It analyses the patterns that are merging, the apparent national determinants and the critical relationships between purposes and means in the system.

K.B.Powar and et al (1997) This book briefly describes International scenarios, outlines the demography of International students in India & review the measures that need to be taken to meet their minimum requirements. It also provides information on the Indian Higher education system.

J.S. Rajput (2004) This encyclopedia represents the first major attempt to present an up-to-date overview of educational policies and practices, institutional arrangements & different projects being implemented in India.

UGC (2001) This document presents University Grants Commission's approach for strengthening and advancing higher education in the first decade of the 21st century. The document gives UGC's vision and strategy for the Xth plan, specific programmes at operative level that would be undertaken in the Xth plan.

JaishreeK.Odin& Peter T. Manicas (2004) This volume contains various papers based on impact of economic, cultural, and political processes on research and higher education, the future of higher education in the new context of globalization, role of technology in global and higher education from the perspective of transnationalism.

Philip G. Altbach is an eminent educationist who has published many papers on internationalization of higher education and impact of GATS. The paper by Philip G. Altbach in International Higher education, presents his views on the comparative higher education. The journal of **International Higher Education** is published from Boston College of Higher Education, whose editor is Philip G Altbach, substantially adding to new issues in Higher Education. **Dr. Jane Knight** has also contributes significantly through her papers and reports on Higher education. **Higher Education Policy** is an international journal for advancing scholarly understanding of the policy process applied to higher education through the publication of original analyses, both theoretical and practice-based, the focus of which may range from case studies of developments in individual institutions to policy making at systems and at national level. **The Observatory on Borderless Education** is another journal addressing the contemporary issues on the transnational higher education. **University News** in India is a publication from AIU, for the publication of papers on education related matters and issues.

DISCUSSION ON FINDINGS

PROBLEMS OF EXPORTING HIGHER EDUCATIONAL SERVICES

A few educational institutions in India have already begun to exploit the exports opportunity in education. The various options include attracting foreign students to their Indian campuses and setting up campuses abroad. The institution is also courting tie-ups with Iran and Iraq to service the higher education needs of the two trouble-torn countries. International quality infrastructure, English-based education and low costs compared to the West are seen as the key to selling Indian education abroad. From the examples stated above, it can be easily understood that India is not new to the concept of Globalization. But the only difference now is the more demands Globalization imposing on India to meet the challenges from the other countries. But today looking at the one of the largest education system of the world, will globalize the higher education be that easier, considering all the problems and shortcomings, it is facing. Though many institutions are working toward globalize their campuses and opening up their services to the whole world, we can't ignore the fact that still the figures of Indian students going abroad to pursue higher education is getting bigger year after year. Countries with the highest number of Indian students as a foreign scholars include United States of America, Australia and United Kingdom of Britain. With the second largest education system in the world, the challenges Indian education system is facing in the era of Globalization are unprecedented. Many Institution of international repute has established their campuses abroad and many are on the way to offer their courses to offshore students. This shows a positive approach, which these institutes are showing towards Globalization. Though India has come up with the agencies and committees and other governmental organizations which are chalking out a plan to promote Indian education abroad, a strategic vision is required to lay down a plan for Globalization of Indian higher education, where more and more foreign students join the courses offered by Indian institutions. To gain from the globalization in any field, what needed is foresight, hard work, practicing nationalism with clear understanding of internationalism, strategic thinking and strategic implementation. The process can become advantageous to India.

Indian Higher Education system does not create a conducive environment for internationalization of its higher educational services. India is also receiving very less number of foreign students when compared to the developed countries like USA, U.K., Australia, to which India is one of the major source country of foreign students. The reasons cited for the fewer turnovers of the foreign students in India as per the academicians are mentioned below rating wise:

POOR QUALITY TRANSPORT & RESIDENTIAL FACILITIES

Lack of the infrastructure facilities has been cited as a main reason for fewer turnovers of foreign students in India. With the exception of Metro train, which is still under progress, India does not have any world-class transport facilities. The other train and bus facilities are hugely crowded, unlikely any other developed nation. Residential facilities provided to the foreign students are also not good. There does not exist any international standard. There are limited seats available in the hostels to the students from different countries all over the world. That's why not all the students get the university hostel. They have to arrange for private accommodations where no formal help comes from the universities. They have to arrange it on their own where they can be easily exploited in terms of money and facilities with no guarantee of security. It is indicative from the data that majority of foreign students do not face problem in getting accommodation. Since all the foreign students cannot be accommodated in university hostel, they have to look for the private lodging where facilities are not good and quite costlier. The security factor is also of concern here.

LACK OF FINANCIAL ASSISTANCE

No scheme of financial assistance is available to the foreign students from the university or the government of India. The students sponsored by Government of India under different cultural schemes pay nominal fee at par with an Indian student. Otherwise the students are financed by their respective governments or self-supporting.

REGULATORY AND BUREAUCRATIC HURDLES

There are lots of regulatory and bureaucratic hurdles in the admission procedure of foreign students from different countries as per the policy of Government of India towards those nations.

LACK OF BRAND EQUITY/LOW MARKET LINKAGES IN THE INTERNATIONAL MARKET

With the exception of few good institutes in India, other Indian universities and courses does not have a brand value, which is accepted internationally. And because Indian higher education system does not have market linkages in the international market.

