VASUDHAIVA KUTUMBAKAM: Creating Sustainable Global Partnerships In Higher Education

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With the rise of globalization, educational institutions have felt the need to become more internationalised in order to operate effectively. "Internationalisation of education" has been defined by the International Association of Universities (IAU) as the process of integrating an international, intercultural, and/or global dimension into the goals, functions and delivery of higher education (Knight, 2003). Similarly, OECD describes internationalisation in terms of *the complex of processes whose combined effect, whether planned or not, is to enhance the international dimension of the experience of higher education in universities and similar educational institutions* (OECD, 1994). Internationalisation of education can take several forms such as academic mobility for students and teachers, partnerships and projects, research initiatives, delivery of education to other countries through branch campuses, international development programs and so on (Knight, 2008). This article focuses on specific forms of internationalisation: foreign students coming to India (and its perceived impact on domestic students and faculty), Indian students travelling abroad and Indian students obtaining short term exposure to foreign courses in India.

De Wit (2002) has identified four approaches to the internationalisation of higher education. The 'activity approach' describes internationalisation in terms of types of academic and extra-curricular activities. It does not necessarily include the organizational issues needed to initiate, develop, and sustain them. The 'rationale approach' defines internationalisation in terms of its intended outcomes. For example, internationalisation may be seen as a mechanism for income generation through foreign student recruitment. The 'competency approach' looks at internationalisation in terms of developing new skills, attitudes, knowledge in students, faculty and staff. The focus is clearly on the human dimension, not on academic activities or organizational issues. Finally the 'process approach' frames internationalisation as a process that integrates an international perspective into the major functions of the institution. A wide range of academic activities, organizational policies and strategies are part of this process. This can be described as the most comprehensive approach to discussing internationalisation.

Several components need to work together to achieve effective internationalisation – an articulated commitment to it, exchange programmes, joint degree programmes, internal as well as external funding, organizational infrastructure, communication between institutions, means to support travel for faculty as well as students, and international student experience programmes (Adapa, n.d.). Juarez (2013) discusses how leadership is essential in defining a clear mission and strategy and in providing institutional support. Raimond and Halliburton (1995) have discussed that a program of study is not international unless international case studies and examples are incorporated in teaching. Black (2004) suggests that an aspect that has a definitive effect is the teaching methods used. Workshops, seminars and projects in which students work in small groups, enable them to learn from each other. When adeptly managed by the teacher, this can be an enormously important aspect of student learning. Salehi-Sangari and Foster (1999) describe a course run in Sweden for an international group of participants, requiring each team of students working on the project to have a mixture of Swedes and other nationalities (cited in Black, 2004). This seems to have a highly beneficial effect. However as the IAU Global Survey Report (2012) states, internationalisation is not a "one size fits all" process. If in large institutions, research

collaboration is the most important factor, outgoing mobility of students is crucial for small institutions. Each institution therefore must identify for itself the components that require attention in order to achieve successful internationalisation.

Benefits and Challenges of Internationalisation

Internationalisation can accrue benefits and create challenges for various parties involved including foreign students, domestic students and domestic institutions.

For foreign students

Students who study abroad tend to report several positive outcomes. These include increased self-esteem, independence and interest in others' welfare (Kauffmann, 1983), a more objective perspective on the self (Juhasz & Walker, 1988), better interpersonal relationships, autonomy, maturity of life plans and overall development (Pyle, 1981). On the flipside, a foreign student must overcome certain obstacles that accompany a change in environment. Problems with regard to adjusting to a new education system and lifestyle, discrimination and feelings of loneliness inadvertently affect international students and produce stress (Asmar, 2005; Skyrme, 2007). High costs of living in foreign countries can create financial difficulties as scholarships may be insufficient to cover all costs of living. Proficiency in language is also an important indicator of whether or not the international student's experience will be positive. Considering that English is usually the medium of instruction in universities catering to international students, Nasirudeen et al (2014) found acculturative stress to be higher among international students with poor proficiency in English language. Lack of adeptness in the language decreases the ability to participate in social activities or even interact with other students. Another factor that impacts a student is the duration of stay. A foreign student attending a course of one year, for example would be more prone to homesickness than a student attending a one month course. However, excessive pressure over a short time span may induce the same sensation of homesickness in the student. (Van Tilburg et al. 2005).

