



The Role and Relevance of Foreign Universities in Making Indian Higher Education Internationally Empowered

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Abstract

In the contemporary knowledge economy, providing sufficient access to diverse and globally competitive higher education institutions for the younger generation is a critical responsibility of the state. However, given India's vast population, it is not feasible for the government alone to meet the immediate demand for higher education opportunities for all eligible individuals. While the domestic private sector can complement government initiatives in offering higher education, the presence of foreign educational institutions is vital for demonstrating esteemed educational practices in developing countries like India. The entry of foreign universities can enable domestic institutions to seek and adopt new pedagogical strategies and research practices, thereby elevating the overall quality of the higher education sector. This proposed study examines the role and relevance of foreign universities in empowering Indian higher education to achieve international standards. The study is more qualitative in nature as it reflects the public's concerns over the role and relevance of foreign universities in the country. Through a comprehensive review of relevant literature, the study aims to identify existing research gaps. The present paper is an investigation of the diverse ways in which the establishment of foreign universities here can contribute to the smooth and speedy enhancement of Indian higher education to consistently compete internationally.

Keywords: Higher Education, Indian Education Sector, Foreign Universities, Knowledge Economy, Private Sector.

1. Introduction

As the international knowledge economy is becoming the determinant factor of sustainable growth and development (Lopez-Leyva & Mungaray-Moctezuma, 2017) (Kefela, 2010), the continuous and consistent expansion of the higher education sector, both in quality and quantity, is inevitable for India (Dahlman & Utz, 2005). It is crucial for economic development and social progress. It guarantees both individual and societal growth by imparting specific knowledge, skills and competencies needed in a society from time to time. This results in an enhancement of general productivity, which leads to further research, innovations and economic advancements. As it reduces skill gaps, higher education facilitates job creation in any challenging circumstance. Further, it

promotes social mobility and reduces the socio-economic disparities that exist. By understanding the importance of the sector, the Indian state invested heavily in the past, creating one of the largest networks of higher education institutions in the world at present. However, the higher education sector of the country is facing several challenges of various natures. The biggest challenge is ensuring equal access for all eligible youngsters in the sector. Even now, India is able to ensure that only one-fourth of its relevant population is in the higher education sector. That means a huge gap in human resources is not being filled in the country even now [1-5]. Another issue is with regard to the quality of facilities in the available institutions. Even though the country has internationally reputable institutions

of excellence like IITs, IIMs, JNU, etc. on one side, majority of institutions are struggling with poor infrastructure facilities and low quality learning contents. Various studies acknowledged endless bottlenecks faced by Indian higher education sector. So that the nation is not able to utilize the potential of its young generation at present. It is also reflected in the poor industrial collaborations, low patent claims and low employability of pass-outs. On the other side, the involvement of the private sector in the provision of higher education facilities is very limited. The state is expected to provide more freedom to private parties to invest in the sector. That is essential for rapid reforms and the expansion of the higher education infrastructure in the country. Similarly, the presence of foreign universities is also expected to get encouraged in the country. Their presence will bring both financial investment and global practises of knowledge making in to the country which will boost up the higher education opportunities here. Several foreign governments permitted such institutions to operate in their countries and it provided an additional leap forward in higher education initiatives there. The present study is an attempt to identify the existing gaps in the higher education sector of India and the relevance of foreign universities in addressing them on the basis of detailed literature search in both English and Malayalam [6].