UNDER WEIGHED QUALITY OF EDUCATION

Again with the exception of few good institutes, which are recognized internationally, other universities and institutes does not have an international acclaimed quality, whether it is faculty, curriculum or infrastructure. These areas do not have a world-class standard of quality. It has been proven from the responses of the foreign students that the quality of education they are getting in DU and JMI is average by which they mean it is not up to the international standards

COMPLICATED AND PAPER BASED HURDLES DURING ADMISSION

During the admission procedures lots of paper work is required without proper communication due to which it takes very long for foreign students to get admission in the university. Admission procedure as indicated by foreign students is neither easy nor tough. It is average.

POOR RECOGNITION INTERNATIONALLY

Indian courses do not have a very good reputation abroad. They are recognized poor internationally because of the quality and curriculum contents. It has been proved from the responses of foreign students that the quality of faculty teaching them in DU and JMI is average. It has been proved from survey of the foreign students that the infrastructure of DU and Jamia are below average.

LOTS OF ADMINISTRATIVE GUIDELINES

There are lots of Do's and Don'ts in the administrative guidelines, for staying in the hostel, for studying a course.

INEFFECTIVE CAREER PLACEMENT/LOW INDUSTRY PARTICIPATION IN EDUCATION

Since Indian higher education does not have good market linkages internationally, the career placement of these foreign students is not effective. Infact, there is no career placement for these foreign students in India. During the course of study also, Industry participation is very miniscule or not at all. Theoretical part of the course does not get the practical approach.

COMPLICATED VISA & VISA-EXTENSION PROCEDURES

Getting visa for India is not very difficult as it varies from country to country according to the policy of government of India. But of course, it is again a very lengthy procedure with lots of administrative guidelines. But Visa-extension is another big problem for the foreign students, as mostly they have to extend it every year, which becomes a very lengthy procedure requiring lots pf paper work. It has been indicated from the study of foreign students that they do not face problem in getting visa for India but visa-extension is a problem due to lot of paper work and lengthy procedures. Sometimes there exist the communication problem between the officials issuing visa and the foreign students.

PROSPECTS OF INDIAN HIGHER EDUCATION

Foreign students when surveyed for what is the mode of information about the Indian universities, they have rated the options as follow; (i) Friends (35%), (ii) senior/present/ex-student of Indian University who belongs to their native country (22%), (iii) Government (21%), (iv) Internet (11%), (v) Indian embassies in their country (6%) and (vi) Newspaper (5%). All of these acts as a mode of information for the foreign students about the Indian university and most effective are their friends.

It is indicative from the study that India should pay more attention and take more steps towards the internationalization of higher education. The correlation technique used to co-relate the findings from academicians and the foreign students with different backgrounds, experience, context and probably points of views finds that there exists a high positive correlation, hence strengthening the view that India must pay more attention and take more steps towards the internationalization of higher education. And with the introduction of new courses, which fulfill the present demand at international level, will help to increase the number of foreign students. These courses are courses of yoga, bio-informatics, computational biology, nano-technology, biotechnology, and mathematical science to be introduced in Indian universities to attract more number of foreign students. Other courses suggested are courses in cyber-laws, Hinduism, tourism, chemical engineering, IT and other niche market oriented courses as per the demand. Students have recommended courses with specialization in Information technology, Agriculture, forensic science, maritime, photography, domestic science, International Marketing, Management Information System, Bachelor courses in Management and Computers. They also don't support the annual examination structure. They recommend for the semester-system in all the courses.

CONTROL MEASURES

There should be a check and balance missionary to keep an eye on the function and quality of education provided by the institutes in India & foreign countries as proven in the study and it should take corrective measures to improve the system. These measures include: (i) should made a committee to review the system regularly (40% & 45%), (ii) should give a time-period to improve the system (28% & 33%), (iii) should penalize the erroneous institute (25% & 18%), (iv) should immediately close the institute with effect of the order (7% & 4%). The percentages in the parenthesis belong to academicians and foreign students respectively. The correlation technique used to co-relate the findings from academicians and the foreign students with different backgrounds, experience, context and probably points of views finds that there exists a high positive correlation, hence strengthening the need of check and balance missionary in Indian Higher Education System but there exists no correlation when asked about which corrective measures to improve the system. This can be due to their different backgrounds, different culture, different opinions and different country of origin

CONCLUSION

Higher education can be thought of as being regulated by market rules. In such an economic view, there is a demand for training and expertise, and universities and other higher education institutions are suppliers in the market in which this demand is voiced. They fund themselves by asking a price for the commodity they offer, and they cater to those who cherish the commodity and are able to pay the price. There is a pressure on higher education institutions to gain at least some of their earnings through selling their product. The relation of such trends to globalizations is clear: this is a case of economic globalization driven by market imperatives.

The prevailing system of higher education in India is not capable of starting a new era and is not competitive at the international level with the exception of few institutes. This system needs a major renovation to stand competitively in this era of globalization.

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Hoping an appropriate consideration.

With sincere regards

Thanking you profoundly

Academically yours

Sd/-

Co-ordinator