

Internationalization of Educational Campuses

The Need of the Globalization Process

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Introduction

With the advent of modern developments in communication and transport, the world has certainly become more 'global' and communications amongst different communities of diverse cultures has expanded enormously, hopefully for the betterment of mankind. In recent years, several developing countries have introduced economic reforms resulting in globalization of their markets and resulting in export promotion activities and also attracting foreign investments. In all these changes, it will be necessary that the social and cultural aspects of the collaborating societies are fully understood and the language and contents of communications are carefully studied and planned so as to avoid misunderstanding and exploitation which led to the failure of the globalization process introduced during the colonial era in the past. There has to be a better understanding amongst the citizens of the world if the newly emerging "global civilization" has to result in cooperation and peace. In this effort, education (and more so international education) is the linchpin for the coming generation. The cultural roots of different societies have to be understood through a well planned educational system which will transgress beyond local, regional, national and international borders and prepare the new citizens for the global civilization. Our educational institutions will have to introduce certain amount of internationalization of the educational curriculum at different levels (in schools, colleges and more importantly in universities) to bring about the global awareness amongst the students. Curriculum changes with international perspective will no doubt bring about a global awareness on our campuses but more dynamic changes would have to be brought about through personal contacts between Indian students and foreign students and faculty. Our universities should encourage short-term and long-term contacts with international universities and institutions. The present article is an attempt to suggest how this process of internationalizing our

educational institutions could be brought about and what are the challenges and opportunities for the Indian university system if they wish to bring about this change. **Educational Campuses in India and US—Status of Internationalization**

In the two largest democracies of the world viz, India and the US, education is considered a very important facet of national development. The systems are managed rather differently in the two countries but there is an interest in each about the other country and several academic exchanges do exist between the two systems. Certainly, the predominant position which India held in education in the historical Vedic period, when scholars from different parts of the world would come to India to study subjects like religion and philosophy, is no longer maintained. On the other hand perhaps US has taken the leadership position in modern higher education having the largest number of foreign students and faculty on its university campuses.

The Indian Higher Education System

In India, as of 1992, there were 194 universities which included 30 deemed universities and 10 institutions of national importance.¹ As many as 7121 colleges are affiliated to these universities, which together enrol 44.25 lakh students for graduate, postgraduate, research degrees and diplomas, and employ 2.62 lakh teachers for teaching and research. Higher education has an unbroken tradition in India that can be traced back to the ancient times when the *Guru* would impart the principles of the *Vedas* to pupils selected from the priestly and ruling classes. These centres grew over the period, and could be considered as the genesis of the university education in India. In the 18th century, internal dissensions among Indian States made the country vulnerable to outside pressure. Small pockets of Western culture began to appear on the subcontinent. By the dawn of the 19th century, British colonialism in India was firmly established. Debates took place on the type of education system to be developed, whether to develop the traditional

Indian institutional system or to promote westernization. The net impact of the colonization was in favour of expansion of westernized pattern of education. The Education Policy articulated in 1854 gave guidelines for founding a university system, modelled on the University of London. The Universities of Calcutta, Bombay and Madras were subsequently established in 1857. For the last 100 years or more we have expanded on this model. Notwithstanding a few innovations like the setting up of institutes of technology, management, and the agricultural universities, the Indian higher education system has more or less remained highly British oriented.

In spite of this western influence in our institutional structure, the Indian system has never attracted, or made efforts to attract, foreign students on the campus, though during all these years, the system did have several faculty members who were foreigners. The internationalization of the Indian institutions was restricted only to foreign faculty inputs and not student input.

Soon after independence in 1947, and in the decades which followed, several colonized countries in the Asian and African continents became independent and the Indian educational system began to attract the attention of foreign students from these countries. Unfortunately, the Indian education system never went out to attract these foreign students in an active way but permitted the government channels of bilateral agreements to officially provide this international input. As a result of such government agreements foreign students started trickling into the Indian education system. However, the bureaucracy ensured that it remains 'trickle' and that too based on a quota system than on an open merit based system. As a result, today after 47 years of national independence, and in spite of having a very wide and sound (though perhaps not financially well endowed) educational system, the number of foreign students is only about 12,600 — a mere 0.3% of the total student population. How can we expect to have a sense of global civilization amongst our students if they do not even get an opportunity to meet and understand their counterparts from other cultures?

