



# Cross-Border Higher Education in India: False Understandings and True Overestimates

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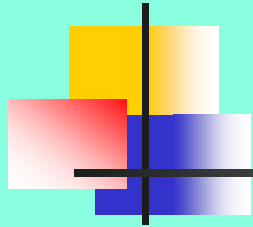
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## Cross-Border Education (CBE)

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- a) Movement of people across borders
  - Age old phenomenon
  
- b) Mobility of programmes and institutions
  - Recent origin (except for traditional distance education)
  - Developments in ICT
  - New forms of educational delivery
  - New providers



## Three Major Views

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- ❑ **View 1:** CBE should be promoted in all forms – profit or no-profit - for academic reasons.
- ❑ **View 2:** CBE is a disadvantage to developing countries and should be strictly regulated.
- ❑ **View 3:** Trade in CBE is assuming a significant dimension. A facilitative framework that will promote trade in CBE is essential.



## View 1: Academic Rationale for CBE

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- intellectual enrichment
- stimulus to academic programmes and research
- multi-cultural understanding
- knowledge development
- human resource development
- new forms of delivery of educational provisions
- new opportunities for learners
- mutual benefits
- strengthen the national systems of education



## View 1: Academic Rationale for CBE

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- Examples from the case studies and country reports presented in UNESCO-OECD forums during November 2003 – January 2005:
  - supported by NAFTA countries – Canada, Mexico and USA
  - AUCC survey 1999 on internationalization
  - Academic rationales are the key drivers
  - No off-shore branch campus of Canadian HEIs
  - USA – CBE is uncommon in traditional US universities
  - Active players are the “for-profits” with trade point of view

**“positive approach to reduce the obstacles and to facilitate recognition of qualifications across borders”**



## View 2: CBE as a Disadvantage

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- ❑ lack of capacity of the developing countries to participate effectively in the global trading system
- ❑ economic and revenue-generation rationales of CBE
- ❑ threat to national sovereignty and culture
- ❑ serious attack on the core values of higher education
- ❑ uni-directional flow of CBE activities
- ❑ detrimental to the developmental strategies
- ❑ issue of consumer protection is real

**"support to conventions, agreements and multilateral frameworks, outside of the trade policy regime"**

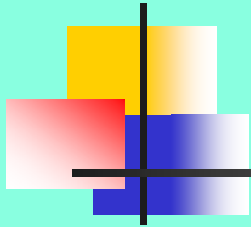


## Lack of National Capacity for QA

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- Asia-Pacific Region

- two-thirds of QAAs are recent initiatives
- uneven development in the national capacity
- on-going changes in fairly stabilized systems
- gaps in international co-operation
- foreign providers are not adequately covered
- ministries have a regulatory role
- national frameworks for QA of CBE - not well developed
- national policy frameworks vary
- considerations other than educational quality dominate



## A recent survey by the APQN done by AUQA

- ❑ ensuring quality of exports - Australia, India, Malaysia and New Zealand
- ❑ imports - Australia, Hong Kong, Indonesia, Japan, Malaysia, Mongolia, New Zealand and Philippines

### Risks to stakeholders

- ❑ low-quality provisions
- ❑ qualifications of limited value



## View 3: Trade Point of View of CBE

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- ❑ increase in CBE operations
- ❑ student mobility - a less satisfactory proxy for CBE
- ❑ unmet and increasing demand for higher education
- ❑ mobility of professionals
  - recognition of qualifications across borders
  - challenges the national policies
  - challenges the quality assurance frameworks

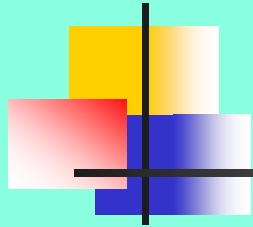
**“Build on opportunities and check the challenges”**



## CBE in India

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- Internationalisation in Indian Higher Education
- Disadvantages of a Developing Nation:  
False Understandings?
- CBE Market in Indian Higher Education:  
True Overestimates?



