

Transforming Indian Higher Education System from 3E (Enrollment-Exam-Evaluation) to C3 (Communicate-Collaborate-Create): Internationalization Initiatives Taken by Gujarat Technological University

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Abstract: One stepping stone of novelty has power to change the entire world. With nearly 800 universities and over 40,000 colleges, Indian higher education systems is undoubtedly the largest system of higher education found anywhere in the world. With total enrolment crossing 33 Million, Indian higher education system is only second to China. Looking at the promising scenario of internationalization efforts to increase cross cultural competencies among Indian students, universities have to constantly work to strengthen their internationalization programs. Gujarat Technological University (GTU) has also introduced several innovative concepts and proved that Indian education can also be transformed through innovations in education. This research paper analyzes the innovative programs adopted by Gujarat Technological University in the area of global education. The analysis suggests that India can reap rich dividends in terms of increased foreign trade and developed cross cultural competencies by adopting 3C model which says 'Communicate Core Competencies, Collaborate with Foreign Universities and Create Cross Cultural Competencies'.

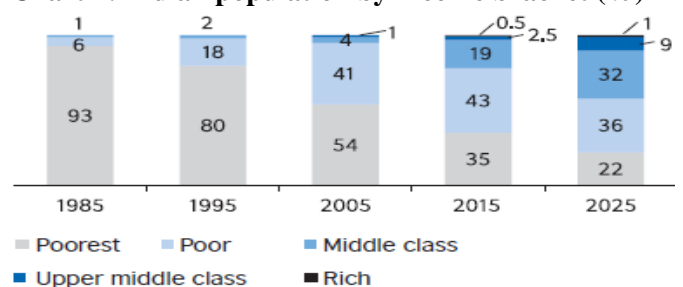
Key Words: Cross Cultural Competencies, GTU, Higher Education, Internationalization Efforts.

1. INTRODUCTION:

India is expected to become the most populous nation by 2030 reaching 1.46 bn and its urban population is expected to reach 600 m by 2031 (41% of total), up from 377 m (32% of total) in 2011. It will also have one of the youngest populations in the world by 2030, with a median age of 32 years, as compared with 35 in Brazil, 39 in the US, 42 in the UK, 43 in China and 52 in Japan. The growing middle classes are spending more on education. With nearly 140 million people in the college-going age group, one in every four graduates in the world will be a product of the Indian higher education system. With nearly 800 universities and over 40,000 colleges, Indian higher education systems is undoubtedly the largest system of higher education found anywhere in the world. With total enrolment crossing 33 Million, Indian higher education system is only second to China. Going by the demographic trends and rapid expansion, it will soon become the single largest system of higher education in the world. Going by the policy framework which enables universities and colleges to admit foreign/NRI/PIO students up to 15 percent of their sanctioned intake, India should have been having about 4.85 million foreign/NRI/PIO students studying in its campuses. As against this vast potential, the country, in the academic year 2013-14 had just 31,126 foreign students studying in its campuses.

Looking at the promising scenario of internationalization efforts to increase cross cultural competencies among Indian students, universities have to constantly work to strengthen their internationalization programs. Gujarat Technological University (GTU) has also introduced several innovative concepts and proved that Indian education can also be transformed through innovations in education. The prime objective is to analyze the innovative programs adopted by Gujarat Technological University in the area of global education. This research paper also aims to study the current status of internationalization efforts at higher education level and to check the initiatives taken by Government to promote internationalization activities.

Chart 1: Indian population by income bracket (%)



Source: Higher Education in India: Vision 2030, EY-FICCI; Ministry of Labor; RBI; Census 2011; EY Estimates

1.1 Internationalization Scenario of Indian Higher Education

In the last few years, internationalization of higher education has changed progressively in India. Before the liberalization and opening of Indian economy in 1991, the government's role related to internationalization was mainly characterized by sending students and members of faculties abroad for advanced studies, training and research. During this period, India had also received different kinds of assistance for the setting up of a few premier Indian

institutions like IITs and IIMs that were founded with foreign collaborations. While IIM Calcutta received assistance from MIT's Sloan School of Management, IIT Bombay and IIT Chennai received help from former Soviet Union and West Germany respectively.

In order to promote cultural understanding through education, the Indian government has been offering many fellowships to international scholars specializing in Indian studies in the fields of culture and social sciences through the Indian Council of Cultural Relations (ICCR). The ICCR has also established 108 Chairs of Indian Studies in various foreign universities. However, the dramatic growth of transnational education providers in the Indian higher education scene has been a more recent phenomenon. The emergence of the new global environment has dramatically reshaped the country's higher education system which has created tremendous opportunities for internationalization, especially transnational or cross-border education. The dramatic expansion in the number of students going abroad and a significant rise in the number of partnerships with foreign institutions is an example of this growth. Apart from this, inward mobility of international students to Indian institutions has also been increasing in recent years with the majority of the foreign students coming to India from Asian and African countries.

1.2 Internationalization Initiatives Taken By Other Countries

In a globalizing economy, it is extremely important to provide some kind of international knowledge to local students for employment. Educating students from abroad supports by bringing international students to local classrooms. Bringing students from abroad to the country help future cooperation and economic ties. Some countries, such as the United Kingdom, the United States, and Australia, earn quite significant sums from educating international students. Many countries and academic institutions have elaborate strategies for internationalization. The Americans have the Fulbright program, which brings thousands of students and academics to the United States each year—and sends Americans abroad to study and engage in teaching and research. The German Academic Exchange Service offers similar programs. Both China and Japan have national programs to attract foreign students. The Saudi Arabian government sponsors a massive scholarship program to send its students abroad to study.