For domestic students

Considering that domestic students constitute the majority of the student population in an institution and are inevitably impacted by the presence of foreign students, their perspectives need to be satisfactory understood. Lambert and Usher (2013) have found that most domestic students agree with the importance of internationalisation. Benefits of having foreign students in class, as identified by domestic students fall into two major categories. The first of these is greater diversity and inter-cultural awareness (Lambert & Usher, 2013; Crump, 2004). Marino (2007) for instance found that international students educate domestic students about intercultural issues through their music, dance, singing, food, writing and theatrical performances. The second category of benefits that are perceived to occur are within the *academic realm.* The presence of international students has been found to provide a pedagogical basis for increasing international enrolment at U.S. institutions (Barger, 2004). Students and faculty report that international students stimulate the learning environment, bring a better attitude towards learning, improve the quality of education (Jourdini, 2012) and broaden one's outlook on life (Pittaway, Ferguson & Breen, 1998). Bowry (2002) found that the enriching effect of having foreign classmates occurs in formal educational settings, like the classroom (where domestic students gain from listening to foreign students present ideas, working directly with them in groups and discussing classroom topics with them) and outside of class. Enrichment is derived from social interaction in any situation in which national, cultural, historical or racial differences between foreign and domestic students surface and give the domestic students an opportunity to see themselves in a different light.

Yet some factors seem to impede meaningful social exchanges. These include language differences and the perception that international students always cluster together with their co-nationals. It is possible that the language barrier itself leads foreign students to remain with co-nationals. While foreign students add new cultural dimensions to learning, cultural differences can also inhibit interaction. Foreign students may possess values, norms and patterns of behaviour that conflict with those of domestic students (Spencer-Rogers & McGovern, 2002).

Jourdini (2012) points out for example that the concepts of time, responsibility, competition, friendship, and male-female relationships in the Middle East stand in stark contrast to American views. The end result of this tends to be a sense of alienation and an impeded transfer of learning between the domestic and foreign students.

The dangers involved from the perspective of domestic students include a feeling of resentment perhaps stimulated by a consideration that international students are somehow more important (Anyanwu, 2004). This feeling of inequality has been found to manifest itself at some institutions through the provision of superior teaching facilities and the staff placing primary consideration on the needs of international students (Trice, 2003). This is coupled with a general feeling that the increase in international students brings a decline in academic standards (Anyanwu, 2004), due to international students demonstrating poor English language proficiency, thereby reducing the pace and quality of teaching (Delaney, 2002). In some cases accusations have been made that different requirements exist for domestic and international students to pass courses (Anyanwu, 2004). Other identified impacts include the notion that international students acquire places in universities that would otherwise be awarded to domestic students (Anyanwu, 2004; Spencer-Rodgers & McGovern, 2002; Spencer-Rodgers, 2001) and the perception that academic staff are unable to cope with the extra demands placed on them due to the increasing number of international students (Niles, 1995).

For faculty

The different forms of faculty internationalisation include participation in international conferences, being members of international networks and short-term and long-term appointments as visiting scholars or instructors. However opportunities to engage in these forms of international exposure may be impeded by difficulties such as lack of coordination and information related to available international opportunities, limited funding, administrative policies and procedures, difficulties appointing faculty to temporarily replace those that leave, conflicting academic schedules with the hosting institution and lack of support staff (Dewey and Duff, 2010; Cantu, 2013). This research focuses on faculty internationalisation in the form of imparting education to foreign students in one's own country. Among the challenges that have been identified in this process are different learning styles of foreign students, language differences, low participation in class, poor learning, poor understanding of academic convention for example plagiarism and other personal problems (Hooley & Horspool, 2006; Nur Sofurah, 2011; Rahman, 2013). Preconceived cultural traits and the requirement of developing methods to effectively assess all students in a culturally diverse classroom are important considerations as well. While these challenges appearing daunting, teaching foreign students can be a beneficial experience for teachers in terms of creating more globally minded educators who can develop new professional spheres, a fresh outlook on the education system of their own country and even possibly more access to jobs in other countries (Bruce, 1991; Quezeda, 2010, cited in Goetz, Jaritz & Oser, 2011).

For Institutions

Knight (1999) suggests that internationalisation is part of a university's efforts to fulfil its primary functions namely teaching-learning, research and service to society. Although Knight says this specifically with reference to Canadian universities, the statement reflects the significance of internationalisation to universities in different parts of the world. Hawawini (2011) comprehensively discusses the academic and economic motives involved in internationalisation. The academic benefits are:

•Fulfils the institution's educational mission
•Helps institutions remain academically relevant in an interconnected and global world.
•Attracts the best students and faculty worldwide.

The economic benefits are:
•Growth of revenues.
•Reduces operating risk via geographical diversification by adopting international dimensions.
•Can help fund its domestic programs.
•Academic partnerships, alliances and consortia.

