Prospects of Cooperation in Higher Education and Capacity Building
A Case Study of India and Sri Lanka

Prof. Mohammad Gulrez
ICCR Visiting Professor
Centre for Contemporary Indian Studies
University of Colombo, Sri Lanka

1. Introduction

Relations between India and Sri Lanka, as recorded, span over two and half millennia, encompassing historical and cultural interactions. It goes on to explore the period when Buddhism was introduced in Sri Lanka during the reign of Emperor Asoka in the 3nd century B.C. The bonds forged since then have become stronger over the years , with 70% of Sri Lankans continuing to follow 'Theravada Buddhism' to this day. Although the political constitution of modern Sri Lanka (Ceylon) separates this country from India , it is no secret that its history , religion, language , morals , culture and everything else, are closely linked to India. The shared cultural and civilizational heritage of the two countries and the extensive people to people interaction of their citizens provide the foundation to build a multi-faceted partnership between these two neighboring countries.

Further, Britain's colonial relationship with India and Sri Lanka led to many cross-cultural exchanges in the areas of arts and sciences. Many Indian and Sri Lankan intellectuals and academics established influential contacts and friendships within the region. Sinhalese lyricists, composers, and poets of the early and mid twentieth century devoted a significant amount of energy to respond to North Indian influences. The introduction of a new form of theater (*Nutri*) in Sri Lanka in the early twentieth century by the Sinhala play writers is the testimony to this cultural assimilation between these two countries. It was, therefore, natural that in the 1930s and 1940s many Sinhalese gramophone song writers also imitated melodies and short and long syllabic instances from North India film songs (Field, 2017) . The South Indian film and dance forms like Bharata Natyam, Kathak and Kathakali are still a potent influence on Tamil mass entertainment and art in Sri Lanka.

In the first part of the 20th century, among the Indian individuals who exerted an influence on Sri Lankan culture, the greatest was Rabindranath Tagore. Tagore's visits to Ceylon and his close contacts with Ceylonese scholars- those studied at the university of Calcutta and Visva –Bharti at Santiniketan (an institute of higher learning

established by Rabindranath Tagore in 1918), remained a catalyst in this direction (see Coperahewa, 2011; 2012). In the 1930s and early 1940s, many artistes and poets in Sri Lanka were inspired by intellectual and poetic fervor of Tagore and Sarojini Naidu (Goonetilleke, 2008). The Artist, Composer, musician and lyricist such as Egodahage George Wilfred Alwis Samarakoon , known as Ananda Samarakoon (1911 –1962), the composer of the national Anthem of Sri Lanka ,was also the disciple of Rabindranath Tagore during his stay in Visva –Bharti, Santiniketan in India.

The development processes and political experience of India and her political and international outlook in many respects also has a relevance to Sri Lanka's own political perceptions and developmental experiences. Both India and Sri Lanka, the former colonies of the Britain, obtained independence in 1947 and 1948 respectively and have a record of unbroken democracies for almost seventy years. Further, India and Sri Lanka have never experienced any form of government that was not democratically elected .

Both these countries became democratic in the 'Second Wave' of democratization in the wake of World War II, after the 'First Wave' had already consolidated democracies in Western Europe, North America , and the white Commonwealth[a] (Huntington, 1993). India was a Parliamentary federal democracy with one party dominant system under the Indian National Congress in the earlier decades of the post- independence period and has a multi party coalition system since 1989. Sri Lanka started with parliamentary system , but subsequently switched over to a constitution combining a parliamentary and a presidential form of government. This entails a cohabitation between a directly elected executive presidency and a prime minister at the head of a directly elected multi-party parliament.

Indeed , the survival and consolidation of democracy in India and Sri Lanka exemplify a refutation of some of the well known and established theories of democratization popular in the West: Alexis de Tocqueville's argument that only a society of equals could sustain democracy ; or Seymour Martin Lipset's contention that there has to be a minimum level of economic prosperity and development before one could think of a viable democratic polity (Kukreja & Singh,2008,: 42).

The intense relations rooted in the history as shared between these two countries has been underpinned by political and economic links while at the same time both the countries remained receptive and open to influences from other as well. No surprise, therefore, that the Sri Lankan Independence movement drew inspiration to a certain extent from the Indian Independence Movement. There was a close cooperation between the *Indian National Congress* and the *Ceylon National Congress*. Delegates from Ceylon such as S.W.R.D. Bandaranaike addressed sessions in India , whereas Gandhi and Nehru got the opportunity to address sessions in Ceylon. This is also to mention that Dr. W. Arthur De Silva (1869-1942), an alumnus of Calcutta University and a friend of Rabindranath Tagore, was elected as the President of Ceylon National Congress in 1928 (Coperahewa, 2013) . It will not be an exaggeration to mention that it was primarily as a consequence of the freedom struggle in India that Sri Lanka won its independence (transfer of power under the acts of British Parliament), rather easily without much political agitation .

Presently, almost all South Asian states are under mounting pressure of enormous turbulences unleashed by the process of socio-economic change. To explain to this phenomenon, one has to analyze and understand the linkages between the nature of the political system, the economic development processes, the politics followed by the state regarding ethnic demands, the nature of power structure and the extent to which it accommodates ethnic diversities.

The Sri Lankan three decades old protracted ethnic conflict between Sri Lankan forces and the Liberation Tigers of Tamil Elam (LTTE) , which came to an end nine years ago in May 2009 can be understood in the light of the same argument. During the course of conflict , India supported the right of the government of Sri Lanka to act against terrorist forces. At the same time it conveyed at the highest levels its deep concern at the plight of the mostly Tamil civilian population , emphasizing that their rights and welfare should not get enmeshed in hostilities against the LTTE. India's consistence position has been in favour of a negotiated political settlement , which is acceptable to all communities within the framework of a united Sri Lanka and which is also in consonance with democracy, pluralism and respect for human rights.

In the present , the relationship between India and Sri Lanka is strong and poised . They have successfully cooperated in facing the challenges of global developments. Their status as middle powers, their common needs to address social inequalities within their borders in terms of poverty alleviation and affirmative policies, and the growing demands for technical skills, are the shared components that bring convergence in their understanding of the issues and the outlook. This is to emphasize that there is a tremendous scope for significant expansion and growth for both the countries to work together. Casting aside mutual suspicions and apprehensions of each other's motives, the countries need to work together to lay a firm foundation for closer and mutually beneficial cooperation in many fields, particularly in areas such as security, trade, education, health, culture etc.

The government of India has taken a series of measures to strengthen bi-lateral ties and this has started showing results in terms of increase in trade figures and movements of ministerial and business delegations between both the sides. Sri Lankan's current rate of economic growth is 6% and expected to rise as much as 10% in the next couple of years on the expectation of a surge in foreign investments, revival of economic activities, recovery of war-torn areas etc. In the sphere of economics, India is currently Sri Lanka's biggest trading partner. Bilateral trade between the two countries has expanded rapidly over the past decade, while Sri Lanka has been one of India's biggest trading partners in south Asia, the latter is Lanka's biggest partner globally. In addition to normal trade, the 'Indo –Sri Lanka Free Trade Agreement' (ISFTA) has given a strong fillip to economic cooperation between both the countries. According to Sri Lankan Customs, bilateral trade in 2015 amounted to US $ 4.7 billion. Exports from India to Sri Lanka in 2015 were US$ 4.1 billion (up by 2.1%), while exports from Sri Lanka to India were US$ 645 million (up by 3.2%). The major imports from India to Sri Lanka include petroleum products, iron and steel, cotton, motorcycles and motor vehicles. Whereas , there has been the emergence of new items such as animal feed, electrical appliances and accessories, vessels, paper products, glass and plastic products. This has meant that there has been both an increase in the value and diversification of exports. During the period from January-September 2016, the bilateral trade between the countries was US $ 3.22 billion; exports from India to Sri Lanka were

US $ 2.809 billion while exports from Sri Lanka to India were US $ 414 million (Bilateral Brief India - Sri Lanka Relations, December 2016).

The last few years have witnessed an increasing trend of Sri Lankan investments into India. Significant examples include Ceylon Biscuits (Munchee brand), Carsons Cumber batch (Carlsberg), Brandix (about USD 1 billion to set up a garment city in Vishakhapatnam) MAS holdings, John Keels, Hayleys, and Aitken Spence (Hotels), apart from other investments in the freight servicing and logistics sector.

Efforts are also going on upgrading the India-Sri Lanka FTA to a new trade pact called the 'Economic and Technological Cooperation Agreement' (ETCA) to forge stronger commercial relations and increase corporate investment and ventures in various industries. The ETCA is proposed to enhance trade in services, investments and technology cooperation with India's five fastest growing southern states of Karnataka, Tamil Nadu, Kerala, Andhra Pradesh, and Telangana. Given these states proximity with Sri Lanka, it is expected that the ECTA will leverage Sri Lanka's unique geo-strategic location at the crossroads of major shipping routes. Further, the ECTA, it is hoped, would make Sri Lanka the geo-economic centre of South Asia and help it engage further with the rest of the region.

It is not just the economic sphere , but even in the area of tourism where cooperation between both the countries has witnessed an increase. In July 2016, both the countries signed an MOU to help each other in promotion of mutual tourism. While Sri Lanka will encourage Indian tourists keen to visit sites which are part of the Ramayana trail, the Indian government will encourage tourists from Sri Lanka interested in visiting Buddhist sites (Mani, 2016).

The shared vision of the evolving global order has also motivated both the nation states to establish close cooperation and coordination in the multilateral arena, be in South Asian Association for Regional Cooperation (SAARC), South Asia Cooperative Environment Programme, South Asian Economic Union , Indian Ocean Rim Countries and Bengal Initiative for Multi-Sectoral Technical and Economic Cooperation (BIMSTEC). Both are signatories of the South Asia Free Trade Agreement (SAFTA).

This is precisely the kind of cooperative effort which is likely to benefit not only these two countries but have a direct impact on the people to whom the benefits of these arrangements are likely to accrue.