1.3 Cross Cultural Competencies

Cross-cultural competence covers a broad domain of individual qualities and capabilities deemed critical to mission performance in novel cultural settings. It is best described as a “set of cultural behaviors and attitudes integrated into the practice methods of a system, agency, or its professionals that enables them to work effectively in cross-cultural situations” (National Center for Cultural Competence, 2001, p. 9).

Cross-cultural competence is a set of culture-general knowledge, skills, abilities, and attributes developed through education, training, and experience that provide the ability to operate effectively within any culturally complex environment. It is further augmented through the acquisition of cultural, linguistic, and regional proficiency and by the application in cross-cultural contexts.

The National Council for Cultural Competence (NCCC, 2009), which based its work on Cross (1988, 1989) has offered the following definition of cultural competence:

An organization should -

- Have a defined set of values and principles, and demonstrate behaviors, attitudes, policies and structures that enable them to work effectively cross-culturally.
- Have the capacity to (1) value diversity, (2) conduct self-assessment, (3) manage the dynamics of difference, (4) acquire and institutionalize cultural knowledge, and (5) adapt to diversity and the cultural contexts of the communities they serve.
- Incorporate the above in all aspects of policy making, administration, practice, service delivery and involve systematically consumers, key stakeholders and communities.

2. LITERATURE REVIEW:

Bhatt K, Srivastava S and at al (2016) found in their study that Internationalization in higher education can be done by collaborating with foreign universities in the areas of Business Management and Engineering & Technology for sustainable development of the University. Students and Faculties of our Indian Universities will be more benefited by attracting foreign students, research scholars and faculties at home campus.

National Education Policy by MHRD (2016) recommended that encouragement should be given to ‘high quality’ foreign universities and educational institutions to collaborate with Indian partners, and establish an Indian presence. While the nature of cooperation and collaboration may vary, the foreign university should be in a position to offer their own degree to the Indian students, studying in India, which will be valid in the country of origin.

OECD and UNESCO has published a report in the year 2005 which emphasizes that cross-border higher education includes higher education that takes place in situations where the teacher, student, programme, institution/provider or course materials cross national jurisdictional borders. Cross-border higher education may include higher education by public/private and not-for-profit/for-profit providers. It incorporates a wide range of modalities, in a continuum from face-to-face (taking various forms such as students traveling abroad and campuses abroad) to distance learning (using a range of technologies and including e-learning).

Daniel, Kanwar, and Uvalić-Trumbić, (2005) concluded that the promoters of cross-border higher education, multinational corporations and the countries who are exporting higher education, argue that cross-border higher education can help the developing countries in catering to the needs of their poorest people.

Powar and Bhalla, (2001) stated in their research that the programs offered by cross-border providers in India are predominantly in the professional areas of management and engineering. Internationalization of education in India has taken a commercial form with academic consideration often taking a backseat. In principle, no objection can be raised against foreign universities trying to recruit students for study outside India. The objection is against the “selling of degrees” of questionable standard, by non-recognized institutions and even by some recognized universities

Brian H. Spitzberg and Gabrielle Changnon (2009) in the chapter ‘Conceptualizing Intercultural Competence’ of ‘The Sage Handbook of Intercultural competence’ presented various models for intercultural competence. Some of them are –

- Intercultural Competence Model for Strategic Human Resource Management
- U-Curve Model of Intercultural Adjustment
- Model of Intercultural Communication Competence
- Intercultural Interlocutor Competence Model
- Anxiety / Uncertainty Management Model of Intercultural Competence

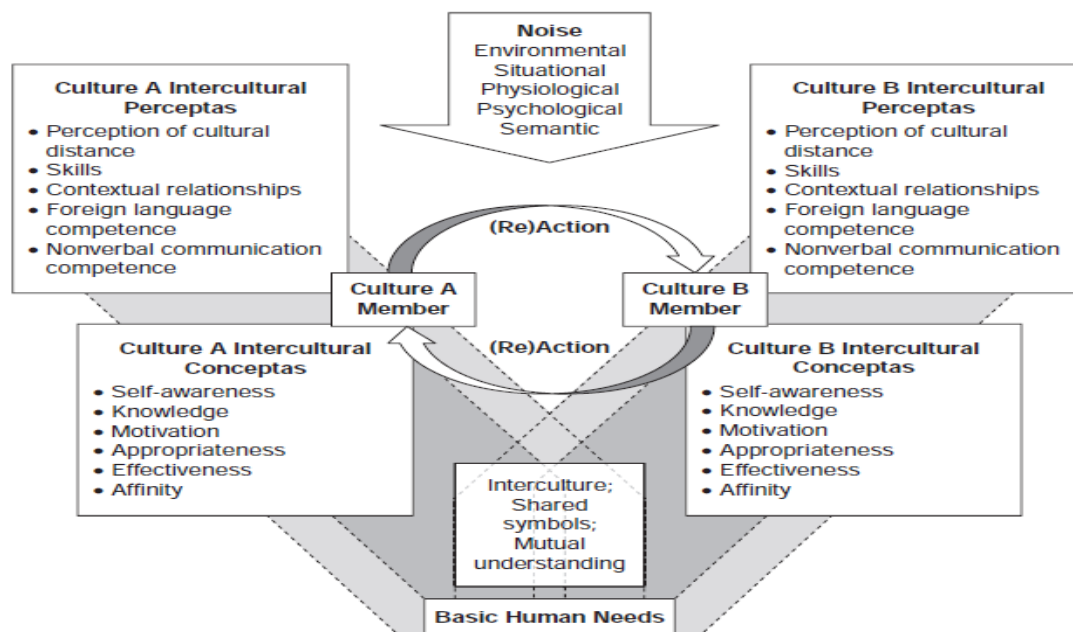


Fig1: Intercultural Competence Model for Strategic Human Resource Management

Source: Adapted visualization from Kupla (2008)