Risks from the Institutions' Perspectives

Even as the importance of internationalisation continues to grow, so do the risks associated with it:

Economic Challenges. Many universities do not have specific budgets for internationalisation and hence are unable to cater appropriately to the demands of the process. In the absence of funds, they may choose to divert resources meant for other things and so operate at the cost of home-based issues. (IAU, 2012)

Dilution of quality of education. In order to match up the international standards of excellence, an institution may decide to change their own native education system and manner of functioning. This may mean that a country sacrifices its own diverse national purposes. This is a particularly potent risk for institutions in developing countries. Sometimes an institution may choose models or an international partner more due to the desire to gain quick responses or prestige than by complementary academic interests or interest in cooperation (Hawawini, 2011).

Brain drain. The international exposure that students get may reveal the lack of facilities or opportunities in the native country and their abundance in the partner foreign country. This may prompt the student to pursue a career abroad, rather than in their own country of origin.

Asymmetry between partner institutions. Differences between the partner countries in terms of access to resources can lead to a difference in development and implementation of internationalisation strategies (IAU, 2012). Consequently, students from the better resourced institutions will be at a more privileged position, resulting in unevenly shared benefits.

Faculty lack of interest. Although teachers do not oppose internationalisation, they tend to be less invested in the exercise (Stohl, 2007; Childress, 2010). This may be due to most of the burden of internationalisation falling on the teacher's shoulder; and of them benefitting little from the process. Engagement with processes of internationalisation may be rarely rewarded, as it is not a common criterion of evaluation.

Internationalisation of Indian Universities

A few years ago Ashok Thakur, Secretary, Department of Higher Education at the Ministry of Human Resource Development, said that India's universities do not appear on the top in world rankings and the response to this has been too defensive by suggesting that the criteria employed by the rankings are not relevant to India. Philip Altbach, Director of the Centre for International Higher Education at America's Boston College also said, "India is a world class country without world class universities" (Baty, 2012). Nevertheless, some data is encouraging. In 2012, Mumbai University had more than 100 foreign students, mainly from African and Asian countries including Afghanistan, Ghana, Laos, Myanmar and Ethiopia. In 2013, this number crossed 200 (Rao, 2013). The Open Doors report released by the Institute of International Education in 2012 showed that India risen three spots from the number 14 most popular international destination for American students to number 11. Data from the Graduate Management Admission Council shows that scores sent to management programmes in India from non-Indian citizens, has increased by 17% for 2011 and 51% over 5 years (Dore, 2012). Mumbai University has separate hostel facilities for outstation students, and made a rule that 15% of seats in colleges be set aside for foreign students. The number of Indian branch campuses functioning abroad has also increased. An off-shore campus of Manipal University operates in Malaysia and Amity University operates campuses in the US, UK, China and Singapore. The presence of Indian institutions such as BITS Pilani, Amity, and SP Jain School of Global Management in the Dubai International Academic City are indicative of internationalisation. A report published by the British Council (2015) studied five states of India – Tamil Nadu, Gujarat, Odisha, Punjab and Karnataka- to understand potential international partnership opportunities. Of the five states examined, Gujarat appeared particularly proactive when it came to international collaboration; others, while encouraging, seem to have a more reactive / opportunistic approach to internationalisation. Some state governments appeared to be wary of the private sector entering into arrangements with international institutions, some of which may not be functionally active or are used as a 'marketing tool' to attract students.

With respect to Delhi University in particular**,** in the 2014 QS Rankings of Asian Universities, it stands at rank 81. This evaluation is based on a variety of criteria, and while it fares well as far as academic reputation and research parameters are concerned, the most glaring losses for the university are in terms of international students, international faculty and foreign exchanges (both inbound and outbound). There is hence a palpable lacuna in the university's internationalisation approach. For its own part, Lady Shri Ram College has had some experience of collaborative ventures with foreign universities. Although each partnership carries certain risks, collaborative ventures certainly add value to both partner institutions in the form of creating more opportunities for the students, increasing research possibilities, enhancing brand value and increasing student diversity. Foreign as well as domestic students and teachers are likely to benefit from these experiences. It therefore becomes imperative to understand what may further to be done to enhance efforts at internationalisation.

The broad objective of the present study is to understand how internationalisation and its various forms can be a mutually beneficial experience for various parties involved. However, as said earlier this work focuses on specific stake holders in the internationalisation process. These are domestic students and faculty (and their experiences with students from other countries), Indian students who have studied abroad and domestic students who have had exposure to short terms courses by foreign universities in India. There has been little research documenting the views of Indian students and faculty in this area. As a country that is ready to open its doors to the world at the undergraduate level, it is essential that its' educational institutions be well aware of the gains and losses for its students, faculty and administration.