The political transition in Sri Lanka in 2015 is the turning point in the relations between the two countries. The "new" bi-partisan government under the presidency of Maitripala Sirisena has received considerable international attention, including support from the United Nations (UN), for its broad state reforms agenda. There have been frequent exchange of VVIP visits involving President Sirisena, Prime Minister Modi in recent years resulting in strengthening of bilateral relationship in various fields of mutual concerns namely; cooperation in the Peaceful Uses of Nuclear Energy, disaster mitigation and environmental protection, Agriculture, Education , Cultural Cooperation in a wide variety of fields such as performing arts, visual arts, libraries, museums, archives & cultural documentation, archaeology, handicrafts, publications etc.

In the present political dispensation , government of India is eager and willing to work with Sri Lanka on an assortment of development infrastructure projects, including power sector cooperation(such as the Thermal Power Plant in Sampur), infrastructure(of which, in addition to the railways, the Kankesanthurai harbor is an example, besides roads, airports and more),health(the Dickoya, Vavuniya hospitals among others), Livelihood projects, education, irrigation, and so on. The Indian National Thermal Power Corporation (NTPC) believes that the schedule 500 MW thermal Power Plant in Sampur will take the Indo- Sri Lanka relationship to a higher level (High Commission of India, Colombo & CII ,2012)

Given the diversity of areas of mutual relations, cooperation in the field of higher education, training and skills development, in the present , is arguably one of the most important for Sri Lanka. Enhanced investment and cooperation in the field of education and technology transfer programmes would not only help better negotiate the challenges of an evolving world but will significantly contribute to the overall sustainable growth, capacity building and development of the two neighboring countries of South Asia in the coming decades. There is an expanding scope of

opportunities for the Indian higher education sector to engage with Sri Lanka and keenness within the Sri Lankan sector to partner with India through a broader and mutually rewarding relationship.

The present study, in this context intends to discuss and focus on bi-lateral relations between the governments of India and Sri Lanka in the field of higher education in supporting and where necessary , regulating educational cooperation to maximize its viability and contribution to economic and social development.

India is recognized as the largest pool of trained manpower particularly in the areas of Science & Technology, Social Science and Medicine and has been a major source for meeting the Human capital requirements of both developed and developing countries. Over 200 of the fortune 500 companies are regularly recruiting young talents from Indian campuses. Today the Indian teachers, faculty and professionals are in great demand in most Asian, African and Western countries.

In case of Sri Lanka, in spite of a rapid expansion of the number of universities and institutions of higher learning , the state and private sector are still unable to meet the demands for higher education of all those students who become eligible (on completion of their general education) to pursue higher studies and to provide the competencies and skills needed to participate in the modern, knowledge-based societies of the 21st century. According to the population census 2012, only 4 percent of the age 25 years and above population has degree-level qualifications. This is mainly due to the fact that higher education system caters only to a very small proportion of the population of the country. As the country is geared to take off and advance as a fast growing middle income country, it is critically important that Sri Lanka has the human capital needed to compete with the global knowledge economy. Sri Lanka needs a higher education system which can produce skilled, hard working and enterprising graduates with a sound research base capable of promoting dynamic economic development of the country.

India and Sri Lanka may need to work together in a concrete, coordinated and strategic way to facilitate the growth of the education in developing Sri Lanka's capacity in

research and innovation, and increasing the quality of teaching and learning. The Indian education system has secured a strong position in international circuit. There are quite a good number of educational institutes in India that can compete with the best educational institutes of the world. Indian Technical Education is very strong and there are several thousand colleges in India which provides technical education.

This is to emphasize that the time bound and well elaborated educational cooperation agreements in the field of higher education between India and Sri Lanka would also be in line of the stated objectives of SAARC- Policy Framework Document for Regional Education Cooperation in South Asia .

Prospects for Cooperation: SAARC Education Agenda

South Asia is the poorest region of the world with approximately 40 per cent of its population continuing to live below the poverty line, defined as earning less than US$ 1 per day. World Bank Reports on World Development indicate that half of South Asia's adult population cannot read or write ; public spending on education and health is the lowest in the developing world and girl's enrolment in schools continues to remain significantly low. This, indeed, is a dismal and bleak picture in the new millennium.

In the context of today's world , when cooperation among regional countries is most crucial, South Asia has given regional cooperation within the framework of SAARC at best a low –key position. Even though SAARC has now been in existence for close to 32 years, its members countries have not been able to optimize the benefits of regional cooperation and cooperative efforts. The inevitability and pace of globalization and technological advances leave South Asia no choice other than to evolve cooperative relations if the new challenges have to be met and opportunities fully exploited(Kukreja & Singh, 2008: 55).

Education is one of the sectors in which the SAARC countries have immense opportunities to share their experiences without the fear of losing their identity and sovereignty, and the fear of hegemony of any country. This helps to build a better understanding and cross fertilization of ideas through greater interaction among

students, scholars and academics in the SAARC countries, and could contribute to a SAARC community. This commitment was ingeminated when the Ministers of Education and heads of delegation of the SAARC Member States (Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan and Sri Lanka) met in New Delhi, India, on 31st October 2014, to review the progress on the SAARC development goals relating to education and to strengthen cooperation in consolidating the gains and addressing remaining challenge. The 'SAARC Post-2015 Education Agenda' thus reiterates:

> We reaffirm that education is a human right and recognize the central role of education in ensuring inclusive and sustainable development, accelerating social transformation, achieving gender equality, and promoting peace, tolerance and social cohesion. We also recognize the importance of education in human development which is essential for inclusive growth and well-being of all in our countries. We, therefore, commit to work together in a concrete, coordinated and strategic way to facilitate the achievement of the education sector development goals set by each of the SAARC Member States (South Asia Foundation, 31 October , 2017).

The priority areas of action decided upon include; enhancing the learning and development readiness of pre-school age children, ensuring education for all , expanding skill development , facilitating mutual recognition of qualifications and mobility of students and teachers and expanding alternative ways of learning like open and distance education.

There was also an agreement to 'Develop a SAARC Framework for Action for Education 2030' within the broader scope of the [global] Framework for Action (FFA)-Education 2030, including possible adoption of specific prioritized targets earlier than 2030 in line with the Sustainable Development Goals (SDGs) and taking into account national and regional priorities on education' (UNICEF,2016).

Conceptual and General Policy Issues

It is now universally agreed that the contestation of changing circumstances would dictate that human capital , most ostensibly in the form of education, would be an extremely important , perhaps an inescapable , input for the future of developing economies. This is especially true of South Asia since the lopsided employment structure that has steadily evolved itself over the preceding decades leaves no options but to effect a substantial switchover of workers from agriculture to non-agricultural activities, in the years to come. As a part of global economy, countries of the South Asia too have to keep pace with the fast and vastly changing technologies, well educated and trained work force, besides developing new market strategies, new services and so on. The role of knowledge and skill, in this respect, is paramount; education holds the key to all these emerging pre-requisites (Chadha, G.K., 2011, P.135).

The governments and stakeholders in Asia lately have demonstrated a resurgence of interest in investing in higher education as a means of promoting competitiveness and economic growth. This has spurred higher education leaders to seek ways to effectively utilize the available resources to raise quality and efficiency in higher education. One widely advocated strategy for accomplishing these ends is greater regional/bi lateral cooperation and cross border collaboration among higher education institutions. After a decade of rapid growth that saw western universities opening branch campuses abroad, this activity is increasingly concentrating in the Asia region. Also, leading universities of advanced Asian countries are increasingly pursuing branch campuses in developing countries in the region. Countries in the region pursue regional cooperation initiatives for quality assurance and the harmonization of education and skills qualifications to support labor mobility and regional economic integration. Regional and or bi-lateral cooperation among the countries can also play an important role in helping to share country-level lessons and good practice experiences in, for example, institutional partnership models and diversification of higher education systems(Asian Development Bank,April2012).

However, mutually rewarding and mutually agreed educational cooperation, will only occur whenever one or two states work together to share their educational capabilities

, resources and expertise. Cooperation between countries is always done in a spirit of friendship and not with the notion of capturing market because knowledge is meant for the benefit and welfare of the society. Though, this is not in line with the WTO approach of market philosophy towards knowledge based society. WTO rules do not differentiate between a commercial service like telecommunication, insurance, banking etc. and a public utility service like educational service. WTO envisages opening of a country's educational sector and liberalizing the rules governing educational institutions , making it conducive for the foreign universities to invest and setup branches in that country purely for commercial purpose. But the way SAARC countries look at education is broader than the WTOs definition of services[b](Nair, 2003).

Higher Education and the New Knowledge Societies: The Role of Knowledge in the New Economy

The demand for higher education , especially of professional courses based on non-traditional delivery modes such as through the open learning institutions , is increasing in most countries. This is to increase access and quality of higher education so that it may be productive, problem solving and at the same time contribute to the production of a skilled labour force that meets the demands of the new millennium. A principal issue, however, is the need to bridge the mismatch between skills acquired through the education system and the requirements of the labour market. It is pertinent , therefore , to begin with a discussion of the role of higher education in the New knowledge Societies.

As per the World Bank Strategy Paper on Tertiary/ Higher Education, it can be summarized as follows:

> The ability of a society to produce, select, adapt, commercialize, and use knowledge is critical for sustained economic growth and improved living standards. Knowledge has become the most important factor in economic development. The OECD concluded, in a recent study on the determinants of growth, that [long-term growth rates in OECD economies depend on maintaining and expanding the knowledge base]. The 1998/99 World

> Development Report (WDR) concurred in stating that [… today's most technologically advanced economies are truly knowledge-based…creating millions of knowledge-related jobs in an array of disciplines that have emerged overnight]. The real growth of value added in knowledge-based industries has consistently outpaced overall growth rates in many OECD member countries in the past two decades. The figures for the 1986-1994 periods were 3.0 percent for knowledge industries versus 2.3 percent for the business sector as a whole. Between 1985 and 1997, the share of knowledge-based industries in total value added has risen from 51 to 59 percent in Germany, 45 to 51 percent in the UK, and 34 to 42 percent in Finland (OECD, 2001).