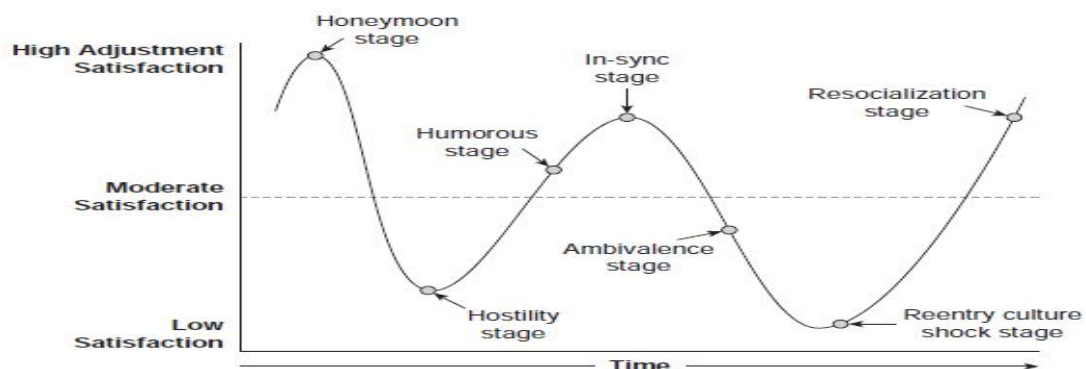


Fig 2: U-Curve Model of Intercultural Adjustment

Source: Adapted visualization from Gullahorn and Gullahorn (1962)

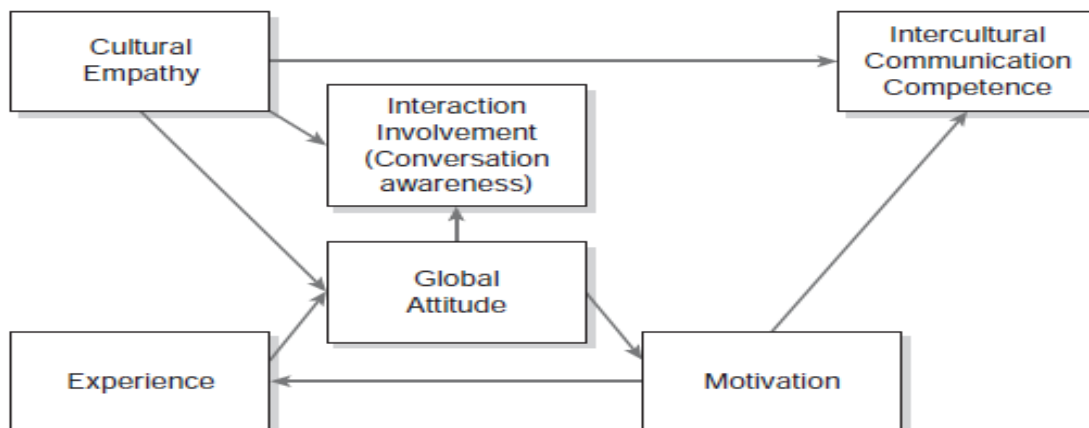


Fig 3: Model of Intercultural Communication Competence
 Source: Adapted visualization from Arasaratnam (2008)

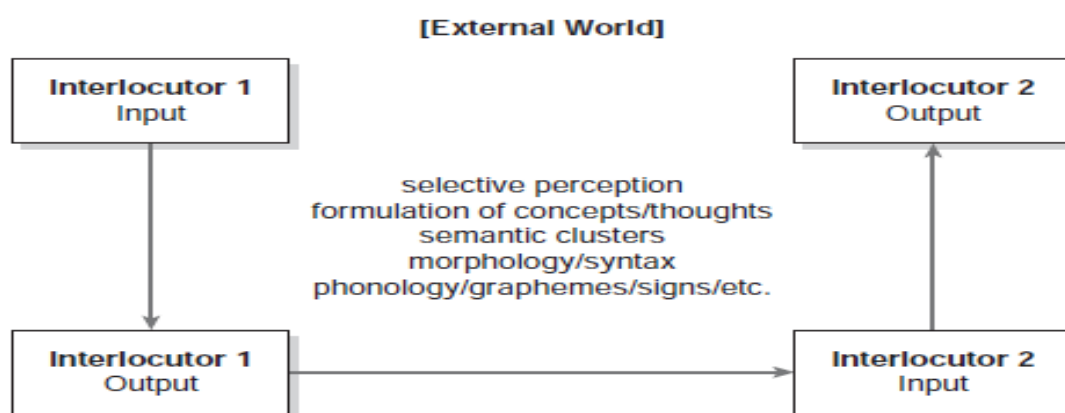


Fig 4: Intercultural Interlocutor Competence Model
 Spource: Fantini (1995)

