

Dynamics of India as an Emerging Destination for International Students

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ABSTRACT

India has been well-recognised as a source country, sending large number of students to different educational hubs around the world. Contrary to this, the present paper argues that India is an emerging educational hub in the South Asian region. Secondary data (Right to Information and All India Survey on Higher Education), in addition to policy documents of different ministries are analysed to make sense of macro trends in inward mobility of international students into India. The trend in international students in India has had its ebb and flow, but India has emerged as an important destination country for international students in South Asian and Southeast Asian region. Other major findings of the paper are as follows: Africa is emerging as an important source of international students. Within Africa, share of North, West and Middle Africa is rising, and the share of East Africa which traditionally sent higher number of international students has fallen; there is an important chunk of international students who are more influenced by the idea of socio-cultural exploration and personal development; there is a huge underreporting on international students from developed nations and Asian countries, including, Europe and North America. The paper concludes that at present India seems to adopt the strategy of mutual understanding and capacity building, and sees it as an opportunity to maintain its influence in not only South Asian¹ and African region but also in developed regions around the world.

Keywords: Higher education, South Asian region, international students, chunk

INTERNATIONAL STUDENTS IN INDIA

Migration of people from one geographical space to another for exploring the unknown and learning new things has been one of the fundamental aspects of world history and it as old as the human civilisation itself (Cohen, 1995). In ancient times, scholars used to travel to different seats of learning in the world. Two famous seats in the Indian sub-continent were Takshashila (Taxila) in 5 B.C. and Nalanda in circa first to fourth century AD.² At its zenith, Nalanda hosted students and scholars from across the world, especially China, Greece, Persia, Korea and Central Asia.³ Due to its ancient reputation rather than any policy prescriptions, India continued to host international students even after independence. But there has been no special effort to attract international students into India. Contemporary Indian is better known as a source

of international students rather than a destination country. Moreover, whatever inflow of international students that takes place in India is lesser known due to paucity and discrepancy of data.⁴ The fact of the matter is that India hosts noticeable number of international students from neighbouring countries in South Asia and Africa. The continents of America, Europe and Australasia also send international students to India but data is not available.

The trend in inward mobility of international students into India has had its ebb and flow, but India has emerged as an important destination country for international students from all over the world and especially from within Asia. The data sets from Association of Indian Universities (AIU) and Ministry of Human Resource Development (MHRD) disclose that Indian educational institutions⁵ hosted students from 90 countries as early as in the year

1988-89. Since then, the number of countries sending students to India has increased over the years, numbering upto 153 in 2010-11. Fig. 1 depicts that although the number of international students was either stagnant or had dipped till 2001-02, in the 21st Century, India has witnessed a consistent increase to reach the mark of 35,936 in 2013-14, i.e., registering almost a fourfold increase.

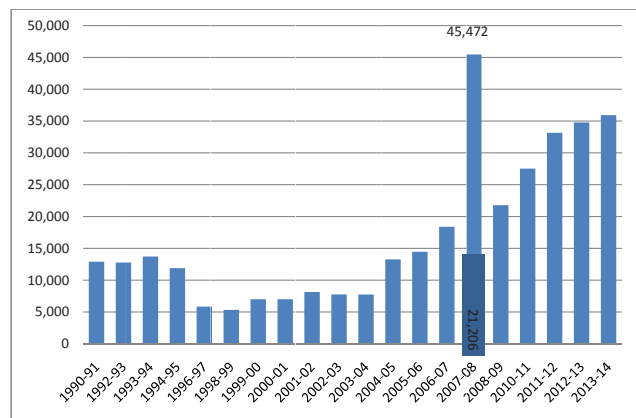


Fig. 1: Total Number of International Students in India (1990-2014)

Source: Compiled from Dongaonkar and Negi (2009), Snehi (2010), All India Survey on Higher Education (AISHE) and UNESCO Institute for Statistics (UIS).⁷

There have been prominent differences in number of international students in India over the years. In early to mid-nineties, international students reached a peak of 13,000 in 1993-94 but after that the numbers declined to approximately half by 1996-97. There were a few possibly explanations for this fall: First, during this period USA, UK and Australia were engaged in accelerating the pace of internationalization of their higher education sectors. Additionally, countries like Canada, France and Germany emerged as destinations for international students during this period. As a result, there was an increase in market-oriented programmes promoting mobility into these countries (Sanyal and Martin, 2006). Second, there were no efforts on part of India to promote its higher education sector and those coming were mainly from countries having India Diaspora or neighbouring countries.

From 2004-05 onwards, India again saw an increase in the number of international students. Overall, for the last decade, from 2004-05, growth in the number of international students in India has been very impressive and consistent. In the last decade,

there has been approximately a threefold increase in number of international students and very recently it saw an increase of 5625 more students in 2011-12, an increase of almost 20.43% from the period 2010-11.⁶ One possible reason for this increase could be the efforts of UGC for promoting higher education through initiative like Promotion of Indian Higher Education Abroad (PIHEAD) and constituting the Committee on Promotion of Indian Education Abroad (COPIEA) in 2002, which monitored and promoted Indian higher education (10th Five Year Plan, GOI). But there are other continent, region and country specific reasons also which helped India to embark on a new journey of making India an 'Educational Hub'. These probable reasons for increase or decrease in number of international students during 2004-05 to 2012-13 have been discussed in the following sections.

INTERNATIONAL STUDENTS FROM DIFFERENT CONTINENTS

Fig. 2 profiles the distribution of international students in Indian institutions by continent. It is evident from the figure that an overwhelming majority of international students in India come mainly from two continents, viz., Asia and Africa.

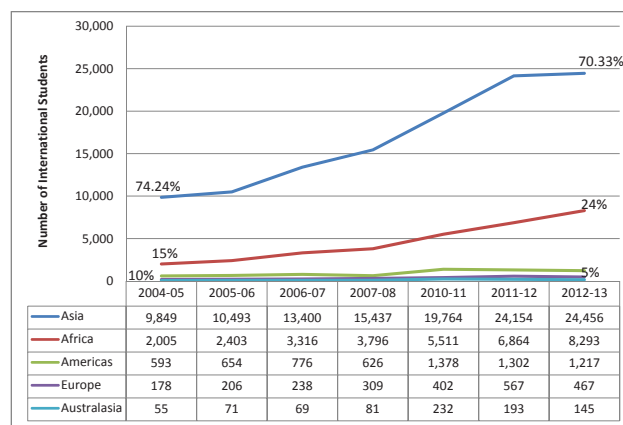


Fig. 2: International Students in India by Continent (2004-05 to 2012-13)

Source: Compiled from Dongaonkar and Negi (2009) and All India Survey on Higher Education

Putting together, in 2004-05 international students from these two continents constituted about 89% of all international students in India, which increased to 95% in 2012-13 (Fig. 2). Among all continents, Asia alone contributes close to three-fourth of all international students in India. Interestingly, in

terms of percentage share of different continents in total number of international students, share of Asian students has fallen and Africa's share has risen. On one hand, Asia's share has fallen from 74.24 % in 2004-05 to 70.33% in 2012-13, but on the other, Africa's share increased from 15% in 2004-05 to 24% in 2012-13. Importantly, in absolute terms Asia still occupies a larger share and it has increased considerably over the last decade. In addition, India also receives International students from Americas, Europe and Australasia, contributing only 5% approximately (A representation of actual figures from certain countries is discussed in last section of the paper). It is important to note that majority of students from developed nations come on exchange programmes, short-term courses and credit or non-credit courses. Unfortunately, data is available only for regular degree, Diploma or Certificate students.

Asia

Among the Asian Countries, the share of South and Central Asia in the total number of international students increased from 44% in 2004-05 to 66% in 2012-13 (see figures 3 and 4). Similarly, the share of Southeast Asia has also risen. West Asia's share has fallen from 39% in 2004-05 to 17% in 2012-13 and that of East Asia has fallen from 6% in 2003-04 to 5% in 2012-13. This perhaps reflects a shift in source countries from west Asian countries to Southern and East Asian countries.

