

# Foreign Education Providers in India

**(Research Project granted by MHRD)**

## **REPORT**



*Higher Education Unit*

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## FOREWORD

The present research 'Foreign Education Providers in India' was commissioned by MHRD. As a part of research project, the Directory and the Interim Report on the Foreign Education Providers were submitted in August 2004 and November 2005 respectively.

The research on Foreign Education Providers in India assumes importance from more than one point of view. It is probably the first such study on the issue. The understanding of the present modes of operation and the mechanisms of their working has brought to the surface various issues of internationalisation of higher education. Though at present operating at the margin, it may influence the future directions of change in higher education. One such influence could be the orientation of courses and curricula as market and industry driven and various aspects of innovations in teaching learning processes. However, the trend should be watched carefully. Harnessing the potentials of youth must be carried along the objectives of access and equity. Hence there arises the need for a regulatory framework. I hope the recommendations suggested in the report will facilitate the government in framing the regulatory disciplines for foreign education providers and would also be consistent with the GATS articles. Researchers may also analyse the issues in much greater detail that present study has raised.

I would like to express my thanks to Ms. Bela Banerjee, Joint Secretary, Languages and Mr. C. Balakrishnan, Joint Secretary, Bureau of Planning, Monitoring, Statistics & UNESCO, Ministry of Human Resources Development for their constant support to the research project. I would also like to thank Prof. Sudhanshu Bhushan, Senior Fellow & Head, Higher Education Unit and the project research team, Dr. Nilay Ranjan, Mr. Subrato Kundu and Ms. Deepika Wadhwa for providing valuable research support.

The study will provide useful and timely input in policy making in Indian Higher Education. I hope the educational policy makers, planners and researchers will find the report useful and interesting.

Marmar Mukhopadhyay  
Director NIEPA, New Delhi





## PREFACE

The need for the research project on Foreign Education Providers in India was felt for two reasons. Firstly, India is a signatory to WTO. Education is one of the services sectors under GATS. Presently the negotiations are restricted to the requests and the offers before finalizing the commitments. Therefore, there is a need to understand the commercial presence of foreign universities or institutions in India. Secondly, the operation of foreign education providers has been going on for over a decade, as there is no regulation to control the commercial presence of the foreign institutions in India. Thus in view of the various modes of operation of these institutions and in order to provide a framework for their regulation, it may be necessary to understand various issues with respect to foreign education providers in the country.

There has so far been no valid source of information on the presence of foreign universities - their methods of operation, courses offered, nature of partnership and, most importantly, the quality of programmes offered by the foreign universities. The present research, through a vigorous campaign in various cities in India, has been able to locate such foreign institutions working in partnership with Indian institutions. The information on foreign universities, partnerships, and partner institutes in India, the programmes and the foreign degrees offered in India were published in the form of a Directory of Foreign Education Providers in India in August 2004. On the basis of samples of 50 institutions, a detailed analysis has been undertaken by researchers on the methods of operation of foreign institutions such as twinning, franchisee, offshore campus, programmatic collaboration, etc., that leads to the award of foreign degree. Further the geographical distribution of such foreign degree providers has been found out. The results of the study were conveyed in the Interim report submitted to the MHRD in November 2004. A more academic and analytical approach to the study is now being furnished in this research.

The research study has been undertaken with the active research support from the research project team, especially Dr. Nilay Ranjan and Mr. Subrato Kundu. Later, for a brief period, Ms. Deepika Wadhwa joined the research team when Subrato Kundu left the project. In collecting the information, help was received from Mr. Vijay Vrat Arya of WTO project and Dr. Kausar Wizarat. The research notes prepared by the research team, which provided important input for the preparation of the present report, is duly acknowledged. I sincerely thank all the members of the research team and all those who helped in the finalization of the report and particularly, Mr. D. Kamaraj who typed and entered the information on foreign education providers most sincerely. In providing the information the research team got full support from all those Indian institutions, which are working in partnership with foreign institutions. Research team would like to put it

on record a sincere appreciation of the help and support received from these institutions. The research team would like to thank in particular, Dr. Giri Dua, Chairman, TASMACH, Mr. K. V. Simon, Regional Vice President, American Hotel and Lodging Educational Institute, Mr. Vijay Mahajan, Dean, Indian School of Business for their cooperation in providing information to the team. The Ministry of Human Resource Development, Government of India funded this project. I sincerely thank Ms. Bela Banerjee, Joint Secretary and the then Incharge of WTO in the Ministry, Mr. Madhukar Sinha, Director, Bureau of Language, Book Promotion, Copyright & Scholarship, Ministry of Human Resource Development Mr. L.R. Aggarwal, Under Secretary, Dept. of Secondary & Higher Education, Ministry of Human Resource Development, who extended their support and encouragement during the course of the research project. I had two rounds of discussion with Mr. John Nance, First Secretary (Education), British Council Division and Mr. Joy Jyoti Nandi, Advisor Education, British Council Division to collect information relating to British Universities operating in India. I am thankful to them for their support and cooperation.

I must also convey my sincere thanks to NIEPA faculty and my colleagues who, though informally, interacted on the issue and provided useful insights. I thank Prof. Marmar Mukhopadhyay, Director NIEPA for his constant help, encouragement and advice in finalizing the research study.

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## **ABBREVIATIONS**

ABE - Association of Business Executives  
ACE - Achieving Competitive Excellence  
ACME - Academy for Management Excellence  
AHLA - American Hotel & Lodging Association  
AICTE - All India Council for Technical Education  
AIMA - All India Management Association  
ASSOCHAM - Associated Chambers of Commerce and Industry of India  
AVCC - Australian Vice-Chancellors Committee  
B. Tech – Bachelor of Technology  
BBA – Bachelor of Business Administration  
CAT - Combined Aptitude Test  
CBHE - Cross Border Higher Education  
CD – Compact Disc  
CHE - Commission for Higher Education  
CII – Confederation of Indian Industry  
DDA – Delhi Development Authority  
DIKTI - Director General of Higher Education  
E-PAT - Entrepreneurship and Planning Admission Test  
ESSCA - Ecole Supérieure des Sciences Commerciales d'Angers  
FDI – Foreign Direct Investment  
FEP – Foreign Education Provider  
FICCI - Federation of Indian Chambers of Commerce and Industry  
FMS – Faculty of Management Studies  
GATS – General Agreement on Trade in Services  
GDP – Gross Domestic Product  
GMAT - Graduate Management Admission Test  
HE - Higher Education  
ICBM - Institute of Computer and Business Management

ICBM - Institute of Computer Science and Business Management  
ICT – Information and Communication Technology  
IIBM – Indian Institute of Business Management  
IIPM - Indian Institute of Planning & Management  
IMI - International Hotel Management Institute  
IMI - International Management Institute  
IQ - Intelligence Quotient  
ISB - Indian School of Business  
IT – Information Technology  
ITM – Institute of Technology and Management  
JEPA – Journal of Educational Planning and Administration  
KIIT - Karachi Institute of Information Technology  
LAN - Lembaga Akreditasi Negara  
LCD – Liquid Crystal Display  
LSBU – London South Bank University  
MAT – Mathematical Aptitude Test  
MBA – Master of Business Administration  
MCEETYA - Ministerial Council of Education, Employment, Training and Youth Affairs  
NCT - National Commission of Teachers  
NIEPA – National Institute of Educational Planning and Administration  
OECD - Organisation for Economic Co-operation and Development  
PHEI - Private Higher Education Institutions  
QM - Queen Margaret University College  
SAARC – South Asian Association for Regional Co-operation  
TASMAC - Training and Advanced Studies in Management and Communications Ltd  
UGC – University Grants Commission  
UNESCO - United Nations Education, Scientific and Cultural Organization  
USEFI - United States Educational Foundation in India  
VCR – Video Cassette Recorder  
WTO – World Trade Organisation  
NZQA - New Zealand Qualifications Authority  
NZVCC - New Zealand Vice-Chancellors' Committee

## EXECUTIVE SUMMARY

1. The recognition of education sector as a tradable service sector under the GATS - WTO regime has made it imperative for all the countries to understand the duality of education as a social and tradable service. In the absence of any policy to regulate the foreign education service providers, India has witnessed autonomous liberalization of the sector intensifying the duality of education. A large number of foreign universities, colleges and institutions have started imparting education services to Indian students through various arrangements and modes of supply. In this study, an attempt has been made to provide an overview of the mechanism of operations imparting foreign degrees in different types of institutions in India.
2. On the basis of some understanding of the process and mechanism of foreign education providers, it is important to understand its implications on the existing educational structure of the country. After a careful analysis of various issues, stage is set for the policy makers to issue a guideline for regulation of foreign education providers. At present the entry of foreign education institutions is not regulated whereas the entire education structure in the country nearly is regulated.
3. The key drivers of the provision of foreign education from home to the host country is the recent upsurge in the demand for transnational higher education in developing countries coupled with the likely possibility of excess capacity due to changing demographic structure in the developed countries who see excess demand in developing economies as one of trade advantage.

### **Important Rationales**

4. One of the most important rationales for the commercial presence of foreign educational institutions is to help develop curricula, fill the gap due to shortage of the expertise and jointly run such educational programmes in partnership with the public/private institutions.
5. The commercial presence of foreign institutions should be to encourage the growth of programmes to bridge the Relevance Gap between content and style of curricula and what learners expect due to changing employment structure in partnership with Indian institutions.

6. An important rationale for promoting the foreign educational institutions could be to attract foreign direct investment in India. While the Commerce Ministry favours this objective, it normally does not find favour within academic circles as the liberal approach towards foreign capital may have adverse consequences of imposing foreign curricula that may not have relevance from national point of view. Yet, foreign institutions are much better equipped than local institutions. Hence there exists the need for selective approach to promote FDI.

### **Important Concerns**

7. One of the concerns expressed in promoting the commercial presence of foreign educational institutions is that higher education will be limited to the select few as there will be high price for any foreign degree to be acquired. Another concern is that commercialisation will promote privatization that will, in turn, enhance the cost of higher education. Thirdly; commercialisation will adversely affect the public higher education. The government may slowly withdraw from its commitments to higher education seeing that the alternate mechanism of funding is gaining support from international sources. Fourthly, it is feared that developing countries may be flooded with foreign and private providers delivering essentially profitable subjects.

### **Condition to Succeed**

8. The necessary condition for the internationalisation of education to succeed is that domestic efforts to reform higher education should also be taken up simultaneously. Besides the government should determine the priority areas and the manner in which the foreign investment has to be promoted. Effective regulation is necessary for the commercial presence of foreign institutions giving all safeguards to protect but, at the same time, promoting foreign institutions in terms of the priorities set by the government.

### **Global Scenario**

9. Presence of foreign education providers can be viewed from the perspective of the supply side nations as well as the demand side nations. On the supply side are the developed exporter nations, like the United States, the United Kingdom, Canada, Australia and New Zealand, with strong domestic capacity and playing a minor role as importers of education. On the demand side are intermediate nations like Malaysia, Singapore and Hong Kong who are active as both exporters and importers of transnational education; and China, India, Indonesia, the Philippines etc. who are active as importers while relatively undeveloped as exporters.

10. Regulations

▪ **Malaysia**

1. In Malaysia, new private universities and branch campuses of foreign universities can only be established following an invitation from the Ministry of Education. This provision allows the government to restrict the number and type of private universities.
2. Foreign universities that have been invited to establish a campus in Malaysia must establish a Malaysian company to operate the campus and this company must have majority Malaysian ownership (Ziguras, 2003).
3. After being granted approval to establish, the institution must apply for registration with the department of private education. (See for details pp 15-20)

▪ **China**

Major features of the regulation are as follows:

1. Foreign partners must have partner with Chinese institutions;
2. Partnerships must not seek profit as their objective;
3. No less than half of the members of the governing body of the institution must be Chinese citizens and the post of president or equivalent must be given to a Chinese citizen residing in China;
4. The basic language of instruction be Chinese; and
5. Tuition fees cannot be raised without approval (See for details pp 20-22)

▪ **Singapore**

In Singapore as such there is no legal act or ordinance to regulate foreign education providers but the guidelines through which these providers operate are:

1. Foreign programmes offered by local partner institutions must obtain permission from the Ministry of Education. They must register with the Ministry of Education, which assesses the appropriateness of the institutions' curriculum, teachers, facilities, management and premises.
2. The foreign education providers are not allowed to refer to themselves as an 'academy', 'college', 'institute' or 'university'.
3. The ministry also imposes that the local partner, who is restricted to administrative and support functions, may not

carry out teaching and assessment. (See for details pp 22-25)

▪ **Hong Kong**

The Ordinance created a process of registration for foreign education providers in Hong Kong. Hong Kong is one of the few countries that try to regulate foreign distance learning providers also.

Major features of the regulation are as follows:

1. The ordinance requires foreign providers, partnered with one of the 11 government recognized Hong Kong higher and post secondary institutions, to apply for exemption from registration; other providers must apply for registration.
2. In either case, successful applicants are provided with an official registration or exemption number for each course, which must be quoted in all advertising and correspondence. The information required from foreign providers is essentially the same for both registration (partnerships with local private colleges) and exemption (partnerships with local universities).
3. Foreign providers must provide details of their quality assurance procedures in relation to: course design, student admissions, course delivery, assessment, arrangements and management of local arrangements (See for details pp 25-27)

▪ **Australia**

1. The Protocols state that a foreign institution must demonstrate that it is a bonafide institution in its own country and has a legal authority and sufficient resources to award higher education qualifications across a range of fields.
2. Accreditation and quality assurance measures of foreign providers should be comparable to those offered by accredited local institutions.
3. Accrediting bodies should employ a transparent process and treat proposals for new public and private universities equally.
4. The use of title 'university' (which is protected under corporation law) by foreign providers requires government approval (See for details pp 27-29)



▪ **New Zealand**

Major features of the regulation are:

1. Foreign educational providers cannot operate in New Zealand using the “university” status they have in their home countries.
2. Foreign providers have to establish a corporate body in New Zealand (or to contract with an existing body), as foreign providers cannot directly use their institution name in New Zealand. They are also required to establish the equivalency of degree programmes, especially for Master’s degree, because of the high level of research required both by teacher and learner.
3. The Education Act also sets the requirements for registration as a private training establishment, a registration that gives foreign/domestic providers equal treatment for public funding purposes (See for details pp 30-32)

**Presence Analysed**

11. In the nineties, the private education sector in India saw an opportunity for providing foreign degrees in India. There was a huge unmet demand in India for foreign degrees. The students who could not enter into the few good public institutions in India and had money opted for the private sector. Within this section of students some were interested in getting a foreign degree but could not afford to go abroad. When the private sector came out with the idea of providing foreign degrees in India at a much lower cost, this section of the students got an opportunity to fulfill their dreams.
12. During the project period a number of foreign institutions collaborating with Indian partner institutions were identified. There were 131 such Indian institutions collaborating with foreign institutions. The list, however, may not be fully exhaustive.
13. Spread of foreign education providers in India on the basis of the information so far collected shows that Tamil Nadu has the maximum number of Indian institutions collaborating with foreign institutions (23) and providing foreign degree, with Chennai of course, having the most concentration of such institutions in Tamil Nadu, followed by Maharashtra, the second largest destination of Foreign Education Providers (20) with maximum concentration in Bombay, the financial capital of India and Pune. Delhi registered the third largest state (19) in terms of the foreign institutions.
14. At present only USA and UK have shown their interests in making collaboration with Indian partners. There are other potential countries such as Australia, New Zealand and Canada who are

constantly watching the developments and the government stand on any regulation regarding Foreign Education Providers. At present these countries are organizing educational fairs and have also representatives to attract Indian students to their respective countries. They do not show interest in any educational collaboration in India, as they do not find any enabling laws for the legal operation.

15. Majority of the Foreign Education Providers provide professional/vocational courses. Out of the total sample of 131 institutions, 107 were providing for vocational courses, 19 for technical course and only 5 for general education. The data shows that in the category of vocational courses – management courses were the most popular. Business Management and Hotel Management constitute approximately 80% of the total number of courses.
16. Unregulated structure will lead to various unrecognised courses and there may not be any standard setting institutions to monitor the quality. As such in the medium and long run, this will create chaos and confusion for the students to select the quality course and institution.
17. It may be observed that the new education providers, Foreign Education Providers, are preparing youth for the corporate job. The broad objective of education is preparing the youth for active participation in social, cultural, and economic and the political life of a nation, so far the mandate for public university is, however, not the mandate of Foreign Education Providers.
18. There are quite a few institutions such as L S E University of London, University of Warwick, Manchester University and Umist, Edinburgh Business School, Harriot-Watt University that have considerably higher ranking at 5,6,12,15 in home country. Most of the other institutions are lower rated in UK. Seven institutions from UK, however, appear in world ranking. Among the institutions in US seven institutions only appear in home country ranking whereas four institutions appear in world ranking. But in majority, their name is not included in the ranking list.

### **Mechanism of Operation**

19. Foreign institutions establishing their operations explicitly under mode 3 may not exclusively operate under mode 3. In fact, services may also be supplied partly through other modes although explicitly mode 3 may be active.
20. Maximum number of programmes is offered under the twinning arrangement. The movement of students from one country to another country facilitates the student to get the foreign degree at

relatively cheaper cost under twinning, for part of the course is undertaken in the host country. The movement of student contributes positively to the institutions of the home country and also to its economy.

The programmatic collaboration that consists of joint course and the joint degree provision by the institutions of the home and the host countries has the second rank in India in terms of the supply of education services by foreign institutions. Some of them are CII Naoroji Godrej Centre of Excellence, Mumbai and its collaborative institute University of Warwick, UK; Dina institute of Hotel Management, Mumbai; Maharashi institute of Management, Hyderabad. The reason is that the Indian partner may prefer to design a programme with the inputs received from the foreign institution and offer the programme in India completely to make it cost competitive. Another reason may be that through this mode Indian private partners prefer to have a brand name of a foreign university in the absence of any regulation allowing private institutions to award the degree.

Franchisee is one of the modes of operation. There are only two such institutions in India. The reason is that foreign institutions normally prefer a tie-up with the existing private institutions and conduct the programme within Indian institutional framework rather than open a new unit under the branch campus or franchise.

The fourth category in which the foreign education providers can show their presence is Branch campus. In our study none of the foreign institution came under this category. The reason may be that presently there is no domestic regulation for the operation of a foreign institution in India. But after the regulation the number of branch campus might increase. The opening of branch campus requires an investment in terms of infrastructure. So, without any concrete regulation, their growth cannot take place.

21. Such is the craze among students for foreign institutions that in spite of the difficulties relating to the visa there is a preference to twinning both by the students as well as the foreign institutions. The fact that Indian government does not recognize the degree awarded by commercial organizations does not bother them much. The students opined that scarcity of jobs in the government sector and positive response of private sector employers towards them will balance the situation.

### **Some Attractions**

22. Foreign education institutions through their educational programmes not only enhance the capability of fresh students but also cater to the need and expectation of working persons by introducing elements of their work environment and add value

through enhancing skills. All the faculty members have industry as well as teaching and research experience. This quality of the faculty helps the student to get exposed to corporate world experience while learning their course. Foreign institutions give special emphasis on providing communication skills to their students. For example TASMAC, Pune is running special language programme for those students who do not have previous background of English learning. National Insurance Academy, Pune, is also running a language programme for the students to improve their communication skills. The use of group discussion and interactive session in the teaching learning process also help the students to improve their communication skills.

23. In case of foreign degree providers, it was observed that they were providing courses that were very relevant for the requirements of the work environment. Apart from this, they had flexibility in designing of courses to cater to the changing requirements of the environment. From the prospectus of the institute and information gathered during field, we draw an observation that most of the institutions adopt a curriculum that is demanded by the market. And they also have flexibility in their course design to accommodate the current changes in the industry. This kind of practice in the foreign education providers' institutions makes their course more relevant. The field observation of the research team noted that the foreign degree providers, in almost all the cases, have well-equipped classrooms with facilities like LCD projectors and audiovisual facilities.
24. During the field visit it was observed that the guest faculty managed most of the management institutes. Everyday some new specialized topic is introduced in the curriculum of professional courses, which cannot be carried out by one faculty. So, the number of guest faculty is constantly increasing. Second may be that through guest faculty, management institutes are managing their programmes at a very low cost, while the recruitment process of permanent faculty and their salary cost more for the institute.
25. One of the features of foreign education providers in India is that teaching as well as evaluation is learner-centered and as a matter of fact evaluation is very much learner-friendly without compromising the quality of assessment. For example, for MSc in Engineering Business Management awarded by the University of Warwick, UK, no formal closed-book examinations are conducted. Assessment is continuous and is based on assignments relating to each module attended and in-company project. Mode of evaluation gives flexibility to the students who have the option of multiple entry and multiple exit in the system. Further this type of evaluation also helps the students to go for a job at any stage.

26. The credit transfer facility gives the students an opportunity to learn in different socio-cultural environments. Different types of collaboration between various institutions lead to academic fusion. This takes place when there is a joint course design, intensive student and teacher exchange programme and there is a joint delivery of programme. Academic fusion truly makes the programme international with the flow of knowledge both the ways.

### **Perception of Students and Teachers**

27. Out of the total sample size of students (100), 40.6 per cent were pursuing an MBA course, 42.2 per cent were pursuing other courses like Hotel Management and Information Technology, 9.4 per cent were pursuing BBA and 7.8 per cent were pursuing B.Tech courses.
28. With respect to the duration of the course data shows that three-year courses were highest in percentage terms followed by 2-year courses. But 2-year or less than 2-year duration courses were being pursued by little less than 50% of the students.
29. Regulated fees structure is one of the important features of the Indian higher education. But the pace of internationalization has increased the costs of higher education, which has posed a challenge for these already under-funded public universities. Out of the total sample size of students, 50 per cent pay the fees below Rs.1.5 lakh. 19 per cent between Rs.1.6 to 2.5 lakh, 25 per cent between Rs.2.6 lakh to 3.5 lakh and only 6 per cent were paying fees above Rs.3.5 lakh. From the above information we can conclude, that on an average the students who pursue foreign degrees are paying around two lakhs per annum. In some of the cases it was noticed that the total fees was quite high. For example, the ISB charges Rs7,50,000 as Tuition Fees. The living expenses at ISB come around Rs.4,10,000 and total programme costs around Rs 11,02,500.
30. Parents provided about 65.6 per cent of the students' finances. Significantly, bank loan was available in 26.6 per cent of cases. This is a new trend in the Indian higher education. The reason cited for such assistance in case of bank finance, is that the courses pursued by students have a market value and most of the students get placements after completion of their course. But this has resulted into the increase of burden on the students. They have been forced to immediately join the job according to the terms and conditions of the employer, as they need to return the loan to the banks. This development may facilitate the corporate sector to use the workforce according to their needs.

31. 31 per cent of the institutions maintain the teacher-student ratio of 1:10 and 20 per cent maintain 1:20. Very few respondents maintained that the teacher-student ratio is very high.
32. On the question of “accreditation of the courses” affecting the students’ decision to pursue the course, it was found that for 59 per cent of the students it hardly mattered and only 41 per cent were of the opinion that it did matter to them. When students were asked about the reasons for not giving importance to accreditation they were of the opinion that as long as the course they were pursuing gave them a job, accreditation hardly mattered to them.
33. Information from the student’s perception shows that the acceptance of such courses is prevalent among the educated class.
34. Presently, the foreign degree providers in the higher education sector are catering mainly to the demand of the new middle class groups, which are more aware and active in the process of economic change and support the new course design.
35. About public universities in India 26.6 per cent students cited the lesser job prospect as the reason, 20.4 per cent said that the courses were out of touch with current market reality, 17.2 per cent cited the reason that the syllabus was outdated, and 14.1 % students were of the opinion that quality of teaching was poor. This is a reality, which is in front of all of us.

### **Research Findings and Observations**

- Study observes that Foreign institutions have minimum stakes
- Through recognizing partly study programmes offered by Indian institutions, they encourage students to join foreign institution through twinning
- Commitment to offshore campus and minimum investments for infrastructure development, payments to teacher faculties etc. is not given by foreign institutions. Foreign institutions have minimum stakes
- Majority of partners are in the private sector
- Basic motive of partnership is to supplement institution’s income of foreign institutions
- 
- Issue of equivalence and recognition is on mutual and institutional basis
- Few Indian collaborator institutions are recognized by NAAC/NBA for their Indian programme, not for the foreign programme. Many

foreign institutions are accredited in their own countries or by international accreditation agency for their programme

- Some foreign institutions have applied for recognition in AICTE although they are already operating in India even before the grant of recognition by AICTE
- Indian private institutions' activism is responsible for the growth of foreign education providers
- Indian education providers are signing MOU directly with different countries' institutions
- The foreign education providers cater to the aspirations of upper middle class as observed from the fee structure, annual income of the parents and educational background of the parents. This is a cause of concern from the point of view of equity.
- The foreign education providers support vocational job-oriented courses, which have large employability
- They do not prefer to collaborate with public and non-profit institutions
- The collaborative courses are more skill-oriented and communication-oriented rather than their emphases on research
- There is no standard setting mechanism for the foreign educational institutions causing concern to the stakeholders.
- There are some aspects of good practices such as flexibility of curriculum design, credit transfer facility, job placement, multiple entry and multiple exit system, etc., and need to be followed by public institutions in higher education
- Some of the programmes of private institutions in India are recognized by a state government/AICTE. The same private institution has a further tie-up with the foreign institution to deliver a foreign degree through twinning or other modes. A foreign degree is not recognized by UGC/AICTE/State Governments. However, accrediting agencies in respective countries may accredit the foreign course.
- The study reveals that some of the foreign institutions practice student-centered innovative teaching learning process
- No guess estimates are available on the flow of foreign exchange due to the presence of foreign institutions in India

**Recommendations:**

- Need for a Regulatory Body to register, approve and monitor the overall operation of foreign education providers in India.
- Priority areas for collaboration should be finalized

- No objection from Embassy should be compulsory
- Need to develop institution to check quality
- Demand and Supply chain in higher education must balance as per the priority of a country
- Trade-based internationalisation of higher education leading to commercialization must be checked
- There should be mutual recognition of the degrees by respective countries as well.
- There should be a database on all aspects of the foreign education providers and the students should be completely informed about the foreign institutions.
- NAAC should be allowed to accredit foreign programs and examine the academic credit worthiness of foreign institutions. NAAC's evaluation of quality should be taken into account before allowing foreign institutions to operate in India.

### **Regulatory Framework**

36. There are two-fold reasons for a regulatory framework for foreign education providers in India. First, domestic compulsion to ensure quality and rational admission policy for greater access and equity and, of course, the establishment of foreign universities should be in accordance with the constitutional and legal framework. Second, it should also ensure that after India makes any commitment under GATS, regulation must be in conformity with GATS provisions and articles

### **Enabling Policy Guidelines for the Operation of Foreign Universities in India**

For details of enabling guidelines see pp 88-90.



# CHAPTER 1

## INTRODUCTION

### 1.1 Backdrop

Education in India is considered as a social service. It is accorded a status of public good. Recently the recognition of education sector as a tradable service sector under the GATS - WTO regime has made it imperative for all the countries to understand the duality of education as a social and tradable service. In the absence of any policy to regulate the foreign education service providers, India has witnessed autonomous liberalization of the sector intensifying the duality of education. A large number of foreign universities, colleges and institutions have started imparting education services to Indian students through various arrangements and modes of supply. The nature of collaborative arrangement varies from institution to institution. In this context, it is important to understand the mechanisms and processes of operation of foreign education providers. In this study, an attempt has been made to provide an overview of the mechanism of operations imparting foreign degrees in different types of institutions in India.

### 1.2 Objective

The study emphasizes on the mechanism and process of operation of foreign programmes in India which include

- Types of programmes
- Quality of the university in their home country
- Duration and quality of program on offer
- Teaching-learning processes
- Recognition and accreditation of programmes offered in India
- Fee structure
- Eligibility requirement
- Validity or recognition of the courses, besides the home country of the institution

On the basis of some understanding of the process and mechanism of foreign education providers, it is important to understand its implications on the existing educational structure of the country. After a careful analysis of various issues, stage is set for the policy makers to issue a guideline for regulation of foreign education providers. At present the entry of foreign education institutions is not regulated whereas the entire education structure in the country nearly is regulated. As such whereas the objective of the study is to understand the process and mechanism of foreign education providers, the objective will be

served fully when a suggestive framework is presented to deal with the foreign education institutions.