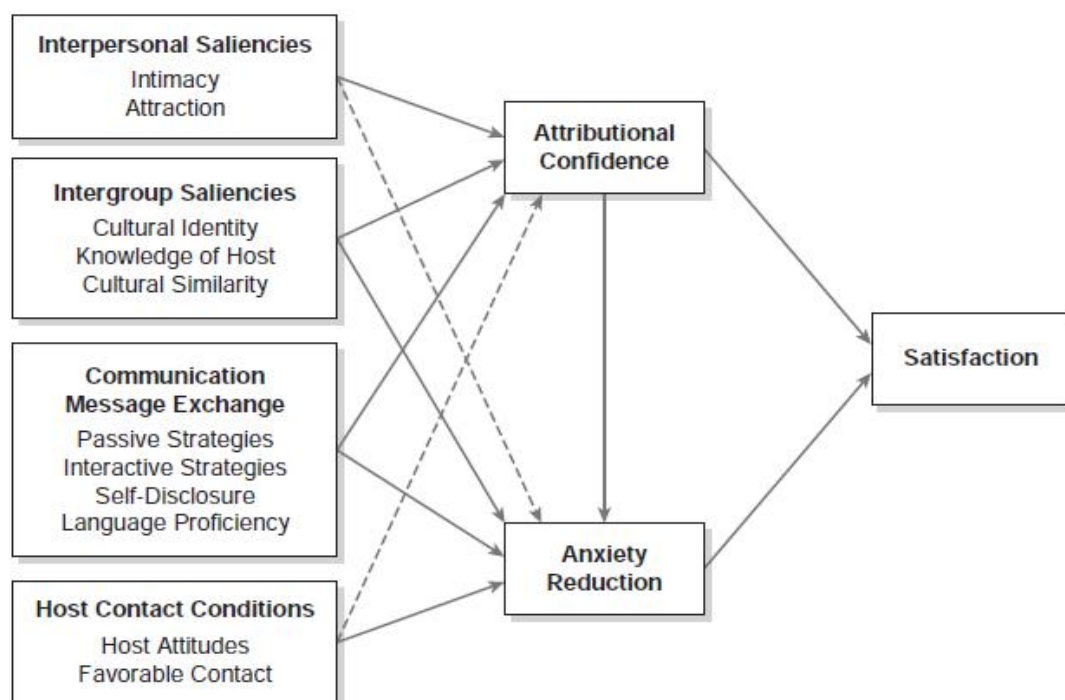


Fig 5: Anxiety / Uncertainty Management Model of Intercultural Competence
 Source: Adapted Visualization from Hammer, Wiswman, Rasmussen and Brusckhe (1998)

3. RESEARCH METHODOLOGY:

3.1 Rationale of the Study:

Internationalization of higher education has changed progressively in India. In order to promote cultural understanding through education, Indian universities / institutes need to collaborate with foreign university for accelerating cross cultural competencies. So, the statement of problem for this study would be “Transforming Indian Higher Education System from 3E (Enrollment-Evaluation-Exam) to C3 (Communicate-Collaborate-Create): Internationalization Initiatives Taken by Gujarat Technological University”

3.2 Research Questions

- What is the scenario of internationalization at higher education level?
- Why internationalization efforts are important to promote cross cultural competencies?

3.3 Research Objectives

- To study the current status of internationalization efforts at higher education level.
- To check the initiatives taken by Central and Gujarat State Government to promote internationalization activities.
- To compare the trend of inbound and outbound mobility of Indian students w.r.t. students of other countries.
- To analyze innovative practices initiated by GTU to strengthen internationalization efforts.
- To suggest ‘3C model’ to convert core competencies into cross cultural competencies’.

3.4 Data Collection

Current study is based on primary and secondary data. Several reports from authentic sources have been studied to know the current scenario of inward and outward mobility of students. Other secondary data have been collected from various published sources which represents present scenario of internationalization in India. Primary data for current study has been collected from the Gujarat Technological University to get the real picture of internationalization efforts done by one of the largest technological universities in India, which includes the innovative steps taken by GTU to promote its internationalization activities.

3.5 Research Design

Research Design of present study is descriptive in nature. The researchers have used secondary and primary information for the purpose of analysis and conclusion.

4. ANALYSIS:

4.1 Inward and Outward Mobility of Indian students

Although institutions like the Indian Council for Cultural Relations (ICCR) offers scholarships to foreign students, its scope is very limited both in terms of numbers and the fields. In 2013–2014 this council administered only 3,465 scholarships for foreign students to pursue undergraduate, postgraduate, and doctoral programs.

The emergence of the new global environment has been creating tremendous opportunities for internationalization of India. The dramatic expansion in the number of students going abroad and a significant rise in the number of partnerships with foreign institutions are examples of this growth. Apart from this, inward mobility of international students to Indian institutions has also been increasing in recent years, with the majority of the foreign students coming from Asian and African countries. This is mainly because the cost of pursuing higher education and the cost of living in India is very low when compared to other countries. According to the latest figures available with the Association of Indian Universities, during the year 2012–2013 approximately 21,000 international students were pursuing higher education in 121 institutions in India which is comparably very low against 200,000 Indians studying abroad. Japan and China each host more than 100,000 international students, and the United States hosts more than 800,000.

4.1.1 Outward Mobility

Outward mobility essentially means the number of students pursuing higher education outside their home country. Going by the Project Atlas, presently, nearly 5 Million students world over are studying outside their home countries. The available data reveals that the number of Chinese students studying outside China, which was around 1.2 lakh in 2006 has shot up rapidly to 4.15

Lakh in 2013, so has been the case with regard to the USA where the number of US students outside their country has gone up from 1.54 Lakh to 3.04 Lakh during the same period. As regards India, the number of Indian students pursuing higher studies abroad had risen from 67,000 in 2006 to 2.27 Lakh in 2009 but has since then declined to 2.00 Lakh in 2013.