While the absolute numbers of students are very small, the system has however ensured that more than 100 countries are covered from all over the world. Table I shows the number of foreign students from top ten countries (list is selected to show only those top countries which have at least 250 students).

Table I: Number of Foreign Students from Top 10 Countries Studying at Indian Universities during 1992

<i>S.No.</i>	<i>Country</i>	<i>Number</i>
1	Kenya	3980
2	Sudan	1657
3	Jordan	1299
4	Nepal	725
5	Ethiopia	674
6	Malaysia	597
7	Bangladesh	565
8	Sri Lanka	487
9	Iran	348
10	Palestine	250

Source: Association of Indian Universities.

Most of the foreign students at Indian university campuses are from developing countries of Africa and Asia, though it is interesting to note that there are 137 registered students from the US, 70 from UK, 30 from France and 20 from Germany. Surely the wide spectrum of over 10 countries represented here gives us an indication of an immense scope that exists in internationalizing the campuses of Indian universities over the next decade now that we are truly becoming global and looking for partnership from several countries, both developed and developing. With a sizeable migration of Indians to foreign countries, it is certain that the second generation foreign students of Indian origin would look for their cultural roots and our universities can certainly fulfil their needs. What Indian universities need to do for internationalizing their campuses can be seen from what the US universities have already done so successfully and are further opening up their doors (and are actively "marketing" their education abroad). The status of American higher education and the extent of their internationalizing efforts are briefly described in the next section.

The US Higher Education Scene

The growth of higher education in the United States can be divided into four major periods : 1636-1776, the founding of the colleges; 1776-1862, experiment and diversity; 1862-1900, the rise of the university; and 1900-to present, the period of expansion.² In the first period, the colonial colleges were founded for advancement of learning and training of clergymen. In the second period, separately organized professional schools were begun. Schools

in applied science, polytechnic and engineering were initiated in this period. The establishment of colleges for the black was also an important landmark during this period, emphasizing the cultural diversity of the American people. In the period 1862-1900, the rise of the university phase was evident. The first was the establishment of the land-grant colleges (on which were modelled the Indian Agricultural universities) for higher education and training in agriculture and the mechanic art and the second was the emergence of the university, public or private, as the dominant and the most influential structure of higher education. The period beyond 1900 to present is regarded as the period of expansion for American higher education, with the emergence of the community and junior colleges as a distinct structural unit of higher education. The enrolment also enhanced considerably during this period. The student population of over 237,000 in 1899-1900 rose to over 12,240,000 in 1985-86. Accompanying this growth was a significant shift in enrolment from private (sometimes called independent) to public institutions even though the two types of institutions were roughly equal in number. In 1950, roughly half of the students were in public and half in private; in 1985, the percentage in public was 77.

To these U.S. higher education institutions are attracted a large number of foreign students. During 1991-92, the international student enrolment at US colleges and universities reached a new high of 419,585.⁵ This is roughly 2.7% of the total student population (compare this with the figure of 0.3% for Indian universities). Table II gives the number of foreign students in U.S. from the top five countries.

**Table II: Foreign Students in USA
(the first five countries)**

S.No.	Country	Estimated Number	
		1991-92	1992-1993
1	China	42,941	45,126
2	Japan	40,700	42,843
3	Taiwan	35,552	37,432
4	INDIA	32,534	34,946
5	Republic of Korea	25,719	28,519

Once again notice the sizeable number of students from a totally different culture (Asian) being exposed to (or wanting to be exposed to) the American higher education system. In the process, these students expose the American society to such diverse language and cultural experiences from China, Japan and India. It is likely that many of these foreign students (particularly from India) get

submerged in the American way of life and society and may in turn lose their cultural identity and accept the citizenship of the US. But, to a normal and a common American, they might still represent a "foreign" culture thus perhaps diversifying the so-called American culture. There may still be a struggle, on the part of the former "foreign" student, to identify his/her lost cultural roots. An American higher education campus is likely to provide some (though obviously not all) of these cultural needs. An Indian campus, however, as it is presently constituted, will isolate a foreign student since its level of internationalization is still very low compared to its counterpart in the US. This distracts other foreign students from coming to Indian campuses.