OBJECTIVES

1. To study the impact of foreign students on teaching-learning processes in Indian universities as perceived by domestic students.
2. To study the influence of foreign students on the learning climate in Indian universities as perceived by domestic faculty.
3. To study experiences of Indian students who have gone abroad for higher education to illuminate internationalisation practices of those universities.
4. To study experiences of domestic students who have had exposure to short term courses conducted by foreign universities in India.

OPERATIONAL DEFINITIONS

Foreign/international student: For the present study foreign/international students were defined as students who belong to any country other than India. Students from neighbouring countries such as Nepal, Pakistan, Afghanistan, Bangladesh and Sri Lanka were also considered foreign students.

Domestic student: For the present study domestic students were defined as Indian students who have atleast completed the last 5 years of schooling in India and are also pursuing their under graduation here.

METHODOLOGY

Sample: Participants included four groups, recruited using non-probability purposive and snowball sampling.

1. Domestic students who presently or in the past, have had foreign students as classmates. Sample size was 200 constituting 169 females and 31 males. Participants were from two universities- University of Delhi and GD Goenka University.
2. Domestic faculty who are teaching/have taught foreign students. Sample size was 51 constituting 34 females and 17 males. Participants were from three educational institutes- University of Delhi, GD Goenka University and IIT, Delhi.
3. Indian students who have gone abroad for studies. Sample size was 20 constituting 17 females and 3 males. The time spent at the foreign universities ranged from two months to one year. These students had gone abroad for different programs and for different lengths of time but had all received their school education in India.
4. Indian students who attended the King's College Summer School in Delhi in 2014. Sample size was 48 constituting 43 females and 5 males. The participants were from two colleges in the University of Delhi.

Measures: Three questionnaires and one interview schedule were constructed after review of literature.

1. The first questionnaire "*Foreign students' impact on domestic students"* was administered to domestic students who had a foreign classmate(s).
2. The second questionnaire "*Foreign students' impact on domestic faculty"* was administered to domestic faculty who taught foreign student(s).
3. The third questionnaire "*Impact of short-term exposure to foreign university courses*" was administered to domestic students who attended the King's College Summer School at the University of Delhi.
4. Semi-structured interviews were conducted with students who had experienced studying abroad.

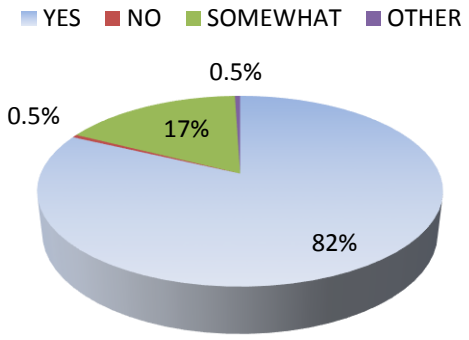
Procedure: To assess the impact of foreign students on domestic students, group administration was carried out when the foreign student(s) was/were not present in the classroom. To assess impact of foreign students on domestic faculty, individual administrations or small group administrations were carried out. To assess impact of a short term foreign university program, group or online administrations were done. Interviews with students who have studied abroad were done either in person or via Skype. Interviews were recorded or written and later transcribed.

Analysis: Quantitative data was analyzed using descriptive statistics, specifically percentages and graphs. Qualitative data was analyzed using thematic analysis.

RESULTS:

Domestic students: Domestic students mostly held positive attitudes towards the presence of foreign students in class. A high proportion (82%) reported that it was important for universities to enroll foreign students.

Graph 1: Is it important to enroll foreign students?



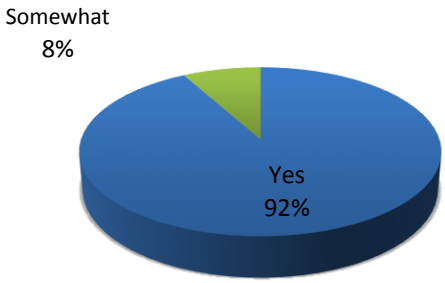
One major reason for being in favour of admitting foreign students was the diversity in opinions their presence creates. When asked about the benefits of having a foreign student in class, 77.5% students selected 'knowledge of other cultures and life experiences' and 64.5% selected 'the learning environment is stimulated because new perspectives, ideas and approaches to issues are brought in'. In addition, 57% students selected 'knowledge of foreign education systems' as the benefit of having foreign students in their class. This has not been identified as a possible advantage in earlier studies and may be a unique finding of the present study.