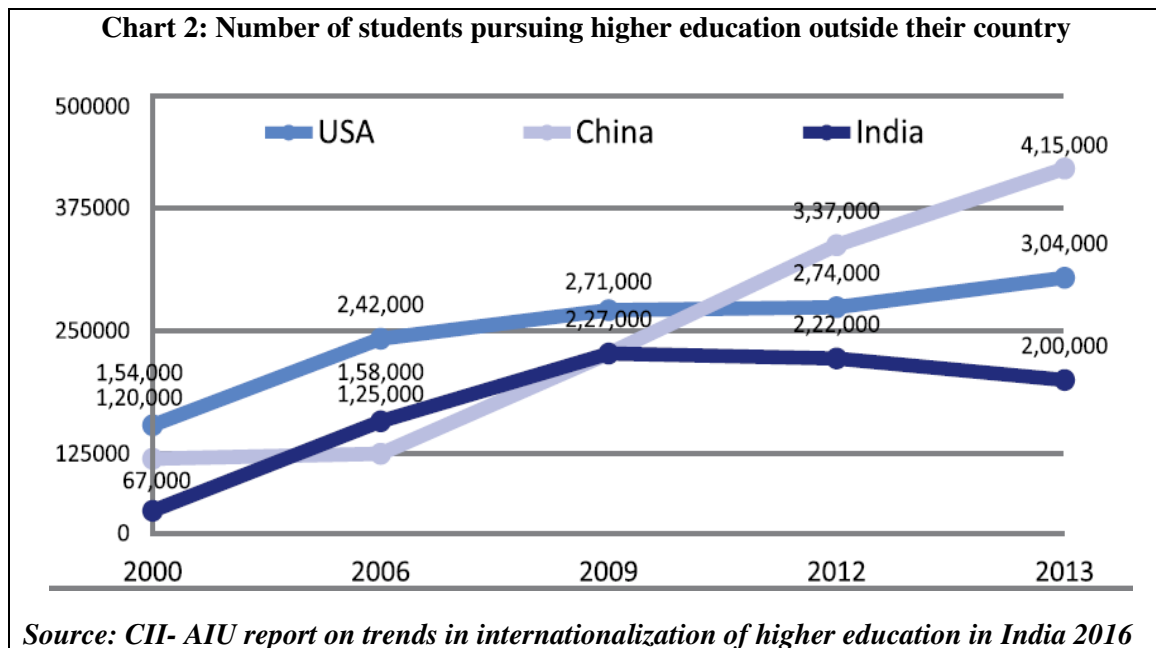


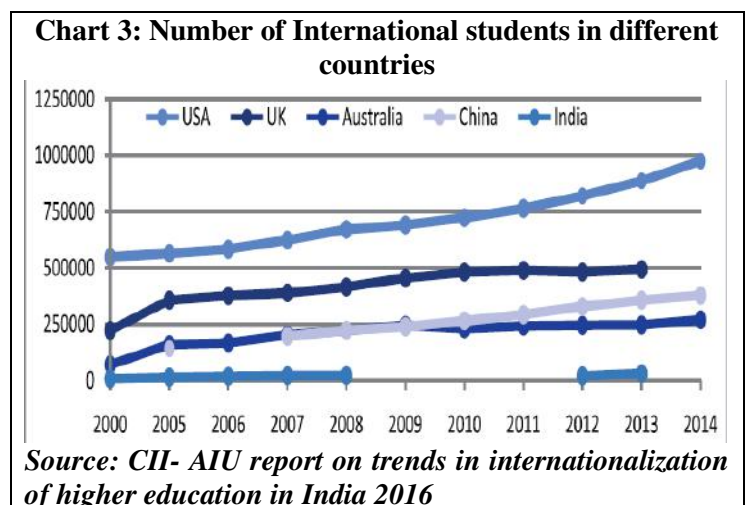
Table 1: Number of Students Pursuing Higher Education Outside Their Country

Years	World	USA	UK	China	India
2000		1,54,000	22,000	1,20,000	67,000
2006	30,00,000	2,42,000	27,000	1,25,000	1,58,000
2007		2,62,000	24,000	1,22,000	1,61,000
2008		2,60,000	22,000	1,74,000	2,18,000
2009	37,00,000	2,71,000	23,000	2,27,000	2,27,000
2010		2,73,000	23,000		2,54,000
2011	41,00,000			3,39,000	
2012	45,00,000	2,74,000	28,000	3,37,000	2,22,000
2013	47,00,000	3.04,000		4,15,000	2,00,000
2014	50,00,000			4,59,000	

Source: Project Atlas, International Institute of Education

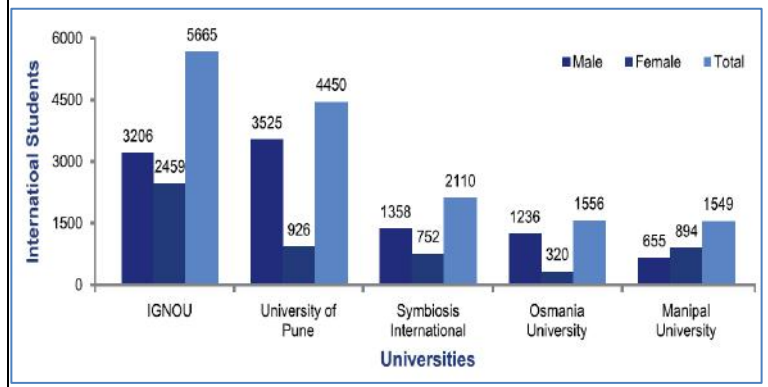
4.1.2 Inward Mobility

Inward mobility of students in higher education means the number of international students studying in a country. Analysis of the available data shows that the United States of America has continued to remain the most popular destination and the number of international students studying in USA has consistently been growing and has doubled in 2013 as compared to 2006. The number of international students going to the United Kingdom has more than doubled during the same period. Most strikingly, the China has surpassed Australia as in 2014 it attracted 3.77 Lakh international students whereas the number of international students going to Australia has been no more than 2.7 Lakhs. India, with only 31,126 international students in 2014 has been attracting only a fraction of international students, though the number has gone up from a mere 7,791 in 2000. The share of India in the internal students has been abysmally low at only 0.61%.



This is not to say that the number of international students coming to India has been stagnant or have not been growing, but a trend analysis since 1986 shows that the numbers have seen ups and downs. In 1986, the number of international students in India were 10,877 which rose to 13,707 in 1993. After that the numbers started declining and touched an all-time low of 5,323 in 1998. Since then, the numbers have been increasing to touch 31,126 in 2013.