We believe, that at the present moment of our history, the seeds of a global civilization have been sown through improved communication and globalized market scenario. If India has to join this process of globalization (which may appear like joining the bandwagon), its higher education system must take major steps for internationalizing the education campuses and thus possibly producing global leaders of the future. Internationalizing our education campuses is more easily said than done. It is not merely opening the doors of our universities to foreign students and faculty, but it also implies making our educational system more attractive to a foreign student and also making our education campuses "more livable" and hospitable to the foreign students.

Internationalizing Indian University Campus

In the foregoing sections, the impact of globalization on the Indian and US campuses has been briefly described and a case for internationalizing our educational campuses was implied on social and cultural grounds as they affect India's future needs

In addition to promoting goodwill and international understanding, the placement of foreign students in India could also provide direct economic benefits which could help ameliorate, to some extent, the acute financial crunch being faced by our educational institutions. The Finance Minister, in his budget speech of February 1993, has clearly stated that:

"Hitherto our institutions of higher learning have been almost entirely dependent on Government funds. As Government funds are limited, we must find ways of funding these institutions from the industry."

The university authorities have clearly been challenged to raise resources. We believe that inter-

nationalization of Indian university campuses is another way for augmenting our efforts towards funding our institutions. A number of foreign countries, who have established their names in higher education, are making conscious efforts at "marketing" their education and the revenues generated from such efforts are substantial. A US Government report has claimed that during 1992-93, the US economy has gained US Dollars 6.1 billion through the presence of more than 438,000 foreign students on its educational campuses. It is further estimated that 50% of this revenue is coming from the Asian region. The time has come for us to start a reverse resources flow as well. Surely, our educational system has traditional values which could be "marketed" abroad for good purposes. We must not feel shy of making such efforts for exporting our education. This will be one way of gaining once again an international prestige for our education system as was the case during the historical Vedic period and the days when scholars from all over the world came to study in our institutes of learning at Nalanda. Internationalization of our university campuses has the possibilities of social as well as economic benefits to India. We must gear ourselves seriously towards this effort — and it will need a lot of serious effort to attract foreign students to our campuses.

American Teacher Project in India — A Case Study

As an example of how the American education system has viewed its program of internationalizing its educational institutions, we present here briefly a case study of the American Teacher Project in India which is supported by the US Department of Education, and partly by the Indian Government, under the umbrella of the well known Fulbright Program. The Fulbright Program is America's foremost institution of academic exchanges. The Program, in its fifth decade, has enabled over 180,000 students, teachers and scholars from 130 countries to share American cultural heritage. There is a multiplier effect in international education, says Senator Fulbright, after whom the Fulbright Program is named, *"the real possibility of changing our manner of thinking about the world, and therefore of changing the world."*

The United States Educational Foundation in India (USEFI), which has administered the Fulbright Program in India since 1950, has been associated for a long time with bringing the Indian and American teachers and students together for enhancing mutual understanding between the peoples of the United States of America and India. The bilateral agreement empowers the Foundation to administer,

or assist in administering or otherwise facilitate educational and cultural programs and activities. A provision in the bilateral agreement has been used to administer numerous programs on behalf of US universities and colleges as well as government agencies. The largest number of individual Americans associated with this exchange program are in the group projects funded by the US Department of Education (USED) since 1962. Through its Center for International Education, USED administers a variety of programs designed to expand the international, global dimension of American education and to increase US capabilities in the less-commonly taught foreign languages and related area studies. One such program of group projects is now handled by the Foundation under the bilateral agreement. Through 1994, the Foundation has administered 123 such group projects involving nearly 3250 American school and college teachers.