### **1.3 Methodology**

To serve the objective of the research information has to be collected on the foreign education institutions, as at present there is no regulation, no system of registration or any single source from where information could be collected. The present study, therefore, is based on data and information collected through various primary and secondary sources. The research team collected the information from Internet, advertisements, embassies, education centres, education fairs and agencies involved in attracting students for foreign education. At the first stage of the research the information helped to identify and compile the list of foreign institutions along with the Indian counterpart institutions offering the foreign degree. The list was further developed adding information relating to foreign education providers when at a later stage the research team went to different cities and solicited information on any other education providers in the cities offering foreign programmes. This was the most crucial information to prepare the data bank of foreign education provider institutions to further understand the process and mechanism of their operations.

Almost simultaneously while the data bank was being created, two questionnaires were developed – one relating to the institution and the other relating to the students. The questionnaire relating to the faculty solicited information on the kind of collaboration of Indian institutions with the foreign institution, infrastructure facilities in the colleges and educational qualifications and the innovative approach in teaching learning process.

Questionnaire related to the institution was on various issues such as types of operation of foreign institution, teaching learning process, the type of training, availability of books, classroom journals and use of educational technology, methods of delivery, curriculum, selection criteria of academic staff, admission process of a student, etc.,

The team visited different institutions, education fairs, embassies, education centres to get information on the foreign degree providers. Research team went to Delhi, Kolkata, Chennai, Mumbai, Pune, Bangalore, Hyderabad and Indore. Information was received in response to the questionnaire. Heads of the institutions were interviewed and notes were prepared. During the field visit the research team also conducted a group discussion to generate information regarding the perception of the students and their expectations from the foreign degree providers in India.

Out of 131 institutions that were identified, though not an exhaustive list, a sample of 50 institutions and 100 students studying in these institutions were selected for the analysis.

It was also found necessary to understand global scenario, in particular, how some of the countries face the foreign education providers and also what are the aspects of regulation? The books, journals and Internet searches were fully

exploited to obtain information on the foreign education providers in some select countries.

#### **1.4 Chapter Plan**

Chapter 2 clarifies the concept of foreign education providers in terms of award of foreign degree by the home country to the host country under various modes of operation such as offshore campus, twinning, franchisee, articulation, link programmes and programmatic collaboration. It throws light on some of the issues and concerns relating to the foreign education providers. It further analyses some of the important rationale and the implications of the working of foreign education providers in India particularly in the context of the commodification of the higher education.

Chapter 3 discusses the global scenario with respect to foreign education providers before analyzing the Indian context in great detail, and throws light on the process, mechanism and regulatory framework of different countries such as Malaysia, Hong Kong, Singapore, China, Australia and New Zealand. This chapter analyses the experience of different countries both from the perspective of supply side-nation and demand-side nation.

Chapter 4 makes an historical overview of the growth process of foreign education providers in India. The presence of foreign institutions are analyzed in terms of geographical distribution, presence of foreign university by countries of origin, course-wise presence of foreign institutions and different modes of operation of foreign institutions in India.

Chapter 5 deals with the mechanism of operation and status of foreign education providers in India. The chapter provides further light on the teaching-learning process, curriculum adopted and various aspects of infrastructure, fees charged by the institution, methods of monitoring and evaluation of the programme. An important aspect of synergy through collaboration in planning and management of joint programmes is also discussed, as also various advantages of the foreign degree holders.

Chapter 6 analyses the perception of the students and the teachers. The students' preferences for different courses, their preference with respect to the duration of the programme, fees structure, means of mobilizing finance by sources other than the parents, etc., are analyzed in this chapter.

Chapter 7 presents conclusions and recommendations.

## CHAPTER 2

### FOREIGN EDUCATION PROVIDERS: ISSUES AND CONCERNS

#### 2.1 Features

As part of internationalisation of higher education, the most recent phenomenon is the transnational provision of education through the mobility of programmes and educational institutions from one country to another leading to the award of foreign degree in the host country.<sup>1</sup> As the transnational mobility of programmes and higher education institutions crosses the border of a country, it is also referred to as the Cross-Border Higher Education (CBHE). As the movement is also for commercial motive for earning income/profit, the transnational provision of education is generally understood as the 'Commercial Presence of Foreign Institutions' or mode 3 in GATS terminology. The key drivers of the provision of foreign education from home to the host country is the recent upsurge in the demand for transnational higher education in developing countries coupled with the likely possibility of excess capacity due to changing demographic structure in the developed countries who see excess demand in developing economies as one of trade advantage (Altbach, Philip G., 2003) captures this phenomenon in terms of 'center-periphery hypothesis' indicating the strength in the export of programmes and institutions by the North to the South i.e. from the developed to the developing countries. The phenomenon may also be captured in terms of the maintenance of international equilibrium i.e. equality of the flow of international demand for and supply of higher education at a higher price of education, although at a given price the developing countries may still be characterized by domestic disequilibria due to supply constraint (Bhushan S, 2005).

The concept of the 'Foreign Education Providers' is looked at in the literature in terms of different typologies such as offshore campus, twinning, franchisee, articulation and linked programme and programmatic collaboration that lead to the award of foreign degree by the home country institution to the host country students<sup>2</sup>. The separation of the home country programme and the institution from the country where awarding students reside (i.e. host country) is the characteristic feature of the 'Commercial Presence of Foreign Institutions', i.e.

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<sup>1</sup> UNESCO & Council of Europe (2000) notes that transnational education refers to education when learners are located in a country different from the one where the awarding institution is based. Awarding institution country is known as the 'home' and the country where students get the award is known as the 'host'.

<sup>2</sup> *Twinning programmes* are those wherein students can complete part of their study in host and part in home country's university. *Franchisee* is one where home country institutions grant the permission to host country institutions to execute their programme with their name, curriculum, and evaluation methods. Home country institution/university ties up with host country partner which acts as 'Study and Examination Centre' to deliver their course and also conduct the examination for the same. The home country institutions decide the course design, curriculum, examination process and other issues. In the case of a 'Link Programme' host country institution delivers certain credit programme in a particular time period and after that rest of the course follows at the home country institutions' ongoing programmes. The 'Programmatic Collaboration' enables a student to complete study in host country institutions and get a joint degree i.e., (host as well as home country education institutions). Under 'Offshore Campus', the home country universities may open its branch either as its sole subsidiary or in partnership with the host country institution.

mode 3 of GATS. However, in the case of twinning, the host country's institution students have to actually move to the home country and the specificity of mode 3 in terms of movement of the programme/institution from home to the host breaks down. It is rather the movement of host country students to the home country institution that becomes the distinguishing feature of the supply of education. It means twinning combines both mode 3 and mode 2.

Thus while trying to understand the extent of the presence and the implications of the delivery of the programmes in the host country by home country, it is necessary to distinguish the delivery of the education through the movement of programme only and the movement of programme along with the institution and also a situation where neither programme nor institutions move, i.e. the students move to the programme and institution destination in the home country.

## **2.2 Types**

Some of the important modes of supply of education under the commercial presence of foreign educational institutions may be examined. Under '*Franchisee*' home (foreign) country institutions grant the permission to another institution in host country to execute their programme with their name, curriculum and evaluation methods. Institutions do not move but the faculty moves normally to check the quality and sometimes for short orientation to the teachers. In this arrangement foreign institutions franchise a programme to Indian organization that offers these programmes under the direct supervision of the foreign institutions. Thus Franchisee involves the movement of programme of home institution, which is carried forward by the Indian partner (host). It is through mode 1 that programme delivery takes place. Besides, movement of teachers through mode 4 facilitates the delivery of programme. Thus, mode 3 is active only with mode 1 and mode 4. Franchisee is normally taken for the brand name and how well it operates depends on partner institutions ability to run the programme or the willingness of the foreign university to keep a proper watch on its franchisee unit. Quality of the home country institution and host partner institution offering the programme varies. Besides, the scope of franchisee in technical branch is limited.

The '*Programmatic Collaboration*' enables a student to complete study in host country institutions and get joint degree i.e., (host as well as home country education institutions). The programmatic collaboration enables a student to complete study in India and get a joint degree i.e., (foreign as well as private education institutions). Under this mode, there is a joint programme preparation by home and host institutions. There may be multi-institutional collaboration under programmatic collaboration as well. Institutions do not move. There is teacher as well as student exchange. It has its own attraction, as it is one of the cheapest ways to earn foreign degree. Various types of inter-institutional collaborations exist under programmatic collaboration. For example, foreign institutions may support in developing curriculum, joint course preparation, joint evaluation of the programme, teacher's visit, student summer trip etc. The programmatic collaboration is a way through which new innovative course is

offered at less cost and private Indian institutions offer a foreign degree, which is a way of attracting the students.

*Twining programmes* are those wherein students can complete part of their study in host and part in home country's university. Part of the course completed in the host country gets due recognition in the home country. Under this mode, neither programme nor institutions move from home to host. Students move from host to home country. The twinning arrangement may be optional to the students. Students prefer this mode because it provides them least cost opportunity to earn a foreign degree with outside exposure. It is also one of the most preferred modes by foreign education providers because they have least stakes and yet maximum income. However, students feel the difficulty of obtaining visa even when their admission under twinning arrangement is granted by a foreign university.

Under '*Branch/Offshore Campus*', the home country universities may open its branch either as its sole subsidiary or in partnership with the host country institution. Offshore campus operation is possible only when the investors are assured of no legal hurdles. It is, in all likelihood, a pure commercial operation. It involves large FDI inflows into host country as investment in infrastructure. Design of curricula, faculty recruitment and development is the responsibility of home institution. Transfer of quality is maximum in the case of partnership with host institutions. Foreign institutions have maximum stake under branch campus for the development of education in the host country.

**Table- 2.1**

**Types and Salient Features of Different Modes of Commercial Presence**

<b>Type</b>	<b>Movement</b>	<b>Salient features</b>	<b>Award of a foreign degree</b>	<b>Effect on quality</b>
<b>Franchisee</b>	<ul style="list-style-type: none"> <li>• Educational programs move</li> <li>• Institutions do not move</li> <li>• Teachers move for quality check</li> </ul>	<ul style="list-style-type: none"> <li>• Program supervision and Quality check by home country institution</li> <li>• Teaching faculty given short training</li> </ul>	<ul style="list-style-type: none"> <li>• Foreign degree is awarded by home to the students of host country institution</li> </ul>	<ul style="list-style-type: none"> <li>• Limited effect</li> <li>• Limited scope</li> <li>• Conditional on the ability of host institution</li> </ul>

Type	Movement	Salient features	Award of a foreign degree	Effect on quality
<b>Programmatic Collaboration</b>	<ul style="list-style-type: none"> <li>• Programs partly move</li> <li>• Institutions do not move</li> <li>• Teacher exchange</li> </ul>	<ul style="list-style-type: none"> <li>• Joint educational programs of host and home institutions</li> </ul>	<ul style="list-style-type: none"> <li>• Joint degree by home and host country institution</li> </ul>	<ul style="list-style-type: none"> <li>• Potential for Quality improvement</li> <li>• Home institution may help develop the capacity of teachers and host institutions</li> </ul>
<b>Twinning</b>	<ul style="list-style-type: none"> <li>• Host country programs recognized by home institution</li> <li>• Institutions do not move</li> <li>• Students move to home to complete part program</li> </ul>	<ul style="list-style-type: none"> <li>• Program is split in two parts a part to be completed by the host and rest by the home institution</li> </ul>	<ul style="list-style-type: none"> <li>• Degree by host and home country for respective course being completed</li> </ul>	<ul style="list-style-type: none"> <li>• Students gain as they get international exposure</li> </ul>
<b>Offshore Campus</b>	<ul style="list-style-type: none"> <li>• Program as well as institutions move</li> <li>• Faculty partly moves</li> </ul>	<ul style="list-style-type: none"> <li>• Investment in infrastructure design of curricula, faculty recruitment and development is responsibility of home institution</li> </ul>	<ul style="list-style-type: none"> <li>• Foreign degree is awarded by the home country institution</li> </ul>	<ul style="list-style-type: none"> <li>• Transfer of quality maximum in the case of partnership with host institutions rather than being a sole subsidiary</li> </ul>

In the above table a comparative picture of four different types of programme delivery under mode 3 is discussed. With respect to the issue of quality, some hypotheses are presented as follows. It may be observed that the possibility of gain in terms of quality is maximum in the case of branch campus when

partnership with public institution is made. On the other hand, in case of franchisee, gain in quality is uncertain. Programmatic collaboration has potentials for improvement in quality for the host institution. Twinning offers the possibility of international exposure.

In the section that follows we examine the important rationale for the commercial presence of foreign educational institutions in India. The understanding of the rationale would provide the basis for assessment of the present operation of foreign educational institutions and provide the ways for approaching the issue of foreign education providers.

### **2.3 Rationale**

An understanding of the rationale for the commercial presence of foreign educational institutions is necessary. Expected rationale should be guided by the objectives of national development. It should address some of the concerns that the Indian higher education system faces and also some of the challenges posed and opportunities arising from globalisation to the higher education institution<sup>3</sup>.

#### **▪ Human Resource Development**

In the global context, technological upgradation poses a challenge for educational institutions to upgrade the skill of human resources. Broadly speaking, life-long education and training is the emerging need for which higher educational institutions must prepare themselves. The need for upgrading the skills demands prompt response in terms of developing teaching faculty, developing curricula and introducing the programmes for varying periods. Neither the regulatory framework allows nor the academia within universities realize this compelling need of the market to which university system should extend its functioning. The fact of the matter is that the demand for specialized skills exists and given the slow response of the public institutions, various private actors have become active to fill the niche market for specialized skills sometimes in partnership with foreign institutions. In the absence of no regulation to cater to the emerging demand for specialised knowledge acquisition wherever that is required, there is no systematic and institutionalized effort that greatly constraints the internal capacity of the economy to innovate and progress.

One of the most *important rationales for the commercial presence of foreign educational institutions is to help develop curricula, fill the gap due to shortage of the expertise and jointly run such educational programmes in partnership with the public/private institutions*. Of course, the regulatory framework needs to be created for such partnership. This will have much desired impact on colleges and universities in India to learn to adapt faster to the needs of society and break the age-old practices of traditional curricula and teaching. In the running of such

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<sup>3</sup> Zhang (2003) notes five important rationales for the commercial presence of foreign educational institutions in China as implied in government policies. They are: (1) Improving the quality of human resources; (2) Upgrading China's educational system; (3) Meeting the educational demand of the country; (4) Preventing brain drain; and (5) Attracting foreign capital into education



programmes, efforts must be made to transfer the foreign expertise and the best practices.

#### ▪ **Arresting Brain Drain**

Human resource rich countries like India and China today face the problem of brain drain due to increased mobility of professors, researchers and scientists. Most of them move to developed country destination. Students, mostly post-graduate and above, move to foreign country destination to study, later on to join the educational institutions or to work abroad as knowledge workers. The GATS perspective that supports trade in education furthermore promotes the possibility of increased brain drain. The Global Information Technology Report (2003) notes that India ranks second in terms of availability of scientists and engineers and also in domestic software companies in international markets. However, India also suffers due to brain drain as its ranking is 54<sup>4</sup>. It is estimated, for example, that at least 40% of the graduates of the highly regarded Indian Institutes of Technology seek employment abroad<sup>5</sup>.

Important rationale for the commercial presence of foreign educational institutions could be to check the flow of students westward. Students move to advanced countries in search of quality institutions and later on prefer to take up job there itself as well. If foreign educational institutions help to build up the quality institutions or help to develop world-class institutions, then this will definitely restrict the flow of students and, to some extent, check the brain drain. As the multinational and top class companies are in India, they may be absorbed in India. What is, however, more important is that a well thought out strategy be devised to attract foreign institutions in a way that quality transfer of education to Indian institutions could be made possible.

A related argument is 'that Indians are spending between Rs 3 - 5000 crores (roughly \$700 million to \$ 1 billion) on higher education abroad, a staggering amount for a poor country whose own educational institutions are starved of resources' (Kapur and Mehta, 2004). *If the world-class national institutions are developed in partnership with highly selected foreign institutions of repute, the flight of capital as well as the outflow of students could be checked.* The quality educational programmes could be offered at cheaper costs than what the same course could cost abroad. Thus the accessibility to such course can also be enhanced. It will also lead to increased capacity of the higher education sector to generate research and produce knowledge as well as supply knowledge workers. Arresting brain drain and turning it into mutually advantageous situation of brain gain may be possible provided that institutional mobility to Indian soil is supported by appropriate policy regime.

#### ▪ **Promoting Competitiveness**

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<sup>4</sup> The ranking of brain drain of India has shot upto **sixty five** in a year as per the Global Information Technology Report (2003-04)

<sup>5</sup> Number of Indian immigrants with tertiary education living in US alone is 2.25 lakhs. (See World Bank 2002)

An important feature of the Indian higher education system is that, within the framework of public control, it has expanded to reach different sections of the society and that it has also a diversified structure. Yet, the quality of average institution, average teaching faculty and average student is a cause of concern<sup>6</sup>. In particular, the teaching faculties just like any other public sector is highly protected and the education system do not impose the need to achieve excellence. The higher education system as a whole suffers from inefficiency. There is the need to expose the system towards, if not price efficiency, various non-price efficiency factors such as upgrading the standards of teaching faculty, orienting the curricula to industrial and societal needs and promoting IT enabled teaching and learning.

It may be argued that commercial presence of foreign institutions in India will promote competitiveness in Indian higher education system. It is, however, not clear as to exactly what mechanism exists for this? It may lead to a dual growth of higher education system. Therefore, measures to promote competitiveness through foreign institutions should also focus on some such strategic factors that induce the system to be competitive. Powar (2002) recognizes that 'the effect on quality can be both beneficial and detrimental'. He sees the potential for quality to be improved from interaction and competition with reputable international institutions and decreased if low quality providers offer 'canned degrees'. He maintains that 'quality education provided by reputed international providers will be accessible only to the privileged few that can pay for it'.

▪ **Bridging Relevance Gap**

Transnational education usually takes advantage of the following gaps<sup>7</sup>:

- b. Demand-Supply Gap in traditional curricula
- c. Quality Gap in terms of providing quality relevant courses
- d. Relevance Gap between content and style of curricula and what learners expect due to changing employment structure.

Usually supply-demand gap within traditional curricula should be bridged in a country by allocating more resources and should not be the preferred area of investment through the commercial presence of foreign institutions. To some extent, Quality Gap i.e. education of appropriate standard and quality should also be bridged by allowing teachers to acquire academic excellence and by encouraging innovation in teaching methods. However, new content and curricula may have to be designed to suit the needs of global market to bridge the relevance gap. It is in this area that internationalization of curriculum is

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<sup>6</sup> Jayaram N (2004 pp.99-104) notes the decline of academic profession in India reflected in the low esteem of their profession as observed by the National Commission of Teachers (NCT, 1985, p.21). In spite of the reasonably good UGC pay package, the level of the professionalisation of the teachers is a cause for concern.

<sup>7</sup> See Mong, Guy, 'Response to Prof. Sergio Mechado' presentation 'Introduction to the Theme of Transnational Education' in a conference held at Aveixo, Portugal, 3-4 April, 2000

desired. Among the most significant new areas are: molecular biology and biotechnology, advanced materials science; micro-electronics, information systems, robotics, intelligent systems and neuro-science; and environmental science and technology. *One of the rationales of the commercial presence of foreign institutions should be to encourage the growth of programmes to bridge the Relevance Gap between content and style of curricula and what learners expect due to changing employment structure in partnership with Indian institutions.*

#### ▪ **Mobilising Additional Resources**

An important rationale for promoting the foreign educational institutions could be to attract foreign direct investment in India. While the Commerce Ministry favours this objective, it normally does not find favour within academic circles as the liberal approach towards foreign capital may have adverse consequences of imposing foreign curricula that may not have relevance from national point of view. Yet, foreign institutions are much better equipped than local institutions to meet the needs of foreign corporations and as the liberal FDI in other sectors have encouraged the growth of foreign corporations, there also exists the need for selective approach to promote FDI.

*Under some given norms such as relating to minimum investment for opening a branch campus or the maximum equity norms, promoting FDI can be one of the rationales for the commercial presence of foreign educational institutions. An important consideration for raising additional resources through FDI is that promoting world-class institutions requires large investment. For developing a few world-class universities or specialized institutions also FDI may be allowed.*

## **2.4 Implications**

#### ▪ **Commitments under GATS**

One of the implications of commercial presence of foreign institutions now is that once commitments are made under GATS, the presence of foreign institutions is covered under mode 3 and the articles under GATS will guide trade in higher education. Hence, all the safeguards to public higher education and higher education system, as considered necessary, need to be understood and provided for under national regulation or be covered under 'limitations' clause in the 'Schedule of Commitments'. *What it implies is that effective regulation is necessary for the commercial presence of foreign institutions giving all safeguards to protect but, at the same time, promoting foreign institutions in terms of the priorities set by the government.*

### **Concerns**

#### ▪ **Commercialisation of Education**

One of the concerns expressed in promoting the commercial presence of foreign educational institutions is that the acquisition of a foreign degree will be at a price. It means education will become a commodity to be traded in the market. It goes against the conception of education as public good. The following concerns

are raised against the commercialisation of higher education that the commercial presence of foreign institutions might give rise to. Firstly, higher education will be limited to the select few as there will be high price for any foreign degree to be acquired. Against this, it may be argued that, in any case, only the selected students who can afford to pay high fees in foreign countries were the beneficiaries of foreign education. Commercial presence of foreign educational institutions in the host country will be accessible to rather larger segments, if not all, as the cost will be substantially lower than what it could be in foreign countries.

Another concern is that commercialisation will promote privatization that will, in turn, enhance the cost of higher education and restrict the entry of the poor but meritorious students to higher education, that is, to those target groups that the government should address by financing through loans/scholarship.

Thirdly; commercialisation will adversely affect the public higher education. The government may slowly withdraw from its commitments to higher education seeing that the alternate mechanism of funding is gaining support from international sources. Knight (2004) notes that while private investment in education rises, the public support will fall even more steeply. At this point in time, this is speculation only, but it is expected that this could also be a discernible trend before long. The role that trade plays in this scenario is that countries without the capacity or political will to invest in the physical and soft infrastructure for higher education will begin to rely more and more on foreign investors and providers; and that trade rules may have a heavy influence on the terms and use of the private investment and thereby on policy for education. This issue can be taken care of, provided the government is committed to its responsibility to deliver higher education as public good.

Fourthly, it is feared that developing countries may be 'flooded with foreign and private providers delivering essentially profitable subjects...and in these areas they will pose as serious competitors to local universities, leaving the latter to deal with non-profitable subjects in arts, humanities, science and technology, so vital for a country's development.' (Mohamedbhai, 2003). This problem, too, can be tackled if the state lays down priorities for the commercial presence of foreign institutions.

## **2.5 Viewpoints and Controversies**

The issue of the commercial presence of foreign educational institutions is not without controversies. There are both opportunities as well as threats. A matrix of opportunities and threats is presented below and a strategy is suggested to build on the strengths, remove the weaknesses, capitalise on the opportunities and minimise the threats. Much of the threat potentials can be minimized only if the state looks at it as a supplementary effort and develops a right strategy to exploit the opportunity provided by the internationalisation of education. *The necessary condition for the internationalisation of education to succeed is that domestic efforts to reform higher education should also be taken up simultaneously. Besides the government should determine the priority areas and the manner in*

which the foreign investment has to be promoted. It would be of interest to see how different countries utilize the opportunities provided by the internationalisation of education.

### SWOT (Matrix) Analysis

	<p>Strengths of Indian HE</p> <ul style="list-style-type: none"> <li>• Large network</li> <li>• Long tradition and glorious past</li> <li>• Huge skilled manpower reserve</li> </ul>	<p>Weakness of Indian HE</p> <ul style="list-style-type: none"> <li>• Centralised and Bureaucratic structure</li> <li>• Lesser accountability</li> <li>• Limited scope for innovation</li> <li>• Provide only traditional curriculum</li> <li>• No quality check</li> </ul>
<p>Opportunities due to FEP</p> <ul style="list-style-type: none"> <li>• Increases competitiveness</li> <li>• Mobilises additional resources</li> <li>• Provides new teaching-learning process</li> <li>• Provides new curriculum</li> <li>• Provides global exposer</li> <li>• Provides new technology</li> <li>• Affords more interaction</li> <li>• Promotes global market for education</li> </ul>	<p>Strategy</p> <ul style="list-style-type: none"> <li>• Establish linkages between FEP and Indian HE institutions</li> <li>• Develop Training module for the new faculty</li> <li>• Develop ICT related infrastructure in the colleges/universities</li> <li>• Create more opportunities to strengthen Indian program</li> </ul>	<p>Strategy</p> <ul style="list-style-type: none"> <li>• Strengthen the mechanism of quality check</li> <li>• More autonomy to Indian institution in terms of curriculum design, innovation in teaching-learning process</li> <li>• More decentralisation in the University structure</li> </ul>
<p>Threats due to FEP</p> <ul style="list-style-type: none"> <li>• Foreign perception may affect traditional structure of HE institution</li> <li>• Impose additional financial burden on students and their parents</li> <li>• May affect the educational values</li> <li>• Pose threat on the autonomy of Indian institution</li> </ul>	<p>Strategy</p> <ul style="list-style-type: none"> <li>• Plan to strengthen core area of Indian higher education</li> <li>• Develop a guideline for sharing responsibility between foreign and Indian partner</li> <li>• Develop a strong network between Indian institutions</li> </ul>	<p>Strategy</p> <ul style="list-style-type: none"> <li>• Allow only quality FEP</li> <li>• Quality and Accreditation of FEP by Indian counterpart</li> <li>• Develop a regulation for FEP considering the interests of Indian institutions.</li> </ul>

The above matrix is an effort to look at the issue in the holistic perspective. It maps out the appropriate strategies to strengthen the higher education system

due to opportunities provided by FEP. If the strength s the large network of colleges and universities, the strength could further be increased by developing appropriate infrastructure and linkages that would infuse academic exposure to institutions in India. Strategies should be to provide gradual autonomy and decentralisation so that bureaucratic rigidities are overcome. Any threats could be avoided if there is a proper plan to strengthen core area of Indian higher education system. Besides with a strong regulation allowing for only quality FEP with the accreditation by proper agency, the direction will be set for quality higher education system in India.

## CHAPTER 3

### FOREIGN EDUCATION PROVIDERS: GLOBAL SCENARIO

#### 3.1. Introduction

##### ▪ Emergence of the Phenomenon

Emergence of foreign education providers is a global phenomenon being witnessed both in developed and developing countries. Before understanding the Indian context regarding them, it is important to understand the milieu in which they appeared in other countries and also the kind of acceptance they have received, the mechanism through which they operate and are regulated in the higher education system of various countries.

The current chapter deals with the presence of foreign education providers in different countries of the world. The principal aim of the chapter is to discuss the policies adopted by the governments of different countries to regulate the activities of foreign education providers in their respective countries. Policies that are desirable or practicable in one country may not fit in other countries. Although the specific context of each country would be decisive in shaping up its policy framework, the policy makers can draw substantially from the experiences and approaches towards regulation of transnational education providers in other countries.

##### ▪ National Perspective

Presence of foreign education providers can be viewed from the perspective of the supply side nations as well as the demand side nations. On the supply side are the developed exporter nations, like the United States, the United Kingdom, Canada, Australia and New Zealand, with strong domestic capacity and playing a minor role as importers of education. On the demand side are intermediate nations like Malaysia, Singapore and Hong Kong who are active as both exporters and importers of transnational education; and China, India, Indonesia, the Philippines etc. who are active as importers while relatively undeveloped as exporters. The latter group has inadequate domestic capacity in relation to demand (OECD, 2004). Exporting countries have the competitive advantage in the global market of education and they benefit mainly from the huge revenue generated. Importing countries minimize the risk of brain drain, attract advanced resources for higher education development, and accelerate the expansion of higher education.