Chart 4: International Students in Indian Universities 2013-14 (Top 5 Universities)



4.2 Potential & Barriers in developing international partnership opportunities

As per the report “The Indian States Opportunities for International Higher Education Collaboration”, January 2015 published by British Council based on a prioritization framework that looked at the scale, maturity, quality of the higher education system, political climate and openness to collaborate, five states have been identified to understand potential international partnership opportunities – Gujarat, Tamilnadu, Punjab, Karnataka and Odisha.

4.2.1 Gujarat State Higher Education Priorities for the next 5-10 years

- Increase GER from the current 18% to 32% by 2022.
- Marked improvement in the proportion of ‘A’ accredited institutions in the state.
- 75% graduates employable by the end of the decade.

4.2.2 International collaboration opportunities in Gujarat

- Providing access and improving excellence and physical infrastructure are top of the agenda for Gujarat government where it would welcome international support
- Faculty development and exchange and curriculum development are key areas for international collaboration to improve the quality of teaching. The Government will fund foreign faculty who wish to come and teach in Gujarat
- Employability of graduates by providing training in transversal skills (such as interpersonal, communication, English Language, etc.)
- and ICT skills

4.2.3 Barriers of International higher education

International higher education institutions have a low number of collaborations with Indian higher education institutions due to the following reasons:

- Approval systems and bureaucratic processes are not clear and/or not conducive to international collaboration.
- Information about the Indian sector is not comprehensive; international higher education institutions find it difficult to assess the quality and reputation of new partners in India.
- Restrictions in academic collaboration around curriculum, recognition of qualifications and credits, and funding can be barriers

4.3 ESTABLISHMENT OF POST GRADUATE RESEARCH CENTRE FOR GLOBAL BUSINESS STUDIES (CGBS) AT GTU:

Gujarat Technological University has established ‘Centre for Global Business Studies – CGBS’. It is one of the PG research centers of GTU. CGBS promotes the research work in field of business management and facilitates the foreign study programs across the branches of Engineering, Pharmacy, Computer Science and Management. CGBS has taken various initiatives to promote international activities at campus. The main focus of The “Centre for Global Business Studies” is to discover opportunities for doing business in seven regional markets, namely: North America, Europe, South America, Middle East, Africa, Central Asia, East Asia and Pacific Countries.



4.3.1 Global Country Study Report (GCSR)

Looking at the prospects of globalization, GTU has introduced the Global MBA program in August 2011. In order to be useful for ‘Global Economy’ of today, every MBA student is required to study, for two semesters, the culture, geography and business environment of one country, with a focus on Asia and Africa. The two-semester course of Global Country Study Report has been introduced at the 3rd and the 4th semesters in MBA program and the students are encouraged to establish contacts with businesses and scholars in the country, which they are studying. Under this Global Country Study Report (GCSR) Program, a class of 60 students is required to study one country. GCSR program is, by far, the largest such program of any University.

4.3.1.1 Implications of GCSR Project

Global Country Study project can be useful in many ways for all. Industries may get specialist in the form of GCSR experts on particular country and simultaneously students may get exposure in terms of working with industries which are interested in expanding their business globally. Few other benefits can be observed as

- Increased Job opportunity
- Developing Entrepreneurship Skills
- Help in setting up new business
- Promotion of ‘Make in India’ concept
- Expanding the horizons of SME/ MSMEs
- Building trade relations with foreign countries
- Enriching the value of goods and services
- Exporting the Indian products in the selected country
- Contribution in GDP in terms of increasing bilateral trade
- Consultancy work for selected country
- USP of Global MBA Program
- Faculty members and students can be a part of ‘Knowledge Economy’
- Reports are resource for country

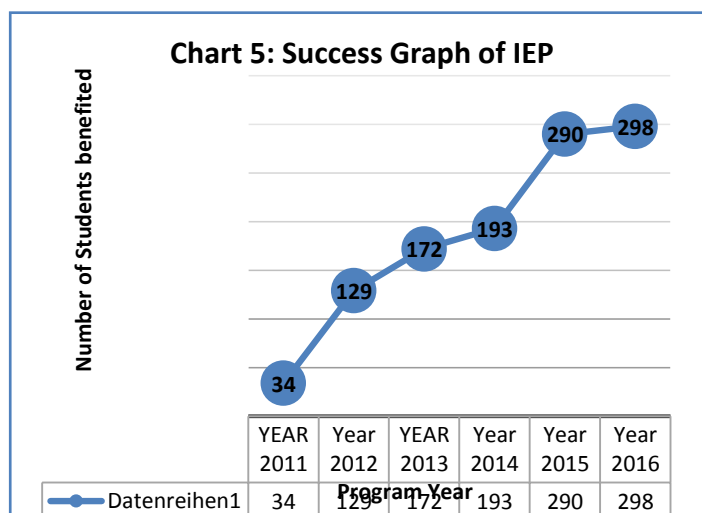
4.3.1.2 National Day Celebration (NDC)

CGBS has started a unique and one of its kind activities called National Day Celebration (NDC) at university campus with the objective of making the GCSR program more efficient and interesting. Under this exclusive program, National Days of 68 countries have been celebrated from August 2013 to January 2016. Key objectives of NDC are to enhance the overall involvement of the students with the selected GCSR country, to strengthen the network among students, professors and other stakeholders with the selected country, to demonstrate and uphold the national pride and fellowship, to discuss the environmental factors for exploring the business opportunities with the Selected GCSR Country and to provide the platform to the faculties / students to interact with the diplomats / corporate leaders / Entrepreneurs of selected country. GTU invites Ambassadors / High Commissioners of respective countries in National Day Celebration at GTU campus to interact directly with students

4.3.2 International Experience Program (IEP)

International Experience Program (IEP) is another unique initiative under global MBA program. GTU has signed the MOU with some renowned universities like, University of Alberta and Laurentian University (LU), Canada; Kansas State University, USA; Ural Federal University (UrFU), Russia and University of Wismar and DHBW Stuttgart, Germany. GTU arranges the student exchange programs and Summer Internship Programs (SIP) since 2011 for its students where the students visit the above universities in the semester gap and studies the various subjects of their respective courses. More than 1100 students from various branches of Management, Engineering and Pharmacy have participated in this program till now since 2011.