When asked to indicate limitations of having foreign students in class, a majority of students (66.5%) marked 'none'. Despite such positive opinions, some issues warrant more attention. For instance, most domestic students did not report interacting with foreign students on a regular basis. The majority reported the degree of interaction in course related activities to be either 'medium' (42.5%) or 'low' (35.5%). Given the limited interaction, it is not surprising that domestic students presented mixed opinions when asked about whether the presence of foreign students has enriched their education. Most students (39.5%) marked the 'somewhat' option in response to this item. One barrier that appears to inhibit interaction is lack of time, reported by 37% of the sample. Heavy timetables and academic pressures may leave domestic students little time to pursue interactions with foreign students. Another barrier preventing interaction is language which was

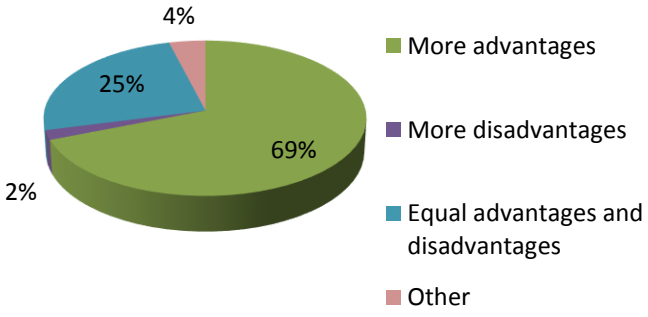
identified by 30% of the respondents. An important finding is that foreign students were not perceived by the majority of the sample to be active participants in the classroom. Some students (16%) felt concerned about the presence of foreign students on the grounds that they occupied admission seats that could have been given to other meritorious domestic students.

Domestic faculty: Most faculty members (92%) considered it important for Indian universities to enroll foreign students. Majority of teachers (69%) expressed that there were more advantages than disadvantages to having foreign students in their classrooms. Facilitation of cross-cultural learning, a more stimulated learning environment and greater diversity within the classroom were once again reasons presented with high frequency. Several teachers (69%) felt that the education they imparted was enhanced by the presence of foreign students because it led to experimenting with new teaching methods and more research to prepare lectures.

Graph 2.Is it important to enroll foreign students in a university?



Graph 3.Advantages /Disadvantages of having foreign students in the class



There were, however, some challenges teachers faced while teaching foreign students. When asked to assess the level of participation of foreign students in the classroom, 51% faculty members indicated medium level of participation and 23.5% indicated low levels of participation. The teachers in the present study identified language as a strong barrier in being able to interact with foreign students. One frequently cited limitation of having foreign students in the classroom was that they had a different learning style as compared to the domestic students. In fact teachers who participated in this study found it easier to deal with foreign students who came from education systems that were similar to the Indian system. For example, some teachers reported that since students from Russia and Kazakhstan hailed from schools that had a system as discipline-oriented as their Indian counterparts, the students showed high levels of structure, dedication, perseverance and respect for teachers.

When asked to assess whether faculty members tend to draw on foreign students' knowledge and experiences as a teaching-learning resource, 51% faculty members indicated that they did. However, when asked whether foreign students impacted their teaching styles, 53% teachers selected 'no' as a response. Thus while teachers made references to the experiences of foreign students; they were not influenced to the extent to altering the manner in which they taught. However, 25% teachers wrote 'yes' as a response for this item. Some of the ways in which they felt that foreign students had impacted their teaching styles included more practical and project based teaching, unique ways of completing tasks such as use of electronic media and 3D models, culturally inclusive teaching patterns etc.

Indian students who have studied abroad: The following themes emerged from the interviews conducted:

Theme 1: Reasons for moving to foreign universities

Reasons that propel students to consider joining exchange and other types of programs at foreign universities included both academic and non-academic:

•***Academic Reasons:*** These pertain directly to the educational experience and ranged from rich classroom experiences and international exposure to job prospects.

•***Non-academic Reasons:*** Experiencing hostel life, learning a new language, making new friends, developing one's personality and evolving as a person were most commonly quoted.

Theme 2: Comparisons of Foreign and Domestic Universities

The interviews indicated that the participants perceived several differences to exist between foreign and domestic universities.

•***Teaching Styles:*** Several differences were reported between foreign and domestic universities. One of the frequently cited differences was the use of PowerPoint presentations to deliver lectures. Use of movie screenings, audio recordings and field trips were a significant part of the educational experience abroad. This was seen as a marked difference from the "blackboard teaching" of domestic universities.

•***Infrastructure:*** Students noted marked differences in libraries of foreign and Indian universities. Differences existed in terms of timings (many foreign universities' libraries allowed students access even at late hours), the comparably well stocked shelves of foreign libraries, to the lack of restriction on the amount of books that could be borrowed and the period of time for which they would be allotted. Another difference was the accessibility of e-resources. Online research articles, journals and other material were available to all the students from the department's own website at all times in foreign universities.