#### 3.2 Country wise Scenario

##### 3.2.1 Malaysia

Malaysia is one of the highly literate countries of the world with its literacy rate at 93% and government education spending at 7.5% of GDP (OECD, 2004). It seeks to be a fully developed nation and a net exporter of higher education by

the year 2020. Its vision 2020 defines the present and the future manpower needs of the country in which tertiary education is expected to make a major contribution. *The primary challenge of the country is to transform the economy from the one that is investment-driven to the productivity and quality-driven economy through enhancing the efficiency of labour, capital skills upgrading, capital deepening and improving management and entrepreneurship.*

### **3.2.1.1. Emergence and Growth of Foreign Education Providers**

Until recently, the Malaysian government has been the sole provider of higher education in Malaysia. While the strength of the public universities increased tremendously over the years, still there was a great unmet demand. The problem of meeting the strong demand for higher education was further aggravated by the ethnic quota system, under which many qualified non-Bumiputera students were unable to gain admission to local universities. Due to this unmet demand, many Malaysian students studied abroad. In 1995, the Ministry of Education estimated that there were approximately 50,600 Malaysian students studying abroad, costing Malaysia about US \$ 1 billion in foreign exchange. In 2001 also, Malaysia spent US \$ 585.5 million on education imports (3.5% of all services) (OECD, 2004).

But with the sharp increase in expenses for overseas education in early 1990s and devaluation of the Malaysian currency during the Asian financial crisis, many Malaysians could not afford to pursue higher education overseas. To overcome this problem, the government was forced to seek alternative means of financing higher education by allowing private sector to establish higher education institutions. From 1996 onwards, private sector-funded universities and branch campuses of foreign universities became part of higher education system of Malaysia. The first private Malaysian university, namely university Telekom, was established in 1997, and in 1998, Monash University of Australia was invited by the Malaysian government to set up its first foreign branch campus there. During this period only, Malaysian private education was fast becoming popular for its extensive links with university partners from the UK, the USA, Australia, Canada and New Zealand.

Thus, the Malaysian government, that was opposed to private universities prior to the mid-1990s, fearing that the private sector would undermine the nation building efforts of the public sector institutions, has been encouraging the private sector to play a more active role in the provision of higher education than ever before (Lee, 2001). Today, not only Malaysia's private education has gained local acceptance as a pathway for higher education but it is also being accepted internationally. Malaysia is also getting recognized internationally as an education exporting country where foreign students can pursue their higher education. As of December 2003, there were close to 40,000 foreign students mostly from the developing countries who had studied in Malaysia's private higher education institutions (Ministry of Education, 2004).

Presently, higher education system in Malaysia consists of *Public Higher Education Institutions* - which comprise 11 Public Universities, 7 Polytechnics



and several Public Training Institutions including Teacher Training Colleges and *Private Higher Education Institutions (PHEI)* - which include private universities, branch campuses of foreign universities and private colleges. They provide higher education to students and lead to the award of certificate, diploma and degree qualifications. Currently, there are 8 private universities, 5 foreign university branches and 547 private colleges in Malaysia. Out of 547 private colleges, 26 are approved to conduct Foreign University Bachelor's Degree Programmes in Malaysia for their host universities.

**List of Foreign University Branch Campuses in Malaysia**

<b>Name of Branch Campus</b>	<b>Country of Origin</b>
Monash University Malaysia, 1998	Australia
Curtin University of Technology Sarawak Campus, Malaysia, 1999	Australia
The University of Nottingham Malaysia Campus, 2000	United Kingdom
Ftms-De Monfort University Campus Malaysia, 1999	United Kingdom
Swinburne University of Technology Sarawak Campus Malaysia, 2004	Australia

**Source: Department of Private Education, Malaysia, 2004**

Malaysia hopes that the expansion of transnational programmes within the country will not only meet the excess demand but will also reduce the amount spent on education abroad. The government views the establishment of joint programmes within the country as an effective way to materialize the goal of making Malaysia a centre of educational excellence. The joint programmes are encouraged to focus on accounting, business administration and management, multimedia, broadcasting and telecommunications, IT, and various engineering fields, all of which are considered vital to economic growth. On the other hand, courses on liberal arts are discouraged as irrelevant (Zhang, 2003). Education in Malaysia is not only concerned with the conventional education but also with skill training programmes. Therefore, the Malaysian government has established several institutions whose curriculum emphasizes more on skill training programmes.

The government of Malaysia has, however, not been willing to allow complete and over-powering cultural reproduction to the market, amid concerns that the type of education offered by foreign providers may not meet the national objectives. It legislates to maintain government control over the emerging transnational sector so that it meets what the government sees as social and economic needs of the nation.

**3.2.1.2. Mechanism of Operation**

The foreign education providers in Malaysia operate through the following systems:

*Twinning Degree-* In the twinning or split-degree programmes, students study part or whole of the degree programme in a local institution, and upon completion they are conferred a degree by the foreign university. This system was introduced at the beginning of 1980. The student registers both with the local private college and the foreign university (dual registration), and upon successful completion of the local segment, s/he is guaranteed admission to the next level in the campus of the twinning university. The student has to attend part of the course locally and the balance at the twinning university. Twinning can be on a 1+2 arrangement (1 year in the local private college and 2 years in the overseas twinning university) or 2+1 (2 years local and 1 year overseas). The curriculum taught locally is exactly the same as that of the twinning university, although in some cases, some local contents of the subject are introduced to meet the regulatory authority's requirements. The degrees are awarded only by the main foreign university and not by local colleges, which are not allowed to confer degrees.

*Franchised Programme-* In this kind of study arrangement, private colleges are permitted by the foreign partner university to conduct the entire degree programme in Malaysia for the foreign-partner university with the latter rewarding the degree qualification. This transferred arrangement is called as the "3+0 degree programme."

*Advanced Standing Entry-* Under this arrangement, the courses offered by local private colleges (usually the College's Internal Diploma Programme) are validated by a group of overseas universities for advance-entry into the final part of their degree programmes. Advanced standing means recognition by the foreign university (either fully or partially) of a particular course (normally diploma programme) pursued in a local private college for advance entry into the university's degree programme. The overseas university awards the degree.

*Credit Transfer/ American Degree Transfer-* This is a study arrangement which allows the conferment of a degree by the accumulation of credits. Basically, a student in Malaysia intending to study in the US can collect sufficient credits through a local private college and then apply for entry into an American university. The local private college cooperates with the American universities and draws up a mutual written understanding for a credit transfer scheme where students would study the course curriculum formulated by the local private college. However, no local private college is formally bound to a particular American university, and similarly no American university is obliged to take in a student under the credit transfer scheme unless the university is fully satisfied with the student's entry qualifications. The overseas university awards the degree qualification.

### 3.2.1.3 Recognition of Foreign Providers

Malaysia is a member of WTO and has made commitments under GATS in financial and other services but has not yet made an offer on educational

services. However, it seems to comply with the national treatment principle since no substantial distinction is made in the legislation between local and foreign private educational institutions.

### *Regulatory Framework*

Malaysia's requirements for foreign providers are set out in legislation dating from 1996 when the country opened its system to foreign branch campuses. There is a five-stage approval and review process, covering educational, business and legal requirements, for foreign providers seeking to establish as fully recognized operators (Marginson and Mc Burnie, 2003).

1. In Malaysia, *new private universities and branch campuses of foreign universities can only be established following an invitation from the Ministry of Education*. This provision allows the government to restrict the number and type of private universities.
2. Foreign universities that have been invited to establish a campus in Malaysia must establish a Malaysian company to operate the campus and this company must have *majority Malaysian ownership* (Ziguras, 2003).
3. After being granted approval to establish, the institution must apply for registration with the department of private education.
4. Once the institution is registered, it must apply to the Ministry of Education for permission to conduct each course of study or training programme. These applications are assessed by the Lembaga Akreditasi Negara (LAN)<sup>8</sup> to determine whether a course meets minimum standards. It approves courses in the same way, whether the course is delivered by the local university, a foreign university branch campus or by a local private college. Institutions must provide separate documentation for each course of study, including detailed information concerning teachers, subject, management system, facilities and rationale for providing the course. In order to get full recognition, the institution must apply to LAN for accreditation (Burnie & Ziguras, 2001).

Once established, foreign branch campuses are subject to the same regulation as local private universities, and no substantial distinction is made in the regulation between the two. Teaching at the institutions is not subsidized and depends on fees, but domestic students have access to low-interest loans. The medium of instruction is English but the Malaysian government has been concerned about the cultural impact of private higher education, with its foreign and generally instrumental curriculum, and has stipulated that several compulsory subjects be taught such as Malaysian studies, Bahasa Malaysia, moral education (for non-Muslim students) and Islamic studies (for Muslim

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<sup>8</sup> **LAN**- It is a statutory body responsible for governing the standards and quality of higher education provided by private higher educational institutions. By establishing minimum standards and accreditation of courses, LAN plays a vital role in upholding the highest academic standards in Malaysia's private colleges.

students). These compulsory subject requirements have been applied to all students in the private sector institutions, regardless of the national origins of their courses of study. Besides the above-mentioned requirements, the foreign programmes must also be accredited in the university's home country and professional programmes must be recognized by the relevant professional association in the home country (Ziguras, 2003).

Thus, the emergence and growth of foreign education providers in Malaysia has not only eased the problem of unmet demand for higher education but it has also enabled the country to become an exporter of educational services to other developing countries.

### **3.2.2. China**

National governments in many countries are attaching utmost importance to the development of higher education and have made it as a basic state policy. So has been the stance of the Chinese government, which has clearly proposed to develop higher education through various channels. China runs the biggest education system in the world. The public outlay on education as a proportion of GDP is 2.9 %, of which only 0.8 % constitutes expenditure for tertiary education institutions (OECD, 2000). China wants to be a middle-income country by 2020. As tertiary education is central to the national growth strategy, it also wants to develop world-class universities, which requires a major cultural change in education. Thus, China is not only creating a mass tertiary education sector but is also planning for a modernized and internationally competent sector in order to provide the emerging generation with ICT skills and specialist training (OECD, 2004). The short-term goal of the government is to raise the enrolment in higher education to about 15% of the same age group by 2005.

#### **3.2.2.1. Emergence and Growth of Foreign Education Providers**

In recent years, the transition of China from a planned economy towards a market economy and its entry into the WTO generated an urgent need to change the indigenous knowledge pattern, which was developed primarily to serve a socialist economy. The knowledge pattern required was one that could successfully compete in the global market. To serve this goal and to increase the nation's supply of skilled human capital, Chinese government has placed an increasing attention on the new development of transnational education, which is the joint provision of foreign sourced programmes and degrees through Sino-Foreign collaborations. The higher education sector in China is being opened with the hope that foreign providers will support the development of the higher education system and help in catching up with foreign knowledge and world standards.

Foreign participation is expected to help in improving the quality of human resources, upgrading China's education system, meeting the national educational demand, preventing brain drain, and attracting foreign capital into education. China encourages the import of subject areas that are underdeveloped or absent in China, so that these programmes can cultivate experts in crucial economic sectors. Thus, as opposed to training at all levels and

in all fields, the joint programmes are expected to contribute in some specific areas and to help China accomplish what cannot be accomplished through exclusive self-reliance. Foreign partners can help build the local infrastructure and update the current curriculum, course materials and teaching methods. Through cooperation, local institutions can learn from and catch up with the experience and practice of their foreign partners in teaching and management. Ultimately, joint programmes are anticipated to increase the international competitiveness of the education system in China, and prepare it to meet the global challenges ahead (Zhang, 2003).

#### *3.2.2.2. Mechanism of Operation*

Most of the transnational education provided in China is arranged through collaborative forms. The pace of Sino-Foreign education cooperation picked up following the re-opening of the higher education system in 1978, and gathered greater momentum in the mid to late 1990s when it was officially encouraged by the Chinese government. In 1995, *Interim Provision for Chinese-Foreign Cooperation in Running Schools* are issued to regulate and promote collaborative links between Chinese universities and their foreign counterparts. In March 2003, formal legislation was promulgated which replaced these interim provisions (Zhang, 2003). According to a rough estimate by the Ministry of Education, *there were 712 joint programmes in China in early 2003*, an increase of more than 9 times as compared to 1995. The United States, Australia, and Canada are the three countries most actively exporting education to China. Most of the joint programmes in China fall under the category of management and economics (46%), which includes business administration, marketing, accounting, finance, human resource management, international trade and economics etc. Programmes in foreign languages and information technology are also popular among students (Marginson and Mc Burnie, 2003).

The Chinese government also encourages its citizens to study abroad and takes various measures to attract those learners to serve their motherland back in China by its principle “*To Support Learning Abroad, To Encourage Coming Back, Free Coming and Leaving*”. In 2003, there were 117.3 thousand Chinese students learning abroad, among them self-financed ones made 93% (Mansheng, 2004).

#### *3.2.2.3. Recognition of Foreign Providers*

*In 2001, as a new member of WTO, China made commitments in all levels of education, and a partial commitment in guaranteeing market access on Mode 3 (i.e. commercial presence). While a significant number of developing countries have not made commitments within education under GATS, China is one of the only three non-OECD countries<sup>9</sup> (among the major importers of educational services) that have made commitments.*

#### **Regulatory Framework**

The Chinese government instituted regulations known as “*Regulations of the People’s Republic of China on Chinese-Foreign Cooperation in Running*

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<sup>9</sup> Thailand and Taiwan are the other two countries

*Schools*” in 2003 (Mansheng, 2004). These “Sino-Foreign joint programmes” refer to educational undertakings operating with the main objective of enrolling Chinese citizens, and which are run by educational institutions established in cooperation between foreign institutions, individuals and relevant international organizations and Chinese educational institutions and other social organizations with the status of legal person.

Major features of the regulation are as follows:

1. Foreign partners must have partner this with Chinese institutions;
2. Partnerships must not seek profit as their objective;
3. No less than half of the members of the governing body of the institution must be Chinese citizens and the post of president or equivalent must be given to a Chinese citizen residing in China;
4. The basic language of instruction be Chinese; and
5. Tuition fees cannot be raised without approval (Garret, 2004).

Teachers are expected to possess Bachelor’s degree or above and an appropriate professional title or certificate, with two years’ professional experience. Services of compulsory education and special education (military, police, political and party school education) are excluded. Regulations also stipulate that foreign institutions cannot operate independently and there are penalties for using false information to recruit students (Zhang, 2003; OECD, 2004). China has also signed a number of bilateral and multilateral agreements regarding recognition of the degrees and diplomas of higher education with many countries.

Thus, in the case of China, the development and growth of foreign education providers is steered by the government to serve national objectives, such as: to meet its WTO commitments in education, to meet the ever increasing demand for more choices among educational institutions and, more importantly, to create high quality education resources. China, through its joint foreign programmes, wants to establish a more open education environment.

### **3.2.3. Singapore**

Singapore has long been held as a prime example of the economic benefits of state directed globalisation and this has been true in case of its higher education system also. It has managed to achieve high rates of economic growth in recent decades and is often assessed as being one of the most globalised nations. Singapore places great emphasis on human resource development to meet the requirement of its rapidly growing economy, and believes that this goal should be achieved by cultivating its own human resources as well as drawing the best talent from all around the globe, given the limited size of its workforce. By 2012, Singapore hopes to increase government spending on education to 5% of GDP and enrol 75,000 international students. Singapore’s local higher education institutions are unable to meet the existing demand, resulting in a considerable demand for international education, which is met through the students going

abroad for studies (most commonly in Australia, Britain and the United States) or through transnational programs in Singapore (Ziguras, 2003).

### **3.2.3.1. Emergence and Growth of Foreign Education Providers**

In Singapore, access to higher education was relatively restricted and selective until the mid-1980s. The government consistently adopted a cautious attitude towards expanding higher education enrolments, citing among other reasons the negative social consequence of graduate unemployment and devaluation of university degrees. This policy of restricted access existed even while social demand for higher education, especially at the university level, was steadily increasing. This led to many students studying abroad. Also, much of the demand for external degrees and overseas study is attributable to the fact that the admission to the local universities was heavily weighted in favour of those who had “General Certificate of Advanced level Education” qualifications over polytechnic graduates (Altbach & Umakoshi, 2004).

Due to the growing demand for higher education and the needs of economic growth, government gave recognition to foreign education providers in the country. In fact, in 1996, the state-run Economic Development Board was put in charge to attract ten prestigious foreign universities to set up branch campuses in Singapore by the year 2008 so as to turn Singapore into an international education centre. The Singapore government has been encouraging a select group of elite foreign universities to offer programs and establish centres in Singapore. Already top foreign universities including John Hopkins University, The University of Chicago, INSEAD (Business School based in Fontainebleau, France), The Wharton School, the George Institute of Technology, and the MIT, have established their presence in Singapore, either in collaboration with Singapore universities, or on their own (Zhang, 2003).

### **3.2.3.2. Mechanism of Operation**

There are two types of transnational education in Singapore ‘*external*’ *distance education programmes* and *foreign university branch campuses*. External programmes are those that are offered in Singapore by a local institution in conjunction with a foreign awarding university. Basically these programmes are of “twinning” nature. More than half of the students in the “external” private diploma and degree programmes are enrolled in programmes accredited by U.K institutions and 40% by Australian institutions. The number of such programmes, and the total number of students enrolled in them, grew steadily from the mid-1980s when the first programmes were established, until the 1997 economic crisis (Ziguras, 2003). Since 1997, there has been a dramatic growth in enrolments, rising from around 13,990 students in 1997 to 21,010 in 2000 at Bachelors level. Enrolments in the external system now represent 57% of all students in the public system at undergraduate level, and 63% at post-graduate level, which reflects the importance of transnational programmes in the Singapore knowledge economy (OECD, 2004).

Local universities and private providers collaborate with foreign institutions to provide post-secondary programmes. Establishing joint programmes in

cooperation with foreign universities is regarded as an effective way to transform Singapore into a global hub for world-class tertiary education. They serve the dual function of increasing exchange of ideas between universities and increasing the attractiveness of Singapore's universities to talented local and foreign students. Universities are encouraged to move from being teaching-oriented institutions to research-oriented institutions, i.e. from knowledge dissemination to knowledge creation.

### **3.2.3.3. Recognition of Foreign Providers**

Singapore has made no commitment on education under GATS. Cross-border delivery through distance education and online courses that have no local presence in Singapore do not require approval.

#### ***Regulatory Framework***

In Singapore as such there is no legal act or ordinance to regulate foreign education providers but the guidelines through which these providers operate are:

1. Foreign programmes offered by local partner institutions must obtain permission from the Ministry of Education. They must register with the Ministry of Education, which assesses the appropriateness of the institutions' curriculum, teachers, facilities, management and premises.
2. The foreign education providers are not allowed to refer to themselves as an 'academy', 'college', 'institute' or 'university'.
3. The ministry also imposes that the local partner, who is restricted to administrative and support functions, may not carry out teaching and assessment. The confusion exists over this local teaching issue.

There is lack of transparency in Singapore's regulatory regime since Singapore government has no publicly available guidelines for external programmes. The Ministry of Education on a case-to-case basis assesses each application, and the criteria used in denying or approving programmes is not known to anyone outside the Ministry. Regulations are more liberal and fluid for foreign branch campuses such as INSEAD and the University of Chicago Business School. Partnerships with local universities, such as that between Singapore Management University (the first private university) and the Wharton School, can only be created at government invitation (OECD, 2004).

The professional bodies in Singapore, such as the Singapore Institute of Management, are not required to go through the same process when they register new programmes. They are required to consult with the ministry about their intentions and obtain approval from the Ministry that is done in a less formal manner. Officially, there is no government authority in Singapore that assesses or grants recognition to degrees awarded by overseas universities for employment purposes. Each private or public sector employer makes its own decisions on the criteria for recruitment, including the acceptability of qualifications. The government states that foreign professional qualifications such



as accountancy, law and engineering will be recognized in the civil service if they are accepted by the relevant professional body in Singapore (Ziguras, 2003).

Thus, *an inescapable feature of Singapore's higher education system is the dominant interventionist role played by its government in controlling and driving higher education policy initiatives* towards prescribed social and economic goals. As the government wants to hold the number of public universities at the presently existing three institutions, so it only encourages private providers especially foreign institutions to enter the market and puts more emphasis on the contribution of joint programmes to achieve its goal of establishing Singapore as an international hub of education

### **3.2.4. Hong Kong**

Hong Kong has always been a relatively unregulated market in most respects. It follows the free market approach in its higher education sector also, which is more consumer-oriented. Hong Kong's higher education system is highly developed and very diverse. The participation rate of students in higher and higher vocational education is quite high. The government stresses how education may be expected to contribute to meeting the demand for education in Hong Kong and provide a wider range of opportunities to consumers.

#### **3.2.4.1. Emergence and Growth of Foreign Education Providers**

In the early 1980s, more than 65% of Hong Kong's degree-holding workforce had received their undergraduate education at overseas universities. The foreign providers in Hong Kong were confined to providing opportunities for further education for a group of school leavers who could not afford to pursue their studies abroad. But due to the expansion of public funded undergraduate and post-graduate education in the latter part of the 1980s and the first half of the 1990s, the foreign providers redirected their attention at specialized sectors of the market like nursing and other allied health disciplines and meeting the insatiable market for business education in all its forms (French, 1999). Gradually, their presence increased. In 2001, about 150 foreign education institutions and 40 foreign professional bodies offered 645 courses in Hong Kong alone or with local partners. As an international centre of trade and finance, Hong Kong focuses on business and management as the main importing subject.

#### **3.2.4.2. Recognition of Foreign Providers**

Prior to 1993, Hong Kong had no restrictions on any of the three modes of supply of overseas higher education services viz. Hong Kong residents going to overseas institutions to receive higher education, distance learning programmes in Hong Kong offered by overseas institutions, and higher education programmes offered in Hong Kong by overseas institutions, and thus there were no regulations governing transnational higher education. In 1986, the Hong Kong Education Commission expressed concerns about the proliferation of foreign courses that led to the implementation of the "*Non-Local Higher and Professional*

*Education (Regulation) Ordinance*”, which was legislated in July 1996 and came into force in December 1997 (French, 1999; Burnie & Ziguras, 2001). The government declared that the purpose of the ordinance is to protect consumers by guarding against the marketing of substandard non-local courses conducted in Hong Kong. It also aims to enhance Hong Kong’s reputation as a community that values reliable and internationally recognized academic and professional standards through a system of registration as well as control over advertisements, refund and use of premises (OECD, 2004).

### Regulatory Framework

The Ordinance created a process of registration for foreign education providers in Hong Kong. *Hong Kong is one of the few countries that try to regulate foreign distance learning providers also.*

Major features of the regulation are as follows:

1. The ordinance requires foreign providers, partnered with one of the 11 government recognized Hong Kong higher and post secondary institutions, to apply for exemption from registration; other providers must apply for registration.
2. In either case, successful applicants are provided with an official registration or exemption number for each course, which must be quoted in all advertising and correspondence. The information required from foreign providers is essentially the same for both registration (partnerships with local private colleges) and exemption (partnerships with local universities).
3. Foreign providers must provide details of their quality assurance procedures in relation to: course design, student admissions, course delivery, assessment, arrangements and management of local arrangements (Burnie & Ziguras, 2001).

A key function of the ordinance is to obtain detailed information from providers about their offerings, and to make this information publicly available to assist students and other stakeholders so that they can make informed choices. The government, therefore, advises students to consider only those courses that have an exemption or registration number. Basic information about foreign courses and local providers is available on the website that allows for a transparency that is not found in many countries. In addition to providing consumer information, the burden of the ordinance is to satisfy the Registrar that the foreign provider is a bonafide operator in its home country, and that the course will be of a similar standard to the provider’s equivalent domestic course (Burnie and Ziguras, 2001). Foreign education providers cannot legally operate outside the Ordinance and must submit regular reports. There are also penalties for false or misleading information. No doubt, the ordinance maintains acceptable standards for foreign courses offered in Hong Kong, it still does not adequately address the issue of pure distance learning courses via mail, fax or the internet (French, 2000; Jennifer et al, 2000).

Thus, in Hong Kong free market approach is followed, i.e. emphasis is on providing competition to local institutions and thus pushing them to strengthen their capacity. The state role is confined to ensuring that all participants in the market have provided information that would enable informed choices to be made by consumers.

### **3.2.5. Australia**

Australia is one of the major exporters of higher education and is the third largest student destination behind the US and the UK. Of all the countries involved in the delivery of educational programmes offshore, perhaps Australia has been the most innovative, entrepreneurial and aggressive. Australian universities have forged a bewildering array of relationships with a whole range of institutions, from universities and colleges to educational agents and large corporations.

The government policy has resulted both in an increase in the number of foreign students studying in Australia and an increase in the delivery of educational services to students in their home countries (offshore programmes). The government views offshore education as extremely valuable in promoting its economic and political interests. Between 1996 and 2001, the percentage of international students enrolled in Australian universities that were offshore increased from 24% to 37%. The education export industry is contributing more than Aus \$ 4 billion to the economy and is the third largest services export sector (Couturier, 2003). Recently, it is also emerging as an importer of transnational education.

#### **3.2.5.1. Emergence and Growth of Offshore Education**

Australia's development as a higher education exporter has been promoted by important shifts in Australian government policy since the mid-1980s with regard to foreign students, the funding of higher education and economic reform (Harman, 2004). The Australian government established the commercial marketing of university education during the period 1985-88, as it wanted all public universities to compete successfully in the new global market, encouraging institutional autonomy, flexibility and commercial acumen. The growth of offshore programmes was a part of the strategy of these market-oriented reforms. For this, not only the government assisted in marketing education in Southeast Asian countries initially but also coordinated immigration/visa policies with education policies. Today, the Australian higher education system comprises 38 public universities and five private universities, of which two private universities (Bond University and University of Notre Dame) have foreign origins also. Australia's all the 38 public universities enroll offshore students. In 1999, there were around 84 other private providers of higher education, in the categories of professional association, theological colleges and niche market operators.

According to a report by the Australian Vice-Chancellors' Committee (AVCC), *the number of offshore programmes of Australian universities has risen from just 25 in 1991 to almost 1,600 by 2003*. More than 85% of these programmes are in China (including Hong Kong), Singapore and Malaysia, with the remaining much smaller programmes scattered around the world, from India and Indonesia to

Canada and South Africa. The number of international students enrolled in offshore programmes of Australian universities, which was 42,802 in 2001, now exceeds 70,000 (Rizvi, 2004). The “Monash University” has eight campuses, and centres or partnerships for delivery of programmes in Malaysia, South Africa, Italy, the U.K, Germany, Singapore, Indonesia, China, and Hong Kong.

### **3.2.5.2. Mechanism of Operation**

The origin of Australian offshore education dates back to “*twinning*” arrangements with colleges in Southeast Asia, designed to enable students in countries such as Singapore, Malaysia and Hong Kong to complete the initial part of their studies within their own country before completing their degrees in Australia. For Australian universities, this arrangement provided a guaranteed source of supply of full-fee-paying international students, though for a shorter period. But today Australian offshore education has a wide variety of arrangements including distance learning, joint-award programmes, programme articulations of various kinds and branch campuses. Most of these arrangements involve developing partnerships with local organizations and complying with the requirements of local legislation concerning the provision of educational services. More than 70% of the partnerships, which the Australian universities have developed, are with private organizations - some of which are recognized universities and colleges while others are private agencies seeking mainly to generate profits from the business of education. Partnerships involve creating commercial contracts that specify the role and responsibilities of each partner and the formulae for the distribution of profits. Due to financial constraints, many Australian universities are also shifting towards franchising their programmes - that is, providing in the institutions offshore, the syllabi of the courses developed in Australia, but assigning teaching responsibilities to local instructors. In this mode, Australian universities restrict their role to quality assurance, leaving most of the remaining tasks to local partners. This helps in keeping the costs down for Australian universities while still allowing them to receive a share of the income generated from tuition fees. The franchise model is purely a financial arrangement that is almost totally devoid of any academic exchange and does not contribute any way to internationalization, which universities often claim as one of their goals (Rizvi, 2004).