GTU has signed the Memorandum of Understanding (MoU) with 26 renowned universities and higher study institutions of USA, Canada, Europe, Australia, Russia, Asia and Africa. GTU students go for studies to the foreign universities for 8 weeks during the summer. It is a comprehensive Foreign Summer Internship program designed for the GTU students



across the branches of Engineering, Architecture, Management (MBA), Pharmacy and Computer Science (MCA). Under this program, students study two subjects of their final year at the host University. Students also appear in internal exam, continuous evaluation and final exam conducted by the foreign Professor at their host university. If student clears all these exams he/she will be given credit for those two subjects at GTU as per the results submitted by the foreign Professors for each student.

Apart from the above mentioned subject-learning experience, students also prepare the projects and case studies as decided by the foreign professor. They also visit the industries/companies/organizations to enhance their understanding on the work culture of the host country in their respective fields. During the stay in foreign country, the host University also arranges the short trips to popular sites near to their location. The students interact with the local citizens and also take part in events organized by the University or local organizations. Once the program is over the student come back and join their parent college and finish their final year.

4.3.3 Indo-German, Indo-Canadian and Indo-East Asian Study Centre

Under Global Management Program, Indo-German, Indo-Canadian and Indo-East Asian Study Centres have been established which promote research work in respective centres. Every year GTU organizes Afro Asian Conclave where students and faculty members interact with Ambassadors/ Industry Experts of Afro Asian countries. Till now three such events have been organized. GTU hosts dignitaries from Asian & African countries. Centre for Global Business Studies (CGBS), GTU had organized 1st Conclave on Afro - Asian countries on 19th May 2013 in presence of High Commissioners of Nigeria, H.E. Mr. Ndubuisi Vitus Amaku and 2nd Conclave on 19th July 2014 in presence of H. E. Mr. Shaida Mohd. Abdali Ambassador of Afghanistan to India, H.E. Mr. Rizali W. Indrakesuma, Ambassador of Indonesia to India, H.E. Mr. Ndubuisi V Amaku, High Commissioner of Nigeria to India, Dr. Lewis Mbilizi, Deputy High Commissioner of Malawi to India. H.E.Mr. Sola Enikanolaiye, High Commissioner of Nigeria, H.E. Mr. Chung Kwang Tien, Ambassador, Embassy of Taiwan, Mr.Mwitumwa Namunda Lubinda, Second Secretary (Immigration), High Commission of Zambia, H.E. Mr. Bothata Tsikoane, High Commissioner, High Commission of Kingdom of Lesotho, H.E. Mr. Jamal Abdulla Alhaj Mothana, Charge de Affairs', Embassy of Yemen were the invited guests for Third Afro Asian Conclave on 17th July 2015.

4.3.4 Foreign University Partners

Gujarat has caught the eye of many international higher education institutions. Several institutions from the US, UK, Canada and Australia have tie-ups with institutions in the state. University of Wollongong, Australia's top rated University, AGH University of Science and Technology (Poland), University of Information Technology and Management (Poland) as well as Sultan Qaboos University, Sultanate of Oman and GTU joined the hands for various research and academic collaborations during Vibrant Gujarat 2017. Gujarat Technological University has established associations with 26 foreign universities through MOUs for exchange of students and joint research programs.

4.3.4.1 Inviting Dignitaries in Various Programs & Hosting Foreign Delegations at GTU

International Conference organized by Gujarat Technological University-India jointly with University of Wismar- Germany, Steinbeis University-Germany & Shijiazhuang University of Economics- China on 24th to 26th February 2016 at GTU Chandkheda Campus

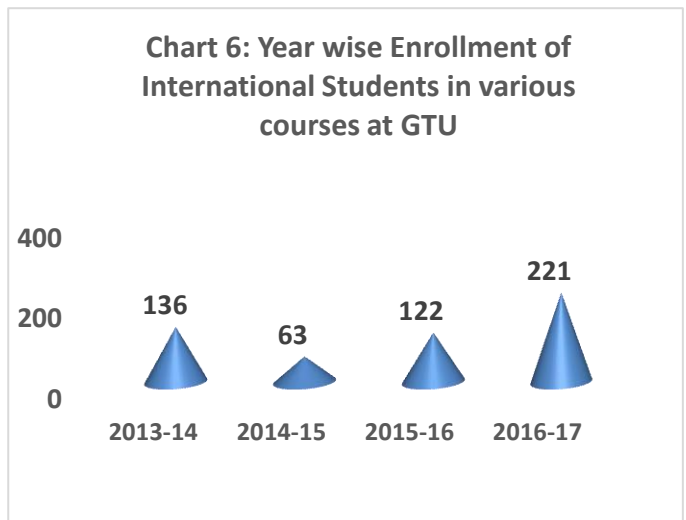
ICEBE network is a consortium of international universities that is interested in globalization and exchange of expertise in the interdisciplinary approaches of engineering and business education. Since 2011 the business sector became a part of the conference. The conference provides a platform for networking and Exchanging of views on important issues. In 2012 the conference, again, improved its performance through bringing committed students on board. Their active participation fostered demand of closer co-operation between the business and academic sector. The ICEBE started in 2008 at Hochschule Wismar, University of Applied Sciences: Technology, Business and Design (University of Wismar). Together with its international network the university realized the demand of bringing together business and engineering education on an international level in order to foster the globalization process in the field of education. GTU's Centre for Global Business Studies (CGBS) has organized three days International Conference on "Fostering Global Knowledge Economy through Innovative and Creative Engineering & Management Studies" – 9th International Conference on Engineering and Business Education (ICEBE) & 6th International Conference on Innovation and Entrepreneurship (ICIE) at GTU Chandkheda, Ahmadabad Campus during 24th to 26th February 2016. The conference was jointly organized by Gujarat Technological University – India, University of Wismar – Germany, Shijiazhuang University of Economics, Shijiazhuang – China, Steinbeis University Berlin – Germany and La Consolacion College Manila – Philippines. 14 Foreign Delegates including the Deans, Head of the Departments and Professors from 8 Different countries like USA, Germany, China, UK, Indonesia, Philippines, Slovakia and Zimbabwe have participated in the conference.