2. Background of the Study

In today's rapidly globalizing world, the knowledge economy has emerged as a fundamental force driving economic growth and competitiveness. The knowledge economy is characterized by an increased reliance on intellectual capital, information and technological advancements as the primary drivers of productivity and economic value creation. The ability to generate, acquire and effectively utilize knowledge has become a crucial determinant of a nation's competitive advantage. Hence, those countries that prioritize investment in education, research and fostering an environment conducive to innovation and knowledge sharing are better positioned to thrive in the global marketplace at present. Moreover, the knowledge economy has

led to a shift in the nature of work, with a growing demand for highly skilled professionals capable of adapting to rapidly evolving technologies and business landscapes. This has necessitated a focus on continuous learning, upskilling and reskilling to ensure that the workforce remains relevant and competitive. Furthermore, the knowledge economy has facilitated the emergence of new industries, business models and entrepreneurial opportunities, particularly in sectors such as information technology, biotechnology and advanced manufacturing. These knowledge-intensive sectors not only drive economic growth but also contribute to addressing global challenges, such as sustainable development, healthcare innovation and environmental conservation. In this context, nations that prioritize investments in human capital, foster collaborative networks and embrace lifelong learning and knowledge-sharing practices are better equipped to navigate the complexities of the knowledge economy and capitalize on the opportunities presented by globalization. And it is higher education, with supreme quality, equips the development of a nation in the era of the knowledge economy as it fosters the cultivation of a skilled and knowledgeable workforce capable of driving innovation, research and technological advancement continuously and consistently. Higher education institutions act as hubs for seminal research, nurturing an environment conducive to scholarly inquiry and the generation of new ideas that fuel economic growth. Furthermore, quality higher education equips individuals with critical thinking abilities and expertise essential for entrepreneurship, business development and the creation of knowledge-intensive products and services. By promoting social mobility and inclusivity, higher education unlocks the potential of a nation's human capital, enabling individuals from diverse backgrounds to contribute to the knowledge economy [7-9]. Moreover, a well-educated populace enhances a country's global competitiveness, attracting investment and facilitating participation in international collaborations within knowledge-intensive sectors,

ultimately propelling sustainable economic development and long-term prosperity. India faces significant challenges in providing equitable access to higher education due to its vast population and limited resources. With around 1,084 universities and 42,343 colleges, India has one of the largest higher education systems in the world, but it struggles to meet the increasing demand for quality education. The following Table 1 shows the level enrolment to higher education in India over the years.

Table 1 Gross Enrolment Ratio at Higher Education Level (18 To 23 Years)

Year	Male	Female	Total
1990-91			6.0
2000-01			11.0
2010-11			17.9
2014-15			24.5
2016-17	24.3	23.8	24.1
2017-18	24.5	24.6	24.6
2018-19	24.4	25.5	24.9
2019-20	24.8	26.4	25.6
2020-21	26.7	27.9	27.3

Source: The All India Survey on Higher Education (AISHE).

While India's GER has been rising steadily, it remains below that of many developed nations. For instance, the GER is 86% in the United States, 59% in Japan and 30% in Germany. Furthermore, India's GER for higher education trails behind the global average of 38% and lags behind advanced countries, which boast a 57% enrollment ratio. The total number of student enrollments serves as a pivotal metric for gauging higher education advancement. Data analysis reveals a significant surge in higher education enrollment, from 1.73 lakhs in 1950-51 to 4.13 crores in 2020-21, marking a remarkable 143-fold increase. Moreover, the proportion of female enrollment has seen a substantial rise, climbing from 10.9% in 1950-51 to 48.2% in 2020-21