### **3.2.5.3. Recognition of Foreign Providers**

The Australian government has argued strongly in favour of the application of GATS to educational services. Australia itself has made full commitments both in terms of market access and national treatment to foreign providers of tertiary transnational distance education through cross-border supply, but has committed partially to commercial presence i.e. committing to market access but not to national treatment principles. This means that foreign educational institutions that establish a presence in Australia need not be accorded the same rights and privileges as Australian institutions. Australia also made no commitments to the

presence of natural persons (Mode 4 of GATS), which gives it the right to restrict entry of foreign education professionals or to limit their practice in Australia. Australia's cross-industry commitments allow senior managers and specialists entry and temporary stay into Australia, but it is unclear whether these commitments also apply to the teaching staff (Calderon & Tangas, 2004; Ziguras, 2003).

Prior to 2000, there had been no nationally agreed set of criteria for what constitutes a university and no clear regulations governing transnational higher education in Australia (Burnie & Ziguras, 2001; Ziguras, 2003). As a result of the *Greenwich University case*<sup>10</sup>, in March 2000, the Australian government's Ministerial Council of Education, Employment, Training and Youth Affairs (MCEETYA) endorsed a set of '*National Protocols for Higher Education Approval Processes*'. These provided the first agreed national criteria for recognition of universities and protocols for dealing with foreign higher education institutions wishing to operate in Australia.

1. The Protocols state that a foreign institution must demonstrate that it is a bonafide institution in its own country and has a legal authority and sufficient resources to award higher education qualifications across a range of fields.
2. Accreditation and quality assurance measures of foreign providers should be comparable to those offered by accredited local institutions.
3. Accrediting bodies should employ a transparent process and treat proposals for new public and private universities equally.
4. The use of title 'university' (which is protected under corporation law) by foreign providers requires government approval (OECD, 2004).

Tertiary education providers that are not universities must register with a state or tertiary government as a Registered Training Organization if they intend to offer qualifications offered under the Australian Qualifications Framework. In addition to legal and financial requirements, the guidelines also stipulate a number of less readily measurable characteristics, including a culture of sustained scholarship, original creative endeavour, free enquiry commitment of faculty to these values, and organization structures and processes sufficient to ensure the integrity of the institutions academic programmes (Ziguras, 2003).

Thus, Australia protects its domestic industry by confining subsidies to local institutions, restricting the use of the term 'university' and subjecting the accreditation of private providers and courses to government approval. Australian government has played a strong role in transforming Australia into a major

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<sup>10</sup> The approval of Greenwich University by the government of Norfolk Island in 1998 raised a great furor with academic circles. Greenwich University, which used to offer degrees over the Internet, did not undergo any formal federal accreditation procedures. It sought accreditation from a small territorial council, thus bypassing the various different state and federal requirements. When federal government sought ways to block Greenwich's accreditation, the University protested by claiming that it was being discriminated against through adhoc regulation. This episode embarked the formation of criteria for new and existing providers.

exporter of education services. Australia is also a party to free trade agreements in education with Singapore, Thailand, New Zealand and China

### **3.2.6. New Zealand**

New Zealand provides another example of an integrated, government-led strategy for promoting education exports. New Zealand has become a net exporter of education services, and in particular large number of international students come to study in New Zealand. The value of education services export was NZ \$ 2.277 billion in 2003. It is also active in the area of offshore education but has comparatively less involvement than the competitors Australia, U.K, and the U.S. Its course profile is similar to Australia, with a concentration in business and a lower ratio of research students.

#### **3.2.6.1. Growth of Offshore Programmes**

Tertiary education providers include thirty-five public institutions, including eight universities, twenty institutes of technology and polytechnics, four colleges of education, and three Wananga. There are also around forty-nine private training establishments (PTEs). The number of foreign providers currently involved in collaborative arrangements for the delivery of education in New Zealand is small, around ten to twenty.

**Number of Offshore Programmes offered by New Zealand in 2003**

<b>Type of Provider</b>	<b>Total Number of Institutions</b>	<b>Institutions Offering Offshore Programmes</b>	<b>Offshore Programmes</b>
University	8	5	27
Polytechnic/Institute of Technology	20	7	33
College of Education	4	2	2
Wananga	3	0	0
Private Training Establishment	49	5	27

*Source: Davis, 2004.*

From the above table, we can see that the number of total programmes delivered offshore by New Zealand in 2003 was 89, which represented a tremendous increase from six (in 1997). Also, only fourteen out of the thirty-five public tertiary education providers offered offshore programmes alone or in conjunction with offshore partners. It is important to note that the level of involvement of institutions varied greatly, as majority of offshore programmes are offered by few institutions only, like only two universities offered twenty-one offshore programmes. Its offshore delivery is primarily focused in South-East Asia, China/Hong Kong and the Pacific. Twenty-six of 89 programmes were delivered in Asia (with the largest proportion delivered in Malaysia). Thirty-seven programmes were delivered in the Pacific Islands and Australia.

### **3.2.6.2 Mechanism of Operation**

The offshore education is provided through twinning, establishing branch campuses and distance mode. There has been a tendency by New Zealand providers to specialize and only to provide an offshore education service through one mode. Three of the five private training establishments offered their offshore programmes through cross-border supply, and the other two through commercial presence. Over ten New Zealand providers offered fifteen programmes through a commercial presence and three providers offered four programmes through the presence of natural persons. Out of these 19 programmes, 10 were in Asia and the rest were in the Pacific. Eight providers offered 70 programmes through cross-border supply (Davis, 2004). In 2001 also, twenty-six programmes were delivered through campus-based teaching offshore, 20 programmes entirely by distance education and 16 programmes through a combination of campus-based teaching offshore and distance education (Ministry of Education, 2004). Subject matter also varies. Not only popular subjects like Business and Administration, Commerce, Management and Science courses but vocational/ professional programmes in the fields of Nursing or Medicine, Teaching and the Trades are also delivered offshore.

### **3.2.6.3. Recognition of Foreign Providers**

In 1995, New Zealand made a full commitment to both market access and national treatment for private higher education in cross-border supply and commercial presence. It also made cross-industry commitments on movement of natural persons, which allow senior managers and specialists employed by foreign educational institutions to enter and work in New Zealand for specified periods. There was little restriction on market access before 1995 also, as the number of registered private providers was around 800 in 1994 (rising from 0 in 1990). From January 2000 onwards, private and public institutions have received the same level of tuition funding from the government for courses in the same category. This has made New Zealand one of the most liberalized nations for transnational education.

#### *Regulatory framework*

The regulatory framework under which cross-border provision of higher education is taking place in New Zealand was established by the Education Act, 1989 and regulations promulgated in gazetted criteria. Since 1990, in order to have contracts with government agencies, private providers had to register with the New Zealand Qualifications Authority (NZQA). All courses leading to degrees and related qualifications awarded in New Zealand must be approved by the NZVCC (for universities registered in New Zealand) or the Qualification Authority (or a delegated quality assurance body). An exemption from the requirement for course approval is possible only for courses of less than three months duration and being delivered to foreign students. And in the case of courses which are recreational in nature like hobby, leisure and experimental activities (Davis, 2004). At present, there is no requirement for transnational providers to meet New Zealand quality standards unless they are seeking public tuition subsidies or

seeking to have their programmes recognized in relation to the National Qualifications Framework (Ziguras, 2003). The Education Act, 1989 sets the requirements for establishment of foreign providers as public tertiary education institutions as well as the requirements for the use of protected terms such as “university”, “college of education” or “polytechnic” and the terms “degree”, “bachelor”, “master” or “doctor” (OECD, 2004).

Major features of the regulation are:

1. Foreign educational providers cannot operate in New Zealand using the “university” status they have in their home countries.
2. Foreign providers have to establish a corporate body in New Zealand (or to contract with an existing body), as foreign providers cannot directly use their institution name in New Zealand. They are also required to establish the equivalency of degree programmes, especially for Master’s degree, because of the high level of research required both by teacher and learner.
3. The Education Act also sets the requirements for registration as a private training establishment, a registration that gives foreign/domestic providers equal treatment for public funding purposes (Ziguras, 2003).

Thus, in New Zealand also, government plays a dominant role in promoting education exports. One of the peculiar characteristics of New Zealand is that private providers are also entitled to same level of subsidies if they prove the legislated quality measures, a feature that is missing in most of the economies.

### **3.2.7. Other Countries**

The presence of foreign education providers is not limited to these countries only rather it is widely prevalent in other nations also, like that in Indonesia, where foreign providers generally operate through the twinning arrangement. For this, foreign providers are required to be accredited in the home nation, and the Indonesian Director General of Higher Education (DIKTI) evaluates their programmes in order to give them a licence as a “working partner”. Also, there are requisites on the language of instruction i.e. not more than 50% of the course should be taught in a foreign language without prior written permission from the Ministry of Education and Culture (Director General of Higher Education of the Republic of Indonesia, 2000). Many institutions in Pakistan also have foreign collaborations, mainly in the form of joint ventures/twinning. The Karachi Institute of Information Technology (KIIT) runs a degree programme in collaboration with the University of Huddersfield, England, which is an accredited university of the UK.

Israel also came out with a legislation in 1998 to regulate “extension institutions” (which includes foreign universities mainly British and American, having branch campuses in Israel). The regulation disallows the partnership of a foreign university extension programme and a public university without explicit permission from the Commission for Higher Education (CHE). The parent



institution of the extension programme should be fully accredited by its home country authority and the programmes that are licensed in Israel should be identical to those at the home country. No foreign institution can offer doctorate programmes and at least 30% of the programme shall be taught by instructors from the home university. Also, foreign institutions do not receive public funds except in special circumstances (Gottlieb and Esther, 1999).

### **3.3. Conclusion**

The chapter provided a brief overview of the presence and growth of foreign education providers in countries of Malaysia, Hong Kong, Singapore, China, etc. No doubt, the context of countries has differed in the emergence and growth of foreign education providers but their rationales have dominated the way these providers operate and are regulated. Like that in Malaysia, the key rationale is the advancement of specific national goals including building the local infrastructure, reducing the outflow of students, and preserving the particular values by requiring the teaching of Islamic and Malaysian moral studies. Malaysia is the only country studied in which government legislation directly specifies aspect of compulsory curriculum content. Whereas in Singapore and Hong Kong free market approach is followed, i.e., emphasis is to provide competition to local institutions and thus push them to strengthen their capacity, Singapore puts more emphasis on the contribution of joint programmes in establishing Singapore as an international hub of education and Hong Kong gives more attention to the personal development of students (Zhang, 2003). Thus, we can see that in most importer nations, cross-border dealings related to movement of personnel, institutions and programmes into the country are supervised directly by the national government. The key motivations in case of exporter nations like Australia and New Zealand are protection of the local system and building reputation of their higher education in the competitive global marketplace. Therefore, they tend to achieve these objectives by regulating their export industry through export incentives and visa rules; and by negotiating country-to-country protocols.

Thus, we saw that in most of the importer countries there has been a widespread adoption of twinning, franchising and other partnership arrangements between local institutions and foreign providers. Initially the governments of these countries also did not encourage foreign education providers (which mainly form a part a private education system). But in order to meet the burgeoning demand for higher education, these countries started recognising them with time. Thus foreign education providers in these countries supplement the national education system though in a regulated manner, so that they don't undermine the domestic education system. Today, these programmes are not just seen by them only as a means to meet needs domestically but also as a way to enhance their own capacity to export educational services to other countries.

But such is not the case with all the nations. In some of the nations, these foreign institutions were considered to pose a threat to public universities just like in South Africa, where the rapid growth of private institutions was seen as a threat to the viability of the public institutions as most of these foreign institutions,

operated in a narrow range of areas, especially IT, business and commerce etc i.e. the financially lucrative courses only. Thus when South Africa came out with a new set of laws to regulate the growth and quality of these institutions, the number of foreign providers fell to 4 from 38. Similarly in Israel, due to the new quality regulations put in place by the government, 7 foreign institutions closed during the first half of 2000, as they could not meet the new requirements. In Japan also, many American universities opened their branch campuses in late 1980s. The Japanese government did not approve of them as universities as they did not meet the standards and criteria prescribed by the Japanese laws and regulations. Almost all of the U.S. institutions disappeared by late 1990s, as they could not attract sufficient number of students. But recently, Japanese government has undertaken strong initiatives for internationalisation of its higher education.

Thus, almost every country in the world seems to be marked with the presence of foreign education providers in the higher education sector and India cannot be an exception to it. The next few chapters deal with various issues and concerns related to their presence in India.

## CHAPTER 4

### PRESENCE OF FOREIGN EDUCATION PROVIDERS IN INDIA

#### **4.1 Introduction**

The phenomenon of privatization and globalization has led to the emergence of market economy. In the field of education too, there have emerged various compulsions in the public provision of education, which have given rise to the growth of private educational institutions in the last two decades.<sup>11</sup> The emergence of foreign education providers in India is an offshoot to the process of privatization and globalization of educational institutions.

The experiences of different countries in the earlier chapter show that the phenomenon of internationalization of education is also the result of an integrated knowledge economy due to the ICT revolution. This has made the concept of national borders irrelevant so far as the transmission and dissemination of information and knowledge is concerned. The integration of knowledge society knows no boundaries and, therefore, foreign institutions have become active to disseminate the knowledge through packaging of various programmes. Another interesting observation coming out from the previous chapter is that the phenomena of internationalization and cross-border education are driven more by institutions supported by market demand than by the government initiative. Governments in some countries were, in fact, forced to deal with the emergence of foreign institutions.

The situation in many other countries is one of ambiguities and ambivalences<sup>12</sup>. The academia within universities feels a real threat to the public system of education. The pro-reformist and liberals feel that foreign institutions would promote quality and competitiveness within higher education system. This has created a difficult situation so far as the public policy is concerned. This is probably the reason that, besides democratic compulsions, there has been little initiative to regulate foreign institutions in a manner best suited to Indian interests. The foreign institutions made their presence felt in India in the 1990's. The need is strongly felt in India, like many other countries in this region, to regulate foreign institutions to minimize the threats and maximize the opportunities to catch up with the rest of the world. That may be the reason in case of India that without any government initiative and regulation, foreign institutions have started their programmes. The method of operation of different foreign institutions in different countries shows that private provision in the traditional public or private non-profit educational institutions is increasing.

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<sup>11</sup> Asha Gupta (2004) Divided Government and Private Higher Education Growth in India, International Higher Education, Spring 2004.

<sup>12</sup> None of the SAARC countries have, for example, regulations on foreign institutions.

As in many Asian countries, in India also, internationalization of education has led to the emergence of foreign education providers. Branch and offshore campuses are being established offering joint degree programmes in collaboration with private colleges and universities. There are no such estimates in India, as there does not exist any simple and transparent mechanism for registering such institutions.

Since there is no regulation at present to control the activities of foreign universities, it was felt that first-hand information be collected on the important aspects of foreign universities. In this chapter, an attempt has been made to understand the evolution as well as the presence of foreign education providers in India in respect of their course and geographical distribution.

#### **4.2 Historical Overview of growth process**

Both public and private education has existed side by side in India since independence. This mixed model of development was allowed to grow over the years. Although at the policy making level education was not for profit at the operational level, higher education was increasingly a profitable venture in private sector. Even the Supreme Court, in many of its judgments, has not removed this anomaly. The ambivalence in policy and practice has resulted in growth of a large number of private providers in technical education like engineering and medical and in the nineties especially in the sector of management education. So, over the years, a dual system has evolved in the higher education sector in India. The private players by nature are profit-oriented. They have not only to earn to run their institutes but also to operate their institutes in a profitable way. Hence, education as a profit-oriented activity has grown over the years in spite of the Central government or the Supreme Court's view that education and higher education in particular, is not for profit.

In the nineties, the private education sector in India saw an opportunity for providing foreign degrees in India. There was a huge unmet demand in India for foreign degrees. The students who could not enter into the few good public institutions in India and had money opted for the private sector. Within this section of students some were interested in getting a foreign degree but could not afford to go abroad. When the private sector came out with the idea of providing foreign degrees in India at a much lower cost, this section of the students got an opportunity to fulfil their dreams. Apart from this, many of the interviewed students were of the opinion that the foreign degree providers were teaching the curriculum, which had a direct link with the job market. This was the single most attractive feature among the students to opt for a foreign degree. Along with this, the teaching-learning process also adopted certain innovative models that encouraged independent thinking among students. The friendly atmosphere between teachers and students in these institutes was another feature, which must be enhancing the confidence level among the students. For the students, it hardly mattered whether the foreign degree they were getting was recognized by AICTE or not. The practical oriented nature of the course, flexible examination and a multi-faceted evaluation system remained at the core of attraction among the students for these degrees. Due to these few

characteristics, the operation of foreign education providers became acceptable among the students and industry but it still needed a government regulation as regards its position in India.

### **4.3 Nature of Growth in Different Phases**

As mentioned earlier, till today the growth of foreign education providers has spread due to individual institute's initiatives rather than any government initiative or any policy guideline. They are new and emerging education providers in most of the developing countries. The process of their growth in India has taken place in different phases. There seems to have very thin difference in terms of phase so far as the understanding of the growth of foreign education providers are concerned. There is found to be an overlap of phases. It is quite natural that in an unregulated scenario, new institutions, though confident of the demand, would like to have minimum stakes for expected returns. Therefore, the Indian institutions started with study and examination centre of the foreign institutions. This may be said to have begun in 1990-91. The development process of all the fifty institutions of our study shows that the institutions evolved in their advance form through certain processes. For example, the next phase of collaboration may be said to have begun in 1994-95 in the form of the teacher student exchange and joint collaboration. In the 1998-99, the franchisee and joint degree programmes appeared on the scene. By 2000, the stake of foreign institution in the Indian programme increased and they are providing complete foreign degree in India, albeit in partnership with Indian institutions. In the year 2004-05, the statements of the chairmen of foreign universities reveal that they have also plans to open up the campus in India<sup>13</sup>.

The first phase of operation of foreign education providers started in 1991-92 with study and examination centres of foreign institutions. In this phase, private institutions in India tied up with foreign partners in terms of study and examination centres. The parent foreign institutions decide the course design, curriculum, examination process and other issues. In this way foreign institutions established a 'Chain of Study and Examination Centres' in different parts of the country. As example, TASMACH, Pune, had become the study and examination centre of CSM institute of Graduate Studies, Canada in 1991. But in 2000, the TASMACH had joint venture agreement with Emile Woolf International, London, offering their MBA and BA (Hons.). Oxford Brookes University, UK and University of Wales, UK validated TASMACH to offer the programmes in 2000 and 2001 respectively. The nature of collaboration was joint degree and credit transfer. Similarly, Institute of Computer and Business Management (ICBM), Hyderabad became a *study centre* of Kensington University, USA in 1999. TECHNA Institute, Kolkata became study and examination centre of London School of Economics, University of London in 1996. We observe that though some of the foreign institutions started their operations in collaboration with Indian partner as study centres, they developed greater collaborations in the later period. There were also those institutions, which started their operations through other modes

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<sup>13</sup> Hindustan Times, Delhi edition, dated February, 2005

when foreign degree gained some acceptance by industries, students and parents.

The second phase of their operation can be seen through the development of twinning and teacher student exchange. This phase may be said to have begun in 1995-96. The institutions that were interested in initiating foreign programmes in India but were rather late in responding as a partner to foreign institution in terms of study centre started with teacher student exchange programme. Under this arrangement students can complete part of their study in India and part in foreign university. The twinning arrangement may be optional to the students. It is one of the most preferred modes because the foreign institutions have least stakes and maximum income. In some cases, few students visited foreign institution as a part of their exposure trip completing most of the courses in India. Under this arrangement, teachers of both the partner institutions also visit each other institute to understand the teaching-learning process. For example EMPI, Delhi started foreign programme with Esclille, France, Fordham, New-York and Wharton school of Business, USA through teacher student exchange method in 1995. But they were also not restricted with these arrangements only. In 1998 EMPI established foreign collaboration with Brighton University, UK and the nature of the operation was joint degree. ITM Mumbai started their collaboration with Queen Margaret University College (QM), Edinburgh, UK in 2002-03. ITM has also 'Home Tuition Student Exchange' with Ecole Superieure des Sciences Commerciales d'Angers (ESSCA). As a part of this arrangement, ITM and ESSCA exchange about 5 students each year. Students pay tuition only in the home country and are responsible for the travel and living cost in the host country.

The third phase of their operation can be seen through the growth of joint degree. This process started in 1995-96. In fact, both the methods teacher-student exchange and joint programme started in the same period. But those institutions that established their credibility in the market moved to joint degree arrangement and the new comer in this business was restricted with teacher-student exchange. This collaboration in terms of joint degree enables a student to complete study in India and get joint degree i.e., (foreign as well as private education institutions). It has its own attraction, as it is one of the cheapest ways to earn foreign degree. The study observed that various types of inter-institutional collaboration exist under the joint degree programme. For example, foreign institutions may support in developing the curriculum, joint course preparation, joint evaluation of the programme, teacher's visit, student summer trip etc. At the end, the student will get a joint degree of both the institutions. As example, Rizvi College of Hotel Management, Mumbai started their joint degree programme with AHLA in 2000. Skyline Business School, Delhi established foreign collaboration with National American University, USA. The nature of collaboration was the joint programme. Dina Institute of Hotel Management, Pune with University of Middlesex, UK started joint program in year 2001.

The fourth phase of their growth can be seen through the provision of complete foreign degree in India through deeper involvement of foreign partner. This phase

started in 2000. In this period the phenomena of franchisee arrangement were also introduced in the Indian education sector. For example Institute of International Management and Technology, Kolkata established their tie up with Oxford Brooks University, UK in 2002. They are providing foreign degree in India, which is certified by British Council in India. National Insurance Academy, Pune provide franchisee degree with Fairfax University, UK in 2002.

The fifth phase of their growth can be seen through the complete presence of foreign institutions in India. This process started with establishment of Indian School of Business in 2001. Recently there is news that Stanford and Yale Universities are planning to open their campus in India in the year 2005.

#### **4.4 Presence of Foreign Education Provider**

Due to the absence of regulation, it is difficult to gauge the magnitude of the foreign institutions in India. The global example of the expansion of foreign education providers in different countries shows that the *process of privatization facilitates the growth of foreign institutions in the host country*. During the project period a number of foreign institutions collaborating with Indian partner institutions were identified. There were 131 such Indian institutions collaborating with foreign institutions. The list, however, may not be fully exhaustive. The list of such institutions was printed in a Directory which was circulated on 26th August 2004 in a conference organized by NIEPA on the theme, "Internationalization of Higher Education: Issues and Concerns". However, for the detailed study on various other aspects of the institutions, only 50 institutions were selected.

##### **4.4.1 Geographical Distribution in India**

Spread of foreign education providers in India on the basis of the information so far collected shows that Tamil Nadu has the maximum number of Indian institutions collaborating with foreign institutions (23) and providing foreign degree, with Chennai of course, having the most concentration of such institutions in Tamil Nadu, followed by Maharashtra, the second largest destination of Foreign Education Providers (20) with maximum concentration in Bombay, the financial capital of India and Pune. Delhi registered the third largest state (19) in terms of the foreign institutions. Due to the time constraint of the project and difficulties of tracing all such foreign operators, the researchers confined the study to the number of institutions given below, although the number of such institutions may be much more than reflected in the Table 4.1.

**Table 4.1**

**State wise Number of institutes having foreign collaboration**

States	No. of Institutes having foreign collaboration	States	No. of Institutes having foreign collaboration
Andhra Pradesh	18	Madhya Pradesh	3
Delhi	19	Maharashtra	20
Goa	2	Rajasthan	1
Gujarat	4	Tamil Nadu	23
Haryana	6	Uttar Pradesh	4
Karnataka	13	West Bengal	15
Kerala	3	<b>Total</b>	<b>131</b>

*Source: Directory on Foreign Education Providers in India, NIEPA, August 2004.*

It may be observed that in different states the foreign education providers were concentrated in metropolitan cities and some other cities where the prospects of vocational courses exist on a large scale.

#### **4.5 Presence of Foreign Education Providers by Country of Origin**

It is interesting to observe that only few countries are actively involved in collaborating with private institutions in India. Information given in table 4.2 shows that at present only USA and UK have shown their interests in making collaboration with Indian partners.

**Table 4.2**

**Country wise presence of Foreign Education Providers in different regions in India**

Name of Indian state	No. of state wise Institutions having one foreign collaboration with one country						
	UK	USA	Canada	Australia	Switzerland	France	Europe
Andhra Pradesh	7	11					
Delhi	13	5					1
Goa		2					
Gujarat	2	2					
Haryana	4	2					
Karnataka	7	6					
Kerala		3					
Madhya Pradesh	1	1			1		
Maharashtra	7	11	2				
Rajasthan		1					
Tamil Nadu	6	16				1	
Uttar Pradesh	1	3					
West Bengal	11	3		1			
<b>Total</b>	<b>59</b>	<b>66</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>

*Source: Directory on Foreign Education Providers in India, NIEPA, August 2004*

There are other potential countries such as Australia, New Zealand and Canada who are constantly watching the developments and the government stand on any regulation regarding Foreign Education Providers. At present these countries are organizing educational fairs and have also representatives to attract Indian



students to their respective countries. They do not show interest in any educational collaboration in India, as they do not find any enabling laws for the legal operation. At the international level, many countries such as UK, USA, Canada, Australia, New Zealand, France and Germany are showing interest in providing education to other countries.

#### **4.5.1. American Universities in India**

In terms of their presence, the American Institutions are found to have maximum number of collaborations in India. But American embassy and USEFI are not recognizing such tie-ups openly. The very fact that the embassies do not have the lists of all such American universities' tie ups with Indian institutions prove that American universities independently tie up with Indian private institutions to offer programmes in India. USEFI and some American universities conduct various fairs to attract Indian students to study in America. For example, USEFI in collaboration with US universities held two such two-day's fairs in Delhi in 2004 with roughly 20 universities participating in each fair. Such educational fairs were also organized in Pune, Chennai, Mumbai and Bangalore. In these fairs Indian partner institutions were also active in promoting US programmes offered in India. Presently, around 75000 Indian students are studying in the American Universities. Besides, there are large-scale advertisements in newspapers to attract Indian students to study at American Universities.

#### **4.5.2. UK Universities in India**

Traditionally Indian students preferred to go to British universities. Commonwealth and Rhodes fellowships were being offered to students in India to study in British universities. Recently British universities are found to be quite active in promoting their programmes in India. British Institutions in collaboration with British Council also conduct education fairs to attract Indian students to study in UK. They conducted three such educational fairs in Delhi during 2004 in which 67 universities from UK participated. Such fairs also took place in Pune, Mumbai, Chennai and Bangalore. A unique feature of the fair was that the representatives of the institutions were also offering on-the-spot admission to the students. The number of British Universities having tie-up with Indian partners for a UK degree in India is increasing day by day. The British Council has provided the list of all such institutions.<sup>14</sup> The British Council is supposed to provide the certificate of recognition of all such institutes in UK.

It is important to note the difference in the strategy of promoting foreign programmes in India by UK and USA. British Council in the case of UK universities are owning the responsibility of the genuineness of UK universities operating in India whereas the US universities are independently tying up with Indian partners and US Embassy or USEFI have only sporadic information about them.

#### **4.5.3 Canadian Universities in India**

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<sup>14</sup> The list of all such institutions as provided by the British Council on 28th October 2004 are given in the appendix 1

In terms of presence in India, Canadian institutions, in collaboration with Canadian Embassy are conducting various fairs and advertisements in newspapers to attract Indian students to study in Canada. For doing research in Canadian Universities various fellowship programmes are being provided to Indian scholars. Shastri Indo-Canadian Fellowship is one of them. There are only two Canadian Universities having tie-up with Indian partners in India for a Canadian degree. ICBM in Hyderabad had a tie- up with a Canadian University with the help of TASMAC, Pune in 1997. However this program had to be cancelled as the TASMAC refused to give the certification from the Canadian University to the ICBM.