The conceptual and policy issues relating to higher education in general, face an analytical conundrum : any discussion of these issues has to begin by acknowledging that from a policy point of view it is not easy conceptualizing what 'good' higher education means, and therefore what kind of regulatory framework is appropriate (Kapur and Crowley, 2008).

Appropriate policy frameworks for higher education are difficult to design for several reasons. First, there is considerable disagreement over the social rates of return in higher education. The confusion over this issue is reflected in the *World Bank* Report-*Higher Education : The Lessons of Experience*, 1994 (World Bank 1994).The Confusion and obfuscation in the 1994 report is evident in its contradictory claims. To quote:

> Indeed , it is arguable that higher education should not have highest priority claim on incremental public recourses available for education in many developing countries , especially those that have not yet achieved adequate access , equity and quality at the primary and secondary levels. This is because of the priority these countries attach to achieving universal literacy; because the social rates of return in investments in primary and secondary education usually exceed the rates of return on higher education and because investment in basic education can improve equity because it tends to reduce inequalities (World Bank 1994, p.3).

Ironically, the executive summary of the same document reads:

> Higher Education is of paramount importance for social and economic development . Institutions of higher education have the main responsibility for equipping individuals with advanced knowledge and skills required for positions of responsibility…estimated social rates of return of ten percent or more in many developing countries also indicates that investments in higher education contributed to increase in labour productivity and to higher long term economic growth essential for poverty alleviation (World Bank, 1994, P.1).

There is substantial technical literature on the social rates of return on investment in higher education , which is not our concern here. But there is a judgment call governments have to take in making the appropriate allocative decisions.

This is to stress, that "Knowledge", the manifestation of education, is too ample a term, and we need to ask what kinds of knowledge modern societies actually require from their citizens. Broadly, we can distinguish between two sets of skills that are imparted in higher education institutions – those that are primarily "technical" in nature (careers such as engineering, computer science, and the like), and others that are more "general" (involving the ability to think independently, work in teams, to communicate, be creative, solve problems). It is common to think that the first set of skills are more related to the "social" benefits of higher education, because of their usefulness in those activities, such as Research and Development(R & D), which seek to innovate and adopt technologies; while the second skills would be more related to the "private" benefits of higher education(Schwartzman, 2002).

It is argued, therefore, that modern higher education institutions must and should perform a plurality of important functions, from the short-term provision of skills and abilities required by the job market to the medium and long-term improvement of scientific knowledge, technical competence, and the building and maintenance of social capital. In short, it may be maintained that higher education institutions are more than a simple response from society to market demands for jobs and skills. They are also the place for knowledge creation and dissemination in the natural sciences and humanities, and a powerful instrument for social mobility and self-identity of large social groups.

For this reason, policies to reform higher education systems and institutions are more complex and difficult than what a simple functional interpretation might suggest.

Beyond what could be measured in quantitative terms, there are several other important, less tangible roles of higher education and can be summarised as follows:

• Unlock potential at all levels of society, helping talented people to gain advanced training whatever their background.

• Create a pool of highly trained individuals that exceeds a critical size and becomes a key national resource.

• Address topics whose long-term value to society is thought to exceed their current value to Students and employers (for example, the humanities).

• Provide a space for the free and open discussion of ideas and values.
(Third Mission in Higher Education,May 23, 2014).

Why Invest in Higher Education

The case for higher education in developing countries, while seemingly straightforward, has traditionally been contentious (World Bank,2000). Some development specialists argue that investment in basic education yields higher returns than money spent at higher levels, making higher education a luxury that developing countries cannot afford. However, that argument is increasingly challenged on the grounds that national economic development requires a more balanced education system (Heynemann, S.P,2006). As the developing member countries (DMCs) of Asian Development Bank (ADB) increasingly strive to become knowledge economies, labor markets are increasingly cross-national, and economic integration among countries makes borders less meaningful, a strong higher education system is increasingly a necessity. Modern economies cannot be simply managed by only primary and secondary school graduates; countries increasingly, therefore , require personnel with advanced technological, administrative, and managerial skills for their continuous growth and development.

As higher education systems across Asia look forward, they face four overarching challenges:

- maintaining and improving education *quality*, even in the face of serious financial constraints;
- increasing the *relevance* of curriculum and instruction at a time of rapid change in labor market needs;
- increasing and better utilizing the *financial resources* available to higher education; and;
- balancing the continued expansion of access to higher education with greater attention to equity and to the need to raise quality.

Few would disagree with this formulation. Government and higher education leaders largely agree on the nature of the problems facing higher education. Although, they agree less about the effectiveness of possible solutions (ADB, November 2011).

Promoting Regional Cooperation and Cross-Border Collaboration in Higher Education

Regional and cross-border collaboration in higher education is an expanding trend. An increasing numbers of countries, particularly across Asia, are initiating and participating in regional cooperation and cross-border collaborations as a strategy for strengthening their higher education systems.

In the past, these collaborations were most frequently structured as partnerships between Asian universities and universities in the United States, Europe, or Australia. That pattern is changing. Not only has the participation of universities across South East and East Asia in regional cooperation and cross-border collaboration grown dramatically over the last 10 years, but an increasing number of collaborations are among the universities within the Asia and Pacific region. Thus, the dimensions of South-South cooperation are strengthening in higher education in the region.

The international nature of labor markets, scientific research, and student flows requires higher education administrators to consider a wider set of issues in planning

and institutional management. The growth of the private sector in higher education is relatively new in many South Asian regional countries but is already reshaping how education leaders think about governance, financing, and quality assurance (ADB, November 2011).

Modes of Cooperation:

The modes of cooperation in the field of education can be divided into four levels. These are 1) between governments ,2) between institutions,3) between staff, and 4)between students of two countries.

International parties working together towards an educational objective may be playing similar roles e.g. two countries cooperating on an exchange programme ; in a purchaser-provider relationship (i.e. trade in education services); or on a donor –recipient relationship (i.e. development assistance). At the government to government level educational cooperation can be classified into five categories:

1. People Exchange (e.g. Students and teacher Exchange Programme),
2. Information Exchange (e.g. Conducting International Workshop, Setting up Distance Education Centres and E-Library net works);
3. Facilitation of Trade in Educational Services (e.g. Liberalizing the rules relating to the establishment of educational institutions);
4. Regulatory Reforms (e.g. relaxing Visa rules, simplifying equivalence Procedure);

5. Development Partnerships (e.g. Scholarship programmes for students and research scholars from the region or giving financial assistance in setting up university in another country (Nair, Rejitha,July 2003,p.33).

.

Strengthening SAARC Processes: Education

The aim of cooperation in higher education, thus, is to open the contours of education so that knowledge is not restricted within boundaries of a country. Free flow of knowledge and expertise across the borders, unrestricted exchange of ideas and

intellect amongst the people is the basis underlying philosophy of coordination in the educational sector.

In recent years, there has been a growing trend towards internationalization of education globally with many regions coming up with concrete strategies in this regard. This is also with respect to SAARC (See appendix I) where larger section still lack literacy and restructuring this sector will be detrimental for the overall development of the region. The Charter of SAARC is well cognizant about increasing inter dependence among the countries of the world and pledges to achieve the objective of peace , freedom , social justice and economic prosperity in the region by fostering mutual understanding , good neighborly relations and meaningful cooperation among the member states, which are connected by ties of history and culture.

The SAARC Charter document rightly recognizes the common problems , interests and aspirations of the peoples of South Asia and the need for joint or bi-lateral action for enhanced cooperation within their respective political and economic systems and cultural traditions. Cooperation among the member countries in the field of Education can be a powerful medium to unleash the potential of the SAARC region by cutting poverty and promoting development. This is because both the extent and quality of educational services matter for overall socio-economic empowerment of the people of South Asia(UNICEF,2016).

Education is one of the sectors in which the SAARC countries have immense opportunities to share their experiences. Education may play an important role in encouraging the socio-cultural and economic –political challenges posed by history and the new global order and in de-escalating tension and mistrust prevailing among the SAARC countries. Yet on the ground, however, there is only some limited engagement in educational services in south Asia are in place , mainly in the form of institutionalized arrangement ,student mobility and to certain extent through cross-border establishment of franchises and subsidiaries in other countries within the region.

The SAARC Chair, Fellowship and Scholarship Scheme was instituted in 1987 with the aim of providing increased cross-fertilization of ideas through greater interaction among students, scholars and academics in the SAARC countries. The Scheme ,since then has become instrumental in promoting increased cross-fertilization of ideas through interaction among students, scholars and academics in the member states as envisaged in the SAARC Social Charter. The establishment of South Asian University in New Delhi (see Appendix II) is a major milestone in the history of educational cooperation in SAARC region. The university is jointly funded by the members of SAARC countries and its objective is to harness the potential of the talented brains of this region and to promote cutting edge scientific and technological research by providing a forum where academician's, researchers and gifted students can work together in the service of human advancement.

Cooperation in the Field of Higher Education

Ensuring that everyone wins, the governments and higher education leaders from across South Asia, believe that regional cooperation , bi –lateral and or cross-border collaboration can provide an effective strategy in synergizing and strengthening education/higher education institutions in the region for their mutual benefit. The constitutional provision related to education in the SAARC countries provide the state commitments to provide free and compulsory education to all irrespective of caste, religion, gender, region, color and such discriminatory uses. Some of them provide free and compulsory education up to elementary level or the age of 14, or high school level or age of 18. Some of them provide conditional free and compulsory education, while others extend the purview of free and compulsory education upto graduate level. Almost all countries, in one way or the other take the responsibility to provide free and compulsory education limited to the institutions supported by the state (Kumar, 2011: 202).