•***Evaluation:*** In foreign universities, evaluation was not centralised by the university, depended on the module and the professor and was not solely based on a single written examination.

Theme 3: Role of foreign professors

Most participants reported professors in foreign universities to be helpful. They tended to demonstrate patience if asked to speak slowly or repeat things. To counter language barriers, professors would make the effort to find English versions of texts. One French university allowed foreign students to take their exam in English.

Participants mentioned that they were offered suggestions for assignments and extra classes to help them with difficult topics. Assistance for academics was also provided in the form of appointed mentors.

Theme 4: Peer Interactions

Having room-mates from different countries provided an opportunity for students to make friends with people from other communities. Language was an important consideration when it came to making friends. Several students faced problems in interacting with the locals initially, especially in white communities, but these faded with time.

Theme 5: Challenges

The interviews also specified certain challenges that participants faced during their time at foreign universities. Some respondents said they had trouble with new subjects because the course structure and writing styles varied. Some stated that there were a lot of expectations, and a lot of pressure on them. Writing and presentation styles were also initially difficult to adapt to. Even ways of citing research differed in the foreign universities.

Theme 6: Changed abilities and perspectives

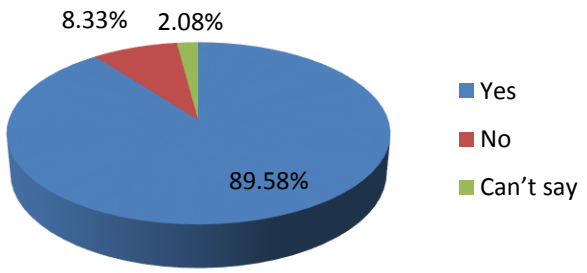
A majority of students expressed that they had evolved an independent, analytical and critical thinking style due to their exposure to foreign universities. The other positive outcomes mentioned were being more participative in class upon their return, respecting deadlines and learning to work within an inter-disciplinary framework. Instead of reproducing material from the internet or available sources, they engaged in original work, something that the domestic system had not encouraged. Honing of research skills, being more prepared for one's professional journey and developing self confidence was seen to other positive outcomes. The interviewees also viewed the Indian education system with a changed perspective.

In terms of advantages, the emphasis put on understanding theories within the Indian system was appreciated. The fact that hard work, learning of basic concepts and learning the English language were stressed in the Indian system was also appreciated.

Indian students having exposure to courses by foreign universities: Various reasons were identified for domestic students wanting to join a short term course with a foreign university,. The most common reason given by 64.58% participants was an interest in the course itself. Another commonly mentioned reason by 33.33% persons was the desire to have an international study experience. Some students (18.75%) also felt that the course would be good use of their time as it was happening during summer vacations. Expanding one's skill set, experiencing something new and improving one's résumé were other reasons mentioned by 12.5% respondents each.

Most respondents (89.58%) agreed that the teaching style of the foreign professors was different from the local instructors because of emphasis on group work, use of practical approaches, division of sessions into discussions, workshops and seminars and more interactive activities.

Graph 4. Teaching style of foreign teachers was different from domestic teachers



The majority (85.4%) felt that teaching styles of the foreign faculty enhanced their learning experience. Many (79.2%) also felt that these practices could be incorporated into the Indian education system. More participative discussions (70.83%), a more stimulated learning environment (50%), and knowledge of new vocational fields (41.66%) were also seen to be the appealing aspects of the course.

A majority (75%) felt that the summer school experience had impacted their academic skills, especially in research and writing. The other areas of impact identified were the increased ability for coping with heavy course material in a short period of time, ability to form arguments more effectively and learning citation methods.

Some challenges faced by the students were adapting to a new professor, the daily intensive reading lists and researching while writing academic papers. However, most students felt that these challenges had been overcome by the end of the semester.

Discussion

Overall the results indicated that domestic students and faculty hold positive attitudes towards foreign students in their classes. The advantages reported in this study such as diversity, a multiplicity in opinions and a more vibrant learning environment were in line with previous studies that have assessed the impact of international students. Bowry (2002) has stated that the new and different ways of thinking embodied by foreign students are acknowledged by domestic students and described by them as different "perspectives" and "points of view" "new approaches to issues" "expanded horizons" and "different ideas". Foreign students bring an international perspective to the classroom enriching the learning experience for fellow students (Trice, 2003) and domestic students widen their world view as a consequence of dealing with international students (Spencer-Rodgers & McGovern, 2002). According to Grayson (2008), international interaction provides not only a forum for students to encounter ideas and perceptions differing from their own but also an important way to foster students' development of more complex modes of intellectual and moral reasoning. In this study the faculty also felt that they were able to draw on foreign students' previous knowledge and experiences as a teaching-learning resource, and the presence of foreign students increased the depth of their lectures.