Probable reasons for these variations in the number of international students are as follows: First, India's geo-political strategy to secure its political, economic and security concerns in the Indian sub-continent and India Ocean have definite impact on flow of

international students into India. To accomplish its geo-political objectives, India has been vigorously engaging and facilitating its neighbours in financial matters (both credit and Aid), economic relations⁸, social sector development, military and civil personnel training, disaster management and securing peace, etc. Second, Ministry of Overseas Indian Affairs (MOIA) through its public diplomacy arm, i.e., Indian Council for Cultural Relations (ICCR) has played a potent role in South Asia in the last decade. ICCR's main focus is on India's neighbouring countries like Afghanistan, Nepal, Bhutan, Sri Lanka and Bangladesh, etc. The main objective of ICCR is to "establish, revive and strengthen cultural relations and mutual understanding between India and other countries in order to promote awareness and appreciation of India's composite cultural heritage abroad.

The Council has been attaching great importance to the implementation of its programmes & activities in South Asia." (Annual Report, ICCR, 2013-14). Third, this period also coincides with the world economic crises of 2008 and its aftermath. During this phase, India was on a higher growth trajectory and there was an increased confidence in India economy from all over world. Perhaps this also raised the confidence of South Asian and Southeast Asian countries in Indian education sector. Fourth, SAARC region accounts for around 25% of the world's population and is home of over 1.6 billion people (in 2011).

Being the most youthful region of the world, the demand from South Asia region for Indian higher education has risen to higher limits.⁹ Fifth, higher education sector of SAARC region and many

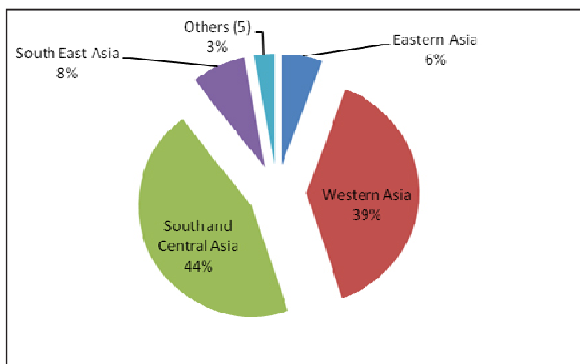


Fig. 3: Percentage of International Students from Asian Region in India: 2004-5

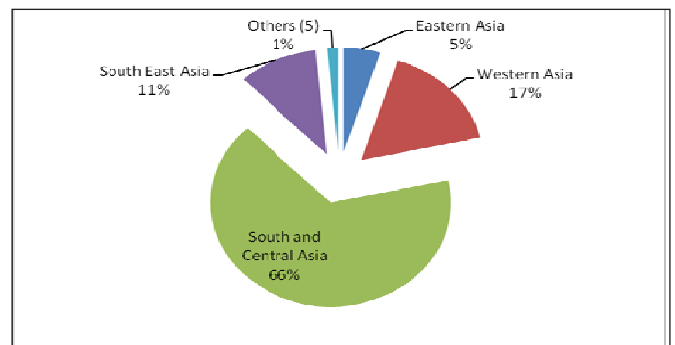


Fig. 4: Percentage of International Students from Asian Region in India: 2012-13

Source: Compiled from Dongaonkar and Negi (2009) and All India Higher Education Survey (2012-13)

Table 1: International Students from Asia in India (2004-13)

Eastern Asia							
Countries	2004-05	2005-06	2006-07	2007-08	2010-11	2011-12	2012-13
China	34	51	87	219	951	706	694
Korea	242	314	452	410	319	335	299
Western Asia							
Countries	2004-05	2005-06	2006-07	2007-08	2010-11	2011-12	2012-13
Bahrain	382	481	446	600	270	297	155
Iraq	16	41	116	241	891	1,514	1,747
Kuwait	302	280	332	493	107	263	133
Oman	646	505	608	548	277	273	225
Qatar	256	281	310	389	64	219	170
Saudi Arabia	419	551	771	835	262	382	320
UAE	1,500	2,034	1,878	1,560	490	802	805
South & Central Asia							
Countries	2004-05	2005-06	2006-07	2007-08	2010-11	2011-12	2012-13
Afghanistan	35	65	422	976	2,166	2,240	2,330
Bangladesh	940	331	361	368	555	613	776
Bhutan	286	378	531	487	1,253	2,660	2,468
Iran	1,120	1,264	2,180	2,669	2,589	2,329	2,109
Nepal	1,352	1,411	1,728	1,821	5,044	6,346	7,167
Sri Lanka	582	530	466	997	878	1,207	1,001
Southeast Asia							
Countries	2004-05	2005-06	2006-07	2007-08	2010-11	2011-12	2012-13
Malaysia	108	204	268	310	830	1,765	1,874

Source: Compiled from Dongaonkar and Negi (2009) and All India Survey on Higher Education (2012-13)

Southeast Asian countries is not well developed and under lot of pressure due to increasing enrolments¹⁰ (UNESCO, 2014). Only India had a nine-fold increase in planned higher education expenditure during 2007-12 (Planning Commission, GOI, 2012). Education sectors of all other SAARC nations are either in rambles or have no focus on higher education. Sixth, private players have no significant presence in SAARC region except India (ADB, 2011). Since the inception of private players in India, private universities have grown to take an important role in the higher education systems of much of South Asia. During 2009-10 and 2010-11, more than 5,000 colleges were added to the list of private institutions in India.¹¹ Seventh, another explanation for higher number of students from Afghanistan, Bhutan and Nepal could be understood in terms of India’s leading role in democratic transition of these countries and thus, the belief in India higher

education sector. Lastly, in the west Asia, this was the period of political instability and ‘Arab Spring’ in western and middle-east countries.

East Asia: Emerging China

Within East Asia Region, China has emerged as the biggest source country, accounting for 59% of total international students from East Asia in India in 2012-13 (See Table 2). The rise in Chinese students in India from 2010-11 is probably the result of agreements between India and China on 60th anniversary of the establishment of diplomatic relations in 2010. The two sides determined to encourage greater exchanges between the civil society organizations, youth, media, research scholars, think-tanks, artists and cultural personalities¹² (MEA, 2010). Share of Korea (both) and Mongolia¹³ showed little increase in absolute terms over the period 2004-2013 and Japan has remained stagnant.

Table 2: International African Students in India

Northern Africa (1)							
Countries	2004-05	2005-06	2006-07	2007-08	2010-11	2011-12	2012-13
Sudan	150	173	242	268	1,166	1,516	1,649
Total	157	180	255	315	1,243	1,813	1,676
Western Africa (2)							
Countries	2004-05	2005-06	2006-07	2007-08	2010-11	2011-12	2012-13
Nigeria	114	186	153	179	284	404	665
Ivory Coast	4	5	8	39	142	287	235
Mali	1	—	—	—	3	10	23
Total	119	191	161	218	429	701	923
Eastern Africa (3)							
Countries	2004-05	2005-06	2006-07	2007-08	2010-11	2011-12	2012-13
Eritrea	36	61	57	85	135	60	545
Ethiopia	226	302	1,033	1,289	518	298	274
Kenya	418	523	621	592	406	524	435
Mauritius	527	510	394	377	189	312	423
Mozambique	16	20	29	25	35	40	62
Rwanda	75	49	17	16	409	718	1,027
Somalia	62	76	63	86	286	105	96
Tanzania	123	222	303	366	716	792	767
Uganda	70	65	62	58	287	309	298
Zambia	11	15	33	36	11	33	144
Zimbabwe	6	9	22	21	29	62	78
Total	1,570	1,852	2,634	2,951	3,021	3,253	4,149
Middle Africa (4)							
Countries	2004-05	2005-06	2006-07	2007-08	2010-11	2011-12	2012-13
Angola	1	—	—	—	32	19	41
Cameroon	1	—	5	7	80	42	64
Congo	3	6	5	7	207	456	690
Total	5	6	10	14	319	517	795
Southern Africa (5)							
Countries	2004-05	2005-06	2006-07	2007-08	2010-11	2011-12	2012-13
Burundi	2	5	7	15	20	126	132
Namibia	5	12	10	9	31	28	91
South Africa	35	28	30	45	206	204	209
Total	42	45	47	69	257	358	432
Others (6)	112	129	209	229	242	222	318
Grand Total (1+2+3+4+5+6)	2,005	2,403	3,316	3,796	5,511	6,864	8,293