India-An Overview

India, officially the Republic of India , is a country located in South Asia. It is the seventh largest country by area and the second most populous nation in the world with over 1.2 billion people. The countries having a common border with India are Afghanistan and

Pakistan to the north-west, China , Bhutan and Nepal to the north, Myanmar (Burma) to the east and Bangladesh to the east of West Bengal. Sri Lanka is separated from India by a narrow channel of sea by the Palk Strait and the Gulf of Manar (India Year Book 2010: 1).

India , in particular , happens to be the rare Afro-Asian country that can boast to its credit not only having established a regular and reasonably free and fair electoral democracy , but also having consolidated the parliamentary –federal constitution adopted in 1950 with liberal democratic charters of Fundamental Rights of Citizens and Directive Principles of State Policy oriented to welfare liberalism.

The national republic of India is comprised of 29 states, six union territories and one national capital territory – Delhi . Hindi is the national language of the republic and, in addition to English, there are 22 other regional languages that are recognized by the Constitution of India.

In its political structure the state is conceived as a Sovereign Socialist Democratic Republic- whose duty it is to secure Justice, Liberty, Equality and Fraternity for its citizens. The Constitution provides for a parliamentary system of government within a federal structure with the President at the head of the nation and a Prime Minister who, along with the Council of Ministers, conducts day-to-day administration. The Parliament (legislature) has two houses – the Lok Sabha and the Rajya Sabha. The 545 Lok Sabha members are directly elected and the 250 Rajya Sabha members are elected by the state legislatures in proportion to their population

.

The major directions of change in India since the 1990 are political federalization and economic liberalization (for example , bureaucratic decontrol, privatization, and globalization). In the recent years India has witnessed a remarkable structural transformation and is one of the fastest growing economies in the world. After 2008 global slowdown , India has managed to display resilience and impressive growth compared to other developing countries. In 2017, the Indian economy was the world's sixth largest by nominal GDP and third largest by purchasing power parity. India is focused to embark upon an 8-10% growth trajectory over the next decade. Several new

initiatives have been launched by the Government in the last two years, such as 'Make in India', 'Start-Up India', 'Skill India', 'Digital India etc. with an aim to make India number one destination for global FDI and to improve 'Ease of Doing Business' in India.

Structure and Scale of Higher Education: Case Study of India

The concern for the improvement of education has been at the top of India's development agenda since independence. The Indian higher education system is facing an unprecedented transformation in the coming decade. Before 1976, education was the exclusive responsibility of the States. The Constitutional Amendment of 1976, which included education in the Concurrent List, was a far reaching step. The substantive , financial and administrative implication required a new sharing of responsibility between the Union Government and the States. While the role and the responsibility of the states in education remained largely unchanged , the Union Government accepted a larger responsibility of reinforcing the national and integrated charter of education , maintaining quality and standard including those of the teaching profession at all levels, and the study and monitoring of the educational requirements of the country.

Several commissions were appointed by the government of India from time to time to formulate policies and programmes required to enhance access to and participation in education and improve quality of education. Prominent among them include: the University Education Commission (1948-49), the Secondary Education Commission (1952-53), the Education Commission (1964-66), and the National Commission on Teachers - I & II (1983-85) (Mathew, 2016).

The Central Government continues to play a leading role in the evaluation and monitoring of educational policies and programmes, the most notable of which are National Policy of Education(NPE),1986 and the Programme of Action (POA), 1986 as updated in 1992.

The said modified and updated policy envisages for a National System of education to bring about uniformity in education , making adult education programmes a mass movement. The education policy also puts special emphasis on education of girls , and on the inter-disciplinary research in higher education (Education-India Year Book 2010: .227).

The Ministry of Human Resource Development is responsible for management of educational structure and standard at all levels. It consists of two departments, the Department of School Education and Literacy and the Department of Higher Education. The former is responsible for elementary education, secondary education, and adult education and literacy, the latter for university and higher education, technical education, and minority education (Education Sector in India, EP-Nuffic, version 2, January 2015).

India's improved education system is often cited as one of the main contributors to its economic development. Much of the progress, especially in higher education and scientific research in India has been credited to various public institutions. While enrollment in higher education has increased steadily over the past decade, reaching a Gross Enrollment Ratio of 24% in 2013, there still remains a significant distance to catch up with tertiary education enrollment levels of developed nations, a challenge that will be necessary to overcome in order to continue to reap a demographic dividend from India's comparatively young population. The Private sector , which currently accounts for 59% of all tertiary enrolment, continues to grow rapidly, providing most of the professional courses, particularly engineering and management. Many more providers are waiting for legislation which would allow them to enter the market. The private sector is expected to play a significant role in the future expansion of higher education in India (Education in India, Wikipedia).

Further, according to National policy on education 1986 (modified in 1992), the concept of a National System of Education implies that , up to a given level , all students , irrespective of caste , creed, location or sex, have access to education of a comparable quality. India has four tiers of educational system of general education along with the parallel systems of Madrasah and Sanskrit system of learning.

The education system in India is highly similar to that of the Anglo Saxon countries. The tiers of general education are pre-primary, primary, secondary and higher education including professional and technical education. Primary education (or elementary stages) caters to children aged 6-13/14 ; it is free and compulsory. In all the states and union territories(S/Uts), elementary education is composed of two cycles-primary education and upper primary education (or middle school). Elementary education lasts eight yeras (5+3) in twenty three states (including UTs) and seven years (4+3) in twelve states (National Policy of Education,1986-NCERT).

The mid-day meal programme is a multi-faceted programme of the Government of India that, among other things, seeks to address issues of food security, lack of nutrition and access to education on a nationwide scale. The Twelfth Five Year Plan (2012-2017) states that mid day meals will also be extended to private un-aided schools to bring parity and semblance. At the same time , the Planning Commission is of the view that procedures for obtaining recognition to private schools needs to be simplified , as the private sector is considered a partner in the universalization of basic education (Planning Commission ,2013).

Constitution of India and the School Education

The 'Right *of Children to Free and Compulsory Education'* (RTE) Act, 2009 which represents the consequential legislation envisaged under Article 21-A of the Indian constitution entitles, every child of the age of six to fourteen year with the right to free and compulsory education in a neighborhood school till completion of elementary education (MHRD,4 March2016). The act also provisions 25% reservation in the private school for economic weaker section(EWS) category of the society.

Whereas Article 45 of the Constitution specifies that, '*The State shall Endeavour to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years'* which is now substituted by the following- *'The State shall Endeavour to provide early childhood care and education for all children until they complete the age of six years.'* The amendment of 2002 also added a clause in the fundamental duties.

Article 46 deals with the promotion of educational and economic interests of Schedule Castes, Scheduled Tribes and other weaker sections, and Article 30 provides right to minorities to establish and administer educational institutions. Another article, 51A, was to additionally have the clause: [...]a parent or guardian [shall] provide opportunities for education to his child or, as the case may be, [a] ward between the age of six to fourteen years (Constitutional Right to Educational Amendment Act 2002, August 30,2017).

In the larger framework ,the National System of Education as elaborated in the National Policy on Education (NPE),is based on a national curricular framework, which envisages a common core along with other flexible and regional components. While the policy stresses widening of opportunities for the people, it calls for consolidation of the existing system of higher and technical education. It also emphasizes the need for a much higher level of investment in education of at least six per cent of the national income.

Government is now planning to draft a new ' *National Policy on Education ',* replacing the existing one framed in 1986 (modified through POA in 1992). This is to monitor and bringing reforms in the higher education sector. The government has already constituted a drafting committee to this end (December 28, 2015) to provide a framework for the development of education in India over the coming few years (MHRD,2016).

Higher Education

The three central pillars of the government's plans in the field of education reflect these realities: expansion, equity and excellence. In the coming years , every aspect of higher education is likely to be reorganized and remodeled: funding, leadership and management, quality assurance, accountability, relationships with industry, international collaboration and the way teaching and research are conducted. Emphasis will also be placed on strengthening the existing institutions. The private sector, which currently accounts for 59% of all tertiary enrolment, continues to grow rapidly, providing most of the professional courses, particularly engineering and management.

Many more providers are waiting for legislation which would allow them to enter the market. As per the 'British Council Document ', the private sector is expected to play a significant role in the future expansion of higher education in India (British Council, February 2014).

The Higher Education Policy , as enunciated by the UGC, Government of India, also demonstrates greater empathy for enhanced participation of the disadvantaged sections of society in institutions of higher education. It does so in the belief that the socially disadvantaged sections can attain upward social and economic mobility through greater access to and benefits accruing from higher education (UGC, November 2008).

Structure and Scale of Higher Education

India is an important education centre in the global education industry , third largest in the world, after China and the United States. The higher growth trajectory of the Indian economy in recent years owes considerably to its ability to participate in a global knowledge economy, building on its investments in higher education initiated in the Nehruvian era.

Education sector in India has witnessed a tremendous increase in the number of Universities/University level Institutions & Colleges since Independence. Apart from rising aspirations and increasing affordability of higher education to the middle class , the increasing pattern of enrollments observed in India reflect a growing awareness that higher education is the pathway for the next generation to participate in the fast growing segment of the economy. The vocational education and training is also fast emerging as an important area of focus. One of India's biggest challenges as well as advantages is its growing young population. India targets creation of 500 million skilled workers by 2022. In the present it has more than 1.4 million schools and more than 37,000 higher education institutes. There is still a lot of potential for further development in the education system . The main governing body at the tertiary level is the University Grants Commission (UGC), which enforces its standards, advises the government, and helps coordinate between the centre and the state up to Post

graduation and Doctorate (PhD) level . Accreditation for higher learning is overseen by 12 autonomous institutions established by the University Grants Commission .

Higher or tertiary education in India, like in other countries, has a university component and a non-university component. The universities have the authority to award degrees and offer courses at the undergraduate and post-graduate levels. The non-university institutions , in general, offer courses, especially in technical and professional subject areas. The universities, deemed universities and institutions of national importance award degrees while other non-university institutions mostly award diplomas or certificates. India follows a pattern of three years of Post Secondary Education (PSE) for the first university degree (Bachelor's degree) and two years of further studies to obtain a Master's degree. However, a bachelor's degree in professional and technical education programmes may be of longer duration of 4-6 years. The research degrees are awarded after successful completion of M.Phil and PhD programmes. The research degrees take four to five years of studies after the Master's degree (Director, CPR- Higher Education, 10 November2014).