In terms of the benefit of increased knowledge of other cultures, much past research has shown that international students provide a unique social forum for enhancing students' understanding and appreciation of the richness of other cultures (Volet & Ang, 1998; Pittaway, et al, 1998).

This cultural competence can be very beneficial to domestic students and faculty as well. It has been found that universities often welcome foreign students "to provide international and cross-cultural perspectives for their students and to enhance their curricula" (Altbach and Knight, 2007). This seemed to be taking place according to the students and teachers who participated in the study. According to Calleja (2000) and Montgomery (2009), with increased cultural sensitivities and skills needed to work effectively with people from different backgrounds, domestic students could well have 'a competitive advantage' in the marketplace in an increasingly interconnected, globalized world.

Knowledge of foreign education systems emerged to be an important benefit in this study. This may be a unique finding of the study. It is possible that foreign students who come to Indian universities provide information on comparative models of education that are valued by domestic students. This may especially be true for students who come from education systems that differ quite significantly from the education system prevalent in India. Many Indian students seek to go abroad to pursue higher education. Facts and opinions obtained from international students may play an important role in the critical decisions that domestic students seek to make about their academics.

The finding that the majority of domestic students reported the degree of interaction with foreign students to be either 'medium' or 'low' inside as well as outside the classroom is unfortunate considering that interactions with international students have been found to be highly beneficial. Also, the sample did not report foreign students to be very active in the classroom. Lack of participation can foster stereotypes and negative views such as, international students being less knowledgeable and disinterested (Halic, Greenberg & Paulus, 2009). Our finding supports the idea that successful peer interaction within and outside the classroom cannot be assumed simply because students share a campus or a course (e.g. Anderson, 2008; Fincher et al, 2009). Neither can the same be assumed for teacher-student interaction. While strong evidence supports the idea that the presence of foreign students on campuses has an enriching effect on the education of the domestic students in the host university (Holdaway, Bryan, & Allan, 1988n), the present student sample did not commonly endorse this. Heavy timetables and academic pressures particularly in colleges like Lady Shri Ram may leave domestic students or the teachers little time and energy to pursue interactions with new students. Researchers have found that institutional involvement can play an important role in creating spaces for such interactions (Nesdale & Todd, 2000) and this is something that must be looked into by host universities and colleges. Programs (with formal and informal structures) need to be developed for facilitating interaction of international students with domestic students and faculty for maximum mutual benefits. We shall come back to this point soon.

Students with weak English language skills have limited capacity to communicate with domestic students and have difficulty with tasks such as classroom presentations (Kim, 2011) which may make foreign students appear less participative. Even when a foreign student can speak the language they may need help in adapting to the way it is used domestically. If faculty members or students use metaphors or slang, they need to the take time to explain what the metaphor or slang is since these are often cultural-centric (De Vita, 2000). In terms of language as a barrier, the role of the host institution once again becomes important in providing support for example in terms of English classes. Some other techniques to increase class participation of foreign students that may be adopted by teachers include (Bista, 2011) include "… e-mailing study questions beforehand, giving clear directions and asking specific questions or summarizing important points of the discussions" (Tatar, 2005); Svinivki and McKeachie (2011) recommend a silence for 5 to 30 seconds for better outcomes in discussion allowing students to think about the question asked; some studies have shown that instructors incorrectly misinterpret students' silence as disengagement when using conventional understandings of silence but those silent students were engaging through other means such as paying attention, taking notes, or thinking about the material presented in class (Meyer & Hunt, 2004).

Participation is also affected by the transition from the home country. Differences between the local culture and a student's ethnicity may create culture shock and produce high levels of stress in foreign students (Tavakoli, Lumley, Hijazi, Slavin-Spenny, & Parris, 2009). Bista (2011) indicated that lack of understanding of a new academic culture, fear of making cultural mistakes, strong beliefs in traditional learning and dynamics of classroom requirements hamper classroom participation. Here it may be important to create spaces of interaction where domestic students and faculty can assist foreign students in the adjustment process by allying their fears. Summers and Volet, (2008) suggest that host students can assist in familiarizing the international student with campus resources, assist in tutoring, and serve as a support for the international student. Peer-pairing has also been found to be effective in creating cultural awareness. Provided that language is reduced as a barrier, group work allows for varying viewpoints to be explored, facilitate active learning, and encourage dialogue between foreign and host students (Summers & Volet, 2008). However faculty members need to assure that the task chosen is well suited for a collaborative approach and should involve all group members (Carroll & Ryan, 2005). Students can be assigned tasks so that each learner has a specific focus (Arkoudis, 2006; De Vita, 2000). Only when team member participates can different perspectives and experiences emerge. Access to culturally sensitive counseling would be important as well to ensure that foreign students can share their difficulties. Increased participation as a result of all this would perhaps be the key to successful experiences for all people involved.