Under the Group Project Abroad Program, US educational institutions, state education department or private non-profit organizations (and no individual participants) are selected for awards on the basis of an institutional plan for a five-week to 12-month overseas project. The projects selected may include short-term summer seminars for teachers or faculty, advance intensive language programs for students, research teams of US college and university faculty for curriculum development projects, etc. Under the Seminars Abroad Program, individual US educators in the fields of social sciences, humanities and social studies, are selected for participation in 4 to 6 weeks seminars in India. Generally these seminars are open to secondary and elementary teachers. Participants are required to complete independent curriculum projects that are relevant to their schools/colleges' use on individual or small group basis.

Applications go through an extensive and thorough review process, both at USED and at USEFI, the specific purpose of which is to select the best academically qualified candidates/institutions. As per the agreement with the Government of India, the groups are affiliated by the Foundation to an academic institution in India. A two-three week academic program is designed by the host institution in consultation with the Foundation and participating institutions. USEFI tries to balance the academic program by properly interscheduling the academic activities and to help eliminate the participants feeling of being "academics" solely during the academic phase or being only "tourist" during the travel phase. The highlights of the program include site visits to schools and universities, informal meeting with

scholars and faculty members, cultural events, lecture-demonstration of Indian music and dance and special programs to meet specific needs of participants to the extent that these can be arranged within the constraints of a group project. The travel phase is intended to expose the teachers to the geographical diversity and regional cultures of India. Special efforts are made to provide visits to Indian villages to observe agricultural and rural life and also visit Indian homes. USEFI also helps the participants to acquire curriculum materials about India through interaction with curriculum specialists and resource persons in India. GOI bears the cost of the academic program of all such groups.

As a result of the feedback and monitoring mechanism, the letters received by the Foundation from the participants underline the importance of such projects to American teaching system. The following excerpts from reports received from American teachers highlight their experiences in India:

(i) *"It is difficult to define the many ways this summer experience has helped to change my view of India and will eventually promote mutual understanding between US and India. One obvious way is through my interaction with students, professional peers and friends. When I discuss my trip, I often get the stereotypical questions about poverty and starving Indians. This gives me the opportunity to explain the diversity and richness India has to offer..."*

(ii) *"The Summer Project" Understanding India and Her Ethos' helped me to realize a multi-culture diversity that India has. From these experiences I will be able to help our school staff, students and community to improve their understanding and knowledge of India and her people. Upon my return from my seminar experience I will be able to share my knowledge and experiences that I have gained with the students and community."*

"Staff development workshop will be held for the school staff to discuss the multi-culture diversity of India... Family Literacy Workshops would also be held for the families of the new students and for the community-at-large to bridge the gap of understanding between the various cultures.

"I think it would be a tremendous experience for Indian teachers to visit US schools to study instructional strategies that are employed in our public schools."

(Hi) *"The Fulbright-Hays Seminar Program provides a very comprehensive and richly textured experience in India. The United States Educational Foundation in India immersed participants in India's arts, religion, politics, history, social life, and overall culture with amazing intensity in a five week time span. I have*

emerged from the experience with a broader world view, renewed compassion for the human condition, and sensitivity to India's needs as a nation. I am also a better teacher and a better person due to the experience."

The experiences of American teachers give us an idea how they would educate their students about a foreign culture. Hopefully the American students will have a much better world understanding and thus able to play a global leadership role. Indian students on our campuses also deserve to be exposed to the global scene through meetings and visits of scholars from other countries. The international experience brought back by Indian and foreign teachers exposed to a different culture could certainly enrich the educational experience of our students. Internationalization of our educational institutions is a dire need in today's global village. The American experience may be worth considering in the new Indian context.

Conclusion

The changing economic development all over the world will necessarily affect our educational scene and has highlighted the need for internationalization of our educational institutions so as to bring about a greater awareness, particularly, at the higher educational level about other cultures of the world. The US educational system has already benefited culturally and economically from its programs of bringing in more than 400,000 foreign students to its educational institutions. India has a tremendous scope to open its institutions to foreign students, which apart from exposing its students to diverse cultures, would also then improve the financial position of our institutions. The American Teachers Project, administered by US Educational Foundation in India (USEFI) during the last three decades, has shown how the US teachers are trying to expose American students to the modern developments in India. India must take new initiatives at this juncture.

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