As per the information available on UGC website , the higher education sector boasts of 45 Central Universities of which 40 are under the purview of Ministry of Human Resource Development, 318 State Universities, 185 State Private universities, 129 Deemed to be Universities, 51 Institutions of National Importance (established under Acts of Parliament) under MHRD (IITs - 16, NITs – 30 and IISERs – 5) and four Institutions (established under various State legislations). The number of colleges has also registered manifold increase of 74 times with just 500 in 1950 growing to 37,204, as on 31st March, 2013. (All India Survey on Higher Education 2015-16, MHRD)

Apart from this ,various initiatives at the Government level are also being adopted to boost the growth of distance education market, besides focusing on new education techniques , such as E –learning and M-learning. With human resource increasingly gaining significance in the overall development of the country , development of education infrastructure is expected to remain the key focus in the current decade. The Government of India has taken several steps including opening of IIT's and IIM's in new locations as well as allocating educational grants for research scholars in most

government institutions. (Education Sector in India, IBEF, Ministry of Commerce & Industry , October 2017).

Government Initiatives

Among some of the major initiatives recently launched by the Prime Minister of India ,special mention may be made of '*Kaushal Bharat, Kushal Bharat* scheme'. Under this initiative , the government has set itself a target of training 400 million citizens by 2022 that would enable them to find jobs. The initiatives launched include various programmes like: *Pradhan Mantri Kaushal Vikas Yojana* (PMKVY), *National Policy For Skill Development and Entrepreneurship 2015*, *Skill Loan Scheme*, and the *National Skill Development Mission.*

- ***Pradhan Mantri Kaushal Vikas Yojana* (PMKVY**), is the flagship government programme under the Skill India Initiative. The Union Government plans to set up skill development centres across India with an investment of Rs 12,000crore (US$1.8 billion) to create job opportunities for 10 million individuals by 2020.

- **National Policy for Skill Development and Entrepreneurship2015** is India's first integrated programme to develop skill and promote entrepreneurship simultaneously. The Union Government plans to provide Rs.7'000 crore(US$1.05 billion) to states to spend on skill development , and thereby accelerate the ambitious task of skilling 500 million Indians by 2022, and encourage creation of an eco-system of entrepreneurs.

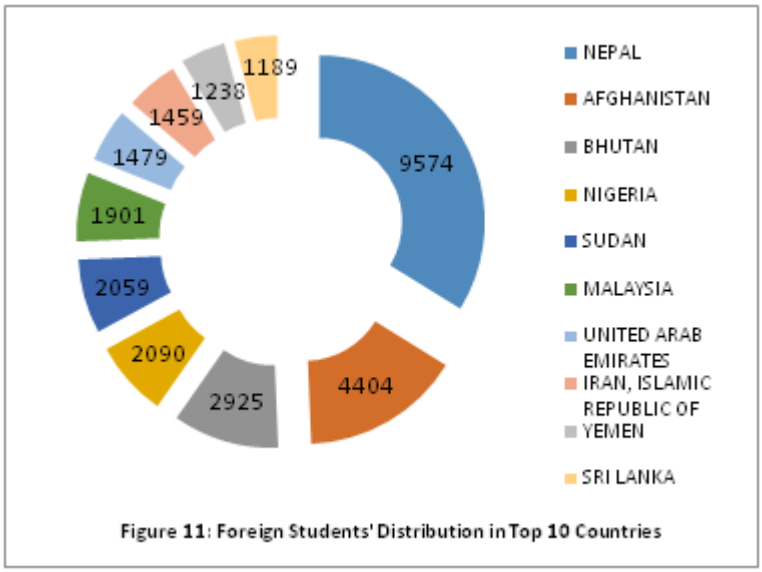
The National Skill Development Mission has created an elaborate skilling eco-system and imparted training to 7.6 million youth since its launch in 2015 and the government is now planning to set up 1,500 Multi Skill Training Institutes across the country (Education Sector in India, Oct2017,IBEF).

There is a potentially positive conclusion that could be drawn from the Indian experience. Hence it is no surprise that India remains the most preferred destination for

students willing to join Indian higher learning institutes from other countries. In 2000/01, there were roughly 7,000 international students studying in the country, while in 2015/16, there were just over 45,000 . This is also to highlight that there are currently 20 Indian institutions listed in the new QS global rankings[c] devoted to institutions in the BRIC countries (Brazil, Russia, India, and China), with two in the top 50 and seven in the top 100. By comparison, China has 71 institutions in the BRICS top 200, and six of these are within the top 10(ICEF Monitor,18 Feb 2015).

Representation of Foreign Students

According to data from the Ministry of Human Resource Development (MHRD), the total number of foreign national students enrolled in India for the academic session 2015-16 were 45,424. Country-wise and level-wise foreign students in responding Institutions are given in Table 1.



Foreign Students Distribution in Top Ten Countries
Source: AISHE-2015-16, MHRD.

The foreign students coming are from 165 different countries from all across the globe. Highest share of students coming from the neighbouring countries of which Nepal is 21% of the total, followed by Afghanistan 10%, Bhutan 6%, Nigeria 5%, Sudan 5%, Malaysia 4%. United Arab Emirates, Iran, Yemen and Sri Lanka each country constitutes 3% of the foreign students. Moreover, among major contributors, only 1

country viz., Malaysia has more female students than males. Iran has almost an equal share of male and female students. On the other hand, Yemen (94.0%), Sudan (92.1%) and Afghanistan (91.8%) have a considerably higher number of male students. Although maximum number of foreign students are coming from Nepal, the maximum number enrolled in Ph.D. is from Iran (AISHE,MHRD, 2015-16, p.18).

The Government of India is keen on enhancing the attractiveness of India as a destination for international students. Further, the 'All India Council for Technical Education' (AICTE) is working to prepare a management entrance test module on the US 'Scholastic Assessment Test' (SAT). AICTE wants to attract students from some half-a- dozen Asian countries seeking admission to management programmes. The regulator is to roll out the entrance examination in Asian countries, followed by African countries and then take it global. At the same time, some Indian institutions are keen on making use of the 15% additional seats available to them for enrolling foreign students. It also helps in enhancing global reputation and global rankings of some institutions.

No doubt that India's comparative advantage in educational sector lies in the strong technical base of higher education in the form of world class Indian Institutes of Technology (IITs) and regional engineering colleges. These technical institutes offer a wide range of courses in the fields of engineering and manufacturing including the information technology sector (IT) and IT Enabled Services (ITES).The other specialized programmes in demand are Computer Science, Medicine, Marine Science, Biotechnology, Agriculture Technology, Buddhist Studies, and Economics and Management Studies(Nair, Rejitha, July 2003, p.39).

.

Education Sector in India: Scope and Rationale

India offers a wide spectrum of courses that are recognized globally. There are universities focusing on the study of medicine, arts and language, journalism, social work, business, commerce, planning, architecture, engineering, and other specialized studies. Most Indian universities teach in English Medium and conduct special language classes for those weak in English.

Further ,apart from undergraduate, postgraduate and doctoral courses, there are many training and diploma-level institutes and polytechnics that cater to the growing demand for skill-based and vocational education.

Studying in India is an enriching experience in itself that opens gates to professional growth. India offers many graduate, post graduate and doctoral level courses to NRIs and PIOs. The sector provides its scholars wide choices in various fields of excellence. Most state and central level colleges have excellent faculty, course curriculum and accommodation facilities keeping in view the career growth and comfort of the students. Further, most institutes of higher education throughout India now have international student offices in order to help international students with their relocation to India. The Indian government has also set up the Education Consultants of India (Ed. CIL)to cater to the needs of the growing number of International Students.

Different courses for international students are offered all over the country. International students can apply for anything from medical and engineering courses to applied arts courses at most institutions. The government has also reserved some seats for foreign students and students from other developing countries through which international students can secure admission in the institution of higher learning of repute.

Selecting the Course and Institute

Foreign students can select from a wide variety of courses offered by Indian Universities, institutes and colleges. Ed. CIL[d] gives advice on suitable colleges and Programmes after ascertaining the requirements and interests of the students. Students will be assured of the quality of Education because Ed. CIL only lists institutions that are listed under the Accreditation Bodies such as University Grants Commission (UGC), All India Council for Technical Education (AICTE), National Board of Accreditation (NBA), National Assessment and Accreditation Council (NAAC), National Institute Ranking Framework (NIRF), Medical Council of India (MCI) etc.

Educational Schemes for Indian Diaspora and International Students

The ' Overseas Indian Affairs', a Division of the Ministry of External Affairs (MEA), Government of India, offers a scheme since 2006-07, for wards of Persons of Indian Origin (PIOs) and Non Resident Indians (NRIs) to assist them in pursuing Higher and Technical Education in India. Educational Consultants India Limited (Ed.CIL), has been designated as the Nodal Agency for implementation of the Programme.

Admissions of international students into Indian institutions are facilitated under the Direct Admission of Students Abroad Scheme –DASA (for details see Appendix III). Under the scheme , foreign students can get admission into graduate and post graduate studies in almost all courses of studies. However admissions to professional courses like engineering, medicines, technology etc. are formalized only through the exchange program. No direct admission is given in the government run medical institutions to international students to study MBBS, BDS or any other undergraduate medical courses. Although, in private medical colleges recognized by the Medical Council of India, international students can seek admission to undergraduate courses in medicine (MBBS) through Ed.CIL. Ed.CIL has tie-ups with a large number of Universities/Institutions spread across India, which offer wide spectrum of Courses in various disciplines.