Source: Compiled from Dongaonkar & Negi (2009) & All India Survey on Higher Education (2012-13)

West Asia: Losing West

In the West Asian region (Table 2), there has been a substantial fall in the number of international students from countries like Bahrain, Kuwait,

Oman, Qatar, Saudi Arabia, and UAE. Interestingly, from all these countries numbers were rising till 2007-08 but dropped substantially after 2010-11. The most obvious reason for this is the Arab Spring and other movements for democracy in 2010. There has

been no special agreement with these countries in the area of education or even cultural exchanges. Overall, India’s policy for these countries seems to be run by security concerns¹⁴ and labour rights of Indian diaspora only. Iraq, on the other hand, which has been instable country for long, still, sends increasing number of international students to India. It is mainly because of India-Iraq historical ties and certain scholarships schemes by India to Iraqi students¹⁵. In all from 2004-2013, the share of West Asian has fallen by 56%.

Rising Southern Asia

Southern and Central Asia, which sent approximately equivalent number of international students as West Asia in 2004-05, has moved ahead with almost fourfold increase in number of international students from this Area. Within SAARC region (figure 5 and 6), on the one hand, share of Nepal, Bhutan and Afghanistan has increased from 41%, 9% and 1% in 2004 to 50%, 17%, and 17%, respectively. On the other, share of Bangladesh¹⁶ (but increased in absolute terms) and Sri Lanka reduced from 28% and 18% in 2004 to 6% and 7% in 2012.

Nepal leads the chart in this region followed by Bhutan and Afghanistan. India being Nepal’s all weather friend benefits from India in many ways. The major shifts could be credited to: mainly, growing number of students in Nepal and its inability to enrol them. Another major problem of Nepal has been totally no presence of private sector in higher education. Nepal has no legal framework to establish private universities till 2014. In addition, India announced a unilateral liberalisation of visas

for students, teachers, professors, journalists and patients from SAARC countries.¹⁷ India provides around 1900 scholarships to Nepalese students under dozen of government schemes. Afghanistan also, has shown the most substantial increase in the number of students in India, i.e., from a mere 35 students in 2004-05 to 2,330 in 2012-13. One important factor has been entrance of Afghanistan into SAARC in 2007. This has opened the flood gates for increasing engagements of India and Afghanistan at all levels and especially at higher education. “The Strategic Partnership Agreement (SPA) between the two sides, inter alia, provides for assistance to help rebuild Afghanistan’s infrastructure and institutions, education and technical assistance to rebuild indigenous Afghan capacity in different areas” (Started in 2011). Additionally, ICCR is implements a special scheme for Afghan students whereby approximately 1000 slots are provided to Afghanistan on an annual basis (Annual Report, ICCR, 2010-11).

Similarly, share of Bhutan, has also increased tremendously, it is approximately tenfold in the decade 2003-13. India has played a very important role in all over development of Bhutan over the last decade. Starting from Bhutanese plan 2002-08, India has actively engaged in educational assistance of all type to Bhutanese government. More vigorous role of Indian government in developing higher education sector has started from 2008-13 plan: construction of 10 new schools, two Youth Centres, Respect, Educate, Nurture, Empower Women (RENEW) Centre, human resource development, and scholarships and expansion of tertiary educational

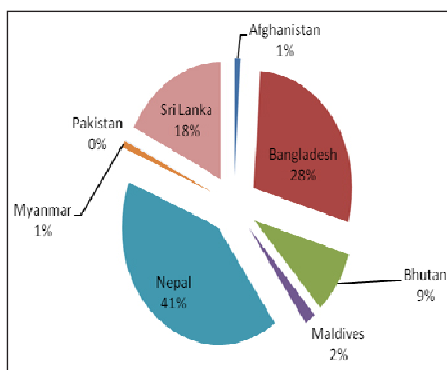


Fig. 5: International Students in India from SAARC Nations: 2004-05

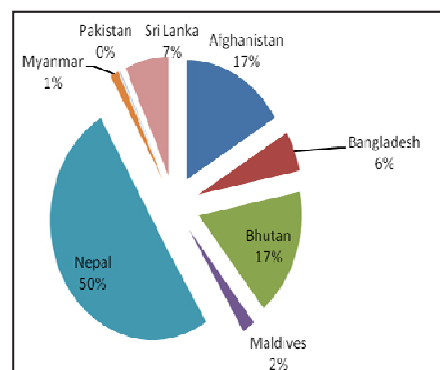


Fig. 6: International Students in India from SAARC Nations: 2012-13

Source: Compiled from Dongaonkar and Negi (2009) and All India Survey on Higher Education (2012-13)

institutions; colleges of Bhutan are affiliated to DU, 250 scholarships are provided to Bhutanese students, 30 Indian teachers are posted in Bhutan under Colombo Plan, Ed.CIL organises educational fairs and India-Bhutan Foundation has started Literary Festival from 2010. The proactive role of India government over the decade seems to paying off at last. Similarly, the absolute share of, Maldives and Sri Lanka has also increased fourfold, six fold and twofold respectively. Overall, it seems that India is gradually emerging as a hub for tertiary education in the SAARC region.

South-east Asia

In the Southeast Asian region (Table 2), Malaysia dominates the picture. From a minute 108 international students in 2004-05, its number has increased to a significant 1874 in 2012-13. This is possibly because of increased focus of Malaysian government for graduate level education. In 2008, Malaysian Ministry of Higher Education, has directed special funds to assist universities to increase enrolment at graduate-level studies and allocated another US \$ 160 million to finance graduate students.¹⁸ Thus, empowering students to go for international education. Additionally, interaction between India and Malaysia has increased since 2009 and 2010.

people to people contact through tourism. Malaysia has been among top ten source country of tourist to India.

Although, few in absolute terms India has also seen an increase in number of international students from Myanmar. This is mainly due increased cultural cooperation between India and Myanmar since 2009. ICCR has been actively engaged in organising cultural events and imparting knowledge of Indian Culture. Singapore, Indonesia, Thailand and Vietnam have good cultural and economic engagement with India but number of international students from these countries has not risen expectedly. Additionally, universities in Indonesia, Thailand and Vietnam are mainly engaged in *Network* type collaborations for specific objectives. Importantly, the Southeast Asian region has shown a more than threefold increase. Overall, in the Asian continent, South-Central Asian and Southeast Asian region has emerged as the highest source region for India. Figure 7 below clearly depicts that the share of South-Central Asian and Southeast Asian increased after 2007-08 but share of West Asia fell after it.

Africa

Share of African continent has increased from 2,005 international students in 2003-04 to 8,293 in 2012-13. Interestingly, in absolute terms all the regions have shown increase in the decade from 2003-2013 (Fig. 8 and 9), but share of Eastern Africa fell drastically from 78% in 2004 to 50% in 2012. Share of Northern, Western and Southern Africa has seen rise in its share as a source country to India.

Middle Africa which had almost negligible share in 2004, its share rose to 10% in 2012. Among the North African countries, Sudan is the only prominent source country of international students to India, sending 1,649 students in 2012-13 (table 2). The high number of Sudanese could be attributed to the Comprehensive Peace Agreement (CPA) for peace, but after the peace process higher education sector of both the countries are under pressure on account of enrolments and financial difficulties created due to civil war.

