

CONCLUSION

Vietnam will enjoy a further expansion of international cooperative education programs with foreign countries in the coming decades; however, it is important that collaborating parties recognize the existing issues and seek solutions to the problems. Foreign institutions need to understand the laws and regulations and Vietnamese communication culture. Vietnam needs to establish and review a reliable system for enhancing and measuring the quality of the programs, to avoid having unqualified institutions enter its educational market. ■

India's Need for Higher Education Internationalization

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India is on the verge of great power status. The success of the Mars Orbiter Mission is an example. The problem is that India generally does not act like a great power, nor does it have the necessary infrastructures. Let us take one small example—higher education. India dramatically underinvests in its universities and colleges. Most large countries not only have world-class universities but also an effective international higher education “foreign policy”—some call it soft power.

The establishment of Nalanda University and the South Asian University are some small initiatives to develop internationally competitive higher education. But are they enough when compared to India's aspirations to be recognized on par with China's rising global stature?

Higher education internationalization is at the forefront of academic thinking globally. Providing local students with some kind of international consciousness and knowledge is considered important for employment as well as citizenship in a globalizing economy. Educating students from abroad helps by bringing international students to local classrooms. Bringing students from abroad to the country will help future cooperation, economic ties, and the like. 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.

INDIAN INITIATIVES

Although institutions like the Indian Council for Cultural Relations offers scholarships to foreign students, its scope is very limited both in terms of numbers and the fields when compared to the programs mentioned earlier. 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—compared to the 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.

Most of India's international students are from South Asia, and regionalization might be a better term than internationalization. The large majority of non-Indian students study in private universities and are hardly represented in the public sector. Manipal University, a private university, stands first with an enrollment of 2,742 international students in 2012–2013.

Interestingly, the majority of the Indian public universities seem to be unaware of the potential of attracting short-term study abroad (one semester-in-India/casual studentship)—students from the United States and European countries to their campuses. Currently, only a few central government funded universities—like Jawaharlal Nehru University, Hyderabad University, and the Tata Institute

of Social Science—facilitate the short-term incoming student visit programs. Since the fees charged to international students are at least five to eight times higher than Indian counterparts, significant income could be earned by the ailing state universities. Apart from generating additional revenue, foreign students would promote diversity in university campuses.

However, the host universities would have to change some of the regulations, with regard to credit transfer. The recent initiatives taken by the University of Kerala, to issue academic transcripts in international style, could be a model for other universities. The initiatives undertaken by Mumbai and Pune universities to attract foreign students are also worth emulating. Apart from credit transfer regulations, the host universities would also have to ensure many facilities to the foreign students—in the form of orientation programs, excellent hostel facilities, remedial courses, health care facilities, help in getting student visas, registration with the Foreigner Regional Registration Office after arrival, and others.

The number of Indian branch campuses functioning abroad has also increased during this period. An off-shore campus of Manipal University—a prominent private university—operates in Malaysia, and another private university, Amity University operates campuses in the United States, Britain, China, and Singapore. The presence of four Indian private institutions in the Dubai International Academic City also reflects this trend.

Another trend is the opening up of off-campus centers—franchising arrangement—of Indian universities in countries where a sizable number of Indians are working. However, recently there were some reports in the media that the University Grants Commission had advised the Mahatma Gandhi University in Kerala, to shut down its seven international off-campus centers in the United Arab Emirates, Qatar, Bahrain, Kuwait, and Oman—because of violation of the University Grants Commission guidelines on the territorial jurisdiction of universities.

STRATEGIC PLANNING?

Internationalization has so far not been integrated into strategic planning at the majority of Indian higher educational institutions. Universities alone cannot be blamed for this situation, because currently India does not have a national policy governing the entry or operation of foreign higher educational institutions. Although the Foreign Educational Institutions (Regulation of Entry and Operations) Bill that was introduced in the Indian Parliament in 2010 to regulate the entry and operation of foreign higher educational institutions, it failed to achieve sufficient consensus in the Parliament and eventually lapsed. However, following the

path of the All India Council for Technical Education—the statutory body under the Ministry of Human Resource Development for technical education—the University Grants Commission came up with a set of regulations last year to promote and maintain the standards of academic collaborations between Indian and foreign educational institutions.

ALLIANCES?

Currently, only a minority of Indian universities and colleges have significant alliances with foreign institutions for activities including development and delivery of courses, joint research, or the exchange of staff and students. The new private universities and colleges are very active in promoting internationalization through the adoption of foreign curriculum, twinning programs, and other initiatives. Yet, their objectives are mainly aimed at improving their market position, through the promise of preparing students for the globally integrated economic environment.

There is a general feeling that integration of foreign educational programs into Indian institutions will provide an efficient way to improve academic quality and standards, which is not always true when it comes to the realities on the ground. During last two decades, the joint operation of programs with foreign partners and the collaborative delivery of educational programs have increasingly become part of internationalization in Indian higher education. This collaboration is generally between a newly established private institution from the Indian side and a middle-grade institution from a foreign country. Most of these institutions tout the presence of foreign faculty and placement assistance as their achievements. The web sites of some of the private institutions with foreign tie-ups boast that half of the faculty members employed by them are foreign nationals, which is not true in reality in many cases. Most of the foreign nationals work in their Indian partnering institutions on a short-term basis. For these institutions, revenue generation is more important than educational quality, and they see internationalization as a tool to attract more domestic students to ensure a high return on their investments.