#### **4.6 Strategy of Promoting Foreign Education in India**

Foreign universities/institutions are marketing their programmes through different institutions, fairs, counselors and resource information centres. The Internet, newspaper and magazine widely cover the advertisement for these institutions. Our research team observes that the foreign universities use four different methods of enrolling students in India. One, by organizing the registration sessions through an agency in different cities of India and the other has been through tie up with Indian institutions for offering a joint programme. The third one is setting up franchise in India and the fourth one is through correspondence or online programme. The private counselors who facilitate the students to get admission get commission for each student. And some of the institutions have their own counselors in different cities of India who promote the presence of the institution.

#### **4.7 Course wise presence of foreign institutions**

It is important to know how the market behaves in an unregulated scenario. It is the preference of courses in market that regulates the programmes to be offered by the Foreign Education Providers in India.

**Table 4.3**  
**State-wise and Course-wise operation of foreign institutions**

State	Professional/Vocational Courses				General	Technical Courses	Total
	MBA	Fashion Tech	Mass Comm	Hotel Mgmt	BA/B SC	B.Tech/ M.Tech/ Medical	
Andhra Pradesh	7	1		8		2	18
Delhi	11	2		2		4	19
Goa				2			2
Gujarat	1		1	2			4
Haryana	2			1	1	2	6
Karnataka	8			3		2	13
Kerala				3			3
Madhya Pradesh	2			1			3
Maharashtra	5	1		11	1	2	20
Rajasthan				1			1
Tamil Nadu	4		2	9	3	5	23
Uttar Pradesh	1			2		1	4
West Bengal	4			10		1	15
<b>Total</b>	<b>45</b>	<b>4</b>	<b>3</b>	<b>55</b>	<b>5</b>	<b>19</b>	<b>131</b>

*Source: Directory on Foreign Education Providers in India, NIEPA, August 2004*

The above Table shows that majority of the Foreign Education Providers provide professional/vocational courses. Out of the total sample of 131 institutions, 107 were providing for vocational courses, 19 for technical course and only 5 for general education. The data shows that in the category of vocational courses – management courses were the most popular. Business Management and Hotel Management constitute approximately 80% of the total number of courses. The Table also shows that Maharashtra has the maximum number of programmes in hotel management. Delhi has the maximum number of programmes in Business Management. In technical courses, at present not much interest is shown, although 19 institutions were active in technical sectors as well.

It shows that foreign institutions are taking advantage of the demand for vocational courses. As it has the potentials for employment in the private sector, students prefer such courses even though they are unrecognized in India. *It has the implication that unregulated structure will lead to various unrecognized courses and there may not be any standard setting institutions to monitor the quality. As such in the medium and long run, this will create chaos and confusion for the students to select the quality course and institution.*

#### **4.8 Types and Mandate of Education**

It may also be observed that foreign institutions are not limited only to particular age cohort in traditional courses as is the practice in Indian higher education institutions. They have both the types of programmes. One suitable for young students in different vocational courses and the other, for the corporate employees which is need-based on their job training like use of IT software in management, tools for effective decision making, industrial training programme to increase the efficiency of managers.

The education provided by foreign institutions in partnership with private education providers has another very interesting feature, namely, the flexibility in duration, curricula, easy credit transfer, multiple entry and multiple exit course design thus imparting the greater attractiveness among the students. Thus, Foreign Education Providers provide a practical approach to the concept of life-long education and training which is also the need of the time. From the curriculum, course design, teaching learning methodology of Foreign Education Providers, *it may be observed that the new education providers, Foreign Education Providers, are preparing youth for the corporate job. The broad objective of education is preparing the youth for active participation in social, cultural, economic and the political life of a nation, so far the mandate for public university is, however, not the mandate of Foreign Education Providers.*

#### **4.9 Modes of Operation**

The phenomenon of internationalization of higher education opens up various modes of operation in offering the programmes. Under this arrangement the following types of collaboration are functional in India.

- i. **Twining:** Twining programmes are those wherein students can complete part of their study in India and part in foreign university. The twinning arrangement may be optional to the students. It is one of the most preferred modes because it has the least stakes and maximum income. On the other hand, students, too, prefer this mode because it provides them the least-cost opportunity to earn foreign degree with outside exposure. Of course, in many cases, students feel the difficulty of obtaining visa even when their admission under twinning arrangement is granted by a foreign university.
- ii. **Franchisee:** Franchisee where foreign institutions grant permission to an institution in another country to execute their programme with their name, curriculum, evaluation methods. In this arrangement, foreign institutions franchise a programme to an Indian organization that offers these programmes under the direct supervision of the foreign institutions. Presently, two foreign institutions, namely Wigan & Leigh, UK and Western International University are providing degree under Franchise arrangement.
- iii. **Study and Examination Centres:** Growth of foreign degree providers started with the examination and study centres. In the initial year of the operation of such courses, most of the institution adopted this method to provide foreign degree in India. Under this arrangement, the foreign institution/university ties up with an Indian partner to deliver their course and also conduct the examination for the same. The parent foreign institutions decide the course

design, curriculum, examination process and other issues. In this way, the foreign institution establishes a 'Chain of Study and Examination Centres' in different part of the country. For example, Institute of Computer and Business Management, Hyderabad is a *study centre* of the Punjab Technical University; Kensington University, USA; and of Osmania University, Hyderabad.

- iv. **Multiple Collaboration:** This type of collaboration is a rare phenomenon in India among the foreign degree providers. This was found only in case of Indian School of Business, Hyderabad, which has got a tie-up with Wharton, Kellogg's and London Business School. These institutes are providing a one-year PG diploma course in management. While all these institutes contribute in development of course material and faculty exchange, the degree is signed by all the deans, except by the dean of London Business School.
- v. **Link Programme:** Link programme is another new innovative method to operate foreign degree programmes in India. Under this arrangement an Indian institution delivers certain credit programmes in a particular time period and after that rest of the course follows at the foreign institutions. For example a diploma in Hotel Management is completed with certain credits in India and a foreign degree is earned after completing certain credits abroad in foreign university. This is also a twinning. But under pure twinning, the part education abroad is done for only one qualification whereas in link programme part education enables to earn another foreign degree. The time of the programme is adjusted in such a manner that after the end of first phase, the next phase will start.
- vi. **Programmatic collaboration:** The programmatic collaboration enables a student to complete study in India and get joint degree i.e., (foreign as well as private education institutions). It has its own attraction, as it is one of the cheapest ways to earn a foreign degree. The study observed that various types of inter-institutional collaborations exist under programmatic collaboration. For example, foreign institutions may support in developing curriculum, joint course preparation, joint evaluation of the programme, teacher's visit, student summer trip etc. The programmatic collaboration is a way through which new innovative course is offered at less cost and private Indian institutions offer a foreign degree which is a way of attracting the students.
- vii. **Offshore Campus:** Under this arrangement the foreign universities may open their branch either as a subsidiary or in partnership with the Indian institution. It involves large FDI inflows into India. However, no such branch campus is said to operate in India, as there is no enabling domestic regulation. In a way, offshore campus operation is possible only when the investors are assured of no legal hurdles. It is in all likelihood a pure commercial operation.

#### **4.10 Presence of Foreign institutions in India and the Global Ranking**

In this section of the chapter an attempt has been made to understand the position of those foreign institutions that have collaborated with the Indian institution. Table 4.4 shows that there are quite a few institutions such as L S E University of London, University of Warwick, Manchester University, Edinburgh Business School, Harriot-Watt University that have considerably higher ranking at 5,6,12,15 in home country. Most of the other institutions are lower rated in UK. Six institutions from UK, however, appear in world ranking. Among the institutions in US six institutions only appear in home country ranking four institutions appear in world ranking. But in majority, their name is not included in the ranking list.

**Table 4.4**

**Table Showing the World Ranking and the country ranking of Some Institutions/Universities who have presence in India**

<b>S. No</b>	<b>University/College (UK Only)</b>	<b>Ranking in home country (2003***)</b>	<b>International ranking*</b>
1.	Queen Margaret University College (QM), Edinburgh	NA	NA
2.	Berufsakademie - Karlsruhe, Germany, Q.M	NA	NA
3.	University of Warwick	6	80
4.	Manchester Metropolitan University,	75	43
5.	Oxford Brookes University	51	NA
6.	University of Wales	NA	NA
7.	Middlesex university	88	NA
8.	Leeds Metropolitan University	79	133
9.	University of East England	NA	NA
10.	University of Bradford	54	NA
11.	Lutien's Business school and North Northuimbre University	NA	NA
12.	L S E University of London	5	11
13.	Thames Valley University, London	101	NA
14.	<i>University of East London</i>	99	NA
15.	Edexcell UK	NA	NA
16.	Trinity College, London	NA	87
17.	The Open University Business School (OUBS) 1983	NA	NA
18.	Wigan and Leigh	NA	NA
19.	Heriot-Watt University	48	NA
20.	South Bank University, London	95	NA
21.	Glasgow College of Nautical Studies	28	NA
22.	ESSCA (Ecole Superieure des Sciences Commerciales d, Angers)	NA	27
23.	Edinburgh Business School, Harriot-Watt University	15	NA
24.	Dublin Institute of technology	NA	NA

S. No	University/College (USA Only)	Ranking in home country Year 2005 **	International ranking*
25.	University of California	21	72
26.	University of Wisconsin- South USA	34	66
27.	CSM institute of Graduate Studies	NA	NA
28.	SNHU, Originally New Hampshire College Manchester NH	105	NA
29.	Western international University, phoenix Arizona	NA	NA
30.	Purdue University Calumet	64	59
31.	Wharton school of Business	NA	NA
32.	Marist college, New York	NA	NA
33.	RIT (Rochester Institute of Technology, New York)	40	86
34.	Fairfax University	NA	NA
35.	Dominican University, Chicago	NA	NA
36.	Cambridge Inter continental University, Dallavier	NA	NA
37.	Western Michigan University	NA	NA
38.	American Hotel and Lodging Association	NA	NA
39.	National American University	NA	NA

\* **"World University Rankings 2004"** (2 November 2004) *The Times Higher Education Supplement*

\*\* **America's Best Colleges 2005,"National Universities : Best Schools"** U.S.News & World Report ([http://www.usnews.com/usnews/edu/college/rankings/brief/natudoc/tier1/t1natudoc\\_brief.php](http://www.usnews.com/usnews/edu/college/rankings/brief/natudoc/tier1/t1natudoc_brief.php)) Ranking up to 129 Universities

\*\*\* **According to Times, the Good University Guide, the ranking of the universities in the United Kingdom in 2003** "[http://www.education18.com/item04/0401/uk\\_01.htm](http://www.education18.com/item04/0401/uk_01.htm)" Ranking up to 101 Universities

#### **4.11 Conclusion**

*If we look at the diversity of courses offered, it seems that it is very limited and a hasty conclusion may be drawn that the foreign degree providers are interested in providing degrees in certain areas where they think they can earn profit. While it is true that the foreign degree providers are also creating job opportunities for their students by catering to the demands of the market, the job opportunities will be available only in the metropolitan cities or big towns. Hence, the programmes offered by foreign degree providers cater to a narrow segment of the urban population. At present UK and USA are active foreign education providers in India. None of the offshore campus is in operation.*

## CHAPTER 5

### MECHANISM OF OPERATION AND STATUS OF FOREIGN EDUCATION PROVIDERS IN INDIA

#### 5.0 Introduction

In the post economic reform period, all-important sectors witnessed a vital change in the mode of operation. The expansion of privatization was felt in all the sectors. The higher education system that was under the government control also received challenges from the other education providers i.e. foreign and private education providers. The operation of foreign education providers in India started in the 1990s. The Indian private institutions established a collaborative arrangement with foreign institutions to provide their degree in India. The nature of collaborative arrangements varies from institution to institution, indeed very different from each other. In this context, it is important to understand the mechanism of operation of foreign education providers. The chapter three, in this report, has already discussed the global experiences. Chapter four gives an overview of foreign institutions in India in terms of course-wise geographical spread. In this chapter an attempt has been made to understand the mechanism of operation of different institutions in India. The focus is on the different mechanisms of their operation like teaching-learning process, infrastructure facility, fees structure, admission process and status of academic staff in the foreign education provider institutions. The method of monitoring of programme, evaluation of the student performance and the important aspect of foreign education is also reflected.

#### 5.1 Mechanism of Operation

##### 5.1.1 Operation of foreign institutions under GATS norms

The operation of foreign education providers in terms of GATS terminology comes under mode 3. In practice, any foreign university may directly establish operation in India under mode 3, but the services may be provided also through distance education mode (mode 1), by attracting students from abroad (mode 2) and also through movement of natural persons, that is professors and researchers moving from home to host countries (mode 4). Therefore, it is essential that the classification of the service providers proposed by GATS through the entire four modes be clearly understood. The point also needs to be strengthened that all the four modes are interdependent. GATS provides for four modes of supply of services: cross-border supply, consumption abroad, commercial presence and movement of natural persons.

##### Mode 1

Cross-border supply refers to a situation where the service flows from the territory of one member country into the territory of another member country. Thus, it is services alone that move from producer to the consumer end. For



example, a teacher can send teaching material to students in any other country through electronic means. This kind of trade is equivalent to cross-border movement of goods.

### **Mode 2**

Consumption abroad refers to a situation where consumer of a service moves into the territory of another member country to obtain the service. For example, a tourist is using hotel or restaurant services abroad; a ship or aircraft undergoing repair or maintenance services abroad. In the case of education services, students move from one country to another to receive education.

### **Mode 3**

Commercial presence implies that service suppliers of a member country establish a territorial presence (a legal presence) in another member country with a view to providing their services. In this case, the service supplier establishes a legal presence in the form of a joint venture/ subsidiary/representative/branch office in the host country and starts supplying services. For example, foreign universities may open a branch campus in India to provide education.

### **Mode 4**

Movement of natural persons (this only refers to export of manpower) covers situations in which a service is delivered through persons of a member country temporarily entering the territory of another member country. Examples include independent services suppliers (e.g. doctors, engineers, professors, researchers, individual consultants, accountants, etc.). However, mode 4 covers only temporary movement and not citizenship, residence or employment on a permanent basis in the foreign country.

#### **5.1.2 Interdependence of all the four modes**

Foreign institutions establishing their operations explicitly under mode 3 may not exclusively operate under mode 3. In fact, services may also be supplied partly through other modes although explicitly mode 3 may be active. Let us consider a specific example to distinguish between the four modes of supply. A particular institution in country 'X' establishes a subsidiary in country 'Y' to provide services. This is supply of services through Mode 3, i.e., Commercial Presence. A teacher of the said institution sends teaching material to the students over the Internet in country 'Y'- this is Mode 1, i.e., Cross-Border Supply. A faculty or a professional from the said institution is deputed to work in the subsidiary institution established in country 'Y' for a limited period - this is Mode 4, i.e., Movement of Natural Persons. Some students or trainees from the subsidiary in country 'Y' visit country 'X' and avail of both education and training services in country 'X' - this is Mode 2 export for country 'X' but Consumption Abroad for country 'Y'.

To quote a specific example, Western International University in India is operating under franchisee. Hence, it comes under mode 3, i.e., Commercial Presence for the host country. On the other hand, all its teaching material and teaching-learning process is monitored by the internet-this is mode 1, i.e., Cross-

Border Supply. Some of the faculty of Western international University, USA visited the said institution in India for a temporary short period to provide training to the Indian counterpart - this is mode 4, i.e., Movement of Natural Persons for the home country. Few of the students from the Western International University from India visit USA under the twinning arrangement to pursue some courses or advanced degree. This is mode 2 exports, i.e., Consumption Abroad for the host country. In this way, whereas explicitly foreign universities may establish operations under mode 3, implicitly institutions may provide services under all the other modes, showing the inter-dependence of all the modes of supply of services.

An important point to note is that GATS classification of services providers gives the impression that all the four modes are independent and hence the services provision fall under one category or another. In practice, however, four modes may be inter-dependent and may be operating simultaneously having differing implications for the home and the host country.

### **5.1.3 Theoretical Possibilities of Combinations of Mode 3 with Other Modes**

Theoretically, it is possible that a foreign university may come directly under mode 3 but the operation of mode 3 is facilitated through mode 1 or through or through a combination of all such modes. For example a foreign university may open a study centre in India and may provide all course materials to students enrolled for foreign courses in the study centers, provide self-instructional material in multi-media CD form and finally conduct examination on-line without actual mobility of institutions or experts from the institution. Such courses may be online without opening any study centre in India. The former provides an example of mode 3 in combination with mode 1 while the latter is an example of pure mode 1 provision of services. Mode 3 in combination with mode 1 is not only a theoretical possibility but, in fact, is operating at a practical level also. Legal/commercial presence in such a case may be only a nominal one from academic point of view, although it may have administrative value.

### **5.1.4 Typology of Commercial Presence and Interdependence of Modes**

Now we shall clarify the typology of commercial presence of foreign institutions under mode 3. The Commercial Presence of foreign institutions has led to the multiple methods of collaboration to deliver any foreign programme. Some of the programmes used only one method or some of them used multiple methods for the same programme. The collaborative arrangement under the commercial presence varies from institution to institution. There are, in general, four categories of delivery of foreign programmes in India.

**Table 5.1**

### Types of Operation of Foreign Institutions in India

Types of Collaboration	Numbers of collaboration
Twining Arrangement	30
Franchise	2
Offshore Campus/Branch Campus	0
Programmatic collaboration include joint course design, credit transfer etc	18

Table 5.1 shows that the maximum number of programmes are offered under the twinning arrangement. Some of them are Amity Business School; Ansal Institute of Hotel Management, Gurgaon; Badrika Institute of Foreign Trade, Hyderabad; Hindustan College of Engineering, Chennai; ITM Mumbai etc. In fact, this is one of the preferred method for the foreign institution to attract the international students to the home country. The movement of students from one country to another country facilitates the student to get the foreign degree at relatively cheaper cost under twinning, for part of the course is undertaken in the host country. The movement of student contributes positively to the institutions of the home country and also to its economy. During field visit, it was observed that most of the students also faced problems under this mode of operation. The granting of admission does not ensure visa to the candidate. The visa is issued on the basis of interview of individual student rather than on the basis of admission in a particular institution.

The programmatic collaboration that consists of joint course and the joint degree provision by the institutions of the home and the host countries has the second rank in India in terms of the supply of education services by foreign institutions. Some of them are CII Naoroji Godrej Centre of Excellence, Mumbai and its collaborative institute University of Warwick, UK; Dina institute of Hotel Management, Mumbai; Maharashi institute of Management, Hyderabad. The reason is that the Indian partner may prefer to design a programme with the inputs received from the foreign institution and offer the programme in India completely to make it cost competitive. Another reason may be that through this mode Indian private partners prefer to have a brand name of a foreign university in the absence of any regulation allowing private institutions to award the degree.

Franchisee is one of the modes of operation. There are only two such institutions in India. The reason is that foreign institutions normally prefer a tie-up with the existing private institutions and conduct the programme within Indian institutional framework rather than open a new unit under the branch campus or franchise.

The fourth category in which the foreign education providers can show their presence is Branch campus. In our study none of the foreign institution came under this category. The reason may be that presently there is no domestic regulation for the operation of a foreign institution in India. But after the regulation the number of branch campus might increase. The opening of branch campus requires an investment in terms of infrastructure. So, without any concrete regulation, their growth cannot take place.

*Such is the craze among students for foreign institutions that in spite of the difficulties relating to the visa there is a preference to twinning both by the students as well as the foreign institutions. The fact that Indian government does not recognize the degree awarded by commercial organizations does not bother them much. The students opined that scarcity of jobs in the government sector and positive response of private sector employers towards them will balance the situation. (NIEPA 2001)*

## **5.2 Teaching-learning Process**

In the traditional educational institutions, teaching-learning process is restricted to classroom learning. Lecture method predominates and rote memory and information prevails. There is lowest level of cognition. It ignores the importance of higher levels of cognition like relating, comparing, synthesizing, abstracting, etc. The foreign educational providers, on the other hand, prefer learner-centred approach to learning. They also use the skill enhancement technique, which is demanded by the market force. This section of the chapter is on different technique used by the foreign institutions to make their programme market friendly.

### **5.2.1 Value Added Activities through Enhancing Work Environment Skills**

Skill enhancement is a continuous and innovative process. In today's fast changing work environment, diversified skills are required. The new education providers introduced practice at each and every stage of their courses. For example, CII Naoroji Godrej Centre of Excellence, Mumbai and its collaborative Institute University of Warwick, UK introduced M.Sc in Engineering Business Management. The aim of the 'Achieving Competitive Excellence' (ACE) programme through M. Sc. is to develop the capability to manage business and to provide business with tomorrow's leaders of innovation, operational excellence, change and business environment. This is achieved through a broad based vocational post-graduate education. It means that a flexible and life-long learning approach has to be introduced in the education system. Under the Warwick University programme, each individual student has to complete 12 modules and an in-company project designed by the participants' organisation in 24 to 36 month time period. The programme is a unique experiment to create a fusion of work knowledge with theoretical knowledge. Each module is of 4-5 days' duration and total classroom attendance required is 7-8 weeks. Through this model, the students who are pursuing the course can pick up few problems in the organization and produce practical solution through academic and faculty inputs.

ISB has a different kind of learning model. The learning model of ISB is participatory. They use student-centred approach and emphasise close connection between management education and management practice. Their learning model focuses on the fundamentals of business, analytical problem-solving skills and the development of a clear view of strategic leadership. Team-work is central to the ISB experiences. They believe that today's successful

managers must be effective team players who can blend collaboration, leadership and communication skills to cooperate with others and who can instill similar values in their groups. The ISB programme uses innovative methods to engage students in goal-oriented projects that draw upon the refined team-work skills.

The Indian Institute of Planning and Management (IIPM) has entered into an alliance with International Management Institute, Europe. IMI, Europe has recognized IIPM course as equivalent to their MBA course. Their learning model is also based on participatory approach. The institute uses case study methods along with class lectures to encourage active participation of the students in the total process in learning. Trimester Project/ Research Project/Project Feasibility Report are essential parts of the curriculum with the aim to acquaint students with practice so that not only do the students have a sound theoretical background, but also have a relevant experience in application of theory to practical situations.

Kohinoor-IMI School of Hospitality Management, which has collaboration with International Hotel Management Institute, IMI, Switzerland and Manchester Metropolitan University, U.K also emphasizes practical knowledge during the course. They lay emphasis on providing practical knowledge of hotel management industry. The institutes establish a close collaboration with important hotel industry. In each of the semester during the course the students have to work in some hotel to learn the practical experiences. In the last semester of the programme, each student has to attain a practical training. And the performance of the student in the training is also added in his final grade sheet. A combination of practical and theoretical knowledge during the course helps them to face the real world challenge.

At last, we can say that that foreign education institutions through their educational programmes not only enhance the capability of fresh students but also cater to the need and expectation of working persons by introducing elements of their work environment and add value through enhancing skills.

### **5.2.2 Strengthening Communication Skills**

Among the various types of skills, communication skills are very important in today's knowledge societies. In traditional education, communication skill is the most neglected. Foreign institutions give special emphasis on providing communication skills to their students. For example TASMACH, Pune is running special language programme for those students who do not have previous background of English learning. National Insurance Academy, Pune, is also running a language programme for the students to improve their communication skills. The use of group discussion and interactive session in the teaching learning process also help the students to improve their communication skills. In case of ITM, Mumbai, special lectures are conducted (which are not part of regular curriculum) to improve the overall personality of the students. These include lecture and interactive sessions on communication skills, public speaking, facing an interview, participation in group discussion etc. In fact all these

activities help the students to improve their communication skill. The Indian Institute of Planning and Management is running two courses on communication skill. One is spoken Executive communication in which they give students practical guidance on how to communicate orally to enable them to take part actively in discussions and to address an audience. The second one is written executive communication. In this course, emphasis is on development of skills in letter and report writing. The important reason for improvement of the communication skills in foreign degree provider institutions is that there prevails a friendly atmosphere between teachers and students and students are encouraged to ask questions. This phenomenon was observed in almost all the institutes visited. Communication skills can grow in an atmosphere of fearlessness. This aspect was also reflected when students in different institutes in various parts of India were interviewed. It was observed that they were quite confident in explaining themselves and about their future goals and priorities.

### **5.2.3 Industrial training or exposure to the work environment while doing study**

Industrial training or exposure to the real life work challenges equips the students in facing future work environment with confidence and also motivates them to put their best in whatever they are studying. Most of the institutes in our study have a provision for on-the-job training as part of their course. This method of teaching also increases the chances of students getting employment after completing their course. In fact, in Wigan and Leigh, Bangalore during their interviews, students said that the industrial training aspect was the attractive feature for which they joined this institute to pursue either BBA or MBA courses. Similarly, in all the hotel management courses students have to work in a hotel at least for one semester. This not only gives them a good exposure but also enhances their employability after completing their course. In some cases like CII-Warwick University, the case is, however, reverse. This course is designed for the working executives. Here, the classroom learning helps the students to solve the problem, which the employees were facing. In other words, we can say that under this arrangement, students were learning while working. Our traditional public institutes in higher education are lagging behind in this aspect. They do not have a provision for introducing students to practical aspects of their courses. The industrial training aspect is closely related to the content of the course being taught to the students. In case of foreign degree providers, it was observed that they were providing courses that were very relevant for the requirements of the work environment. Apart from this, they had flexibility in designing of courses to cater to the changing requirements of the environment. This is quite opposite in case of the public institutes of higher education, where it takes years to bring any change in the course content and as a result at present, most of the taught material has got outdated in these institutes.

### **5.2.4 Books, Journals and Use of Educational Technology**

Provision of books, various journals and teaching methodology are important aspects of a comprehensive mode of teaching-learning process. In the traditional

way of delivering educational programmes, books and journals are used as important learning materials. In fact, most of foreign education provider institutions have well-equipped library with adequate books and various national and international journals, newspapers and magazines. And their library was also well-maintained. But the variance is in the quantity of books and size of library. For example, ISB Hyderabad, maintained an air-conditioned library with all the best books on management. Dina School of Hotel Management also has a library facility but the number of books and journal are just sufficient.

Most of the management institute try to make classroom learning more relevant and joyful. For example in the case of ITM, Mumbai, in addition to regular lectures by the faculty members, a number of guest lectures are also conducted. These guest lectures are delivered by very senior and top business executives working as Chairman, MD, CEO, GM, President etc. Through this method, the students get a lot of opportunities to interact with business professionals and know about the real life business situation. A similar kind of experiment has been introduced in almost all the management institutes.

The field observation of the research team noted that the foreign degree providers, in almost all the cases, have well-equipped classrooms with facilities like LCD projectors and audiovisual facilities. For example, Badruka Institute of foreign education which has foreign collaboration with Edinburgh Business School, UK, has a good audio-visual set up complete with OHPs, slide projectors, Movie Projectors, LCD and VCR along with a vast collection of video cassettes for the use of both faculty and students. These kinds of technology innovations in education enhance the quality of lectures, seminars and other academic exercises and break the monotony of the classroom session. In some of the institutions like ISB, Hyderabad, ITM, Mumbai, Ansal Institute of Technology, Gurgaon, and IIPM, New Delhi laptop is essential for all the MBA students. In the ITM, Mumbai management video films are extensively used to supplement classroom teaching.

The above-mentioned information shows that the foreign education institutions are using both the traditional and the modern ways of delivering the programme. Through the use of educational technology, they are enhancing the quality of the programme.

### **5.2.5 Interface with Industry**

The interface with industry helps the students to get exposed to the industry work culture. In most of the management institutes, through seminars and workshops the corporate leaders are invited to share their views on different aspects of management. These help students in gaining an insight into the future job challenges as well as the required skills to tackle them. In case of Skyline Business School faculty drawn from the industry teaches all the management courses. In this way students are exposed to the best-known persons in their own area of excellence who usually give keynote addresses and make paper presentations at industry seminars. In fact these exposures leave huge impacts on young minds. Skyline Business School motivates students and faculty to

participate in the national and international level seminars like those organized by CII, FICCI, ASSOCHAM, AIMA, FMS etc. In the case of ITM, Mumbai, none of the faculty members of ITM is a pure academician. All the faculty members have industry as well as teaching and research experience. This quality of the faculty helps the student to get exposed to corporate world experience while learning their course.