Importantly, reason for selection of India as a destination country has been because of significant number of Sudanese graduates from India. In

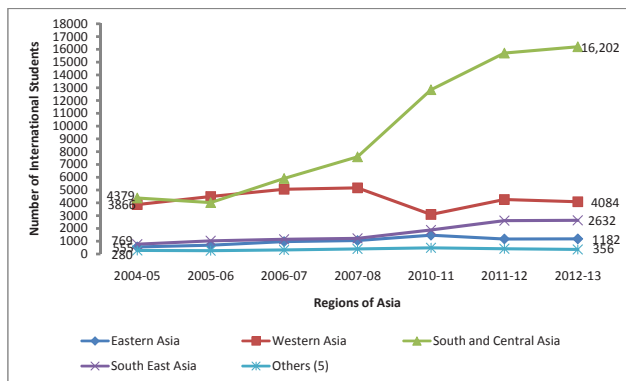


Fig. 7: International Students from Asia in India

Source: Compiled from Dongaonkar and Negi (2009) and All India Survey on Higher Education (2012-13).

Further, India has established Indian Cultural Centre, Kuala Lumpur, a cultural wing of High Commission of India, in 2010 and provides around 100 Malaysian specific scholarships in addition to general scholarships. Tourism also seems to be an important factor, Malaysians and Indians have good

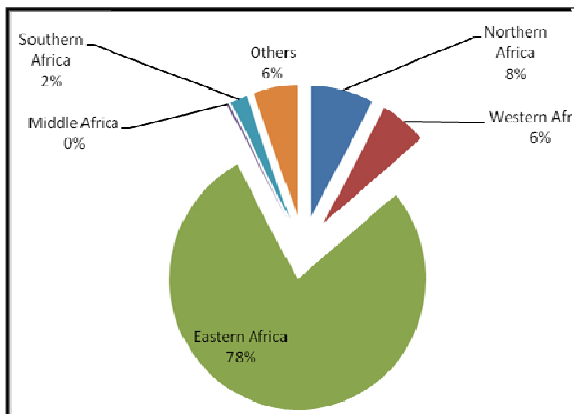


Fig. 8: Percentage of International Students from African Regions in India: 2004-05

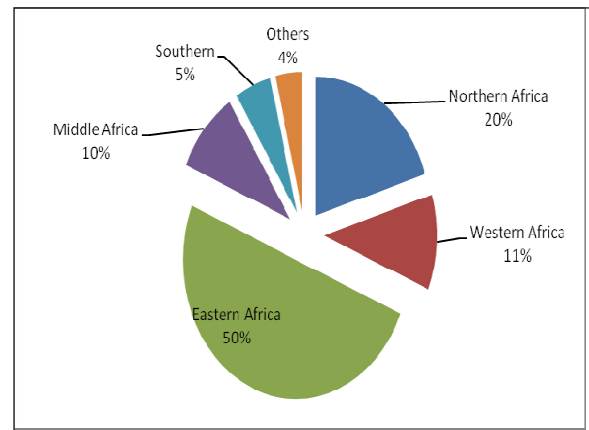


Fig. 9: Percentage of International Students from African Regions in India 2012-13

Source: Compiled from Dongaonkar and Negi (2009) and All India Survey on Higher Education (2012-13).

addition, India offers approximately 235 fully-paid short and long-term training and scholarship slots. Among the East African nations Eritria, Rwanda and Tanzania are the major and new entrants as source countries (see Table 2). Africa India Forum summit and Pan African e-network project seems to be playing an important role in enhancing India's image as a quality education provider. In Eritria, India started Pan-African e-network project for education and medical consultation in August 2010. Importantly, an Eritrean delegation visited IGNOU, JNU, IIT Delhi, DU and Hamdard University in 2010, and is now engaged in collaborations with some of these universities.

Additionally, India engages in human resource building for Eritria by providing legal experts under ITEC slots, India-Africa Forum Scholarships and ICCR scholarships. Most of India's initiatives were already there but after 2010, Eritria government has started demanding India's proactive role in its human resource development.¹⁹ India's engagement with Rwanda has been consultative, response-based and focused on developing Rwandan capacities and human capital.

Following the first India Africa forum summit India has taken many initiatives starting with India Africa Vocational Training Centre, Entrepreneurship Development Centre (IAEDC), eight agricultural seed production-cum-demonstration centre, Food Testing Laboratory (FTL), agreements in the field of agriculture, and Pan Africa e-Network project to counsel students and doctors. Rwandans rate

Indian education very high and "India is seen as a destination for quality and affordable education by Rwandans. In 2011 alone, around 700 Rwandan students joined Indian universities" Tanzania has been India's one of the largest trading partners in Africa and many big names from both corporate and government enterprises are present in Tanzania. In 2009, India established India-Tanzania centre for excellence in information and communication technology and Pan African e-Network Project, starting the beginning of India as an educational provider. Tanzania is one of the largest beneficiaries in Africa, of the educational programmes, Indian scholarships and other educational assistance, including self-financing students in Indian institutes of higher learning. Similar is the case for Uganda²⁰.

Ethiopia and Mauritius has seen a fall in their students studying in India. Ethiopia has seen a considerable fall from 1289 in 2007-08 to 274 in 2012-13. Students from Kenya and Somalia have remained almost stagnant from 2003-2013. Other than this, India also receives international students from Mozambique, Zambia and Zimbabwe. From Middle and Southern African Nation (table 2), Congo and South Africa are the prominent source countries respectively. While the share of Congo has increased from 3 in 2003-04 to 690 in 2012-13, the share of South Africa increased from 35 in 2003-04 to 209 in 2012-13.

Invisible Europe, Americas and Australasia

Numbers from European continent are not very

inspiring but it is largely due to under-reporting by institutions. Additionally, the data available is only of regular students and not of students on exchange or any other agreement between countries and universities. Most of the international students from Europe and Americas’ prefer short-term courses in India. Here USA, UK, Canada, France, Germany, Italy and Spain are some of the prominent countries. Among Americas, Canada and USA are two major source countries. Share of both Canada and USA has increased over the decade of 2003-2013. While the increase in Canadian students has been two fold, American students increased from 398 in 2003-04 to 852 in 2012-13.

Overall, these two countries contributed about 97% of total students from Americas’ in 2012-13. Its share has more than doubled in the 2003-2013 decade. In the Australasia region, Australia and Fiji are the two main source countries of international students in India. Although small in numbers, share of this region has also increased by almost threefold in decade of 2003-13.

Table 3: International Students in India from Select Countries of Europe, America’s and Australasia

Countries	2004-05	2005-06	2006-07	2007-08	2010-11	2011-12	2012-13
UK	47	68	84	64	114	121	128
France	11	17	20	53	53	121	100
Germany	20	40	19	30	24	28	64
Italy	6	18	15	12	24	27	36
Spain	8	3	5	12	11	19	24
Canada	163	128	144	188	271	274	325
USA	398	483	615	396	1,015	983	852
Australia	9	20	23	20	62	76	75
Fiji	37	34	38	37	49	31	38

Source: Compiled from Dongaonkar and Negi (2009) and All India Higher Education Survey (2012-13)

TOP SOURCE COUNTRIES

In 2004-05 and 2005-06, UAE was the top source country of international students into India, but was replaced by Iran in 2006-07 and 2007-08 as the top country. These were followed by Nepal, Ethiopia, Afghanistan, Sri Lanka, Saudi Arabia, Bahrain and Kenya from 2004 to 2008. Beginning 2010, the picture changed with Nepal emerging as the leader for the years 2010 to 2013; and USA, China, Bhutan

Malaysia, Sudan and Rwanda emerged as the new entries in the top ten source countries. While the share of top ten countries was approximately 50% in 2004-05, it increased to 64% in 2012-13 (table 4).