Under the "Study in India" campaign ,Ed.CIL periodically leads a group of 15 to 20 select Indian institutions to 20 odd targeted destination cities across the South Asia and African countries for conducting Educational Fairs publicizing and informing the stakeholders the feasibility and viability for getting higher education in India. The Educational Fairs conducted by Ed.CIL during 2016 are listed as follows:

Education Fairs conducted in 2016

1. Kenya: 12th-13th February 2016
2.Tanzania: 16th – 19th February 2016
3. Nepal: 21st – 22nd May 2016
4. Bhutan: 02nd – 03rd July 2016
5. Sri Lanka: 15th – 16th October 2016

As per the information available on Ed.CIL Portal , a student willing to take admission in undergraduate programs, must have cleared Senior Secondary / GCE 'A' level/ any of the examination equivalent to 12 years of Schooling in India with sufficient knowledge of English. Similarly those desiring to seek admissions in post graduation programmes , must have passed the graduation with minimum of 50% in concerned discipline. For getting admission in (PhD) doctoral courses must have passed post graduation in relevant subjects accordingly(www.edcilindia.co.in).

Envisioning India –Sri Lanka partnership

Both India and Sri Lanka share a common history of colonial subjugation , directly from which they become independent around 70 years back . They therefore inherited a common administrative and educational apparatus from the British colonial rulers , which continues to be a point of reference in all India –Sri Lanka discourses in modern times.

Wider opportunities beyond the relatively narrow focus of current India and Sri Lanka collaboration are emerging. There is increasing scope for the Sri Lanka to partner with Indian universities and academic institutions. There is strong interest in collaboration with Sri Lankan institutions in teaching and learning, not only research; this emerges as the highest priority of institutions in India and so far has not been sufficiently addressed in the available existing cultural exchange programmes between these two countries.

There is a need to build stronger relationships and increase mutual understanding in higher education by increasing support and participation in platforms (scholarship conferences, workshops, seminars) which enable debate and dialogue between the policy makers and academics in Indian and Sri Lanka on issues affecting higher education. This is to :

- Explore feasibility of making available affordable reprints of text-books on technical subjects from India.

- Study the feasibility of making available teachers from India to meet any temporary shortages for the teaching of English and Tamil.

- Encourage interaction between think-tanks in the two countries, and for this purpose, prepare a list of candidate institutions in respective countries, which can engage in this task.

- Conduct a feasibility study for establishment of an offshore campus of a reputed Institute of Technology from India in Sri Lanka.

- University Grants Commissions of the two countries to discuss areas of enhanced cooperation.

- Visits by schoolchildren to places of historic and cultural interest in each other's country.

In brief , there is expanding scope and opportunity for the Sri Lankan higher education sector to engage with India and keenness within the Indian sector to partner with Sri Lanka through a broader, more diverse relationship. This enduring relationship needs to be further strengthened through the programme like DASA . A brief description of the education system and government policy of Sri Lankan education sector in general and higher education in particular will help guide in understanding and working out the mapping exercise for cooperation in the field of higher education between the two neighboring countries .

Sri Lanka –Overview

The Democratic Socialist Republic of Sri Lanka is an island nation located in the Indian Ocean, just off the southeastern coast of India and covering a land area of 65,610 square kilometers (sq km). Sri Lanka's strategic location was emphasized as a centre of geo-political, economic, security and maritime influence which has been the key for what it has been to the British, the Dutch and the Portuguese as well as to traders, navigators and explorers from Middle East and Europe who once referred Sri Lanka as the "Most Beautiful Island in the World" as well as the "Pearl of Indian Ocean". The country is a multi religious, multi ethnic, pluralistic society. It has a population of about 20 million people, almost equal to the population of Texas. About 15 per cent of the population lives in urban areas. It is expected that while the country's population will stabilize at 23 million by 2025, the urban population will increase to 60 per cent of the total by this

time. The island is rich in natural resources, and has a diverse economy based on agriculture, mining, fishing, manufacturing, and tourism.

Politically, Sri Lanka was the first country in South Asia to introduce adult suffrage in 1931. Sri Lanka has a multi-party system and is governed by a semi-presidential system, consisting of the Executive, Legislative and the Judiciary. The country is divided into nine provinces and 25 districts, with each district being administered under a District Secretariat. The districts are further subdivided into divisional secretariats and to Grama Niladhari divisions.

A notable policy reform has been the unanimous adoption of the Right to Information Act, which creates opportunities for increasing transparency, accountability and civic engagement. Whilst government has taken steps to implement the 2030 Sustainable Development Agenda, much remains to be done in streamlining mechanisms and processes, and ensuring they are localized and inclusive (UNDP- Sri Lanka,2017).

Structure and Scale of Education in Sri Lanka

Successive governments in Sri Lanka since independence have made investment in education and other social services -a priority. The 'Universal Free Education Policy' was introduced in 1945 and backed up with significant government expenditure on education (around 4 per cent of GDP) during the 1950s and 1960s. As a result, Sri Lanka has achieved remarkable levels of literacy and school enrolment rates, compared to many other developing countries in the world (ODI Policy Brief 11- Sri Lanka, February2006).

The country has the highest reported youth literacy rate in South Asia at 98.79 percent , and along with the Maldives. She is one of the only two countries in South Asia recognized by the UN as achieving 'High Human Development ' and positioned it at 73 out of 188 countries and territories. Sri Lanka is currently working towards its' National Vision 2030' where the Government is aiming to transform the nation into a high-income country, a services hub and a niche manufacturing destination

within 15 years. At the start of 2016, the national unity government, consisting of the 2 largest political parties, continued to bring hope of major constitutional and reconciliation reforms. The 'new' bipartisan government received considerable international attention, including support from the UN, for its broad state reforms agenda (UNDP- Sri Lanka,2017).

Education in Sri Lanka

Sri Lanka has a 5-4-2-2 formal education structure. Primary school has an official entry age of five and a duration of five grades. Secondary school system is divided into three cycles: junior secondary consists of grades 6-9, senior secondary consists of grades 10-11, and collegiate secondary consists of grades 12-13. The collegiate level provides three tracks; science, commerce and arts, which prepare students for tertiary education. In principle, public school is free and primary and lower secondary school are compulsory. Further, students are required to sit for the Scholarship and Placement Examination at the end of grade 5, the General Certificate of Education (GCE) Ordinary Level examination and the General Certificate of Education (GCE) Advanced Level examination are conducted at the end of grade 11 and 13 respectively (IBE-UNESCO/ Sri Lanka,2010-2011).

Constitution of Sri Lanka and the School Education

The Constitution of Sri Lanka 1978 as amended 2001 , in its chapter on 'Directive Principles of State Policy and Fundamental Duties', recognizes to all persons the Right to Universal and Equal Access to education at all levels. The article 27(h) of the constitution provisions the complete eradication of illiteracy and assurance to all persons of the right to universal and equal access to education at all levels . Under Article 27 (5) the state shall strengthen national unity by promoting cooperation and mutual confidence among all sections of the people of Sri Lanka , including the racial, religious , linguistic and other groups, and shall take effective steps in the fields of teaching , education and information in order to eliminate discrimination and prejudice (The Constitution of the Democratic Republic of Sri Lanka, 1978, amended 2001).

25. Educational Ladder- Senior secondary & Collegiate or GCE A-Level

Senior Secondary Level

Students attend the senior secondary level of schooling between grades 10 and 11. Admission to upper secondary school is extremely competitive with fewer places than interested students. Though students do not pay for schooling at the secondary level, many pay for private tutoring and prep courses so they can succeed on their General Certificate of Education (GCE) exams.

According to the Ministry of Education, the curriculum consists of 'six core subjects and three or four optional subjects'. Mandatory subjects include first language, second language, math, science, history, and religion. Other subjects can include civics, art, dancing, entrepreneurship, commerce, agriculture, etc.

Grade 11 culminates in the award of the General Certificate of Education, Ordinary level (GCE O-Level). Students who pass their exams in their first language, mathematics, and three other subjects at higher or the same level of credit can proceed to the GCE, Advanced level stage. According to a 2013 report by the Ministry of Education, about 60 percent of students pass O-Levels and move on to A-Levels. The rest pursue vocational education or go directly into the labor market.

Collegiate Level (GCE A-Level)

The collegiate level, or GCE A-Level, lasts two years and is the prerequisite for entry into tertiary education. Students can chose to study in science, commerce, arts, or technology streams, and elect three corresponding subjects. The final A-Level examinations cover these stream-related subjects, as well as an English language exam, and a general paper.

If students do not qualify for university-level study after sitting for their exams, they may be eligible for admission to non-university higher education institutions that offer

programs in 'technology, business studies, and professions such as teaching and nursing' (D'Souza,Justine and Moore, Thomas D.,August 16,2017).

Sri Lanka's tertiary education system consists of universities, higher education institutions, and technical and vocational education schools. Education is regulated by the government, or more precisely by the specific ministries within the government , and all levels of education are offered free of charge. Primary and secondary schools are regulated by the National Ministry of Education. The universities are overseen by the Ministry of Higher Education. However, most of the administrative task in the higher education are instead delegated to the UGC, under the ministry whose official functions are to 'plan and coordinate university education', allocate funds to higher educational institutions , maintain academic standards, and regulate the administration and admission of students to Higher Educational Institutions. Under the UGC , the Quality Assurance and Accreditation Council (QAAC) is responsible for the accreditation of public and private universities.

The university system in Sri Lanka operates within the framework as laid down in the Universities Act No. 16 of 1978 (as amended).Currently there are only 15 state universities and 18 institutes , and a number of public and private institutions under the supervision and control of UGC. In recent years, with the changes in the University Act, few institutes have been given permission to grant their own degrees. The most prominent among them is the government-owned Sri Lanka Institute of Information Technology.

Education in state universities is free but extremely competitive and limited to admit all pass out students especially at the under –graduate level. According to a 2013 *University World News Report ,* Sri Lanka's 15 state universities admitted only 23000 students…annually, out of 220,000 who sit the university entrance (A-Level) examination. In general only 9% of the Advanced level candidates gain access to government sponsored territory education. According to the report, the same year , some 12,000 Sri Lankan students reportedly sought university education abroad (University World News Report 2013) .