(Mahalakshmi, 2023). Moreover, the GER at the higher education level in India varies significantly across different categories. As per the AISHE data, the GER at the higher education level in rural areas was 25.7 percent in 2020-21, while in urban areas, it was 33.4 percent. As expected there is a significant gender gap in the GER at the higher education level in India. As per the AISHE data, the GER for male students at the higher education level in India was 29.3 percent in 2020-21, while for female students, it was 24.9 percent. The gender gap is more pronounced in rural areas where the GER for male students was 25.8 percent and for female students, it was 20.7 percent. The GER at the higher education level for Muslim students in India is lower compared to the overall GER in India. As per the AISHE data, the GER for Muslim students at the higher education level in India was 16.4 percent in 2020-21. Another concern is with regard to infrastructural facilities in higher education sector. The infrastructural facilities are inadequate to accommodate the growing number of students here [10]. Many institutions lack modern facilities, well-equipped laboratories, libraries and other technology resources, which are essential for delivering quality education and exposure to cutting-edge developments in the field. The availability of infrastructure in higher education institutions in India varies significantly across different states and institutions. According to the AISHE 2020-21 report, there are 1,084 universities and 42,343 colleges in India. The report states that 77.2 percent of the universities and 76.5 percent of the colleges have buildings, while the rest operate from rented premises. The report also states that 95.8 percent of universities and 89.5 percent of colleges have a library and 84.2 percent of universities and 68.9 percent of colleges have a laboratory. The availability and quality of teachers in higher education institutions in India is another significant concern. According to the AISHE 2020-21 report, there are 16.1 lacks (1.61 million) teachers in higher education institutions in India, of which 68.8 percent are male and 31.2 percent are female. The report states that 60.5 percent of



teachers in higher education institutions have a Ph.D. degree, while 24.5 percent have a Master's degree. The report also highlights that the student-teacher ratio in higher education institutions in India is 26:1. The lack of enough faculty members is a major issue affecting the quality of higher education in India. Even the best universities in the country have an unfavourable ratio of 20 or more students per faculty member. This ratio is much higher than the ideal 10:1 ratio found at top global universities. The situation is worse in other Indian universities where the student-faculty ratios are even more skewed. Reputed institutes like the IITs and IIMs are facing a severe faculty crunch, with 40% of their sanctioned faculty positions remaining vacant. This highlights the serious problem of faculty shortage in Indian higher education. This crisis stems from unattractive recruitment policies, poor career progression opportunities and a lack of incentives to retain talented academics, resulting in a significant brain drain to other sectors or overseas institutions. A significant challenge faced by Indian higher education institutions is the persistent reliance on outdated curricula and conventional teaching methodologies. These traditional approaches often fail to align with the rapidly evolving demands of the global job market and the accelerated pace of technological advancements. Consequently, there exists a notable mismatch between the skills and competencies acquired by graduating students and the specific skillsets sought after by potential employers. This disconnect has far-reaching implications, as it not only hinders the employability prospects of graduates but also impedes the ability of industries to access a workforce equipped with the latest knowledge and practical expertise [11-15]. Bridging this gap necessitates a proactive overhaul of academic curricula and pedagogical practices to ensure that higher education remains relevant and responsive to the dynamic needs of the modern, knowledge-driven economy. Research is a core function of universities, enhancing education quality, driving innovation, fostering industry collaborations and attracting funding too. A nation's higher education competitiveness is often judged by

its research output and impact. India's research output lags behind global standards, hindering its ability to contribute significantly to the knowledge economy. None of the country's universities feature among the top 200 global institutions in terms of research impact, a stark contrast to the prowess displayed by leading international universities. This disparity is further highlighted by the fact that Chinese universities collectively published a staggering 136,000 research papers in prestigious journals in 2017, while their Indian counterparts managed only 27,000 publications during the same period. One of the key factors contributing to this lacklustre research performance is the skewed incentive structure for faculty in Indian higher education institutions. Promotions and career advancement continue to be primarily determined by seniority and years of service, rather than research productivity, publications in high-impact journals or contributions to innovation. This approach fails to adequately incentivize and reward research excellence, potentially discouraging many talented academics from pursuing cutting-edge research endeavours. India's investment in higher education remains inadequate, lagging behind both developing and developed nations. The country's spending on higher education as a percentage of GDP stands at a mere 1.2%, significantly lower than the global average of 4.5%. This paucity of funding severely restricts the ability to enhance infrastructure, attract and retain highly qualified faculty members and foster a thriving research and innovation ecosystem within educational institutions. Lack of financial resources impedes the expansion of facilities, modernization of laboratories and libraries, implementation of cutting-edge technologies and provision of competitive remuneration packages to retain top academic talent. Consequently, this funding shortfall poses a formidable obstacle to India's aspirations of establishing a globally competitive and robust higher education system that can drive economic growth and knowledge creation. Similarly, India performs very poorly in international rankings of higher education