Table 4: International Students from Top 10 Source Countries

Country	2004-05	Country	2012-13
Iran	1120	Nepal	7,167
Nepal	1352	Bhutan	2,468
UAE	1500	Afghanistan	2,330
Ethiopia	226	Iran	2,109
Sri Lanka	582	Malaysia	1,874
Afghanistan	35	Iraq	1,747
Saudi Arabia	419	Sudan	1,649
Bahrain	382	Rwanda	1,027
Kenya	418	Sri Lanka	1,001
Oman	646	USA	852
Total	6680	Total	22,224

Source: Compiled from Dongaonkar and Negi (2009) and All India Higher Education Survey (2012-13)

INTERNATIONAL STUDENTS IN TOP INDIAN STATES

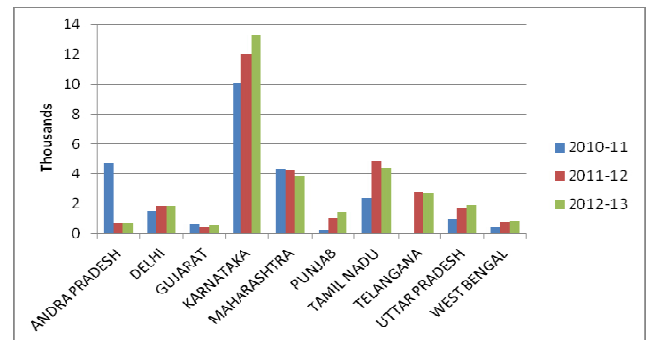


Fig. 10: International Students in Top Ten States (2010-13)

Source: AISHE 2012-13

Almost all Indian states receive some amount of international students, but they are mainly concentrated in Andhra Pradesh (including Telangana), Delhi, Karnataka, Maharashtra, Punjab, UP and Tamil Nadu. Karnataka tops the list with 10103, 12058 and 13241 in 2010-11, 2011-12 and 2012-13 respectively (see Fig. 10). Karnataka is followed by Andhra Pradesh and Maharashtra in 2010-11 with 4698 and 4369 international students. The capital city of India received 1529, 1878 and 1840 in the years 2010-11, 2011-12 and 2012-13. The numbers

for TN and UP has also been increasing each year. The newly constituted 29th state: Telangana, also receive high number of international students with 2,804 and 2,742 international students in 2011-12 and 2012-13. Interestingly, on one hand, the share of top 7 states is falling slowly from 90.16% to 89.65% and further to 87% in 2010-11, 2011-12 and 2012-13 respectively. On the other, the share of states like Haryana, Rajasthan, Sikkim, Uttarakhand, West Bengal and Himachal is rising, but at a very slow rate. In addition to this, Assam, Bihar, Goa, Kerala, Madhya Pradesh and Meghalaya also receives international students every year.

INTERNATIONAL STUDENTS' AT DIFFERENT LEVELS OF HIGHER EDUCATION

Out of the total international students, 77% came to India for under-graduate studies and 17% came for post-graduate studies in 2012-13 (Fig. 11).

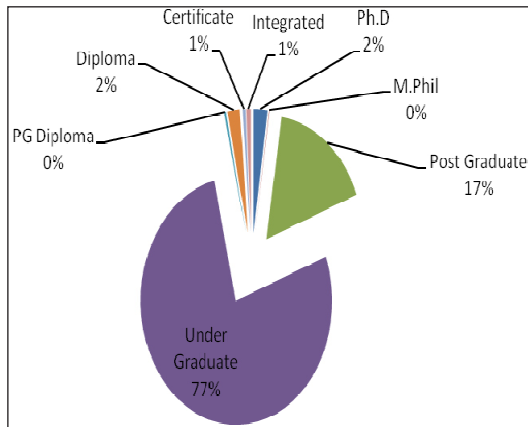


Fig. 11: Percentage of International Students at Different Levels in India (2012-13)

Source: AISHE 2012-13

Approximately, 2% came for Ph.D., 0.40% for M.Phil. and 3.24% were enrolled in diplomas and certificate courses. As compared to 2010-11 and 2011-12, in 2012-13, percentage of international students declined or remained stagnant except undergraduate courses, which increased from 72% to 77.14%. In absolute terms, there were 19896, 25283 and 26840 in under-graduate courses in 2010-11, 2011-12 and 2012-13 respectively (table 5). Figures for post graduate courses have not seen much rise, increasing from 5458 to 5799 in 2010-11 to 2012-13 respectively. Interestingly, students enrolled in diplomas and certificate courses are as much as

in Ph.D., i.e., 894, 747 and 996 in diplomas and certificate courses in 2010-11, 2011-12 and 2012-13, respectively. On the other hand Ph.D. had 832, 920 and 837 international students in 2010-11, 2011-12 and 2012-13, respectively.

Table 5: Level of study wise: International Students in India

LEVEL	2010-11	2011-12	2012-13
Ph.D	832	920	837
M.Phil	107	137	24
Post Graduate	5,458	5,847	5,799
Under Graduate	19,896	25,283	26,840
PG Diploma	159	80	113
Diploma	471	588	721
Certificate	264	79	162
Integrated	344	222	278
TOTAL	27,531	33,156	34,774

Source: AISHE 2012-13

INTERNATIONAL STUDENTS AT UNDER GRADUATE COURSES

At the under-graduate level, India received highest number of international students for B.A.-Arts and Arts (Hons), i.e., 2458 in 2010-11, followed by Bachelor of Commerce (B.Com), Bachelors in Computer Application (B.C.A.), Bachelor of Science (B.Sc.) and Bachelor of Nursing (B.Sc-Nursing) (see Table 6). In, 2011-12, top spot was replaced by Bachelor of Technology (B.Tech) with 2874 international students pursuing it, followed by Bachelor of Commerce (B.Com), Bachelor of Arts and Arts (Hons.), Bachelor of Medicine & Bachelor of Surgery (MBBS), Bachelor of Pharmacy, Bachelor of Science and Bachelor of Arts. In 2012-13, B.A.-Arts and Arts (Hons) again reclaims the top position with 3052 international students, followed by, B.Tech, B.Pharma, M.B.B.S., B.Com and B.C.A.

Table 6: International Students in Under Graduate Courses

Discipline	2010-11	2011-12	2012-13
MBBS	1,140	2,123	2,289
B.Tech.	1,090	2,874	2,627
B.Sc.-Bachelor of Science	1,830	1,989	1,839
B.Sc.-Nursing	1,685	1,583	1,793
B.A.-Arts & Arts (Hons)	2,458	2,287	3,052

B.E.-			
Bachelor of Engineering	1,143	1,746	1,491
B.B.A	856	1,494	1,668
B.B.M	953	1,114	1,297
B.C.A	2,334	1,921	2,010
B.Com	2,359	2,582	2,157
B.D.S	1,084	1,085	1,060
B.Pharm	1,174	2,051	2,625
Total	18,106	22,849	23,908

Source: AISHE 2012-13

Table 7 below shows the percentage enrolment from top three countries in different disciplines at under graduate level. For instance, India received highest number (92%) of the students in Nursing from Nepal and the remaining were from 23 other countries. This trend suggests that, India hosted majority of its international students for nursing from Nepal. It is worth highlighting that majority enrolment in MBBS came from Malaysia (50%), the United States (23%), and Canada (6%) in 2012-13. This trend is not very much different from 2010-11 and 2011-12 figures.

Similarly, in BDS also Malaysia (60%), Iran (23%) and USA (3%) make up the most of the international students pursuing this course in 2010-11, 2011-12 and 2012-13. Nepalese students also have the highest participation with 40% pursuing B.Tech in 2011-12 and 23% pursuing BBM in 2012-13. Politically unstable countries like Iraq and Sudan send many students in Bachelors of Pharmacy course with 37% and 28%, respectively in 2012-13. Sudan is also at the first spot for BCA, where for three continues year it sends 16%, 17% and 18% in 2010-11, 2011-12, and 2012-13, respectively, followed by Yemen in 2010-11 and Congo in 2011-12 and 2012-13. Afghan students mostly enrol in B.Com, BA (Arts) and BBA but have their presence in almost all courses. Nearly, all the courses have higher percentage from SAARC nations, followed by other Asian countries and African nations. Only participation in MBBS, BDS and Nursing courses is not scattered but for other courses participation is well scattered.