4.3.5 International Co-Supervisors in GTU's Doctoral Program

GTU has a robust Doctorate program across the branches of Management, Engineering and Pharmacy. Under the International Doctoral Co-Supervisors Program, GTU has appointed more than 68 co-supervisors from esteemed international universities across the world.

4.3.6 International Students at GTU

GTU has enrolled more than 500 international students from more than 40 countries of the world. These are sponsored students by Indian Council for Cultural Relations (ICCR). The chart shows the year wise enrollment of International students in various courses offered by GTU. University has started enrolling international students from the academic year 2013-14. There were 136 students enrolled in the first year i.e. 2013-14, in the year 2014-15 the enrollment of international students decreased and only 63 students have been enrolled in the academic year 2014-15, in the academic year 2015-16 GTU, has enrolled 122 students under various courses and in the last academic year 221 students have been enrolled and currently studying at various affiliated institutes of GTU. In total, there were 542 students have been enrolled for the courses such as Ph. D., ME., MBA., BE, B. Pharm., B. Arc., etc. GTU has enrolled the students who are applying through ICCR only. There is future scope for the GTU to start enrolling students without scholarship.

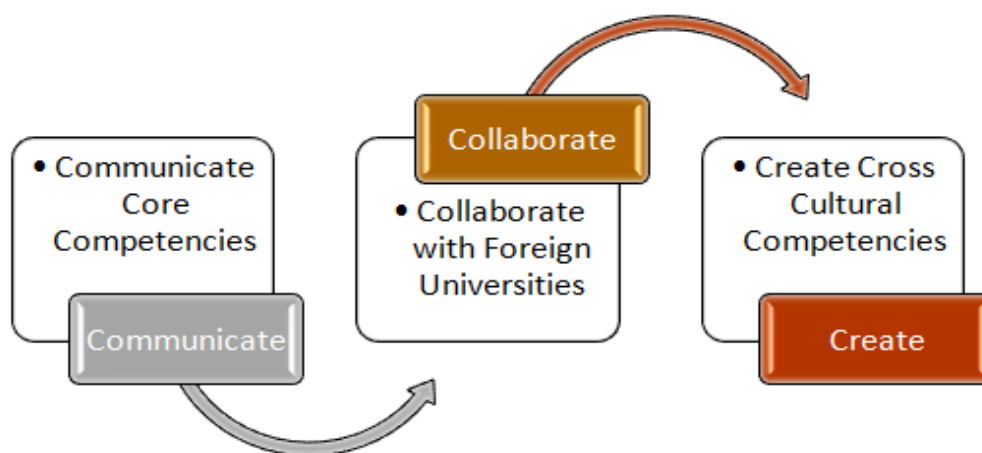


There is future scope for the GTU to start enrolling students without scholarship.

4.4 Proposed C3 Model for Internationalization of Higher Education

India holds an important place in the global education industry. India has one of the largest higher education systems in the world. However, there is still a lot of potential for further development in the education system. If we analyze the existing education system of India, it focuses on the pattern of 'Enrollment, Examination and Evaluation' which is no doubt the basic requirement of any education system of any country.

C3 Model for Internationalization of Higher Education



There is no harm in following the existing system however the proposed new system can be followed in order to realize the goals of becoming pioneers of a higher education model, a transformative and innovative approach would be required across all the levers of higher education: from curricula and pedagogy to the use of technology to partnerships, governance and funding to Education system. However looking at the impact of globalization on Indian economy we would have to come out from the existing shell of old education philosophy.

Researchers have proposed 'C3 Model' for internationalization of higher education. This model indicates the importance of communication to collaborate with foreign universities or academic institutions of high national importance in order to create cross cultural competencies. Whenever we talk about 'internationalization', collaboration comes first in mind to go beyond geographical boundaries.

5. CONCLUSION:

Internationalization is not limited to move from national boundaries, benefits of collaboration may be achieved in terms of joint research projects by faculty members and students of two countries, involving professors of other country in ongoing research activities to enhance the qualitative aspect of research, initiating student exchange programs with the possibility of covering various subjects of study along with offering training in local industries to understand the real work environment of that particular country. The ideas are endless and academic institutions may take leverage of government policies to initialize the concept of internationalization in higher education. Transformation of Indian higher education is possible and one of the ways is the road towards foreign collaborations. Core competencies can be transformed into cross cultural competencies by collaboration. Cross border trading can be enhanced if we understand the culture of other country. No country can run the business in isolation and blind trading with partner countries cannot give the same result as the trading with knowing cross cultural competencies. In this way we may understand that going beyond boundaries or internationalization or collaboration with foreign academic institutions not only serves the purpose of enhancing value of Indian higher education system but also is the engine of expanding global trade and contributing towards the development of Indian economy. Simultaneously it is the need of hour to understand that these collaborations with foreign partners should not be at the cost of quality of higher education. Under the pressure of developing internationalization platform for students, quality of education must not suffer. In short, India has gone from a post-secondary education system to one that is touted to be best-in-class for the 21st century world, and it is worth taking a closer look at how the country made this remarkable transformation.

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