institutions as expected. The rankings are relevant because it serves as a measure of an institution's academic excellence, research output and overall reputation on the global stage. High rankings can attract talented students, faculty and research collaborations from around the world, boosting an institution's prestige and competitiveness. Simultaneously, these rankings provide a framework for institutions to benchmark themselves against their peers, both nationally and internationally. This allows them to identify strengths, weaknesses and areas for improvement, ultimately driving efforts towards quality enhancement and maintaining high standards. No Indian institution features in the top 200 in major global rankings like the QS World University Rankings, Times Higher Education World University Rankings, or the Academic Ranking of World Universities (ARWU). Only a few Indian institutions make it to the top 500 in global rankings, indicating the concentration of quality at a select few institutions. But, like other countries, India is least bothered about utilising the potential and resources of private sector in addressing the existing limitations of higher education here. The domestic private sector can play a significant role in complementing the government's efforts to expand higher education opportunities across India's vast expanse by setting up universities, colleges and vocational training institutes in underserved regions. They can also introduce a wide range of academic programs, including those aligned with local industry demands, vocational skills and emerging technologies, catering to diverse student interests and regional economic needs. Similarly, collaborations between the government and private sector can lead to the establishment of high-quality institutions, sharing of resources, expertise and infrastructure, thereby expanding access to quality education. More than that such partnerships will eventually develop industry-relevant curricula, provide internships and facilitate skill development programs to enhance employability. Foreign universities with established reputations and quality assurance mechanisms can serve as benchmarks for

Indian institutions to improve their standards and achieve international recognition. And such a scenario has the potential for healthy competition and knowledge transfer between foreign and domestic institutions. It can expose Indian students and faculty to diverse cultural perspectives and innovative teaching methodologies brought by foreign universities as well as facilitate cross-cultural exchange and internationalised curricula in preparing domestic students for the interconnected world. Simultaneously, it can bring more foreign students to India. All these are crucial for empowering the Indian higher education system to achieve global standards and produce a skilled, globally competitive workforce.

3. Statement of the Research Problem

For decades, India's higher education system faces significant challenges in meeting the growing demand for quality education and producing a globally competitive workforce due to reasons like financial to policy constraints. Despite the various efforts taken the government since initiation of planning process, the existing infrastructure is largely insufficient to meet the demand of providing esteemed quality of learning experience to the large number of college going deserving population [16]. In the other side, this prevents the country to fully participate in and benefit from the evolving knowledge-based international economy. Hence the present paper is an exploration into the possibilities of multiplying the quality and standards of Indian higher education by establishing foreign universities within the country.

4. Research Objectives & Questions

The proposed study is an attempt to understand the role and relevance of foreign universities in rapidly growing market economy of India, which has the largest number of young people at present. In the light of the above observations, the broad objective of the study is to explore how foreign universities can contribute to enhance the general quality of higher education delivery to make its recipients internationally competitive. The research questions of the proposed study are the following,

- What is the number of higher education institutions, students and teachers, and the availability of higher education institution facilities on the basis of population in India, both nationally and state-wise?
- What are the diverse concerns of the stakeholders about the entry, operation and impact of foreign universities in India?
- How international universities can facilitate the growth and development of Indian higher education system further?