Consequently each year a sizable number of students who qualify for university admission have to abandon their ambitions to enter a university, join some vocational training course or migrate to other countries to enhance their educational qualifications and their employment probability. To be more precise,around 8% those qualified but could not get admission for higher education go abroad to pursue their studies, others enroll themselves at the 'Open University of Sri Lanka', which was established under the Universities Act and offers courses of study using distance-learning methodologies. The institution is unique within the Sri Lankan national university system for being the only university to offer programs of study leading to Certificate, Diploma, Degrees and Postgraduate degrees up to PhD level through the Distance Mode Learning .

Established in 1980, under the Universities Act No. 16 of 1978 and OUSL Ordinance No. 1 of 1990, as amended, the 'Open University of Sri Lanka' has the same legal and academic status as any other national University in Sri Lanka. Due to the nature of its teaching methodology and infrastructure, the OUSL is able to cater to a large number of student population spread throughout the country. In 2015, over 38,000 students were enrolled at the Open University, making it by far the largest higher education institution in Sri Lanka in terms of the number of students studying in its eight Regional Centers and eighteen Study Centers located around the country . The University has four Faculties: Natural Sciences, Engineering Technology, Humanities and Social Sciences and Education (The Open University of Sri Lanka, 2014)

Outbound students mobility is expected to increase in the future , given the country's robust economic growth , capacity constraints in higher education and also due the demographic pressures(almost 40 percent of Sri Lankans are under 14 years of age).This is also the precise reason that the government supports courses managed under OUSL and is making efforts for an increase in the number of private trans-national institutions of higher learning in the country.

To fill this gap , various private sector degree awarding institutions (both registered and non registered higher education institutes) have sprung up across the country to cater to the rising demand for higher education. As of 2015, 16 such non-state institutes of

higher learning were mandated to offer 64 recognized degree programmes in the field of information technology, engineering, psychology, management, and medicine. Anecdotal evidence , however ,suggests that this sector consists of a variety of institutions from the worst to the best.

The University Grants Commission (UGC) in terms of the provisions of the public administration (circular no. 16/92 dated March 13, 1992) recognizes only those universities listed in the *International Handbook of Universities* and *Commonwealth Universities Yearbook* - but not the degree programmes offered by other recognized foreign universities. With the growing number of affiliated institutes , and due to the lack of policy on quality and a governing authority, suspicion and issues have been raised by many stake holders about the need and viability of these institutions in the country (Kelegama**:** 2017).

According to the *Human Development Report* on Sri Lanka, compiled by the *United Nations Development Program* (UNDP) for 2012, there is a need to align the country's university system with the needs of a modern economy. The report reiterates that there are two issues involved, one being the inadequate capacity of Sri Lanka's tertiary education system, while the other being the fact that universities are too heavily focused on non-technical disciplines that do not generate skills required by a modern economy. The study area of Sri Lanka's undergraduates revealed a heavy concentration on Arts and Management. In 2009, almost 55% of undergraduates admitted only in these two disciplines. According to UNDP Report, the main reason for Sri Lanka's graduates' inability to find employment in the Industrials sector is the mismatch between their competencies and the job requirements.

Like all developing nations, it is utmost important, therefore , that the government of Sri Lanka must act fast to improve the quality and relevance of tertiary education in the country - so to prepare the students with the advanced skills sets that a competitive economy like Sri Lanka demands (UNDP,2012).

There is an obvious reason, therefore, to align the country's university system with the needs of a modern economy. This is to highlight the fact that Sri Lanka's recent

economic growth has not been matched by growth in employment. And yet there are a large number of jobs that go unfilled as employers cannot find workers with the relevant skills. In order to address to this situation, it will be increasingly important to make the Sri Lankan higher education system more demand driven, quality conscious, and forward looking.

Road Ahead

India holds an important place in the global education industry. Currently, India's higher education system is the largest in the world enrolling over 70 million students while in less than two decades, India has managed to create additional capacity for over 40 million students. It is highly attractive due to its forward thinking, its popularity with large multinational companies, and also due to English being the common language of communication. There are numerous world-class educational institutions like Indian Institute of Technology (IIT), Indian Institute of Management (IIM), Delhi University (DU), Jawaharlal Nehru University (JNU), Symbiosis International, Xavier's and TATA Institute of Social Sciences etc. Even there are institutions which are regarded as the most preferred in their respective majors. The private sector within Indian higher education is also strong and steadily growing. These institutes offer education at everything from certificate and diploma level to undergraduate and postgraduate education. With world class affordable and qualitative educational system, Indian educational establishments stand apart from its competitive counterparts anywhere in the world (Kumar , Pankaj Singh,March 11, 2011). The government has also made a provision for reservation of some seats for foreign students and for the students from other developing countries through which international students can get admission in .

The cooperation between the educational institutions of the two governments ,in the present, based on their respective academic and educational needs is limited and has not adequately addressed . If a working arrangement for Indian universities and institutions of higher learning for opening its branches through India-Sri Lanka franchises and subsidiaries is worked out, it would allow Sri Lankan students to follow courses offered by a reputed Indian University in Sri Lanka at a cost much lesser than travelling to India or to other countries , if one is to follow similar courses there . This

idea was also earlier floated by H.E. Mangala Moonesinghe((1995 to 2000) the Sri Lanka's High Commissioner in New Delhi (Sunday Times, 31 October,2004). Academic collaboration of this nature , if formalized, would be appropriate and timely as the Indian universities are in the process of exploring the possibility of expanding its services to other SAARC countries after gaining the position as one of the recognized educational establishments of experience and repute.

Currently , the Business School run by the ICFAI- Education Lanka (a franchise of the Institute of Chartered Financial Analysts of India-ICFAI)), is rated amongst the top ten recognized schools in Sri Lanka. The ICFAI University represents the multi state network of Universities sponsored by the Institute of Chartered Financial Analysts of India.

ICFAI university started its branch campus ICFAI- Education Lanka in Colombo in the year 2004 and can be considered as the first foreign university started operations in Sri Lanka. The ICFAI Education Lanka since its establishment has catered to a large number of students (more than 700), offering undergraduate degree programmes in different disciplines such as ; Bachelor of Business Administration Degree (BBA), Bachelor of Science in Information Technology (BSc IT) and at the Postgraduate level such as ; in-campus and Distance Learning -Master of Business Administration (MBA) etc. (Sunday Times,9 September2012) .

This is to emphasize that the academic collaboration of this kind , if worked out , would be mutually rewarding for both the countries in generating new knowledge by transmitting and adopting existing knowledge to suit the local needs. Needless to say , 'people to people' connect helps in forging good relations between two nations. When a country is imparting education or gives scholarship to the students of other country for achieving their higher education aspirations, it is actually creating its constituency in that other country. The cross-border relationships that are formed during the cooperation agreements, for instance, are sometimes lifelong relationships that may become the foundation for more robust future economic transactions or business collaborations.

Moreover, the existing institutionalized initiatives and agreements in the field of capacity building and in terms of financial assistance (scholarships) already offered by the government of India for Sri Lankan students can be summarized as follows:

India –Sri Lanka Partnership: Scholarships for Sri Lankan Students

The Government of India offers a number of scholarships every year to Sri Lankan students who wish to pursue their studies in India. Offer of scholarships are sent to the Ministry of Higher Education through High Commission of India (HCI), Colombo. Nominations are received from the Ministry in the HCI. The information on such scholarships and schemes is widely publicized as and when they are available.

These scholarship and fellowship are offered to Sri Lankan students to pursue under-graduate and post-graduate courses in various disciplines in Indian institutions. Scholarships are also available for research work and non-formal courses (e.g. training courses in classical music and dance).

There are more than 270 scholarships which the Government of India offers every year for providing opportunities to young and meritorious Sri Lankan students to study in reputed Indian Institutions of Higher Education in India. In addition, scholarship support to deserving students pursuing GCE 'A' level and University degrees in Sri Lanka is also available to the tune of 500 students annually.

The categorized list of scholarships available for Sri Lankan students is summarized as follows:

Maulana Azad Scholarship

The Government of India under a scholarship head , "Maulana Azad Scholarship "**,** provides 50 scholarships to meritorious Sri Lankan students annually for pursuing Masters Degrees courses in the fields of Agriculture, Science and Engineering. This programme is also to assist researchers, including scholars employed in Sri Lankan universities, to pursue Masters Degrees in some of the world-class institutes in India.

Rajiv Gandhi Scholarship

25 Scholarships under the head, "Rajiv Gandhi Scholarship " are granted to Sri Lankan students to pursue studies for 'Bachelor of Engineering' courses in IT, in some of the top-ranked institutes in India. Meritorious students availing scholarships not only gain the opportunity of learning experience of the world-class faculty members, but also get the job opportunity from the campus placements by some of the best companies recruiting students for jobs in India and abroad.

Nehru Memorial Scholarship

The "Nehru Memorial Scholarship " offers 120 scholarship every year for meritorious Sri Lankan students. The courses for which this scholarship is available include, Engineering, Science, Business, Economics, Commerce and Humanities and arts.

Self-Financing Scheme' for Sri Lankan students

There are more than 40 slots available for the Sri Lankan students desiring to avail scholarship under the Government of India "Self-Financing Scheme**".** The 'Scheme' is applicable for pursuing courses in the field of Medicine, Dental Science, Pharmacy and Engineering . Although admissions are offered under the 'self-financing' category, selected students are required to pay a subsidised fee of less than US$ 1,000 per year. This is the meagre amount as compared to the normal fee charged from the students admitted under the general category.

Mahatma Gandhi Scholarship

Scholarships for deserving Sri Lankan students pursuing their studies in local colleges and Universities in Sri Lanka is disbursed under the scholarship head , "Mahatma Gandhi Scholarship ". Under this scheme ,a total of 150 deserving students (six from each district) are to be selected with a monthly monetary support for two-year duration. This is to enable them to complete the GCE 'A' level course. Further, preferential treatment is also accorded to ' Mahatma Gandhi scholars' to pursue higher studies in India.