## False Understandings

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- ❑ Developed countries have certain **Elements of Advantage** that are favourable to them to export higher education to less developed countries
- ❑ Those **Elements of Advantage** are unfavourable to the entry of CBE into that country

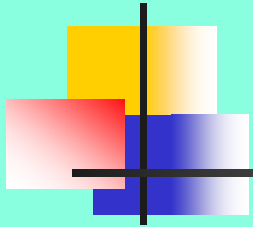
**“Do the Elements of Advantage hold good for the developed countries only?”**



## Elements of Advantage

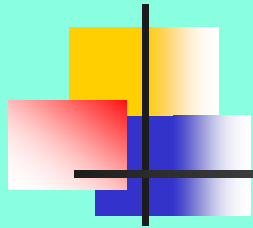
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- ❑ Developed countries have well-developed academic systems that are diverse and efficient, and therefore one of the best
- ❑ Developed countries have extensive ancillary education markets such as testing, and specialized training
- ❑ In developed countries, there is no shortage of places for students in HEIs
- ❑ HEIs in the developed countries are 'efficient and market savvy' and are always on their toes to attract students



## Element of Advantage 1

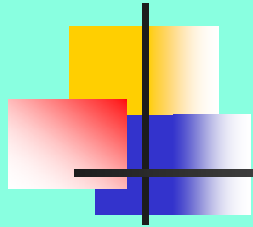
Developed countries have  
well-developed, diverse  
and efficient academic systems



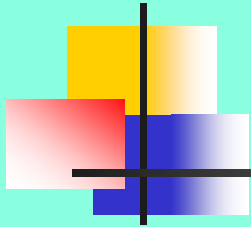
## Indian Scenario

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- ❑ large and diverse higher education system
- ❑ 3rd largest next only to the USA and China
- ❑ nearly 10 million students enrolled in higher education
- ❑ about 16,000 institutions including 119 ODL units
- ❑ caters to all the needs of the country
- ❑ no area in which a formal program or training is not available
- ❑ ranging from ancient philosophy to modern nano-technology
- ❑ nothing new in CBE offerings



- ❑ no dearth of good institutions
- ❑ Institutes of national importance (IITs, IIMs, IISc) and a few other universities have a global brand value
- ❑ relatively increasing wards of Non Resident Indians (NRIs)
- ❑ comparability of the quality of education
- ❑ lower cost of education
- ❑ well recognized for producing talented human work force in a cost effective way
- ❑ has all the advantages of an Anglophonic country
- ❑ most of the HEIs use English as the medium of instruction



## Element of Advantage 2

Developed countries have  
extensive ancillary systems

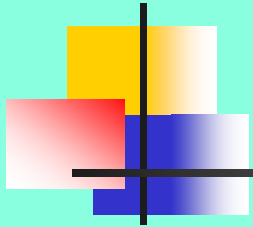


## Indian Scenario

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- ❑ good time-tested non-university post secondary institutions
- ❑ highly specialized training for diverse needs
- ❑ large private and corporate institutions like NIIT
- ❑ a large student base
- ❑ a large number of smaller ones
- ❑ large number of community colleges for local needs
- ❑ ICT in India gives a competitive edge in testing services

The ancillary education provision in India is very successful



## Element of Advantage 3

No shortage of places for students

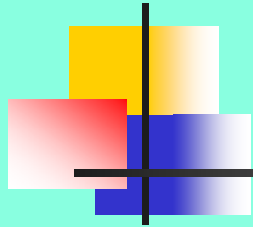


## Indian Scenario

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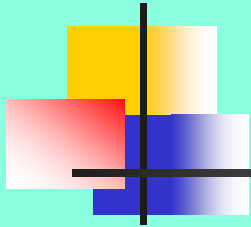
- ❑ adequate seats although there is competition for top HEIs
- ❑ growing domestic private providers (PP) – In 2002
  - 78.20 % in eng. & tech. (UG), 76.20 % in health sciences
  - 64.15% in management (PG), 67.35% in teacher education
- ❑ more 'seats' than there are takers
- ❑ low annual rate of growth in demand for higher education
- ❑ stabilized at 2-3% level in many Asia-Pacific countries
- ❑ 5% in India for nearly 20 years now - absorbed by the expanding domestic PP

“where are the students?”