5. Review of Literature & Identification of Research Gap

There are so many studies on commercial institutions providing higher education in India. These studies vary from financial mechanisms adopted by private colleges (Chandrasekharan 2011, Ananthakrishnan 2010; Ganeshan 2005, Menon et al 2005, Kaul 2000, Pinto 1994, Kothari 1986, Shatrugna 1983 & 1992, Singh 1972) to affordability (Kumar 2004, Salim 2004) to quality (Chattopadhyay & Pathak 2009, Vrijendra 2000) to reasons for their growth (Sebastian 2010, Patel 2009, Agarwal 2007, Mahal & Mohanan 2006, George & Sunanina 2005, Deshpande 2000, Tilak 1999). There are studies about the expenditure incurred in educating a student in higher levels (Kumar 2008; Ramachandran 2003; Gasper and Sebastian 1999). Educational expenses include expenses incurred by the public authorities (public cost) and expenses incurred by the student/family (private cost). Private cost can be again classified into academic (tuition fee, examination fee etc and expenditure on private coaching, stationary etc) and maintenance cost (expenditure on dress, transport etc). Even though fee is less, private cost of higher education, is very high in India (Tilak 1994, George and Sunaina 2005; Salim 2004, 2008; Kumar 2008). In such a situation, relevance of government intervention is very sounding. Studies regarding the aspect of expansion and equity in higher education sector (Altback & Mathews 2010; Nair & Nair 2008; Salim 2004, 2008; Kodoth 2010; Tilak 2001; Kumar & George 2009) supports this argument [17]. Compared to these, studies regarding inclusiveness

of higher education are minimal. Studies which look into inclusiveness in Indian higher education section historically (Sreeramamurty et al. 2012) and which presents the strategies to achieve inclusive higher education (ADB 2012) are hardly sufficient to explain the whole concept of inclusiveness of higher education. The preliminary review of the literature also revealed that the existing infrastructure of higher education in all the states of India is hardly available. The details of the number of institutions, students and teachers, in addition to research institutes, state-wise will be helpful to understand the availability of such facilities region-wise. This will help to know whether institutes are concentrated in particular areas or not. The literature hardly makes any mention of any theoretical explanation that explains the presence of higher education institutions under foreign management in another country. In the era of the knowledge economy, the opening of universities in other countries demands political explanations too. Hence, the absence of theoretical foundations on foreign universities also needs to be addressed. The review of the literature exposes the near absence of any focused research study in association with the relevance of foreign universities based on public opinion. Even though there are several reports published by government institutions and reputed organisations, their pure academic reflections on the same are very limited. As the country has vast inequality in the availability of and access to higher education institutions, the relevance of foreign universities will not be the same everywhere. But what enables the need for such facilities from the common man's point of view is completely absent in the available literature. The concerns and apprehensions of the common people, particularly students, with regard to the existing higher education scenario in the country make it imperative to expose the relevance of foreign universities here. A detailed survey of concerned stakeholders on the limitations of available higher education facilities and their expectations from the sector is vital in order to discuss the topic at hand. It is not the foreignness of a university but the expectation of the

common public about the usability of what is learned there that is most important. But the literature is hardly reflecting the nature of people's expectations of such foreign universities that are invited to operate in the country.

6. Research Methodology

fourteen revenue districts in Kerala, the samples in each category will be divided among all of them. The particular samples will be decided in advance; hence, it will not be a random sample. Each present student in a revenue district will be located at a respective college. The teacher will also be identified similarly. Policy makers are a diverse category; hence, the scholar will try to meet representatives of student organisations, mainstream political parties and trade unions from different ideological backgrounds, in addition to independent educational activists and experts who have more direct influence in making policies from time to time. The interviews will be based on a pre-decided printed questionnaire, which will be different for different categories of interviewees. The students, teachers and parents will have close-ended questions but with a one last option for making their own explanation. But the questionnaire prepared for policymakers will be very open-ended only. All the interviews will be audio recorded for later tabulation. For analysis, simple statistical tools will be employed. The findings will be presented as much in diagrammatic and table format as in text.