With respect to different learning styles of foreign students, past research has identified some helpful strategies, for example providing foreign students with an outline of the key aspects that will be covered during a lecture. This will serve as a guide for students and allow them to identify particular areas in which they need to focus their attention (Arkoudis, 2006). In terms of technology use, providing students with audio or video recordings, and other technology-based formats, including online ones can play an important role. Professors must use a variety of assessment techniques in order to effectively assess students in a culturally diverse classroom. This could include providing students with a choice in assessment methods (Carroll & Ryan, 2005). Explicitly stating expectations with respect to an assignment, giving clear examples and adequate time to complete assignments based on what foreign students are habituated to can be beneficial to a student who is being exposed to this form of assessment for the first time (Arkoudis, 2006; Carroll & Ryan, 2005; Edmundson, 2007). It is however also essential that the institution provides further support structures behind teaching staff. It must be remembered that teachers can play a critical role in successful internationalisation efforts. Given that foreign students look for new support systems in their host countries, faculty members can provide that to the international students (Crose, 2011). Teachers must be willing to use various teaching methods to assist international students in becoming acclimated to their new cultural environment while also assisting host students in adapting to new cultures being introduced into the classroom. However teachers must know who they can refer to, or refer their students to, when issues arise beyond their teaching remit (Hyland, Trahar, Anderson & Dickens, 2008).

Some students felt concerned about the presence of foreign students as they were perceived as acquiring admission seats that could have been given to other meritorious domestic students. Although not anticipated as a disadvantage at the beginning of the study, we later included this option in the questionnaire based on the results of the pilot study. This may be particularly important for an educational system where seats in good colleges of the country tend to be extremely limited and the competition for gaining admission into well reputed institutions is extremely intense. In the long run the only way of addressing this issue would be the opening of a larger number of educational institutions, improving the infrastructure and capacity of existing institutions and ensuring quality education for all.

Findings from the other samples- Indian students who had studied abroad and those who had done short terms courses with foreign universities here- provide important indications for improved efforts towards internationalisation and improving educational practices in domestic universities. Emphasis on group work, practical knowledge, greater reliance on workshops and seminars, promotion of critical and original thought, high quality infrastructure and additional assistance appear to be practices appreciated by Indian students who have had exposure to foreign education systems. These may be worthy additions to existing teaching practices here, particularly given that domestic faculty sees foreign students' different learning styles as challenges in teaching them. De Vita (2000) suggests that is important for faculty members make themselves available outside of the normal class time in order to provide opportunities for foreign students to interact with them. Small gestures can go a long way. For example allowing a foreign student to address the professor, based upon their cultural norms, can signify that the faculty member is approachable and open to learning about other cultures.

Successful attempts at internationalisation would also require work on aspects not addressed by this study. Research by the British Council identifies (2015) lack of funding, quality assurance mechanisms, mismatch in curricula and academic calendar, quality, availability of faculty, visa issues in inviting international faculty to India and a restrictive regulatory environment as major impediments to international collaborations. These must be tackled comprehensively. Nevertheless, Lambert and Usher (2013) in their report *Pros and Cons of Internationalisation: How Domestic Students Experience the Globalising Campus* argue that existing challenges should be not taken as an argument against internationalisation. Rather, it suggests that the values of internationalisation are still in many ways adopted only superficially and that not enough attention is being paid to the challenges. Addressing these problems shall be important to sustaining student support for internationalisation; without it, those who have negative experiences with internationalisation could turn into majorities and the resulting dissatisfaction could harm the entire process.

Before concluding it must be acknowledged that the samples for this study were small, only from the National Capital Region and predominantly female. However it the study does open doors to understanding internationalisation processes in the country. Future research must include samples from other universities in India and include perspectives of policy makers and administrators given that there are many factors outside the classroom effect the internationalisation of education.

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Acknowledgements

The authors of this study would like to express their deep appreciation to Dr. Asha Mathur, Former Vice-Principal and faculty member of department of Mathematics, Lady Shri Ram College for Women for her support in carrying out the research. They would also like to extend a thanks to their student research associates (Aishwarya Shridhar, Ankita Choudhary, Anupriya Jain, Arushi Kothari, Devika Gupta, Divya Garg, Ishita Sareen, Mahima Srivastava, Manosi Chatterjee and Nitika Gulati) who helped immensely in shaping the study, collecting data and analyzing it.