### **5.2.6 Team-work and Group Presentations**

To develop a team spirit among students group presentation is a very vital aspect. It also helps students to learn to work in a team. Team work is central to the ISB learning model. They believe that today's successful managers must be effective team players that can blend collaboration, leadership, and communication skills to cooperate with others, and who can instill similar values in their groups. Institute like IILM, Delhi, TASMACH, Pune, Ansal Institute of Management, Gurgaon; Maharishi Institute, Hyderabad gave similar explanation. During our field visit in various cities in India, we found that group presentations, term-paper writing, seminars and workshops were very common features in these institutes. Group presentation and team-work develop a sharing and learning approach among the students. By attending seminars and workshops and interface with important personality develop confidence among the students to face the outside world. This attitude helps them in future. They create a synergy of technology and educational inputs as well.

### **5.3 Global and Relevant Curriculum**

The output of the course depends on the content of the curriculum. Most of the institutions developed their curriculum with the help of their partner organization. In the case of ISB, Hyderabad, curriculum has been developed with the help of an International Academic Council comprising faculty members from the ISB and top rank business schools such as the University of Chicago, Harvard, Kellogg, Stanford and Wharton. In addition, board members of ISB and prominent entrepreneurs have made an active contribution in finalization of the curriculum. The involvement of business leaders in curriculum development has given learning, at the ISB, a pragmatic approach with a clear business focus. Through this kind of curriculum, young managers received a combination of conceptual frameworks and practical insights relevant to tracking live business problems during the course. In National Insurance Academy, Pune, the whole course content was designed by an eminent practitioner in the insurance and management sector. From the prospectus of the institute and information gathered during field, we draw an observation that most of the institutions adopt a curriculum that is demanded by the market. And they also have flexibility in their course design to accommodate the current changes in the industry. This kind of practice in the foreign education providers' institutions makes their course more relevant.

### **5.4 Status of Academic Staff and Norms of Their Recruitment**



The faculty selection and strength of the teachers ensure quality education in any institution. To recruit qualified teachers is an important challenge for most of the academic institutions. Today, in most of the institutions, the number of regular faculty is declining whereas presence of the guest faculty is increasing.

**Table 5.2**

**Selection criteria for teachers**

Follow UGC norms	18
Own selection criteria	32

Table 5.2 shows that out of fifty institutions who are providing foreign degrees, only eighteen are following the UGC norms in the recruitment of faculty. It means that foreign institutions are interested in maintaining their own standards. It was observed that some of the faculties are well-qualified but they are not permanent faculty. They put much emphasis on the practical training of the faculty rather than academic excellence.

The data and information on strength of faculty shows that on an average each institute has altogether a strength of 20 to 25 in their teaching faculty. Some of the institutes like IIPM have a strength of 75, while IIMT has only 7 permanent members in the faculty. We may say that in terms of teaching staff strength, there is hardly any uniformity among the institute. In terms of teacher-student ratio also, there is hardly any standard norm followed by these institutions. For example, DINA School of Hotel Management claimed that they maintain 1:20 ratio while during the field visit it was observed that this was not true in the case of majority of the institutes. In the case of ITM, Mumbai, Maharshi Institute of Management, Hyderabad, RIZVI Hotel institute of Management, Mumbai and IILM, Delhi, the teacher-student ratio was around 1:50. (See Appendix 2)

The data on guest faculty is quite interesting. During the field visit it was observed that the guest faculty managed most of the management institutes. Information in the prospectus and web-sites shows that the presence of guest faculty in the management institute is quite low. There may be two reasons for this inconsistency. First one is that the professional education needs input from various experts. Everyday some new specialized topic is introduced in the curriculum of professional courses, which cannot be carried out by one faculty. So, the number of guest faculty is constantly increasing. Second may be that through guest faculty, management institutes are managing their programmes at a very low cost, while the recruitment process of permanent faculty and their salary cost more for the institute.

## **5.5 Admission process**

The selection criteria of the student' for any course determine the standard of student in the institutions. The institution under public framework develops a common admission network to select the candidates for different courses. The

common admission framework ensures a level of students in all the institutions. In the case of private and other forms of education providers, the criteria is different.

**Table 5. 3**

**Admission Criteria for Foreign Education Provider's Institutions**

Own Admission test	50
Common admission test like CAT/MAT also	12
Direct Admission	0

Table 5.3 shows that all the institutions have their own admission criteria. Only twelve of them follow the standard set by CAT and MAT. Some institutions developed their own parameters for the selection of students. For example IIPMs admission test E-PAT (Entrepreneurship and Planning Admission Test) is based upon a written test, group discussion and interview. Unlike CAT, IIPMs admission test E-PAT is based more on parameters pertaining to EQ (Emotional Quotient) and overall personality mapping since it has been globally observed that high IQ often takes a backseat to high EQ when it comes to Entrepreneurship, Management and dealing with human beings. Thus, the total scores of the written test, group discussion and personal interviews are compiled together to compose the final score. They believe that success in E-PAT is more likely to make student a better future leader than success in any other examination focused primarily on IQ. E-PAT is conducted throughout India in more than 15 centres. The research team of NIEPA also observed that flexibility in the admission criteria for such institutions gave them liberty to charge more fees from the student. In case of ITM, Mumbai the students who have some work experience, get additional weightage during admission. ISB set their own criteria for the selection of students. To be eligible for ISB, students must possess a Bachelor's degree in any discipline and preferably, a minimum of two years full-time work experience. Candidates must appear for the GMAT. Apart from the GMAT scores, the demonstrated leadership qualities of the student, diversity in the form of educational background, work experience and finally academic background play an important role in the final selection of the students. In the case of ICBM, Hyderabad, the candidates are selected on the basis of a three stage selection process. They are written Entrance Test, Group Discussion and Communication Powers and Personal Interview. Students who have qualified for any other entrance examination will be exempted from the written test. Working employees can attend only for the personal interview. From the above example, we can make an observation that in most of the cases, the admission criteria for the students generally depend on the perception of individual institution. There is no fixed criterion for admission to different courses.

### **5.6 Status of Infrastructure facility**

The infrastructure facility of the institution plays an important role in deciding the efficiency of the institutions and the students. In the era of globalization and

internationalization of education, where the domestic competitiveness is an overwhelming concern, the existing infrastructure is a hindering factor in the growth of Indian higher education institutions.

**Table 5.4**

**Infrastructure facilities in the educational institutions**

Computer lab	50
Library	50
Separate lecture room	50

Infrastructure facilities like building, campus, library, computer room, hostel and audio-visual facilities help in creating a learning environment, which is as much important as classroom lecture. The traditional education is based on this model. In terms of computer facility, audio-visual aids and library, the foreign degree provider institutions were well-equipped. Most of them had a well-maintained library with various national magazines and newspapers and international journals, well-equipped computer room with Internet facility. Many were using audio-visual and LCD projectors in classrooms. However, very few of them had the hostel facility. During the interview, it was argued as to why they should require a campus. For example while interacting with the Director of IIBM, Chennai, it was observed that this institute was offering only one programme in association with Harriot Watt University, UK and, therefore they did not require a campus for that. He said that the traditional concept of education could not be extended in an evolving learning environment. In terms of building many of the institutes had rented premises, as they said that it is initially not possible to generate a large resource, but some of the institutes did have building and a premise of their own. In case of Delhi, most of the institutes were operating in a rented premises as the Skyline Business School, Delhi argued that it was very difficult to purchase land in Delhi due to DDA rules and prohibitive costs. On the other hand some of the foreign degree providers like National Insurance Academy, Pune, Indian School of Business,; Hyderabad; Kohinoor School of Hotel Management, Mumbai had 100 acres of campus and all the necessary infrastructural facilities of a world-class institute.

While our traditional public sector institutions in higher education might have an advantage in terms of having a campus and classroom teaching, they lack in having a well-maintained library, computer facility along with Internet. Apart from this, very few of them have ever used LCD projectors or audiovisual facility in the classrooms.

The point to note is that institutional stability and sustainability requires a well-established campus and own building which most of the foreign institutions do not have. A campus also creates an ambience for learning, which is not possible inside a four-storied building on a rented premises.

**5.7 Method of Monitoring and Evaluation of the Programme**

Method of evaluation is a very important aspect for the process of certification. In fact, any student, who has gone through teaching and learning process is to be

evaluated properly. In India, there exists a dichotomy between teaching and learning. Whereas the method of instruction is teacher or instructor-centered, the method of evaluation is learner-centered. As a result, the onus of performance rests upon students and for the teaching performed by the teacher and questions set by the teacher and also evaluated by the teacher, the student has to prove that he is best to the expectation of the teacher. Thus, the system is too much teacher-centered and dictated by the teacher. As a result, in the absence of accountability (forced or self-imposed), there is no compulsion upon the teacher to perform. This also leads to the lack of competitiveness among teachers. If on the other hand the evaluation is learner-centered, then the teaching should also be learner centered. One of the features of foreign education providers in India is that teaching as well as evaluation is learner-centered and as a matter of fact evaluation is very much learner-friendly without compromising the quality of assessment. For example, for MSc in Engineering Business Management awarded by the University of Warwick, UK, no formal closed-book examinations are conducted. Assessment is continuous and is based on assignments relating to each module attended and in-company project. This leads to sufficient flexibility in evaluation. In the IIPM, the whole course is divided into semester system. Examinations are held at the end of each trimester. Periodical tests and quizzes are held to assess continually the achievement of students. Written examinations are supplemented by oral tests, whenever necessary. In the case of IIPM, students are evaluated not only on the basis of examination and course work; they are also evaluated on the basis of class attendance, group work, performance in the term paper and overall personality development. The Skyline business School, Delhi also developed their own criteria for the evaluation of the students.

**Table 5.5**  
**Assessment Criteria In Skyline Business School**

<b>Break-up of Evaluation Criteria</b>	<b>Weight</b>	<b>Description</b>
1. Attendance	10%	Each class attended shall add 10/12 marks to the final
2. Presentation/Case Study/3 <sup>rd</sup> Internal examination	10%	Subject specific. To the discretion of the faculty
3. Internal Examination 1	15%	e.g.: If a student scores 80 in a 100 marks paper, it would add 80% of 15 marks i.e. 12 marks to the final score.
4. Internal Examination 2	15%	e.g.: If a student scores 20 in a 50 marks paper, it would add 20% of 15 marks i.e. 3 marks to the final score.
Total of Internal Assessment	50%	This is the sum-total of all the internal assessments
Class Interaction/Activity	5%	To the discretion of the faculty. A student can

Participation		use this to add 5 marks to the total of his/her internal assessment results if he/she has 100% activity participation and has interacted in the classes satisfactorily. Not available to students failing in the internal evaluation i.e. scoring less than 25 out of 50
5. Final Examination (External)	50%	eg. If a student scores 50 in a 100 marks paper, it would add 50% of 50 marks i.e. 25 marks to the final scores
Total	100%	This is the sum-total of all the internal plus external assessments

The Table 5.6 shows that the Skyline Business School adopted a continuous evaluation process rather than a one-time assessment. In this method the student gets sufficient time to improve overall performance. The weightage system given above also reduces the end-term examination load of the students. The following 5-point grade scale is followed in Skyline business school.

**Table 5.6**  
**Assessment**

Marks	Grade	Grade point	Description
70 or above	A	4	Distinction
60 – 69	B	3	Very Good
50 – 59	C	2	Good
40 – 49	D	1	Pass
Below 40	F	0	Fail

### 5.7.1 Evaluation and Certification at Each Level

Another important aspect, which the foreign institutions adopt, is that they evaluate at each stage and also provide certificate after evaluation. The foreign degree providers in most of the cases give a certificate to a student after one year of successful completion of the course and if a student wants he can discontinue and join later in the second year of his BBA or B.Tech. This mode of evaluation gives flexibility to the students who have the option of multiple entry and multiple exit in the system. Further this type of evaluation also helps the students to go for a job at any stage. It is the requirement of changing work environment and the demands of an increasingly globalised society. Further the course of the foreign degree providers is structured in such a way as to cater to the demands of the market and hence after completion of one year of course if a student is given a certificate it carries a weight. Therefore the method of evaluation is also linked to the design of the course. The analysis of the profile of the institutions shows that the course is designed in terms of modules and a student has to earn a certain number of credits to pass the course. This mode of course structure also in turn gives room to the evaluation process to be flexible. Sometimes the course and examination structure may enable the learners to complete the programme with ease. For example the Association of Business

Executives (ABE) examination structure is flexible and allows students to complete the programme in a timescale most suitable to their own requirements. There is no time limit in which to complete ABE qualifications. Hence it can be said that the traditional higher education institutions in India need to learn from the foreign degree providers and change their syllabus and evaluation pattern to such a mode that it can always respond to the changing needs of a globalised society.

The foreign degree providers in India follow an evaluation pattern where the evaluation is either completely done by the foreign partner, or partially monitored by the foreign partner. However the foreign partner lays down the criteria of evaluation in most of the cases. Around 30-40% institutions claim that the method of evaluation is decided by mutual consent. In the Indian School of Business, Hyderabad, all the collaborating institutes sit together and decide the criteria of evaluation. Similarly, CII Naoroji Godrej Centre of Excellence, Mumbai and its collaborative institute University of Warwick, UK and Western International University, Delhi, follow the method of evaluation by mutual consent.

### **5.7.2 Participation of Foreign Partner in Monitoring of Programme**

From the information gathered by the research team about the institutions, we observed that in most of the cases the foreign partners, to save cost and to avoid cumbersome administrative procedures, follow the partial monitoring method. In this mode some of the answer-sheets, like some from the top, some from the middle and some from the lower marks, are sent to the foreign partner for evaluation. The reason for choosing in this way is to give a representative sample of answer-sheets to the foreign collaborator.

In twinning arrangements while the part of the course that is taught at the premises of the Indian partner is partially monitored, the part of the course that has to be completed in the foreign country is totally evaluated by the foreign partner. For example, in the case of Ansal Institute of Technology, Gurgaon, for BBA and MBA, they have got twinning arrangements with four of the American Universities where for a part of the course the students need to go to the USA. In this case when students go for completing the remaining part of the course, it is completely evaluated by the US universities.

In general the foreign partner is observed to have an upper hand in the matters of evaluation. Most of the Indian institutions said that they did not resent the fact that foreign institutions have an upper hand in the matters of evaluation. According to them, in fact, they were in the process of learning new methods of evaluation and they were happy with their existing arrangements in this regard.

### **5.8 Status of Institutional Collaboration for Delivery of Programme**

Movement of institution from one country to the other country is a new phenomenon. Before it functions under certain regulations, it is already operational in India in different forms. Some of the Indian institutions are providing degree under twinning arrangement and programmatic collaboration.

**Table 5.7****Status of Institutional Collaboration providing foreign degree**

<b>Nature of the Course</b>	<b>No. of Institutions</b>
Institution with only one course	22
Institution with more than one course	28
Institution having more than one foreign collaboration	7
Institution having only one foreign collaboration	43

Table 5.8 shows that out of fifty, only twenty-two institutions are running only one course in collaboration with foreign partner. But twenty-eight are running several courses at the same time. Some of the courses are affiliated by AICTE and some by the state government. Thus, an institution may be running UGC or AICTE approved courses but, at the same time, some foreign programmes may be on offer as well. The Table also shows an interesting phenomenon. Out of fifty institutions, seven institutions are providing foreign degree from two or more foreign universities while forty-three institutions have only one foreign collaboration.

## **5.10. Synergy through Collaboration in Planning and Implementation of Joint Programmes**

### **5.10.1 Joint Course Design**

Collaborative synergy can be achieved through joint course design. Foreign institutions do tie up with Indian partners in designing the course as well. Wherever this is the practice, the local social or business environment is reflected in the curriculum. Joint course design is part of a joint degree programme. However, in our study it was found that this is a rare phenomenon as far as Indian partner institutions are concerned, for this method is followed when the two institutions feel equal in some sense. In most of the cases this is not the reality. There are institutes of repute like Indian School of Business at Hyderabad who has tied up with Wharton Business School, USA, Kellogg's Business School, USA and London Business School. The faculties of all these institutes, keeping in mind the mutual areas of strength, prepare the course material jointly. Interacting with the Dean of ISB, it was known that the method of joint course design helps to bring out the diverse areas in a field, which cater to the different business environments. As most of the Indian institutions are happy to play the role of a junior collaborator to their foreign partners, this type of association is indeed rare. For example the foreign partners wholly prepare most of the hotel management courses. This is also the case in the areas of BBA and MBA. However, there is a possibility that when the foreign course material is provided without any local input it may not be preparing the students to meet their future job challenges in India. In our study it was also found that most of the Indian institutions had taken the initiative for a partnership with foreign institute because they wanted to fulfil an unmet demand for a foreign degree among the Indian students; those who might not have afforded to go abroad for a foreign

degree. On the other hand, if the tie-up has to be strengthened for a foreign degree in India then joint course design is a must.

### **5.10.2 Credit Transfer for advanced degree or some part of the course**

There is another type of association with foreign education providers where some part of the course is done here in India and the rest is done in a foreign country. This is possible where the course is divided into credits and the course credit is recognized in host as well as home country. This case is equally prevalent in the public and private universities. In the private institutions these lead to the award of foreign degree. While in the public system the method was used to enhance the collaboration rather than award of degree. For example the 'Study India Programme' of the University of Hyderabad which is conducted with three or four US universities has the provision for credit transfer, where for one semester students come and study at the University of Hyderabad and take their credits and return to their parent university in the US. Interacting with some of the students it was learnt that they were very enthusiastic about this programme as it helped them to get an exposure to India and its educational environment. In this type of association there is institutional arrangement for credit transfer. In some cases credit transfer also occurs for a degree. For example, in case of Loyola College, Chennai, it was observed that it was offering a programme called MSc. in International Business in association with South Bank University, London. Students opting for this programme were required to spend one semester at Loyola and the next two semesters at LSBU leading to a LSBU degree. The credit transfer facility gives the students an opportunity to learn in different socio-cultural environments and also gives them a confidence to face the future job challenges. The Asia Pacific International Institute of Hotel Management, Kolkata has collaboration with Queen Margaret University, UK. After first two years in India, they provide option to student to pursue third year for Diploma and fourth year for Degree. The students who are interested in diploma, can finish one year course in India and receive a diploma from Asia Pacific International University, Chattisgarh. For the students, who are interested to pursue foreign degree in hotel management, there is the facility of credit transfer to the Queen Margaret University from where they can receive degree in hotel management.

### **5.10.3 Twinning arrangements**

Twinning arrangement means for a degree programme a part of the course is done in India and the remaining part is done in a foreign institute and the degree provided is that of the foreign institute. The mechanism of twinning arrangement depends on the individual institute. Presently, in case of India our study reveals that four types of twinning 1+2, 2+1, 3+1 and 2+2 are available for the institutions. In some of the arrangement, it was compulsory and in some it was optional to student and depends on student. For example Ansal Institute of Technology at Gurgaon, Haryana offers MBA and BBA degrees in association with four Universities in the USA - For B.S. in computer science- Coastal Carolina University, USA; for B.S. in computer information systems with Tarleton State University, USA and for B.S. in Engineering with Clemson University, USA.



In all the cases, students mostly go to the US University in the last year for completing their course leading to a US degree. The faculty claims that in twinning arrangements it is a must that students will do a part of their course in a foreign institute. Similarly in case of Daly college, Indore out of 30 students in BBA three year course, all the students have to go for the last one year to complete remaining part of their course to a UK university. Our study found that while most of the institutes providing foreign degrees claim to have twinning arrangements, in fact, it is not the case, for, in many cases, it entirely depends on the students as to whether he/she can get the visa or not to the foreign country. Visa is issued on the basis of individual student interview rather than admission in a particular course. The admission and the visa are two different issues, which cannot be correlated. As in recent times, visa regulations have been tightened in many developed countries like the USA and the UK, this mode of getting a degree is not free without risk for the students. Twinning arrangement has a bright future in a globalised economy and society and it is expected that in the coming years, this mode of education and association between institutions will grow.

#### **5.10.4 Collaboration of two/three foreign universities for one programme leading to award of Joint Foreign Degree**

This type of collaboration is a rare phenomenon in India among the foreign degree providers. This was found only in case of Indian School of Business, Hyderabad, which has got a tie-up with Wharton, Kellogg's and London Business School. These four institutes are providing a one-year PG diploma course in management. While all these institutes contribute in development of course material and faculty exchange, the degree is signed by all the Deans except by the dean of London Business School. Interacting with the Dean of ISB it was learnt that they want to give exposure to their students to the best management practices in the world. Visiting faculties from these foreign institutes come to ISB and help them to prepare the syllabus apart from taking lectures. This is the initial period for the ISB and they want to develop their institute into a leader in management research and not just producing MBA's. This kind of collaboration in future is expected to increase but it seems that still it will remain confined to few good institutes of excellence.

#### **5.10.5 Synergy Through Distance Learning Mode**

Out of the institutes taken in our sample, very few were offering distance-learning programme. There was one institute called Academy of Management Sciences or ACME, in Chennai offering a distance-learning course in MBA in association with UK Open University. It was a three-year course for the executives of the lower and middle level. According to the Director of the institute the programme had much demand among the managers in various companies in Chennai. The course had a very flexible structure. After completion of one year a certificate was being provided to a student and if one wanted to discontinue and join later, then also, there was an option. The flexibility in course structure and the multiple entry and exit system made it an attractive option for the working executives.

Those who completed the course got the same degree as anyone who pursued this course in the UK. The course structure was designed to cater to the needs of the daily work challenges. The UK Open University sends the whole study material to ACME.

Similarly the CMC Institute of Management in Bangalore was earlier providing a distance-learning course in association with a UK institute. This programme was also meant for working executives. However the enrollment was very low and hence the programme could not run successfully. The programme coordinator said that as it was a distance-learning course, it was difficult to attract students. After some years the UK University wanted to come through the British Council, which was not acceptable to CMC institute of Management. CMC group is a very big group in Bangalore with its own campuses for management and IT courses.

#### **5.10.6 Student Teacher Exchange**

Various types of association are there for institutional collaboration between Indian and foreign educational Institutions. One among them is student teacher exchange. Teacher or faculty exchange happens when two institutions feel that both can gain from each other's teaching and research experience. This type of association is there by many of the reputed public higher education institutions like Indian school of Science, Bangalore, where they have got a large number of MOU's signed with different institutions around the world for joint research and faculty exchange. According to the Director of the International unit in IIS, many of the research collaborations and faculty exchange has been done keeping in view the mutual strengths and areas where each can contribute towards producing something new which would not have been possible by a single institution. Similarly student exchange programmes occur to help students to gain exposure in a different teaching-learning environment, which will help them to face future job challenges much more confidently. It was found that very few of the foreign degree providers were involved in student exchange programme. This may have been due to the difficulty in attracting the foreign students in a private institute in India. However there were certain examples like TVB school of Architecture that had a student exchange programme with a university in UK, where students went to do a part of their course, which was related to the architectural challenges to both the countries. However TVB had to cancel this programme as the student from their school had to pay from their own pocket while their own institute funded the students from UK.

#### **5.10.7 Academic fusion**

Different types of collaboration between various institutions lead to academic fusion. This takes place when there is a joint course design, intensive student and teacher exchange programme and there is a joint delivery of programme. Academic fusion truly makes the programme international with the flow of knowledge both the ways.

The Institute of Integrated Learning and Management (IILM) started the foreign collaboration with University of Bradford, UK in the year 1995 and later on with Michigan Technological University, USA. The institution is running several courses like B.Sc (H) in Business Management and Accounting and finance, B.A (H) in journalism and Business studies, M.A Marketing, M.A Finance, M.A international Business, P.G diploma in journalism. The undergraduate Business School of IILM follows the same programme structure as that of the University of Bradford. The UBMC provides the IILM UBS with its curriculum, syllabus, study material, lists of recommendation of texts, business games and case studies. The UBMC sends its faculty members and administrative staff to India to assist in co-ordinating and teaching and to ensure quality of education. The faculty of UBS also visits the UBMC for academic exposure in the field of teaching and research. Under the academic fusion, the two institutions also run a student exchange programme. The university of Bradford accepts students from UBS-IILM in the second and final years but so far this has not happened. The students, who successfully complete the course, are awarded a B.Sc(H) degree in Business and Management studies by the University of Bradford

### **5.11 Mechanisms through which Certifications for Qualification are Earned**

Generally, in a collaborative arrangement degrees are granted in two ways - one of them is a joint degree. A joint degree programme is offered in collaboration between at least two autonomous degree-granting institutions, which leads to an award of bachelors, masters, doctoral or a professional degree. In a collaborative degree initiative, a degree-granting university may cooperate with a business firm, a community college, or a technical institute (partners that may not have a degree-granting status) to offer a degree programme. (Steve Michael and Leela Balraj, *The International Journal of Education Management*, 2001)

In the case of India, most of the examples are of collaborative degree arrangements and this is a relatively recent phenomenon, which emerged in the 1990s. With increasing technological sophistication, distance education programmes and joint degree programmes are increasing day by day. Reason for establishing collaborative arrangement is that bureaucratic hassels in a public university pose restriction on the institution to incorporate reform according to new emerging demand. This is so mostly in Indian colleges and universities. At the same time, private institutions are responding to the trade and market demand from the students. So, there is a need of inter and intra institutional collaboration in the public university. Some of the higher education institutions should start joint degree to enhance the specialized nature of a particular profession. For example, a law student interested in a medical law may like to enhance his or her specialization as medical lawyer. If a medical college has to introduce a course for such a degree, then it requires a huge investment in terms of manpower and additional infrastructure. But with the collaboration between medical college and law collage, such a degree can be easily introduced.

The other restriction, which can come out is that the domestic regulation only authorizes the university to grant degree. Public universities are not taking any

active initiative to incorporate innovation, keeping in mind the demands from the students. The new deemed universities have started some initiative in this regard. The private universities are facing several regulatory challenges to establish collaboration with public universities. So, in India, only individual private institutions can initiate some activity to fulfil the market demand. Their operation is taking place in the following way.

Firstly, the private institutions providing foreign degree start their operation through the diploma programme recognized by AICTE. So once the AICTE recognized the course, automatically it also recognized the institution to grant diploma for the said course.

Secondly, the same institution also starts a separate programme through the recognition of state government. But this arrangement also imposes some restriction on the number of seats and monitoring by the rigid rules of AICTE.

Thirdly, the same institution also establishes collaboration with a foreign university to provide diploma/degree. Under this arrangement, the Indian institutions have autonomy in deciding the number of seats and fees to be charged. Mostly the Indian institutions are running the programme under twinning and credit transfer arrangements. The twinning arrangements are made under either 1+2 or 2+1 or 3+0 framework.

## **5.12 Advantage for the Foreign Degree Holders**

### **Credit Transfer Facility**

Credit transfer facility gives flexibility to the students to complete a programme in different institutes located in different countries. This mode of learning, while increasing the job prospect, also gives the students an opportunity to learn in different learning environments and also enriches their understanding on the subject. Most of the foreign degree providers in our study were found to be providing the credit facility. This was true not only in the case of twinning arrangements but also in those cases where students who were completing their entire course in India. For example, the students who were registered for an MBA in ICBM, Hyderabad, were completing the entire course in India. At the end of the course they are provided an American degree. If a student wants, he/she can go for a higher study in USA with these credits earned. Credit transfer facility is a flexible system of teaching a course and the public institutes engaged in providing higher education can start with having arrangements among themselves all over India.

### **Foreign degree at Indian University**

Earlier students interested to get a foreign degree had to go to that country to pursue a programme leading to a degree. However, the foreign degree providers in India gave them an option of getting the foreign degree in India with the cost substantially reduced for the same degree. For example, for the MBA course Badruka Institute of Foreign Education, Hyderabad, provides a Harriot Watt University, UK, degree in India. The degree is same as a student opting to get it

in UK. But the cost is substantially reduced. This phenomenon has the potential to reduce the outflow of foreign exchange, which is happening due to students going abroad to pursue a programme. However, a foreign degree in India would not provide a student the ambience of the foreign institute and the experience of learning in a foreign country.