Table 7: Enrolment by Country of Origin in Popular Courses at the undergraduate level (2010-11, 2011-12 and 2012-13)

Subjects	Year	Total	Highest three contributing countries by their share in the total enrolment		
			1 st Country	2 nd Country	3 rd Country
MBBS	2010-11	1140	USA (32%)	Malaysia (26%)	Canada (9%)
	2011-12	2123	Malaysia (52%)	USA (24%)	Canada (6%)
	2012-13	2289	Malaysia (50%)	USA (23%)	Canada (6%)
B.Tech	2010-11	1090	Nepal (41%)	Bhutan (13%)	Bangladesh (10%)
	2011-12	2874	Nepal (40%)	Bhutan (12%)	Afganistan (11%)
	2012-13	2627	NA	NA	NA
B.Sc.-Nursing	2010-11	1685	Nepal (88%)	Bhutan (4%)	USA (2%)
	2011-12	1583	Nepal (92%)	Bhutan (2%)	USA (2%)
	2012-13	1793	Nepal (91%)	USA (2%)	Bhutan (2%)
Bachelor of Pharma	2010-11	1174	Nepal (26%)	Iran (25%)	Sudan (18%)
	2011-12	2051	Sudan (28%)	Iraq (26%)	Iran (15%)
	2012-13	2625	Iraq (37%)	Sudan (28%)	Iran (13%)
Bachelor of Engineering	2010-11	1143	Nepal (19%)	Sri Lanka (8%)	USA (7%)
	2011-12	1746	Nepal (35%)	Mauritius (9%)	Sudan (5%)
	2012-13	1491	NA	NA	NA
BDS	2010-11	1084	Malaysia (44%)	Iran (27%)	Canada (6%)
	2011-12	1085	Malaysia (52%)	Iran (24%)	USA (5%)
	2012-13	1060	Malaysia (60%)	Iran (23%)	USA (3%)

	2010-11	2309	Sudan (9%)	Tanzania (9%)	Afghanistan (8%)
B.Com	2011-12	2582	Afghanistan (13%)	Bhutan (12%)	Nepal (8%)
	2012-13	2157	Afghanistan (18%)	Bhutan (15%)	Nepal (10%)
	2010-11	2334	Sudan (16%)	Yemen (9%)	American Samoa (8%)
BCA	2011-12	1921	Sudan (17%)	Congo (12%)	Bhutan (10%)
	2012-13	2010	Sudan (18%)	Congo (13%)	Afghanistan (7%)
	2010-11	953	Nepal (16%)	Tanzania (8%)	Afghanistan (7%)
BBM	2011-12	1114	Nepal (20%)	Tanzania (11%)	Bhutan (9%)
	2012-13	1297	Nepal (23%)	Tanzania (9%)	Congo (8%)
	2010-11	856	Afghanistan (38%)	Nepal (13%)	Bhutan (9%)
BBA	2011-12	1494	Bhutan (22%)	Afghanistan (19%)	Nepal (9%)
	2012-13	1668	Afghanistan (23%)	Nepal (16%)	Bhutan (13%)
	2010-11	2184	Afghanistan (32%)	Nepal (8%)	Iran (6%)
Bachelor of Arts	2011-12	1959	Afghanistan (23%)	Algeria (13%)	Bhutan (10%)
	2012-13	3052	Eritrea (16%)	Afghanistan (14%)	Bangladesh (8%)

Source: Compiled from All India Survey on Higher Education, 2011-12 and MHRD data for 2010-11 and 2012-13).

INTERNATIONAL STUDENTS IN SOCIO-CULTURAL AND LANGUAGE COURSES: CHANGING MOTIVATIONS

This section profiles the number of international students in social and cultural studies, Indian Art, yogic and philosophical studies, religious studies, and foreign and Indian languages. The table 8 below reveals that there is an important chunk of international students who are more influenced by the idea of socio-cultural exploration and personal development. Here, international students are more motivated for the non-economic reasons.

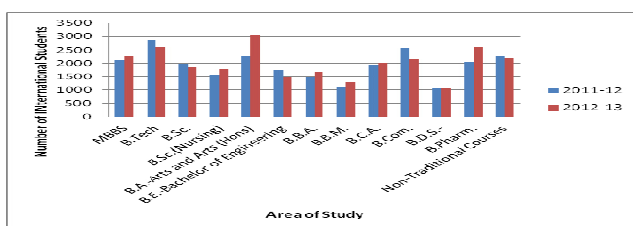


Fig. 12: Comparison of International Students in Famous & Non-Traditional Courses (2011-12 & 12-13)

Source: AISHE 2012-13

Although, so called traditional courses which are taken in a foreign country are taken for economic reasons, it should be remembered that these traditional courses could also be taken only because of international experience attached to it. This international experience is package of travel, adventure, social-cultural exploration, philosophical-

spiritual development, etc. Accordingly, the following areas of study are compiled to get an idea about students directly engaged in non-traditional courses possibility for non-economic motivations.

From Fig. 12, it is clear that non-traditional courses have high number of international students when compared to traditional courses like MBBS, B.Sc, BCA and B. Pharma.

In table 8 A, 2196 international students are engaged in non-traditional courses, which are very much equal or higher than those in many popular courses. What is important to note is that, 29% out of total Ph.Ds, 58% out of total M.Phils, 27% out of total diplomas and certificate courses are international students engaged in traditional courses (in 2012-13). If seen in terms of percentage, participation in these courses are quite significant and imply the importance of socio-cultural, philosophical, religious and personal motivations of international students.

Talking about the language courses (Table 8), most of the international students in foreign languages are engaged in learning English language, i.e., 454 (81%) out 558 and 460 (80%) out of 573 in 2011-12 and 2012-13, respectively. Although tough to generalise these findings, some reflection could be made by looking at enrolments at masters' or higher level in English language. Interestingly, politically unstable countries have significant proportion of students in English languages. For example, Iraq,

Afghanistan and Yemen had 193 (34%) students out of 573 in 2012-13. Indian Languages is also a significant part of learning for international students in India. Specifically, international students are enrolled in Hindi, Sanskrit and Kannada. Hindi amounts to 70 (29%) out of 242 and 65 (32%) out of 202 in 2011-12 and 2012-13. Hindi language has major participation from North Korea, South Korea, Japan, Italy, Sri Lanka and Thailand. Not only this, Hindi language is famous among developed nations also, having international students from Australia, Canada, China, Denmark, France, Germany, Ireland, Norway, Poland, Russia, Singapore, Spain, UK and USA. After Hindi, Sanskrit is the most prominent language where international students are enrolled, i.e., 40 (17%) out of 242 and 28 (14%) out of 202 in 2011-12 and 2012-13, respectively were enrolled in Sanskrit language. Myanmar alone contributes to most of it with 23 and 15 international students in 2011-12 and 2012-13, respectively. Sanskrit draws students from many developed and Asian countries also; this includes Myanmar, Canada, China, Georgia, Japan, North Korea, South Korea, Poland, Sri Lanka, Spain, Thailand, Vanuatu, Vietnam and USA.