7. Analysis & Discussion

India's rapidly growing market economy and its vast young population present a compelling case for exploring avenues to enhance the quality and global competitiveness of its higher education system. As the nation strives to harness the potential of its demographic dividend, ensuring access to world-class educational opportunities becomes imperative. Against this backdrop, the role and relevance of foreign universities in India merit careful examination. The proposed study aims to shed light on how the presence of esteemed international institutions can contribute to elevating the standards of higher education delivery, ultimately empowering Indian graduates to thrive in the

increasingly interconnected global landscape. Very recently, government of Kerala announced its willingness to invite foreign universities to operate in the state in addition to expand the privatisation of higher education (Jacob, 2024). This enabled a renewed discussion on the needs and consequences of privatisation of higher education and whether foreign institutions become a catalyst for the internationalisation of Indian higher education or not. This discussion should start from a look into the available infrastructure of higher education at present in India. The following table shows the total number of institutions in the country that provides higher education in the country.

However most of the access towards higher education is realised by colleges which are affiliated mostly affiliated to universities. Hence, in order to get a better picture of such an infrastructure, the distribution of colleges in different states is more important. The Table 2 also shows the details of college distribution in India too. Now Table 3 shows the number of students getting enrolled into these institutions and the teachers working these.

Quantitative availability of college alone does not matter anymore in a vast and populous country like India. Hence the average number of colleges per population is becoming very relevant. Here the following table shows the availability of colleges (as they are the most important and available higher education institution in the country) for each one lakh college going age population is given in the following Table 4, which also shows the average number of enrolment possible per college in state wise and country as a whole. The table additionally have the teacher-pupil ratio which refers to the number of students commanding on an average by each teacher. The entry, operation and impact of foreign universities in India have raised various concerns among different stakeholders. In general, there are four stakeholders in higher education sector and they are students, parents, teachers and the policy makers. Even though they may have similarities in their concerns, they also possess exclusive response towards such a proposition.

Table 2 Number of Higher Education Institutions in India 2021-22

State	Central University	State Public University	Deemed University	Institute of National Importance	Others	Total	Colleges
Andaman & Nicobar Islands							9
Andhra Pradesh	3	24	4	10	6	47	2602
Arunachal Pradesh	1		1	1	7	10	44
Assam	2	15	1	5	7	30	607
Bihar	4	17	1	6	9	37	1092
Chandigarh		1	1	1		3	26
Chhattisgarh	1	14		4	15	34	917
D & N Haveli and Daman & Diu							19
Delhi	6	9	8	6	1	30	188
Goa		1		2		3	62
Gujarat	1	26	3	9	52	91	2395
Haryana	1	20	6	5	24	56	1090
Himachal Pradesh	1	7		5	17	30	349
Jammu and Kashmir	2	9		4	1	16	341
Jharkhand	1	11	1	5	15	33	366
Karnataka	1	33	14	6	21	75	4430
Kerala	1	14	3	6	1	25	1463
Ladakh		1	1			2	6
Lakshadweep							
Madhya Pradesh	2	23	1	10	41	77	2742
Maharashtra	1	23	21	7	22	74	4692
Manipur	3	3		2	2	10	108
Meghalaya	1			2	8	11	77
Mizoram	1			1	1	3	40
Nagaland	1			1	4	6	69
Odisha	1	19	3	5	9	37	1300
Puducherry	1		1	2		4	82
Punjab	1	12	2	6	19	40	1044
Rajasthan	1	26	7	5	51	90	3934
Sikkim	1	1		1	6	9	24
Tamil Nadu	2	21	28	7	4	62	2829
Telangana	3	15	3	4	6	31	2083
Tripura	1	1		2	1	5	54
Uttar Pradesh	6	32	9	11	33	91	8375
Uttarakhand	1	10	3	4	20	38	500
West Bengal	1	35	1	8	12	58	1514
All India	53	423	124	153	415	1168	45473

Source: (Government of India, 2021-22)