### **Innovative curriculum**

Updating the curriculum according to the changing job requirements and keeping an innovative component inbuilt in it is a very vital aspect for any institution. The foreign degree providers in India definitely have an edge in this aspect. Most of the institutes covered in our study were found to be following a curriculum, which was quite up to date in terms of meeting the requirements of a market, and, at the same time, they were quite innovative in nature. For example, the case study method was found to be a very common method being followed by almost all these institutes. Apart from this, there were provisions for term-paper writing, group presentations and doing a part of the course in real life situations like industrial training or for the hotel management students to work for a semester in a hotel. This model of curriculum structure not only helped the students in gaining understanding of their subject in its different aspects, it also helped in moulding the whole atmosphere of learning where the students were playing a very active role.

### **Job Placement**

In fact most of the students interviewed in different cities in India, when asked about their opinion on the accreditation of the institutes and how far it matters in their decision to pursue a course in it, said, that it hardly mattered to them as to whether the institute was accredited or not as long as it was helping them to get a job after getting the degree. This is a very important aspect of foreign degree providers in India that the programme, that they provide, has a market value. Due to this aspect of their programme, their course structure and the method of teaching also is different. Our analysis shows that, on an average, these institutes have a very good placement record. There is a lesson for the public institutes of higher education in this regard. For in today's context one of the major crises the public institutes are facing is that their degrees are not catering to the demands of the market and neither the UGC nor AICTE has shown any concern for this. This has led to a crisis of confidence among the general public in the public higher education system in India.

### **Choice-based Credit System**

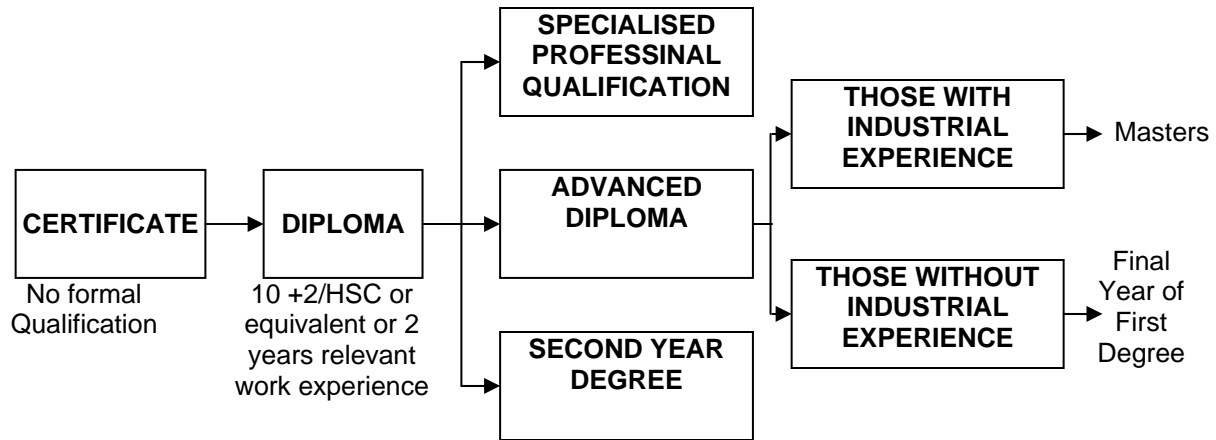
Most of the foreign degree providers in India follow a choice-based credit system where a student has an option of choosing from different areas of his interest. This mode of evaluation helps the students to realize their potential in a far better way than the traditional mode of learning and evaluation.

### **Multi-entry and Multi-exit System**

One of the key features of the foreign degree providers has been the aspect of multiple-entry-and-exit system, where a student has the option of entering a system at any stage and leaving at any stage, according to his or her convenience. For example, ACME or Academy For Management Excellence, Chennai, was offering an MBA distance-learning programme in association with UK Open University. This was a three year course and the students were given a certificate after every one-year of successful completion of the course. And if a student opted to leave after one year he had the option of joining in the second year of the course at a later stage whenever he decides. Thus, a student's one year of education was given a certificate. Now compare it with our traditional system where only after completion of total course successfully a student is given a degree. This mode is quite rigid and if a student due to some reason or other could not complete the course, he has to leave and if he wants to pursue the course later than again, he has to begin afresh. Most of the foreign education providers that we studied had this multiple-entry-and-exit system. Another example is Ansal Institute of Technology, Gurgaon, which offers MBA and BBA degrees in association with four American Universities. These are basically twinning arrangements where a part of the course is done at Ansal Institute and the rest has to be done at USA. When a student completes the course at Ansal, he or she is given a certificate, which has a value in the market, and after completion of the remaining part of the course in USA, the student gets a foreign degree.

From our study we found that the multiple-entry-and-exit system gives an opportunity to students to work after studying for a while. This mode of learning also suits today's working environment and also it is in tune with the new concept of life-long learning, where an individual has to always upgrade his skills to remain relevant for his evolving job scenario. Hence, after a brief period of study, if one wants to work, then one has the option for work and after doing some work if one wants to acquire knowledge in some other emerging areas, then also one has the option.

Choice-based credit system by itself does not allow the flexibility. It is important that the curriculum be so designed that it allows a student to move to different levels of qualifications say, from a six month certificate to one year diploma and further to an advanced diploma of two years and to the three year first degree course. In the planning for career development, a student may earn diploma and get relevant work experience and then again come back in the educational system to earn two year advanced diploma or three-year degree course. The curriculum should be so designed that the vertical mobility towards higher level of qualification could be permitted to a student. The following chart explains the point.



**Certificate:** On successful completion of at least three of the Certificate subjects, students may proceed to the Diploma level. However, the Certificate level must be completed by passing all four subjects before any Diploma awards are made.

**Diploma (Parts 1 and 2):** The Diploma enables students to secure entry to the second year of many undergraduate business studies degree programmes.

On satisfactory completion of the nine Diploma subjects, students can proceed to the Advanced Diploma. N.B. Students may commence the Advanced Diploma when they have seven passes at Diploma level but must sit in the remaining two subjects at the first opportunity at the same time as the Advanced Diploma examination. If there is a clash of dates on the timetable, the Diploma subjects must be sat leaving the Advanced Diploma until the next examination session. The Advanced Diploma will not be awarded until completion of the Diploma.

**Advanced Diploma:** The Advanced Diploma enables students with industrial experience to gain admission to many MBA programmes, and students without industrial experience to gain admission to the final year of many University degree programmes.

Public institutes of higher education also need to develop a system of multiple entry and exit system apart from upgrading their curriculum regularly. This is urgently required at the moment; for with the growth of foreign degree providers in India there is a real threat of development of dual system in the higher education where more and more students would opt for the foreign degrees being provided in India due to their flexibility and job relevance and the public system might simply go for a collapse. Hence there is urgent need for reform in the public higher education system.

### International exposure

The Indian institutes collaborating with the foreign partners get an opportunity to learn about the new course material and about new teaching learning process. The CMR group advisor in Bangalore said that the tie-up with the foreign institutes helps the Indian partner to be professional not only in teaching-learning

process but also in marketing about the institute. Apart from the institute's gain, the students who opt for a foreign degree get to learn about a new way of learning in terms of curriculum and exposure to the industry. Those students who go for twinning arrangements get an opportunity to learn in a multicultural environment in a foreign country. This exposure to the students helps them to gain confidence about themselves and to face the future job challenges. Similarly, interacting with the Dean of the Indian School of Business, Hyderabad, it was learnt that the tie-up with institutes like Kellogg's and Wharton and the London Business School has helped them to learn about new ways of teaching, learning and evaluation. He said that in the initial period it helps an Indian institute to develop itself in terms of faculty also.

### **5.13 Conclusion**

The Indian Higher education at the present juncture is at crossroads. For the degrees provided by most of the public institutions do not have a market value and neither the regulators nor the administrator of these institutes have an idea about what kind of skills they expect from a student who has completed, say for example, his graduation. This is a matter to be seriously thought about. As ultimately it is sending a wrong message to the population at large that higher education in public institutes in India is of no value. A country that wants to be a superpower cannot neglect its human resources in this era of knowledge societies. The traditional institute needs a new outlook in terms of creating an atmosphere of independent thinking in campuses and restructuring at the governance level in terms of more autonomy to facilitate this process. The traditional idea of 'GURU' has to be critically looked at as it looks at the teacher as the sole authority in knowledge and the student as a novice. This attitude has brought stagnation in terms of new thinking and innovations. Precisely for this reason a 13 year old in America can invent something, which a dozen of our PhDs can never imagine. A culture of innovation can come when along with reducing political interference, institutional autonomy is provided. A learning environment needs to be inculcated where the teachers along with students should try to learn something new together rather than the teacher thinking that he or she has learnt whatever had to be learnt. The examination system in public institutes is another area where a complete overhaul is needed. It should measure various aspects of a student rather than just conducting examinations at the end of the course.

The foreign degree providers need to be looked at in the broader context of higher education in India. We should ask ourselves as to why a few institutes providing foreign degrees can create job opportunities for its students, while our public institutions are producing jobless degrees. While the foreign degree providers have a clearly identified outcome in their mind when they offer a programme to students, this is not at all the case in case of public institutions, where it takes years to change the syllabus. While there is need to check the fly by night operators among the foreign degree providers, it is also important on the part of regulatory authorities to encourage the genuine providers. Regulations should be structured in such a way that it might facilitate good practices. For



example, if permanent faculty is taken as criteria for quality education, then most of the foreign degree providers are providing substandard quality. But if we analyze their course structure, then it becomes clear that they need to invite visiting faculties for various courses or say invite industry leaders. Take another example; say number of PhDs among the faculties. Many of the faculties have industrial exposure and many visiting faculties are industry leaders, who do not have any PhD. Can we say with certainty that any PhD holder in Indian context is fit to be a faculty. For there are many states where PhDs are being sold for few rupees that is somebody writes a PhD for another person for a paltry sum of money. However a case is not made here that a PhD is not required for being a faculty but the quality aspect should be emphasized. The next chapter of this report will discuss the perception of students and teachers on various other aspects of operation of foreign education providers in India.

## CHAPTER 6

### FOREIGN EDUCATION PROVIDERS IN INDIA: PERCEPTION OF STUDENTS AND TEACHERS

#### 6.0 Introduction

#### Methodology

In total 50 institutions providing foreign degrees in India were selected for an intensive study. Out of the 50 sample institutions selected for study from various cities of India, an exhaustive study was conducted for few institutions related to the perception of teachers and students. Their perception is expected to reflect an overall picture of various issues in relation to foreign degree providers in India.

#### 6.1 Student preference for different courses

The process of change in the education sector has affected the students, teachers and parents in many ways. The internationalization of higher education not only affected the process of operation of an academic institution but also the choice set for the professional courses among the students.

**Table 6.1**

#### **Student Preference about the professional course**

	<b>Preference of course</b>	<b>Percentage</b>
1	B.Tech	7.8
2	BBA	9.4
3	MBA	40.6
4	Others (hotel management)	42.2
5	Total	100

*Note: Others include Hotel Management, accountancy, Information Technology etc.*

Table 6.1 shows that out of the total sample size of students (100), 40.6 per cent were pursuing an MBA course, 42.2 per cent were pursuing other courses like Hotel Management and Information Technology, 9.4 per cent were pursuing BBA and 7.8 per cent were pursuing their B.Tech courses. The Table shows that in a single category course maximum numbers of students are pursuing MBA followed by other courses like Hotel Management, Information Technology and Accounting. Students pursuing BBA and B.Tech courses are 9.4% and 7.8% respectively. The available information also revealed that the choice of course varies in different cities. Most of the students in Delhi opted for the Business Management whereas students from Maharashtra showed their preference for the hotel management and tourism related areas. The representation of students for the technical education is quite low. The researcher observed that the low representation in this category could be due to the less participation of foreign education providers in this category. The point that is supported in the above

table is that the preference of courses by the students is very well matched by the supply of courses by the foreign education providers.

### **6.2 Duration for the Programme**

The phenomena of internationalization brought certain changes in the duration of the courses. The research team observed that most of the students prefer short duration professional courses. The foreign degree provider institutions are popular as they are providing market-oriented short duration programmes.

**Table 6.2**  
**Duration of Course**

<b>S.No</b>	<b>Duration of course</b>	<b>Percentage</b>
1	1 Year	10.9
2	1 Year + Dissertation	3.1
3	18 Months	10.9
4	2 Years	21.9
5	3 Years	29.7
6	4 Years	7.8
7	5 Years	3.1
8	Others	12.5
<b>Total</b>		<b>100.0</b>

Table 6.2 shows the duration of courses for the different programmes that the students were pursuing. It shows that three-year courses were highest in percentage terms followed by 2-year courses. But 2-year or less than 2-year duration courses were being pursued by little less than 50% of the students. The research team also observed a different structure of degrees, which is being provided to students by the foreign education providers than the one that is recognized under UGC/AICTE guidelines. For example, in USA and UK, the duration of business management course is one year or eighteen month whereas in India, the UGC/AICTE provides the guidelines that the entire master programme should be for two years. To overcome this problem, it is necessary to shift from the period criterion to the criteria of competence acquired by the students. It is the competence that should form the bases of recognition. The real challenge for the government is to increase the choices for the students for courses of varying duration. Sometimes through the fusion of two course like BA + MBA degree the time period may be shortened to, say four years in stead of five years. In this way, students may save one year.

### **6.3 Fees Structure**

Another important change that the Indian higher education is noticing is in the form of fees structure. Public universities in India, though rigid in terms of tuition fees have been able to recover around 25% of the cost of education by charging various other fees. In spite of the higher recovery of the cost, regulated fees structures is one of the important features of the Indian higher education. But the pace of internationalization has increased the costs of higher education, which has posed a challenge for these already under-funded public universities.

**Tables 6. 3**  
**Fees range for different course**

	<b>Fee per Annum</b>	<b>Percentage</b>
1	Below 1.5 lakh	50
2	1.6 to 2.5 lakh	19
3	2.6 lakh to 3.5 lakh	25
4	Above 3.5 lakh	6

Table 6.3 shows that out of the total sample size of students, 50 per cent pay the fees below Rs.1.5 lakh. 19 per cent between Rs.1.6 to 2.5 lakh, 25 per cent between Rs.2.6 lakh to 3.5 lakh and only 6 per cent were paying fees above Rs.3.5 lakh. From the above information we can conclude, that on an average the students who pursue foreign degrees are paying around two lakhs per annum. In some of the cases it was noticed that the total fees was quite high. For example, the ISB charges Rs7,50,000 as Tuition Fees. The living expenses at ISB come around Rs.4,10,000 and total programme costs around Rs 11,02,500. Another important observation, we can draw from the data is that annual cost of programme in the host country is still low as compared to the cost of education in the home country. In the case of Amity school of Engineering, they have foreign collaboration with Purdue University, USA. For the first three years, they charge 2 lakhs per annum. For the last year, they charge US\$19,200. The reason for high charge is that students pursue last year course in the Purdue University. If we consider the fees of Indian public universities, it is substantially less than the above mentioned fees structure. The fees structure of the foreign degree provider institutions shows that it is higher income category of families who can afford to pay for the foreign degrees. However, the annual fees charged by foreign institutions in India is substantially lower than the annual fees charged by foreign institutions in home country. Students joining UK institution under twining pay Rs. 4 lakh only as tuition fees per semester thus roughly Rs. 8 lakh per annum as tuition fees. Thus a resulting difference could be accounted for by difference in quality or saving of cost or both. Thus another side of the story is that in spite of high fees students pay considerably less for a foreign degree in India but probably for a lower quality. Hence quality certification emerges as an important issue to be tackled by the regulators of foreign institutions.

#### **6.4 Support for the Disadvantaged and Incentive for Meritorious**

Education being a public good constantly received support from the government. The government and academic institutions have created provisions for financial support and fellowship for meritorious and economically and socially backward students. The Indian public university tried to accommodate the needs and demand of all segments of people in the society.

**Table 6.4**  
**Provision of Scholarship**

<b>S.No</b>	<b>Fellowship Available for the student</b>	<b>Percentage</b>
1	Yes	23.4
2	No	45.3
3	NA	31.3

Table 6.4 shows provision for any scholarships among the institutions providing foreign degree. It shows that only in 23.4 per cent cases, there was provision for any scholarship. Researchers' interview with students brought out the fact that the provision of scholarships, wherever it existed, was limited in number, say, for example, just for one or two students only. Hence, it can be said that most of the foreign degree providers are promoting self-financing students. In fact, the interviews and observation of researchers showed that most of the students come from upper middle class and upper class families. Many of these students retain the capacity to finance their study abroad. However, due to one reason or another, they are pursuing their courses here in India.

### **6.5 Financer for the foreign degree**

Traditionally, parents supported the education of the children; also few of them received financial support from government and philanthropy. The support and protection from the government served the interest of the students from above mentioned sources. The phenomena of internationalization and privatization have increased the fees of professional courses. The increase in fees forced the students to look for other options to supplement their own income for education.

**Table- 6.5**  
**Available Financial Support for the Courses**

<b>S.No</b>	<b>Financed by</b>	<b>Percentage</b>
1	Bank	26.6
2	Parents	65.6
3	Parents & Personal	1.6
4	Self	1.6
5	NA	4.7

Table 6.5 shows that parents provided about 65.6 per cent of the students' finances. Significantly, bank loan was available in 26.6 per cent of cases. This is a new trend in the Indian higher education. The national and international banks have introduced different kinds of educational loans and other provisions for the students. Some of the institutions, which are providing foreign degrees, facilitate the students to receive such a support. The reason cited for such assistance in case of bank finance, is that the courses pursued by students have a market value and most of the students get placements after completion of their course. Only 1.6 per cent of the students were self-financing their courses and an equal percentage was financing their study with the help of parents and personal income. But this has resulted into the increase of burden on the students. They

have been forced to immediately join the job according to the terms and conditions of the employer, as they need to return the loan to the banks. This development may facilitate the corporate sector to use the workforce according to their needs. The students are left out with limited options after the completion of course. Table 6.3 showed that 50 per cent pay the fees below Rs.1.5 lakh, 19 per cent between 1.6 to 2.5 lakh, 25 per cent between 2.6 lakh to 3.5 lakh and only 6 per cent were paying fees above 3.5 lakh. From the above information we can make an observation that, on an average, the students who pursue foreign courses are paying around two lakh per annum. The data also shows that most of the institutes demand fees in installment. Most of the institutes also arrange financial assistance through bank and industry, if the student is unable to pay the required amount. The students and parents opined that if the students are getting high salary after the end of the course, they do not mind paying high fees. The analysis of the data on the placement records of the pass out students show that, on an average students are getting 3 lakhs per annum after a degree from such an institute. In some cases, like ISB and IIPM students are also getting placement abroad and in India where salary package was quite high. It should, however, be noted that parents/guardians belong to rather high-income brackets.

### **6.6 Teacher-Student ratio**

The teacher-student ratio reflects the academic strength of any institution. Traditionally higher education institutions in India maintained the teacher-student ratio of 1: 20. This section studies the teacher-student ratio of the foreign education providers in India.

**Table 6.6**

**Teacher student ratio for different course**

<b>S.No</b>	<b>Teacher-student ratio</b>	<b>Percentage</b>
1	1:10	31
2	1:20	20
3	1:30	8
4	1:40	11
5	1:50	2
6	1:60	5
7	NA	23

Table 6.6 shows that out of the total sample size, 31 per cent of the institutions maintain the teacher-student ratio of 1:10 and 20 per cent maintain 1:20. Very few respondents maintained that the teacher-student ratio is very high. Only 2 to 5 per cent students claimed that the teacher student ratio in their institution is as high as 1:50 and 1:60.

### **6.7 Student Strength**

The student-strength and the teacher-student ratio of the class are dependent on each other. Most of the educational institutions maintain a fixed number of seats for each course. The number in public university and college is fixed with minor

variance. This helped the academic institution to maintain quality in educational institutions.

**Table 6.7**

**Student strength in different batches**

S.No	Strength of student per batch	Percentage
1	Below 20	51
2	21-40	19
3	41-60	13
4	61-80	8
5	80 and above	17
6	NA	5

Table 6.7 shows that in majority of cases the number of students in every batch is below 20. 70% institutions maintain a ratio of less than 40 students per batch. Very few respondents have maintained that the number of students is very high. But some of the respondents claimed that the number of students in their class is as high as 60 to 80. Since regular and guest faculty is used in different proportions, it is not always easy to estimate correctly the student-teacher ratio. In such situations it may be difficult to infer anything from the above, ratio about the quality of education. This also shows that many institutions do not maintain fixed number criteria in their institutions.

**6.8 Innovative teaching learning process**

During the period 1950 to 1990, the scope for innovation in the Indian higher education sector was limited. Some academicians and researchers have an opinion that lesser competition in the education sector and fixed demand of the market related to various kinds of professional courses limited the scope for innovation in higher education. There was at least no external pressure to innovate except in some lead institutions. The process of innovation started in the Indian higher education after the phenomena of internationalization and globalization.

**Table 6.8**

**Teaching learning process in the institution**

S.No	Technique used during teaching learning process	Percentage
1	Case study method	67
2	Group presentation	75
3	Practical experience	53
4	Visiting faculties	67
5	Interaction with expert in the field	30
6	Any other	3

Table 6.8 shows that out of the total respondents, 67 per cent were using case study as one of the methods for teaching the course. The percentage of respondents using group presentations, practical experiences, visiting faculties and interaction with experts in the field as one of the teaching techniques during

the course is 75 per cent, 53 per cent, 67 per cent and 30 per cent respectively. From the above Table, few observations could be drawn. Firstly, most of the foreign degree provider institutions were using various teaching techniques during the course period. In fact, most of the respondents mentioned that, on an average they were using at least three types of techniques to make the curriculum delivery mechanism more effective. Secondly, from the responses in the category of “interaction with experts”, it can be concluded that the interaction of students with the experts in the field is not a very widely used teaching technique though 30% respondents said to have interacted with the experts in the field during course period. Through this method, the level of awareness and motivation of the students can be increased. This method is widely used by the management and professional institutions in different parts of the world. Thirdly, from the responses about “group presentation”, it is observed that most of the institutions emphasized on the group activity, which is desirable in the present changing international scenario.

### **6.9 Student Preference for Foreign Course**

The recent globally competitive environmental forces have created unprecedented challenges for the Indian public university. The borders of international universities have opened new ways for their services and products. The phenomenon of globalization has created demand for various kinds of professions to suit different services sectors. In the absence of such courses in public university, foreign universities initiated their operation in India.

**Table 6. 9**

#### **Student Preference for Foreign Course**

<b>S.No</b>	<b>Perception</b>	<b>Percentage</b>
1	Yes	87.5
2	No	12.5

On the question of students’ preference or non-preference for more foreign degree providers, 87.5 per cent were in favour of more foreign degree providers in India, while only 12.5 per cent were against it. The reasons specified by the students for their preference for foreign degree providers were: up to date curriculum and relevance of courses in the job market. As discussed in other sections, that apart from these reasons, a friendly relationship between teachers and students, innovative teaching-learning process, multiple-entry-and-exit system and a flexible examination pattern act in combination to attract students. This, however, is not the perception shared by the representative students in India. Majority may certainly find it desirable but outside the economic reach of general students.

### **6.10 Students’ Criteria to Evaluate the Importance of Foreign Courses**

Different stakeholders have different interpretations about the same course. The relevance of courses can be evaluated from the different interpretations. In this



section an attempt has been made to understand the students' expectation from the course.

**Table 6.10**  
**Students' Criteria to Evaluate the Importance of Foreign Courses**

	<b>Student evaluation of the course</b>	<b>Percentage</b>
1	Employment opportunities	56
2	Quality of education	81
3	Recognition of institution	52
4	Accreditation of the course	41
5	Any other	3

Table 6.10 shows that employment opportunities from the course are one of the important expectations of the students from the course, they are pursuing. 56 per cent of the respondent mentioned that they were pursuing the course because it will help in providing them employment. It has been mentioned earlier also that short duration and employment-oriented programmes are in demand in the Indian higher education. As the Indian public universities were unable to accommodate such demand, it resulted into students getting attracted towards foreign education providers. On the question of "accreditation of the courses" affecting the students' decision to pursue the course, it was found that for 59 per cent of the students it hardly mattered and only 41 per cent were of the opinion that it did matter to them. When students were asked about the reasons for not giving importance to accreditation they were of the opinion that as long as the course they were pursuing gave them a job, accreditation hardly mattered to them. As far as the regulatory authorities are concerned, at the moment they do not recognize foreign degrees in India. Hence, the students pursuing these degrees cannot go for a job in the government sector or cannot pursue higher studies in public institutions. However, as these degrees or diplomas are ensuring jobs to them students hardly bothered about the accreditation part. Even the AICTE regulations of 2004 are so burdensome that they cannot be implemented. Hence it is important that the laws be framed in such a fashion that they act as a facilitator of the genuine providers of higher education and be tough with the unscrupulous providers.

On the question of quality education, it was found that 81 per cent of the students were of the opinion that their institutes were providing quality education to them, while 19 per cent of the students were not satisfied with the existing quality in their institutes. It can be said that while most of the institutes providing foreign degrees were interested in providing quality education to their students, there were some who were not that much serious. Some of the institutes were also not transparent while sharing information. This may be due to the fact that these foreign degrees are at present illegal in nature and also the stand of the MHRD, UGC, AICTE and the Supreme Court, in its various judgments, has been ambiguous. While the central government and the Supreme Court are of the opinion that education is a non-profit activity, at the same time due to inaction and some judgments of the Supreme Court supporting privatization, there has

been a growth of parallel system of education in India. The research found that most of the foreign institutes are in tie-up with the private institutes to provide foreign degrees in India. The reality is that the private sector at present has got a significant presence in India and it cannot be ignored. The recent AICTE regulations with regard to the foreign degree providers seem to be totally against the presence of foreign degree providers in India. However, these regulations are not implementable. Opinion is sometimes expressed that it is in the interest of India to promote Indian education abroad. Therefore we need to understand that if India wants to promote its education abroad, it will have to allow others to come in. Hence, it is necessary that those who are directly concerned with the education sector in India should take a holistic stand keeping in view the increasing phenomenon of globalization and the presence of WTO.

### **6.11 Socio-economic Background of the Students' Parents**

The socio-economic background of the parents also affects the preference of the children for the courses. We collected information on the educational background of the parents.

#### **Father's education**

In case of India, father plays an important role in the decision-making processes. The educational background of parents contributes positively in taking an important decision. In majority of cases in India, the choice of the student to pursue any course is affected by the preference of the student himself/herself, father, mother and friends.

**Table 6.11**

**Educational background of father**

<b>S.No</b>	<b>Father's qualification</b>	<b>Percentage</b>
1	Graduate	57.8
2	Post-Graduate	25.0
3	PhD	3.1
4	Others	4.7
5	None of the Above	9.4

Table 6.11 shows that in case of 57.8 per cent of the students, fathers are graduates. 25 per cent and 3.1 per cent of the students mentioned that their parents were postgraduates and Ph.Ds. respectively. Out of the total sample, no student mentioned that his/her parents were illiterate or secondary school pass. This shows that the acceptance of such courses is prevalent among the educated class. It can also be said that the level of awareness and information regarding such courses is limited to a small section of the society.

#### **Mother's Education**

The educational qualification of the females, in general, is significantly lower than that of the males. The awareness and sensitization of the female plays an important role in taking any concrete decision about their children. The earlier

section of the chapter has already discussed the importance of different stakeholders in decision-making in a family. Here we are trying to gauge the educational background of mother whose children are pursuing a foreign degree.