Table 8: (A) Foreign Students in Other courses 2012-13

Area	Ph.D	M.Phil	MA	BA	Diploma/ Certificate	Total
Social and Cultural	67	6	501	184	32	790
Indian Art and Culture	10	0	73	166	48	297
Yogic and Philosophical	62	6	121	112	33	334
Foreign Languages	70	0	309	114	80	573
Indian languages	36	2	75	16	73	202
Total	245	14	1079	592	266	2196

Source: AISHE 2012-13

1. *Social and Cultural: Area Studies²¹, Cultural Studies, Oriental Learning and Other Social Science²²*
2. *Indian Art and Culture: Fine Arts, Visual Arts, Music and Performing Arts*
3. *Yogic and Philosophical Studies: Religious Studies, Buddhist Studies, Theology, Islamic Studies, Indian Philosophy, Gandhian Studies, Jyotisha, Veda, Yoga, Ayurved, etc.*

DESTINATION INDIA: LIMITATIONS OF THE EXISTING DATA ON INTERNATIONAL STUDENTS

Although number of international students as compared to emigration is small. International students' flow is no more one way traffic and number of international students coming to India has been increasing. Unfortunately, perception is that, there are very few international students in India. But present study through number of cases reveals that there is under reporting by AIU and by different institutions to MHRD. Given below are the comparisons of data sets available on international students in India: Firstly, if we look at pie-diagram below (see Fig. 13), it shows that out of total foreigners registered in 2007-08, 25.47% (45,472) are international students. This figure, both in absolute and percentage terms is quite significant (BOI, MHA, 2009²³).

But according to AIU data, total number of international students for the year 2007-08 was only 21,206. Secondly, data on the top ten source countries by AIU and BOI also shows huge differences. As visible from the table below, that USA does not feature in top ten source countries in the AIU data, but in BOI data it is the top source country.

Further, Malaysia, Yemen, Sudan and South Korea also feature in BOI data (see table 9). Thirdly, "according to AIU there were 615 U.S students in India in 2006/07, but this number stood at 2,627 as per Open Doors Report" (Agarwal, 2011). Further, in 2007-08, there are 396 students from US but BOI data stands at 4452 (and according to open doors report it is 3150).²⁴

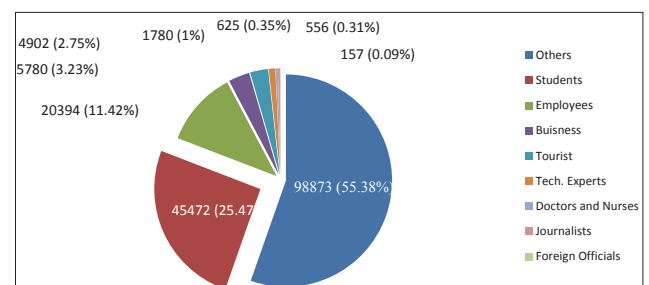


Fig. 13: Number of Registered Foreigners by Profession in India (2007-08)

Source: Bureau of Immigration, Foreigners Division, Home Ministry (India).

Table 9: Top Source Countries of International Students in India

Countries -AIU	2007-08	Countries-BOI	2007-08
Iran	2669	USA	4452
Nepal	1821	Iran	3771
UAE	1560	Malaysia	2447
Ethiopia	1289	Yemen	2045
Sri Lanka	997	Sudan	1903
Saudi Arabia	835	South Korea	1665

Source: BOI and AIU

Table 10: Comparison of data sets by AISHE and Information under RTI

Afghanistan			Austria		
Year	RTI	AISHE	Year	RTI	AISHE
2010	2428	2166	2010	NA	NA
2011	2652	2240	2011	5	3
2012	2961	2330	2012	66	7
SriLanka			USA (NY + Houston + Washington)		
Year	RTI	AISHE	Year	RTI	AISHE
2010	1241	878	2010	NA	NA
2011	1284	1207	2011	1179	983
2012	1114	1001	2012	1150	852
Myanmar			London + Edinburg		
Year	RTI	AISHE	Year	RTI	AISHE
2010	256	170	2010	248	114
2011	265	172	2011	228	121
2012	286	189	2012	210	128
South Korea			Finland And Estonia		
Year	RTI	AISHE	Year	RTI	AISHE
2010	1814	227	2010	NA	NA
2011	1797	176	2011	58	9
2012	1722	196	2012	82	4
Tokyo			Munich + Frankfurt		
Year	RTI	AISHE	Year	RTI	AISHE
2010	111	56	2010	253	NA
2011	140	76	2011	277	28
2012	177	75	2012	431	56
Bangladesh			Belgium		
Year	RTI	AISHE	Year	RTI	AISHE
2010	1367	555	2010	NA	10
2011	1600	613	2011 (July-Dec)	65	4
2012	1610	776	2012	121	11

Hong Kong			France		
Year	RTI	AISHE	Year	RTI	AISHE
2010	NA	NA	2010	1451	53
2011	40	4	2011	1524	121
2012	47	4	2012	1852	100
Maldives			Italy		
Year	RTI	AISHE	Year	RTI	AISHE
2010	NA	NA	2010	NA	NA
2011	NA	NA	2011	NA	NA
2012	860	288	2012	117	36
Saudi Arabia			Switzerland		
Year	RTI	AISHE	Year	RTI	AISHE
2010	447	262	2010	105	10
2011	638	382	2011	130	8
2012	663	320	2012	86	9

Source: Compiled from AISHE and Information under RTI

In table 10, data sets of AISHE and information through Right to Information Act (RTI Act) are compared.²⁵ It can be seen from the table that, figures of AISHE for many countries are much less than the RTI figures. Data of some select countries from South Asia, Southeast Asia and developed nation are compared. Data reveals that there are increasing number of international students from countries USA, UK, France, Germany, Italy and Switzerland, but not reflected in AISHE data.

Similarly, there is huge under reporting for Asian countries like Bangladesh, South Korea, Sri Lanka, Myanmar, Hong Kong and Maldives. Possibly, the reasons for this are under-reporting of data by different universities or institutions to MHRD. Additionally, the data set of AISHE are only for regular students and there is no reporting and maintenance of data on international students under exchange programmes or other casual students.

Therefore, whereas majority of international students are coming on full year study abroad programmes, there is an increasing tendency among the students to opt for short-term study abroad periods in India. Institutions like ICCR and Educational Consultants India Ltd (Ed.CIL.) promote social and cultural exchange, i.e., exchange of teachers and students. The GOI is also very keen to allow foreign universities to set up their own campuses in India. Besides, GOI as well as universities have entered into collaborations with foreign countries and institutions to promote

mobility and their higher education sector. Many universities and institutions of higher education in India are engaged in signing MOUs with foreign universities to start student and faculty exchange programmes. For example, IIM, Calcutta has started international student exchange programme in 1999 and has tie ups with many universities from the continents of Americas, Europe and South-East Asia. Similarly, IIM Ahmadabad and IIT Delhi has established a number of collaborative research projects with the institutions in Austria, France, Israel, Italy, Germany, Netherlands, Norway, Sweden, UK, and USA. Some of these collaborations include students and faculty exchange, joint research and fellowships for training at the doctoral and postdoctoral level. Likewise, JNU has signed approximately 150 MOUs with foreign universities and institutions of higher education.

Not only premier institutions of India but several state universities, deemed universities and colleges are also collaborating with overseas institutions to facilitate overseas student exchanges and admissions. For example, Guru Govind Singh Indraprastha University, TISS, Sharda, Lovely Professional University, Sharda University, Jamia Humdard, Jamia Millia Islamia, Osmania University, Symbiosis, many language institutes in south India, etc. has signed MOUs with foreign institutions. The involvement of universities in India is predominantly in the form of collaborations with existing institutions, though not always with the established public universities. Such arrangements currently exist in all countries in the south Asian region. Reportedly 600 foreign institutions cooperate in India in this manner, predominantly with universities in the UK, USA, Canada and European Countries (A Status Report on the Foreign Educational Institutions Bill, 2010, Albright Stonebridge Group, 2012)

Overall, with an escalating population of young individuals in South Asia demanding higher education²⁶ and inability of many African²⁷ nations to provide higher education. The current scenario presents a challenge and an opportunity to India to emerge as the educational hub in the South Asian region. At present, South Asian region is struggling to meet the demand emanating from its millions of youth between 15-24 year olds.²⁸ Given its larger and better higher education sector in comparison to most

of the counterparts in South Asia and Southeast Asia, India has been able to accommodate some part of increasing demand for higher education from Asia and Africa. International students are not only coming from less developed and developing countries of South Asia, Southeast Asia, Western Asian and Africa, but also from the developed countries, which are technologically advanced and economically strong and have good facilities for higher education.