Table 3 Number of Students and Teachers in India

States	Students			Teachers		
	Male	Female	Total	Male	Female	Total
A & N Islands	5200	6227	11427	247	205	452
Andhra Pradesh	1028739	900420	1929159	65930	40608	106538
Arunachal Pradesh	34995	29895	64890	1276	1017	2293
Assam	333926	344086	678012	13385	9951	23336
Bihar	1447460	1175486	2622946	28896	9256	38152
Chandigarh	55291	55712	111003	1564	2170	3734
Chhattisgarh	298601	357740	656341	11873	11722	23595
D & N Haveli and Daman & Diu	6683	6122	12805	354	281	635
Delhi	585353	560037	1145390	10580	12349	22929
Goa	35398	30017	65415	1756	2147	3903
Gujarat	1009666	787996	1797662	35328	26475	61803
Haryana	542146	562386	1104532	19012	22086	41098
Himachal Pradesh	147143	172508	319651	5522	5373	10895
Jammu and Kashmir	192954	207469	400423	6638	4725	11363
Jharkhand	450106	429859	879965	9932	5157	15089
Karnataka	1258004	1178536	2436540	79227	71658	150885
Kerala	554572	749873	1304445	23516	39339	62855
Ladakh	1571	2869	4440	159	115	274
Lakshadweep	14	74	88	5	5	10
Madhya Pradesh	1505908	1294257	2800165	47319	35142	82461
Maharashtra	2542831	2035012	4577843	95779	71913	167692
Manipur	66234	64154	130388	3103	3167	6270
Meghalaya	43588	52865	96453	1630	2175	3805
Mizoram	23191	23580	46771	1168	1042	2210
Nagaland	23557	27666	51223	1087	1452	2539
Odisha	581167	492712	1073879	26664	17066	43730
Puducherry	44821	49822	94643	3562	3032	6594
Punjab	434616	424128	858744	20185	30807	50992
Rajasthan	1430283	1259057	2689340	53083	30109	83192
Sikkim	16274	17487	33761	891	618	1509
Tamil Nadu	1698112	1611215	3309327	103416	105320	208736
Telangana	793353	803327	1596680	48570	35516	84086
Tripura	53538	47013	100551	1584	921	2505
Uttar Pradesh	3669318	3304106	6973424	121594	56599	178193
Uttarakhand	286149	281555	567704	11718	7800	19518
West Bengal	1375627	1346524	2722151	46970	26847	73817
All India	22576389	20691792	43268181	903523	694165	1597688

Source: (Government of India, 2021-22)

Table 4 No. of College Per Lakh Population and Average Enrolment in Each College

State	No. of College	No. of College per lakh population	Average Enrolment	Teacher – Pupil Ratio
A & N Islands	9	18	808	16
Andhra Pradesh	2602	49	554	16
Arunachal Pradesh	44	25	666	23
Assam	607	15	906	25
Bihar	1092	7	2088	64
Chandigarh	26	15	1888	20
Chhattisgarh	917	27	606	26
D & N Haveli and Daman & Diu	19	17	654	20
Delhi	188	8	1752	21
Goa	62	34	680	15
Gujarat	2395	32	537	27
Haryana	1090	33	614	22
Himachal Pradesh	349	47	577	24
Jammu and Kashmir	341	21	633	24
Jharkhand	366	8	1848	54
Karnataka	4430	66	413	15
Kerala	1463	46	594	15
Ladakh	6	16	514	16
Lakshadweep				9
Madhya Pradesh	2742	28	808	30
Maharashtra	4692	36	685	23
Manipur	108	29	1013	19
Meghalaya	77	20	909	22
Mizoram	40	28	669	17
Nagaland	69	25	533	18
Odisha	1300	27	576	23
Puducherry	82	53	760	11
Punjab	1044	33	494	15
Rajasthan	3934	42	513	26
Sikkim	24	27	712	17
Tamil Nadu	2829	40	808	14
Telangana	2083	52	611	16
Tripura	54	11	1387	36
Uttar Pradesh	8375	29	761	35
Uttarakhand	500	37	646	22
West Bengal	1514	15	1189	29
All India	45473	30	709	23

Source: (Government of India, 2021-22)