- ❑ target enrollment of India - 14 million by 2008
- ❑ massive number - cannot be by 'outsourcing'
- ❑ cost involved to individuals or to the government
- ❑ no provider country will do it for no-profit
- ❑ this target has to be further expanded
- ❑ outsourcing as one time effort may not be enough
- ❑ no country can afford the cost of perpetual import
- ❑ providing countries cannot cope with such high volume even with a price for the **new type of clientele to be covered**

The best option is to rely on the domestic private providers.



## Element of Advantage 4

HEIs are Market Savvy in  
attracting students



## Indian Scenario

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For survival most private providers depend on

- the volume of student enrollment and student fee
- They become avid market watchers

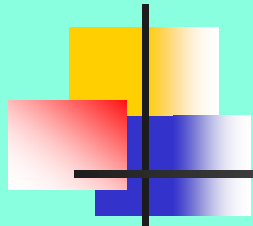
Public institutions are becoming 'Hybrids'

- empowered to start new and market driven courses
- self-sustaining basis with student fee as the major resource

Off shore activities in India in 2002

- 26 institutions of a particular country – 2 were not accredited
- Indian partners are mostly small private institutions yet to be accredited (with a few exceptions)

Most of the CBE operators in India are for-profits with low quality arrangements and they cannot attract students.



## True Overestimates

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Economic returns to match investment  
Attitude of the Indian students

### Viability of CBE operations

- Asia-Pacific region is a major importer (this is where two third of world population resides)
- India – Big student number – But students seeking CBE offered in India – not many
- Resources siphoned by such offerings - small for most countries individually – True for India

### Quality assurance requirements – resource intensive

- Recent experiences of Japan and South Africa
- Overseas campuses dropped to an insignificant level
- Mostly for want of adequate takers & National QAA



## Attitude of Indian Students

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### Two types of students

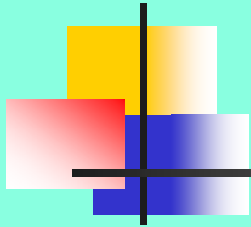
- those who can afford to pay higher fees
  - those who cannot pay high fees
- First category would cross borders.
- Second category cannot afford CBE.
- Indian students who study in other countries
  - less than ninety thousand at a given time
  - covered by the QA systems of the host countries
- Students in imported CBE are not many in number
- Two fold increase in CBE advt. during the past six years.
- This is coupled with increase in the domestic providers.
- The resultant is an insignificant CBE activity.
- As quality literacy improves, this will continue to be the case.



## Taking a Balanced View

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- ❑ Committee for Promotion of Indian Education Abroad (CoPIE)
  - ❑ Basic codes and criteria for the operation of foreign edn inst.
  - ❑ Facilitative and futuristic policy framework
  - ❑ Check deleterious effect on Indian culture and ethos
  - ❑ Shall be open for practitioners of all religions
  - ❑ mandatory registration with a Registering Authority
  - ❑ Only those accredited in own countries
  - ❑ Awards equivalent to parent campus programs
  - ❑ Enough public information about the above
  - ❑ Minimum standards as laid down by the national agencies
  - ❑ Subject to external quality review by a designated agency



- ❑ India has participated in the UNESCO-OECD initiative to develop draft guidelines for quality provision in cross border higher education
- ❑ The All India Council for Technical Education (AICTE) has developed regulations for the entry and operations of foreign institutions for imparting technical education
- ❑ For general education, the National Assessment and Accreditation Council (NAAC) has been consulted
- ❑ NAAC has established a committee to work on guidelines for International Accreditation
- ❑ NAAC will finalise its strategy after the Ministry of Human Resources Development finalises its policies.

Thank you