CONCLUSION

Traditionally, Indian government and tertiary institutions had the non-economic intent of promoting cultural ties between countries supported by scholarships or fellowship to international students and scholars. Although in the last decade, due to pressure of increased demand for higher education, student mobility for 'trade' seems to be gradually taking over mobility by 'aid', it should be remembered that India is also a multicultural, multilingual, multi geographical and multi-religious country (mother country of Hinduism, Buddhism, Jainism). It also has an image of yogic and spiritual inheritance. Large numbers of international students coming to India are also influenced by the above mentioned factors. This provides for a complete package for international students and scholars coming not only because of economic motivations but also non-economic or combination of both. Thus, at the macro level, these special features of India acts as asset which helps India to achieve its political, economic, social and cultural goals. But unfortunately, the data available on regular students does not reflect the full story about international students in India.

On the other hand, data analysis shows that India is also involved in capacity building of many source countries. The United Nations Development Program (UNDP) defines the concept of "capacity building" as "the ability of people, institutions and societies to perform functions, solve problems, and set and achieve objectives" (UNDP 2002, as cited in DFID). At the individual level, it is the ability building by individuals for achieving certain motives, which could be either economic or non-economic or both in nature. In the context of international students' mobility and human development, it could be understood as, such

assistance by institutions, i.e., governments or universities that optimizes the existent resources of international students. Embedded in this explanation is that the accumulated or enhanced resources, i.e., human capital, social and cultural capital will not get be easily exhausted, and, will regenerate this important resource in coming generations also; (Yeravdekar and Tiwari, 2014) which will meet the economic and non-economic motivations of both governments and individuals.

Therefore, at present, India seems to adopt a strategy of mutual understanding and capacity building, and sees it as an opportunity to maintain its influence mainly in the South Asian²⁹ and Southeast Asian region. In contrast, there is an emerging scenario where private institutions are engaging for capturing larger share of the market. Both strategies could help in standard of quality, stimulating course innovation, enriching cultural and intellectual life, and creating an environment conducive for better international understanding. But holistic international students specific immigration policy needs to be in place with proper coordinated regulations and its implementation.

Overall, "Indian higher education has a better reputation than that of china, the language of instruction is mostly English, and its capacity to absorb foreign students is comparable" (Bhandari and Blumental, 2011).

Thus, there is no reason for India not to attract as many or even larger number of international students than other countries. Although private providers have a role to play in tapping increasing demand for higher education, for India to emerge as a South Asian hub, Indian Government will have to play a predominant role.

Footnotes

- 1 One important aspect that helps India to maintain its influence within South Asian countries is the cultural synergies and physical connectivity.
- 2 Archaeological Survey of India. (2015, August 23rd). Retrieved from http://asi.nic.in/asi_monu_tktd_bihar_nalanda.asp.
- 3 All India Council for Technical Education. (2015, August 23rd). Retrieved from <http://www.aicte-india.org/downloads/ancient.pdf>.
- 4 Administrative laws of British era in India still treats immigration data (Bureau of Immigration) as part of Intelligence Bureau (IB), which can't be revealed.

- 5 Include Public Universities, Private Universities, Institute of National Importance and other institutes.
- 6 Two different figures for 2007-08 represents data sets from two different sources. It signifies that there is lot of discrepancies or under-reporting of data. Figure 45, 472 represents the registered foreigners on student visa (Bureau of Immigration), MHA, and figure 21,206 represents the total number of international students reported by Indian educational institutes.
- 7 Figures for 2000-01 and 2003-04 are taken from (UIS). 2004-07 Figures are taken from Association of Indian Universities. 2007-08 have two figure taken from Bureau of Immigration (BOI), Ministry of Home Affairs, India and AIU. Figures for 2010-13 are taken from AISHE, MHRD.
- 8 In total, India have trade worth US \$ 22 Billion with SAARC nations and from 14th SAARC summit (2007), India allowed "zero-duty access" for goods from Bangladesh, Afghanistan, Nepal, Maldives and Bhutan". Baruah, Amit. (2007, April 4th). *Duty-free access for some SAARC states: India*.
- 9 Intraregional collaboration among universities within Asia has grown dramatically over last 10 years (ADB, 2012).
- 10 This includes Cambodia, Lao PDR, Viet Nam, Indonesia, Maldives, Nepal, Afghanistan, Bhutan, Sri Lanka and Bangladesh, etc. (ADB,2011)
- 11 India has more than 33,000 colleges with 1/3rd of the colleges having been set up in the last five years. The number of colleges increased from 21,170 in 2006-07 to 33,023 in 2011-12 (Planning Commission, GOI, 2012).
- 12 MOUs on programme of cultural exchanges between China and India for the year 2010-2012 were signed, and agreed on compiling an encyclopedia on India-China cultural contacts, recognized the importance of educational exchanges and promoting wider knowledge of each other's languages, mutual recognition of degrees & diplomas, to facilitate and strengthen intercollegiate and student exchanges (India's Foreign Relations-2010 Documents, MEA).
- 13 The Indo-Mongolian CEP started in 1961, subsequently renewed in 2003, 2005 and 2009. GOI provides 40 scholarships per year to Mongolian nationals but numbers have not increased as expected.
- 14 There has been number of agreements on the issue of black money, investment protection, combating crime on land and sea, extradition treaties and transfer of criminals.
- 15 Also, India Mission in Iraq issues 200-350 visas on daily basis for education and medical reasons.
- 16 India is actively engaged in capacity building for Bangladesh through scholarships and training. Given the shared history and commonality of language, cultural exchanges special emphasis has been laid on promotion of exchanges in the fields of music, theatre, art, painting, books, etc.
- 17 "Unilateral liberalisation of visas for students, teachers, professors, journalists and patients from SAARC nation." Baruah, Amit. (2007, April 4th).

- 18 Higher Education in Asia: Expanding Out, Expanding Up. The rise of graduate education and university research, Institute for Statistics, UNESCO, 2014.
- 19 http://www.mea.gov.in/Portal/ForeignRelation/Eritrea_Dec2014.pdf
- 20 http://mea.gov.in/Portal/CountryQuickLink/708_Bilateral_Brief.pdf
- 21 Area study includes sociological and cultural studies mainly.
- 22 Other social sciences: subjects other than Anthropology, Economics, Geography, History, Mathematics, Philosophy, Political Science, Population studies, Psychology, PA, Social Science, Sociology and statistics.
- 23 MHA, Annual Report 2009-10.
- 24 (The Hindu, November 18, 2009 as cited in IMR 2009, p.63)
- 25 The RTI data set profiled in the table 11 below is the number of student and research visas issued by Indian Missions abroad.
- 26 Higher education in South Asia: Trends in Afghanistan, Bangladesh, India, Nepal, Pakistan and Sri Lanka. The Economic Intelligence Unit Report of British Council and ADB, 2011.
- 27 "While university enrollment is growing very fast in Africa, there is also some catching up to do as only 7 percent of the relevant age group is in university today." Further, politically instable and newly stabilised countries are struggling with increasing enrolments, infrastructural demands and financial crisis. (Reinikka, Ritva. (2013, April 4th). Working to Meet Africa's Skyrocketing Demand for Higher Education. The World Bank.
- 28 Higher education in South Asia: Trends in Afghanistan, Bangladesh, India, Nepal, Pakistan and Sri Lanka. The Economic Intelligence Unit Report of British Council.
- 29 One important aspect that helps India to maintain its influence within South Asian countries is the cultural synergies and physical connectivity.
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