The main attractions of private for-profit institutions in India with foreign tie-ups are: a foreign degree, lower tuition and fees compared to institutions abroad, opportunities to gain international experience by spending a semester in the partnering institution, professional development, academic standards equivalent to those in the partner country, access to extensive online resources, direct admission to the foreign institution's courses after the completion of an undergraduate course in India, internationally recognized degrees, and international placement assistance. However, discussions about the goals, content, and quality of the programs offered by these institutions have not been given pri-

ority, so far leaving open the question of whether students coming out of these institutions can broaden their skills and horizons simply by following an adopted curricula?

So far, there is no strategy for internationalization de-

spite the tremendous benefits that could accrue to Indian higher education. Higher education internationalization is a priority in much of the world. India needs to join the race.

NEW PUBLICATIONS

Martinez-Alemán, Ana M., Brian Pusser, and Estela Mara Bensimon, eds. *Critical Approaches to the Study of Higher Education: A Practical Introduction*. Baltimore, MD: Johns Hopkins University Press, 2015. 321 pp. \$34.95 (pb). ISBN 978-1-4214-1665-6. Web site: www.press.jhu.edu.

This volume includes a series of essays discussing key issues in American higher education from a range of critical perspectives. Among the perspectives used are critical race theory, semiotics, critical theory, feminism, and others. Topics discussed include the college completion agenda, poststructural approaches to policy research in higher education, human capital theory, critical history, and others.

Bhandhari, Rajika, and Alessia Lefébure, eds. *Asia: The New Higher Education Superpower?* New York: Institute of International Education, 2015. 196 pp. \$39.95 (pb). ISBN 978-0-87206-375-4. Web site: www.iiebooks.org.

Asia's higher education enrollments are growing rapidly, and several Asian countries, especially China, have invested heavily in higher education. This book focuses on aspects of Asia's higher education growth, including rankings, Asia's role in the global knowledge economy, the challenges of quality and opportunity, among others. Countries, such as China, India, Vietnam, and Japan, are also considered.

Bowen, William G., and Eugene M. Tobin. *Locus of Authority: The Evolution of Faculty Roles in the Governance of Higher Education*. Princeton, NJ: Princeton University Press, 2015. 379 pp. \$29.95 (hb). ISBN 978-1-40086-5635. Web site: www.press.princeton.edu.

The basic argument of this book is that American higher education has adapted to changing circumstances fairly effectively,

and that the governance structures that have been built up over time are useful. Case studies of four different academic institutions and systems provide evidence. The authors also argue that change is appropriate so long, as it does not destroy the role of faculty involvement in governance.

Hazelkorn, Ellen. *Rankings and the Reshaping of Higher Education: The Battle for World-Class Excellence (2nd edition)*. Basingstoke, UK: Palgrave Macmillan, 2015. 304 pp. (hb). ISBN 978-1-137-44666-4. Web site: www.palgrave.com.

The second and revised edition of Hazelkorn's pathbreaking book on global rankings, this book brings the original 2011 volume up to date. It focuses on the role of rankings in global higher education, the nature of rankings and what they measure, and the impact of rankings on student choice, higher education policy, and related issues.

Munene, Ishmael I. *Multicampus University Systems: Africa and the Kenyan Experience*. New York: Routledge, 2015. 160 pp. \$145 (hb). ISBN 978-0-415-82514-6. Web site: www.routledge.com.

This book is not about multicampus university systems in the accepted sense of the term. Rather, it discusses the challenges facing selected universities in Kenya and to some degree elsewhere in Africa. An effort is made to link the discussion with various theoretical perspectives.

Paget, Karen M. *Patriotic Betrayal*. New Haven, CT: Yale University Press, 2015. 527 pp. (hb). ISBN: 978-0-300-20508-4. Web site: www.yalebooks.com.

This is the fascinating story of how the American Central Intelligence Agency (CIA) infiltrated and ultimately controlled the foreign policy and activities of the National Student Association (NSA), the representative organization of American student govern-

ments, during the Cold War period. The CIA secretly provided much of the funding for the NSA's work.

Palfreyman, David, and Ted Tapper. *Reshaping the University: The Rise of the Regulated Market in Higher Education*. Oxford, UK: Oxford University Press, 2014. 307 pp. (hb). ISBN 978-0-19-965982-1. Web site: www.oup.com.

The focus of this volume is on how English higher education has been changed by introducing market forces into higher education. Underlying the changes are the diminishing of financial support from the state for higher education and the increased costs to students and the adjustment made by universities. Issues such as students as consumers, the research mission, the entry of the for-profit sector, and others are discussed. While focused on England, comparisons with the US experience are included.

Ream, Todd C., and John M. Braxton, eds. *Ernest L. Boyer: Hope for Today's Universities*. Albany, NY: State University of New York Press, 2015. 281 pp. \$90 (hb). ISBN 978-1-4384-5565-5. Web site: www.sunypress.edu.

Ernest L. Boyer was US Secretary of Education, Chancellor of the State University of New York, and president of the Carnegie Foundation for the Advancement of Teaching. This book includes some of his essays and speeches on aspects of higher education, including the role of students, college access, financial issues, general education, and others.

Renn, Kristen A. *Women's Colleges and Universities in a Global Context*. Baltimore: Johns Hopkins University Press, 2014. 178 pp. \$44.95 (hb). ISBN 978-1-4214-1477-5. Web site: www.press.jhu.edu.

A survey of the status of women's universities and colleges worldwide, this volume discusses such themes as gender empower-