**Table 6.12**  
**Educational background of mother**

	<b>Mother's qualification</b>	<b>Percentage</b>
1	Graduate	51.6
2	Post-Graduate	20.3
3	PhD	1.6
4	Others	6.3
5	None of the Above	20.3

Table 6.12 shows that in case of most of the respondents, mothers are graduates. The percentage of students whose mothers are postgraduate and PhD are 20.3 and 1.6 respectively. From the information given in the Table we can say that mothers of most of the students are educated. And it justifies our earlier hypothesis that majority of the students who are pursuing foreign degrees are from families with good economic and educational background. The participation of poor and lesser-educated people in such courses is still low. Despite the provision of loan schemes from the banks and other financial support from different sources, the level of participation of students from poor economic backgrounds is very low.

**Economic condition of student's family**

The economic condition of the parents helped in supporting the decision of the student. The higher education scenario changed with the impact of internationalization and globalization. The professional courses are now becoming more expensive and there is a need for greater support from the family to get admitted in the new courses. In this regard, the participation of students from families of different income groups was found out.

**Table 6.13**  
**Students from different financial backgrounds**

	<b>Monthly family income of the students (in Rs.)</b>	<b>Percentage</b>
1	10,001-20,000	31.3
2	20,001-30,000	18.8
3	30,001 and Above	29.7
4	Less than 10,000	10.9
5	NA	9.4

Table 6.13 shows that while 29.7 per cent students had a family income per month of more than Rs 30,001 and above, 31.3 per cent had family incomes in between Rs. 10,001-Rs. 20,000, and 18.8 per cent had family incomes in between Rs. 20,001-Rs. 30,000. Those having family incomes less than Rs. 10,000 per month were only 10.9 per cent of the total students. Table shows that

most of the students were from financially sound background. The information of this Table also justifies the hypothesis that the participation rate of low-income groups and poor people is quite low in this kind of courses. Presently, the foreign degree providers in the higher education sector are catering mainly to the demand of the new middle class groups, which are more aware and active in the process of economic change and support the new course design.

### **Perception of stakeholders about Indian universities**

Before 1990, private and public education providers supported the Indian higher education. The 90s witnessed the participation of foreign education providers in India. The foreign education providers tried to accommodate the demands of changing markets, which the Indian public universities were unable to fulfill due to their rigid structure.

**Table- 6.14**

#### **Students' perception about Indian public universities**

<b>S.No</b>	<b>Students' responses</b>	<b>Percentage</b>
1	Because of Traineeship Programme	3.2
2	Courses out of touch with Current Market Reality	20.4
3	Lesser Job Prospect	26.6
4	Poor Quality of Teaching	14.1
5	Syllabus Outdated	17.2
6	Others	18.5

Table 6.14 shows that 26.6 per cent students cited the lesser job prospect as the reason, 20.4 per cent said that the courses were out of touch with current market reality, 17.2 per cent cited the reason that the syllabus was outdated, and 14.1 % students were of the opinion that quality of teaching was poor. This is a reality, which is in front of all of us. Most of the children of our political leaders, bureaucrats, judges, officials and the businessmen study abroad. Perhaps this is the reason that they do not feel the agony of the millions in this country. India needs a visionary political leadership, which feels that it has a stake in the education system in this country. But the insiders and stakeholders have shown a callous attitude over the years towards the quality of education being provided in the public institutions.

## CHAPTER VII

### CONCLUSIONS AND RECOMMENDATIONS

As a result of internationalisation of higher education, foreign education providers have added a new dimension to the structure of higher education. The results of the mechanism and operation of its presence and the students' perceptions about them were summarised in the chapters four to six. Chapter two discussed the rationale and concerns relating to the commercialisation of higher education that prompted the entry of foreign education providers slowly but steadily in the last 15 years. The breeding ground that was created in the system allowed it to grow so far without any regulatory framework. Chapter 3 showed how various countries in this region established a regulatory framework in a manner that suited the interests of the country. It is, therefore, essential to develop a regulatory framework that might permit selective and purposeful growth of foreign education providers in the country.

#### **Research Findings and Observations**

- Study observes that Foreign institutions have minimum stakes
- Through recognizing partly study programmes offered by Indian institutions, they encourage students to join foreign institution through twinning
- Commitment to offshore campus and minimum investments for infrastructure development, payments to teacher faculties etc. is not given by foreign institutions. Foreign institutions have minimum stakes
- Majority of partners are in the private sector
- Basic motive of partnership is to supplement institution's income of foreign institutions
- Issue of equivalence and recognition is on mutual and institutional basis
- Few Indian collaborator institutions are recognized by NAAC/NBA for their Indian programme, not for the foreign programme. Many foreign institutions are accredited in their own countries or by international accreditation agency for their programme
- Some foreign institutions have applied for recognition in AICTE although they are already operating in India even before the grant of recognition by AICTE
- Indian private institutions' activism is responsible for the growth of foreign education providers

- Indian education providers are signing MOU directly with different countries' institutions
- The foreign education providers cater to the aspirations of upper middle class as observed from the fee structure, annual income of the parents and educational background of the parents. This is a cause of concern from the point of view of equity.
- The foreign education providers support vocational job-oriented courses, which have large employability
- They do not prefer to collaborate with public and non-profit institutions
- The collaborative courses are more skill-oriented and communication-oriented rather than their emphases on research
- There is no standard setting mechanism for the foreign educational institutions causing concern to the stakeholders.
- There are some aspects of good practices such as flexibility of curriculum design, credit transfer facility, job placement, multiple entry and multiple exit system, etc., and need to be followed by public institutions in higher education
- Some of the programmes of private institutions in India are recognized by a state government/AICTE. The same private institution has a further tie-up with the foreign institution to deliver a foreign degree through twinning or other modes. A foreign degree is not recognized by UGC/AICTE/State Governments. However, accrediting agencies in respective countries may accredit the foreign course.
- The study reveals that some of the foreign institutions practice student-centered innovative teaching learning process
- No guess estimates are available on the flow of foreign exchange due to the presence of foreign institutions in India

**Recommendations:**

- Need for a Regulatory Body to register, approve and monitor the overall operation of foreign education providers in India.
- Priority areas for collaboration should be finalized
- No objection from Embassy should be compulsory
- Need to develop institution to check quality
- Demand and Supply chain in higher education must balance as per the priority of a country
- Trade-based internationalisation of higher education leading to commercialization must be checked

- There should be mutual recognition of the degrees by respective countries as well.
- There should be a database on all aspects of the foreign education providers and the students should be completely informed about the foreign institutions.
- NAAC should be allowed to accredit foreign programs and examine the academic credit worthiness of foreign institutions. NAAC's evaluation of quality should be taken into account before allowing foreign institutions to operate in India.

### **Need for Domestic Regulation**

Need for domestic regulation arises not only from the point of view of protecting students from low quality delivery of courses by foreign institutions but there is also the context of GATS. Article VI of GATS agreement pertains to domestic regulation under GATS. The following provisions under article VI are applicable to sectors where commitments are undertaken. Article VI.1 states reasonable, objective and impartial administration in case of any foreign provider of education services. Article VI.3 notes that decisions on applications should be taken in a reasonable period. Article VI.6 talks of well laid down procedures to verify competence. Then there are provisions, which are applicable to all sectors, irrespective of commitments. Article VI.6 further states that there must be a procedure for review of administrative decisions that affect trade in service. Given that there are two-fold reasons for a regulatory framework for foreign education providers in India. First, domestic compulsion to ensure quality and rational admission policy for greater access and equity and, of course, the establishment of foreign universities should be in accordance with the constitutional and legal framework. Second, it should also ensure that after India makes any commitment under GATS, regulation must be in conformity with GATS provisions and articles.

### ***Domestic Regulation: Example of China***

So far as the domestic regulations in different countries are concerned, there are asymmetries in approaches. There are some countries that intend to use them with a view to promote competitiveness. Others that are sceptical, especially among developing economies, use domestic regulations more as a tool to protect the national educational system against the onslaught of foreign educational institutions. In the latter set of countries, consistency with the goals of the GATS may not necessarily be achieved.

The scope of domestic regulations in the context of transnational higher education should be to address the myriad concerns of the government, including consumer protection, advancing national goals and protecting the local system. Among other concerns of the government are: National values and priorities of the host country may be undermined by the presence of foreign providers not sharing such values, local academic may be exploited by foreign

providers, local students may be misled by foreign providers offering sub-standard courses.

In the context of GATS China introduced the legislation on transnational provision of education services in March 2003 and September 2003. Major features include the stipulation that foreign institutions must partner with Chinese institutions; partnership must not seek profit as their objective; no less than half the members of the governing body must be Chinese citizens and the post of President or equivalent must be a Chinese citizen; the basic language of instruction should be Chinese; and tuition fees may not be raised without approval. (See Garrett Richard, 2004 a)

The discussion given above provides a hint that policy guideline for the operation of foreign education providers must ensure the constitutional and legal validity of their operation in India. There must also be well-laid-down procedure that conforms to GATS Articles. Most importantly, in the interests of students and country quality restrictions and decision-making power to approve the courses must be in the hands of regulatory authority such as UGC, AICTE or any standard setting institution.

### **Enabling Policy Guidelines for the Operation of Foreign Universities in India**

It must be clarified that policy guidelines under the domestic regulation in India should clearly distinguish between the offshore campus of foreign universities in India and other forms of foreign provision of education such as twinning, franchisee, programmatic collaboration, study centres and linked programmes leading to the award of foreign degree in India.

#### **Offshore Campus**

Offshore campus may be of two types: (1) Sole subsidiary of foreign university having a branch campus in India; and (2) Subsidiary of foreign university having an Indian partner – public or private- opening a branch campus of foreign university in India. An Indian partner will be the one covered under section 2f or 3 of the UGC Act or the one authorized by the central government.

If the condition of registration under a trust or Society's Registration Act or Company's Act is invoked, then a foreign institution cannot be registered in India and sole subsidiary of foreign university having a branch campus in India is ruled out. The only possibility exists for the subsidiary of a foreign university having an Indian partner – public or private- opening a branch campus of foreign university in India under a new nomenclature as it can get itself registered under a Trust. Example: Oxford University can set up a branch campus with, say, Indian partner under a nomenclature 'Oxford India' after duly registered under Trust or Society's Registration Act. Secondly, this entity Oxford India as a Trust will have to obtain the approval of RBI for the purposes of FDI or for the purposes of remitting the foreign exchange. Thirdly, for the purposes of degree granting authority, the scope of university under UGC Act will have to be extended to include the present category of branch campus of foreign university under a new



nomenclature registered under Trust. Fourthly, among other provisions, the important ones are

- i. **FDI Condition:** instead of an automatic route, there should be a cap on foreign investment with majority investment by the Indian partner as education is a public good and it should not be considered primarily as a source of foreign exchange.
- ii. **Majority Indian Partner:** The Governing Board of above said institution should have majority Indian partner.
- iii. **Upper limit to the remittance of foreign exchange:** There should be an upper limit to the remittance of foreign exchange as return of foreign services.

All other conditions relating to registration, approval, admission, fees, nomenclature of degree, authority to inspect are given at the end of section.

### **Franchisee**

Under this arrangement, foreign institutions grant the permission to another institution in another country to execute their programme with their name, curriculum, evaluation methods. In this arrangement, foreign institutions franchise a programme to Indian organization that offers these programmes under the direct supervision of the foreign institutions. Presently, two foreign institutions Wigan & Leigh, UK and Western International University are providing degree under Franchisee arrangement.

In this case also, foreign university will have to register under Trust or Society's Registration Act with an Indian partner under new nomenclature as in the case of offshore campus. All other conditions, as discussed above, will apply. For the purposes of degree granting authority the scope of university under UGC Act will have to be extended to include the present category of franchisee as well. It may, however, be debated whether the franchisee mode of foreign provider of education be allowed to operate in India. Franchisee is normally, taken for the brand name and how well it operates depends on partner institutions ability to run the programme or the willingness of the foreign university to keep a proper watch on its franchisee unit.

### **Twinning and Link Programme**

Twinning programmes are those wherein students can complete part of their study in India and part in foreign university. The twinning arrangement may be optional to the students. It is one of the most preferred modes because foreign institutions have least stakes and maximum income. On the other hand, students, too, prefer this mode because it provides them least cost opportunity to earn foreign degree with outside exposure. Of course, in many cases, students feel the difficulty of obtaining visa even when their admission under twinning arrangement is granted by a foreign university. Link programme differs from twinning in the sense that for a part study that is completed in India, a student is awarded a diploma or degree in India. A foreign university recognizes in part or full the credit earned for the Indian qualification and allows the student to earn a foreign degree in foreign university. Since a foreign degree earned through link programme is entirely the

responsibility of foreign institution and is also earned in foreign land, there is no need for enabling provision in domestic regulation. At best, equivalence will take care of the foreign degree for the purpose of higher studies and employment.

So far as twinning arrangement is considered, if the twinning leads to the award of foreign degree alone, then equivalence of foreign degree may have to be found out. If there is a joint degree both by Indian partner and foreign university, then recognition of foreign degree demands that, among other conditions discussed above, for the purposes of degree granting authority, the scope of university under UGC Act will have to be extended to include the present category of twinning as well.

### **Programmatic Collaboration**

The programmatic collaboration enables a student to complete study in India and get a joint degree, i.e., (foreign as well as public/private education institutions). It has its own attraction, as it is one of the cheapest ways to earn a foreign degree. Various types of inter-institutional collaborations exist under programmatic collaboration. For example, foreign institutions may support in developing curriculum, joint course preparation, joint evaluation of the programme, teacher's visit, student summer trip etc. The programmatic collaboration is a way through which new innovative course is offered at less cost and public/private Indian institutions offer a foreign degree which is a way of attracting the students.

The enabling provisions under programmatic collaboration are the same as discussed above. In addition, for the purposes of degree granting authority the scope of university under UGC Act will have to be extended to include the present category of programmatic collaboration as well.

It should be clear that any study centre of a foreign university should be prohibited under the present policy guideline.

### **Registration and Approval Body**

There shall be a Council consisting of the heads of UGC, AICTE, and DEC. It may co-opt members from other standard setting apex bodies or the experts and evolve a mechanism for invitation of the applications furnishing all the information and registering the institution after satisfying that all the necessary conditions laid down for running a programme are fulfilled. Council shall frame a guideline for this purpose and will reserve full right to reject any application on the ground that curriculum is not as per the need of the country and that it might have deleterious effect on the Indian culture. Council may also have the right to cancel its own approval of the programme if it finds that in the course of running a programme it has been violating the broad framework of national policy on education or indulging in pure profit making. The Council should give broad guidelines for admission, fees, teaching-learning process and infrastructure facilities. Within broad framework for guideline, there should be sufficient autonomy to innovate and develop the educational institution.

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## GLOSSARY

**Advanced Standing Entry:** Under this arrangement, the courses offered by local private colleges (usually the College's Internal Diploma Programme) are validated by a group of overseas universities for advance entry into the final part of their degree programmes.

**Credit Transfer/ American Degree Transfer:** This is a study arrangement which allows the conferment of a degree by the accumulation of credits

**Franchisee:** One where home country institutions grant the permission to the host country institution to execute their programme with their name, curriculum, and evaluation methods. Home country institution/university ties up with the host country partner which acts as '*Study and Examination Centre*' to deliver their course and also conduct the examination for the same. The home country institutions decide the course design, curriculum, examination process and other issues.

**Gross Domestic Product (GDP):** The total value of final goods and services produced in a country over a period of time. GDP may be calculated in three ways: (1) by adding up the value of all final goods and services produced, (2) by adding up the expenditure on goods and services at the time of sale, or (3) by adding up producers' incomes from the sale of goods or services. However, it is difficult to measure GDP precisely, partly because every country has an unofficial economy, often called a black economy that consists of transactions not reported to government.

**Link Programme:** Host country institution delivers certain credit programme in a particular time period and after that rest of the course follows at the home country institutions' ongoing programmes.

**Mode 1:** Cross-border supply refers to a situation where the service flows from the territory of one member country into the territory of another member country. Thus, it is services alone that move from producer to consumer end. For example, a teacher can send teaching material to students in any other country through electronic means. This kind of trade is equivalent to cross-border movement of goods.

**Mode 2:** Consumption abroad refers to a situation where consumer of a service moves into the territory of another member country to obtain the service. For example, a tourist is using hotel or restaurant services abroad; a ship or aircraft undergoing repair or maintenance services abroad. In the case of education services, students move from one country to another to receive education.

**Mode 3:** Commercial presence implies that services suppliers of a member country establish a territorial presence (a legal presence) in another member country with a view to providing their services. In this case, the services supplier establishes a legal presence in the form of a joint venture/ subsidiary/representative/branch office in the host country and starts supplying services. For example, foreign universities may open a branch campus in India to provide education.

**Mode 4:** Movement of natural persons (this only refers to export of manpower) covers situations in which a service is delivered through persons of a member country temporarily entering the territory of another member country. Examples include independent service suppliers (e.g. doctors, engineers, professors, researchers, individual consultants, accountants, etc.). However, mode 4 covers only temporary

movement and not citizenship, residence or employment on a permanent basis in the foreign country

**Offshore Campus:** The home country university may open its branch either as its sole subsidiary or in partnership with the host country institution.

**Programmatic Collaboration:** Programmatic collaboration enables a student to complete study in host country institutions and get joint degree i.e., (host as well as home country education institutions).

**Twining programmes:** Those wherein students can complete part of their study in host and part in home country's university.

**Appendix-1**

**Self-Supporting Partnerships Between UK And Indian Institutions**

<b>Indian Institution</b>	<b>UK Institution</b>	<b>Type of Link</b>	<b>Status</b>
Apeejay Institute of Management and Information Technology	Thames Valley University - TVU	Qualification - Delivery of 3 year full time BBA programme in India	Inactive
Apeejay Institute of Information Technology	University of Westminster	Qualification- Delivery of BSc Hons Software Engineering and BSc Hons Information Technology programme in India	Active
Amity Business School (ABS)	University of East London  University of the West of England, Bristol	Qualification - Transfer of students completing 13 month Advanced Diploma Programme in International Business to attain MBA at the Universities in UK after 6 months study	Active
TVB School of Habitat Studies	University of East London	UG Student exchange	Active
IILM (Institute for Integrated Learning in Management)	University of Bradford	Qualification - Delivery of Bradford BBA in India, option for students to transfer to UK at any stage of the programme	Active
Institute of Technology and Management (ITM)	University of London (External)	Qualification-Delivery of LSE Diploma programme and BA Economics in India through distance learning	Active
	University of Warwick	Qualification- Delivery of BSC Engineering Degree programme 1 year in India and 2 years in UK	Active but partnership being terminated
	Nottingham Trent University NTU	Qualification - Masters Programme in Fashion Technology delivered in India	Active
Pearl Academy of Fashion	Edexcel International	BTEC HND integrated to IGNOU's Bachelor of Information Technology Programme	Active
Indira Gandhi National Open University	Thames Valley University - TVU	Qualification - BA Hospitality Management and MBA delivered in	Active

Indian Institution	UK Institution	Type of Link	Status
		country. Work experience in UK integral part of Hospitality programme. Transfer to UK in the final year possible	
RM Institute	Oxford Brookes University	Qualification- Delivery of BA Hospitality Management and BA Business Studies. Work experience in UK integrated in the Hospitality programme. Transfer to UK possible in final year	Active
School of Hospitality and Tourism Management (IIMT), India (Institute for International Management and Technology)	University of Leicester	Qualification- Delivery of Master in Business Studies in India	Uncertain as no recruitment has taken place
Resource Development International (RDI)	Liverpool John Moores University	Qualification- Delivery of Master in Business Studies in India	Uncertain as no recruitment has taken place
RDI (course conducted by JIMS - Jagan Institute of Management Studies)	Nottingham Trent University NTU	Qualification - Delivery of MBA in India	Active
FORE School of Management	De Montfort University	Qualification - Bachelor's in Business Studies, 2 years in India 1 year in UK	Active
The Daly College	Edexcel International UK	Qualification - HND in India	Active - but no recruitment this year
Rai University	Staffordshire University	Qualification - BSc Computing - top up degree in India	Active
APIIT (Asia Pacific Institute of Technology), Panipat School of Economics and	University of London (External)	Qualification - Serves as study center for London External Programmes	Active
	University of	Qualification - Diploma in	Active



Indian Institution	UK Institution	Type of Link	Status
Management Sciences (SEMS) - Rai Foundation	London (External)	Economics, BSc Information Systems Management study center for London External	Inactive
Techna Institute	University of Oxford	Diploma in Computing and Information Systems	
	Cambridge International Education	Diploma in Information Technology	
	Queen Margaret University College	BA in International Hospitality Management delivered in country with transfer of students to UK in the final year	
Institute of Advanced Management	Queen Margaret University College	BA in International Hospitality Management delivered in country with transfer of students to UK in the final year	Active
International Institute of Hotel Management	Napier University	MBA (one semester in Kolkata followed by two at Napier)	Active
International School of Business	Oxford Brookes University	1) BBA 2) BSc Software Engineering 3) BSc Hotel and Restaurant Management. Work experience in UK integrated in Hotel Management qualification. Students can transfer to UK in the final year	Active
Institute for International Management and Technology	University of Manchester	Research-Collaborative project on "Nanoscale Biogeochemistry of Arsenic and Remediation of high Arsenic Ground Waters in S Asia".	Active
Kalyani University	Staffordshire University	Teaching, Qualification-MA in Sustainable Development by Distance Learning	Active

<b>Indian Institution</b>	<b>UK Institution</b>	<b>Type of Link</b>	<b>Status</b>
Jadavpur University	University of Reading	Research, Teaching, PG student exchange	Planned
Jadavpur University	Brunel University	Research, PG student exchange -Web Opt Operations Research. Part of the Asia Links Project and therefore two other universities are: IIT Mumbai and Vienna University	Active
Jadavpur University	Northumbria University	Articulation agreement to transfer students of local institute to various levels in UK university BA Business and MBA programme	Active
J D Birla Institute	Thames Valley University - TVU	BA in Hotel Management (3+1) 3years diploma in India topped up by degree in UK	Active
Subhas Bose Institute of Hotel Management	London College of Management	Qualification-Certificate in Hotel Operations and Diploma in Hotel Management delivered in India	Active
The Barclay Hotel Management College	Manchester Business School, University of Manchester	Qualification- 1) MBA for Financial Managers and Finance Professionals - 2.5 years (Accelerated for ACA, ACWA and ACS) 2) MBA for Engineering Business Managers - 3 years delivered in India	Active
Administrative Staff College of India (ASCI)	Royal College of General Practitioners, London	Provide coaching and conduct examination for Diploma in Family medicine (certified by the Royal College of General Practitioners, London) 6 months Online course - 4 months Contact and training programme - 2 months	Active

Indian Institution	UK Institution	Type of Link	Status
Apollo Hospital, Hyderabad in association with Medvarsity	Dudley College and Wolverhampton University, UK	Qualification-Edexcel HND in Engineering-Dudley College - two years Top-up degree at Wolverhampton University - 1 year	Active
Chaitanya Bharathi Institute of Technology	Coventry University, UK	Qualification-1) MSc in Automotive Engineering 2) MSc in Competitive Manufacturing 3) MSc in Engineering and Manufacturing Management One year. Qualifications delivered in India	Active
M S Ramaiah School of Advanced Studies	University of Leicester	Qualification - 1) Diploma in Management - 1 year 2) MBA - 2 years. Qualifications delivered in India	Uncertain whether active
CMR Institute of Management Studies	Oxford Brookes University, UK	Qualification - Diploma in Professional Studies in Education (DPSE) 18 months - Part time Delivered in India	Active
Mallya Aditi International School	Queen Margaret University College, Edinburgh	Qualification - BA degree in Hospitality and Tourism Management - three years delivered in India	Active
Oriental School of Hotel Management	Open University Business School	Qualification -Executive MBA - three years delivered in India	Active - Partnership likely to be discontinued
Academy for Management Excellence (ACME)	Heriot-Watt University, Edinburgh	Qualification -MBA - 18 months full time 24- months Part time Distance Learning. Institute serves as a tutorial center	Active
International Institute of Business and	South Bank	Qualification -MSc	Active

Indian Institution	UK Institution	Type of Link	Status
Management	University, London	International Business 3 Semesters Sem I - Loyola Sem II - SBU and Sem III - Loyola/SBU	
Loyola College	Glasgow College of Nautical Studies (CGNS), Glosgow	Qualification - 1) HND in Marine Engineering 2 1/2 years 39 weeks - AMET 39 weeks - CGNS 6 months-Sea service 2) HND in Nautical Science 3 1/2 years 39 weeks - AMET 39 weeks - CGNS 20 months-sea service. Delivered in India	Active
Academy of Maritime Education and Training	University of Central Lancashire	Qualification - BSc (Hons) Biomedical degree BSc Software Engg Twinning 2+1 and 2+2	Active
Padmashree Dr D Y Patil Vidyapeeth	Queen Margaret University College, Scotland UK	Qualification - BA in International Hospitality Management 3 year full time delivered in India	Active
ITM Institute for Hotel Management, Catering Technology and Applied Nutrition	University of Wales, UK	Qualification - BBA (Hons) , MBA, MSc Information Systems. Delivered in country. Local programme validated by University for award of degree	Active
TASMAC	University of Warwick	The ACE Programme leading to MSc in Engineering Business Management 24 to 36 months delivered in India	Active
Confederation of Indian Industry (CII) Naoroji Godrej Center of Excellence	Chartered Institute of Marketing, Berkshire	Training center for Introd cert in Mktg, Prof cert in Mktg, Advanced cert, stage 2(prof dip), Prof PG Dip-Mktg	Active

<b>Indian Institution</b>	<b>UK Institution</b>	<b>Type of Link</b>	<b>Status</b>
Mudra Institute of Communication	University of London External Programme(ULEP)	Study Center Diplomas - Economics, Management, Finance, Social Science	Active
H R College (External)	University of London External Programme(ULEP)	Study Centre Diplomas - Economics, Management, Finance, Social Science	Active
Stansfield School of Business (External)	University of London External Programme(ULEP)	Study Centre Diplomas - Economics, Management, Finance, Social Science	Active
Russell Square International College	University of London External Programme(ULEP)	Study Centre Diplomas - Economics, Management, Finance, Social Science	Active
Centre for Mgt & Info Technology, St Xavier's Technical Institute			

Note: In addition to this there are several partnerships that are for research and development. None of the UK institutions operate a branch campus in India

## FACULTY STRENGTH

	Number of regular faculty	Guest faculty
Amity Business School	28	NA
Ansal Institute of Technology, Gurgaon	15	10
Appejay School of Management	8	NA
Audyogik Shishan Mandal	15	NA
Canaan School of Catering and Hotel Management, Chennai	15	15
Christ College, Bangalore	Faculty members from Christ College teach during stay at Christ college	Faculty members from the concerned institute teach there.
CII-Warwick	Part-time faculty	Visiting faculty from Warwick U.K
DINA College	15-20, maintain 1:20 teacher student ratio	Faculty from other institute
EMPI, Chennai	12	12
EMPI, Delhi	20	26
Empire Institute of Learning	25	10
Fore School of Management	20	
Hindustan College of Engineering, Chennai	15	10
ICBM	15	15
IIBM, Chennai	12	12
IIMT, Gurgaon	13	10
IIPM, Delhi	75	35
IIMT	7	NA
Institute of Advanced Management	20	6
IILM, Delhi	50	NA
ITM	40 Professor	NA
Jagannath International Management School, Delhi	10	10
JLD Birla Institute, Delhi	12	NA

	<b>Number of regular faculty</b>	<b>Guest faculty</b>
Kohinoor-IMI College of Management	15-20	20
Loyola college, Chennai	Faculty members from Loyola and	Faculty from other institutes in Chennai and from LSBU.
Maharshi Institute of Management	10	NA
MGM	20	NA
NIA	12	12
NIILM	15	NA
Pearls School, Delhi	15	NA
R.M. Institute, Delhi	11	10
RIZVI	35-40	20-25
Skyline Business School	30	10
TASMAC	35-40	15
TECHNA Institute	3	5
TVB School, Delhi	3 Professors, 9 Core faculty	11
UOH	25	NA
Wigan and Leigh, Bangalore	15	15