Students are concerned about the quality, affordability and employability of the courses offered by these institutions. The quality of the courses offered by foreign universities are skeptical,

particularly if they lack proper accreditation or established reputations in their home countries. The high tuition fees and overall costs associated with foreign universities, which may be significantly

higher than domestic institutions, are raising issues of affordability of these courses. Similarly, there are concerns about the recognition and acceptability of degrees obtained from foreign universities, especially in the Indian job market, which may prioritize graduates from established domestic institutions. Parents' are concerned about the value for Money they spend on children as most of them cannot afford to finance their own education in the present scenario. It is doubtful whether the substantial investment in foreign university education will translate into tangible benefits for their children's future prospects. They may have doubts about the relevance of the education provided by foreign universities to the Indian job market. The relevance of a strong regulatory mechanism is essential in such a situation. Some parents are also concerned about the safety, security and overall well-being of their children studying in an environment which is identified as foreign in character. The extend of access towards the support systems within the institution is a question mark. The quality of communication possible with the institutional authority is depending on number of factors among which medium of language may raise a serious limitation to many. Some parents are worried about the potential erosion of traditional values and cultural identity of their children due to their exposure to foreign lifestyle, ideologies and culture in these institutions. For teachers', both potential and employed, job security is the most serious concern. If foreign universities are granted autonomy in hiring practices, there are uncertainty about the conditions in which the hiring is based on. If foreign faculties are recruited more or they were treated differently, it may create a potential displacement of home teachers. Questions are raised also about the opportunities for professional growth and development of Indian teachers and researchers, particularly if foreign universities prioritize their own faculty and staff. Teachers also raised concerns regarding the preservation of academic freedom, particularly if foreign universities impose ideological or curricular constraints that conflict with the existing values and norms of Indian

academia. Some teachers are suspicious of the potential cultural hegemony and dominance of Western educational models, fearing the marginalization or erosion of indigenous knowledge systems and teaching methodologies. The concerns shared by the policymakers stem from the need to strike a balance between fostering a globally competitive higher education system and preserving national interests. The challenge of developing an effective regulatory framework that ensures quality control, accountability and alignment with national priorities while providing operational autonomy to foreign universities is a serious one. Simultaneously, they are concerned also about the potential profit repatriation, unfair competition with domestic institutions and the implications for the local job market. The risk of brain drain, where talented Indian students and academics might be tempted by attractive opportunities abroad, hampering the development of domestic intellectual capital is also there [18-20]. Last but not the least, they have apprehensions about the potential national security implications of foreign universities operating within the country, particularly regarding sensitive research areas or the protection of traditional intellectual property of the nation.

Conclusion

India's higher education system has grappled with longstanding challenges in providing quality education and nurturing a globally competitive workforce, primarily due to financial constraints, infrastructure deficiencies and policy bottlenecks. Despite concerted efforts by the government, the existing resources and infrastructure remain inadequate to cater to the burgeoning demand for esteemed educational experiences from the country's vast college-going population. This limitation hinders India's ability to fully harness the potential of the knowledge-based global economy. The entry of reputed foreign universities into the Indian higher education landscape presents a promising avenue to address these challenges. By fostering an environment of academic collaboration, knowledge exchange and healthy competition, the presence of foreign institutions can catalyze

transformative changes within the domestic education sector. Their involvement can introduce cutting-edge pedagogical approaches, state-of-the-art research facilities and globally recognized best practices, thereby elevating the overall quality and standards of Indian higher education. However, this integration process requires a well-defined regulatory framework that balances the need for quality assurance, cultural preservation and accountability with the opportunities for innovation and international exposure. Policymakers must ensure a conducive environment that encourages foreign universities to establish their presence while safeguarding the interests of students, educators and the broader society. If all these concerns were addressed, foreign universities can serve as catalysts for change, driving innovation, fostering cross-cultural exchange and equipping students with the knowledge and skills necessary to thrive in the rapidly evolving global landscape [21]. By embracing this collaborative approach, India can unlock the doors to a future where its higher education system is internationally empowered, globally competitive and a driving force behind the nation's economic and intellectual progress.

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