Ceylon Estate Workers Education Trust (CEWET)

The Corpus fund of the 'Ceylon Estate Workers Education Trust' (CEWET), is also established to support the education of poor students from the upcountry areas. The fund which is largely financed by India for almost 65 years, has now been doubled. Under the Trust head over 350 students are selected every year and provide a monthly stipend for a period of 2 to 5 years, to enable them to complete their GCE 'A' level or university degrees. The increased corpus will enable the Trust to further assist children from the plantation areas by providing them books, teaching aids and tuition fees (High Commission of India in Sri Lanka, *India and Sri Lanka-A Partnership that Transcends Time Booklet,* P.38).

The scholarship slots offered by the Government of India -are in addition to the existing available schemes such as Commonwealth scholarship , SAARC scholarship and the IOR-ARC scheme for courses in Master's and Doctorate degrees available for Sri Lankan students.

SAARC Scholarship Scheme of the ICCR

To promote interaction among students, scholars, academicians from SAARC countries, the Government of India has introduced the "SAARC Fellowship and Scholarship" Scheme. Six fellowships and twelve scholarships are offered annually to the nationals of member countries viz. Bangladesh, Bhutan, Maldives, Nepal, Pakistan and Sri Lanka. One fellowship and two scholarships are offered to nationals of each SAARC member country accordingly.

Areas in which these fellowships and scholarships are tenable include economics, education, environment, agriculture, mass communication, language, literature, sociology, transport engineering, applied economics, business administration, bio-chemistry, social work, food technology and home science.

ICCR Commonwealth Scholarship/Fellowship Plan

A limited number of awards under the "ICCR Commonwealth Scholarship/Fellowship " plan are also made each year. The study or research areas for which the fellowships are available include, Performing and Visual Arts (Indian Classical Music, Dance, Painting and Sculpture).

Technical Cooperation Scheme (TCS) of the Colombo Plan

Up to 50 training opportunities slots are available under the "Colombo Plan Technical Cooperation" Scheme for Sri Lankan nationals in diverse fields. This programme is administered by the High Commission of India through the Department of External Resources, Ministry of Finance, Government of Sri Lanka. According to this scheme, scholarships are offered for under-graduate, post-graduate and research towards a Ph.D. degree. At the under-graduate level a few scholarships are also available for engineering and diploma courses.

Knowledge Initiative

Centre for Contemporary Indian Studies

Centre for Contemporary Indian Studies was established in 2012 in the University of Colombo with the support of government of India. The centre works as a catalysts in strengthening India –Sri Lanka relationship through an institutionalize network between the two countries. The centre provides an intellectual forum for academic staff and post graduate students working in the field of contemporary Indian studies and offer a base for research for its members in collaboration with other institutions. The Indian Council for Cultural Relations (ICCR) in consultation with the High Commission of India in Sri Lanka also provides a Visiting faculty on deputation to CCIS .Apart from setting up and running cost, the government of India also sponsors an annual scholarship for a student of the CCIS along with an annual prize for a three week visit to India for a meritorious Sri Lankan student . The initiative will also promote linkages between Indian and Sri Lankan universities and institutions of higher learning.The advisory board of CCIS is co-chaired by the Vice Chancellor of the

university of Colombo and the High Commissioner of India in Sri Lanka along with other distinguished academics as its members.

Indian Cultural Centre

The Indian Cultural Centre (ICC), the Cultural Wing of the High Commission of India in Sri Lanka was established in Colombo in 1998. The Cultural Centre was established with the aim of building bridges of cultural exchange and interaction between India & Sri Lanka, to revive and strengthen cultural relations and mutual understanding between India and Sri Lanka . The Centre seeks to promote India-Sri Lanka cultural co-operation by building on cultural commonalities and creating an awareness of Indian culture in all its facets.

The Indian Cultural Centre (ICC), Sri Lanka, offers courses in Carnatic Vocal Music, Kathak and Bharatanatyam Dance, Indian Classical Instrumental with Vocal, Yoga and Hindi for Sri Lankan students. The Centre is headed by a Director appointed by the ICCR in India . Classes in all disciplines are largely conducted by part-time local teachers in three groups: Beginner, Intermediate & Advanced, each with a standardized syllabus.

The ICC also organizes cultural evenings, exhibitions, film shows, performance of dance & music, seminars and workshops. The Centre places special emphasis on working with local Cultural & Academic organizations for promoting and popularizing Indian culture. The ICCR Cultural Centre through the Kendriya Hindi Sansthan , in India also offers Scholarships to deserving Sri Lankan nationals pursuing courses in Hindi language.

Training Opportunities: Indian Technical and Economic Cooperation (ITEC) Scheme

Under the head, " Indian Technical and Economic Cooperation" (ITEC) scheme, Government of India offers training to government officials and executives of the member countries including Sri Lanka in the private sector. The Government of India

under this scheme has already provided more than 150 slots to Sri Lankan nationals for training in India . This is a flagship programme of the Government and was instituted way back in 1964 .

The ITEC Programme is essentially bilateral in nature. However, in recent years, ITEC resources have also been used for the other cooperation agreements conceived in regional and inter-regional context such as Economic Commission for Africa, Commonwealth Secretariat, UNIDO, Group of 77 and G-15. Its activities have also been associated with regional and multilateral organizations and cooperation groupings such as Association of South East Asian Nations (ASEAN), Bay of Bengal Initiative for Multi-Sectoral Technical and Economic Cooperation (BIMSTEC), Mekong-Ganga Cooperation (MGC), African Union (AU), Afro-Asian Rural Development Organization (AARDO), Pan African Parliament, Caribbean Community (CARICOM), World Trade Organization (WTO) and Indian Ocean Rim - Association for Regional Cooperation (IOR-ARC) and India-Africa Forum Summit.

The programme activities as undertaken by ITEC has generated immense goodwill and substantive cooperation among the developing countries.

The ITEC/SCAAP Programme has the following components

* Training (civilian and defence) in India of nominees from ITEC partner countries;
* Projects and project related activities such as feasibility studies and consultancy services;
* Deputation of Indian experts abroad;
* Study Tours;
* Gifts/Donations of equipment at the request of ITEC partner countries; and
* Aid for Disaster Relief (MEA,31 July 2015-ITEC) & also (High Commission of India in Sri Lanka , '*Sri Lanka-A Partnership that Transcends Time* , P.50).

.

English Language Training

The “Sri Lanka-India Centre for English Language Training” (SLICELT) has been functioning in Kandy as part of the capacity building project sponsored by the government of India. The Centre for English Language is training its personnel through the aid and support of ‘English and Foreign Languages University (EFLU)’ at Hyderabad in India. 80 English teachers from Sri Lanka have already availed scholarship under this programme for completing their training at EFLU. A distance learning network linking the English and Foreign Language University, Hyderabad and SLICELT is also to be established in future to enable training of master trainers and teachers in Sri Lanka for upgrading their skills .

Education Fair

To highlight and promote the education opportunities available in India, an Education Fair is organized annually in Sri Lanka. The fair informs and provides the first hand information to Sri Lankan students about the scope and opportunities available in India for pursuing higher studies. In the Fair, Students also get a chance to meet and interact with the visiting representatives of Universities and colleges specially invited from India.

The two countries have also signed a MOU (2013) for providing technical assistance in support of the then Sri Lankan President’s initiative of ‘Trilingual Sri Lanka’- a ten year plan proposal to make Sri Lanka a trilingual nation by 2022 . The Trilingual initiative aims to progressively make every Sri Lankan student conversant in Sinhala, Tamil and English language .

The government of India has also taken an initiative to finance for the establishment of a faculty of Engineering and a faculty of Agriculture at the killinochchi campus of the university of Jaffna with a grant totalling LKR 600 million. The assistance will also include support for setting up the physical infrastructure as well as establishing partnerships with well-regarded institutions in their respective fields in India

India –Sri Lanka Foundation

The India-Sri Lanka Foundation is a trust fund setup by the Governments of India and Sri Lanka in December 1998 to foster India-Sri Lanka relations through enhancement of economic, scientific, educational, technical as well as cultural cooperation. The specific focus of the foundation pivots around bringing the youth and the civil society of both the nations within the sphere and scope of its mandate. To ensue this, the foundation accords priority to supporting a number of student exchange programmes and activities at the school and university levels. It also promotes the pursuit of higher studies as well as research in both the nations , besides supporting a variety of cultural performances and programmes. The management and direction of the Foundation are vested in a Board of Directors consisting of 6 members. The High Commissioner of India to Sri Lanka in Colombo and the High Commissioner of Sri Lanka to India in New Delhi are the Co-Chairpersons of the Board. The other four members are nominated by the two Governments (High Commission of India in Sri Lanka ,India Sri Lanka Educational Relations & India and *Sri Lanka-A Partnership that Transcends Time Booklet*, P.50).

Special mention may also be made of the two out of four MOUs signed between India and Sri Lanka during the President Maithripala Sirisens' visit to India on 16 February 2015. And those include ; (A) Nalanda University project and (b)Programme of Cultural Cooperation (PCC) for the year 2015 to2018 .

'Nalanda University project' is an ambitious plan to revive India's ancient Nalanda University as a leading international seat of learning which would revive the old intellectual and spiritual ties between South and East Asia. Once become functional , the university can be developed as an icon of the Asian renaissance attracting scholars and students from a much wider region as the ancient university once did.

Mrs. Chitranganee Wagiswara Secretary Ministry of External Affairs on behalf of Sri Lanka and Dr. S. Jaishankar Foreign Secretary on behalf of India inked the MoU on the establishment of Nalanda University.

The second agreement on the 'Programme of Cultural Cooperation (PCC)' aims to develop cultural cooperation in a wide range of fields such as performing arts, visual

arts, libraries, museums, archives and cultural documentation, archaeology, handicrafts, publications and professional exchanges.

The PCC agreement was signed by the Culture Secretary Ravindra Singh and Sri Lanka's High Commissioner to India Mr. Sudharshan Seneviratne (Presidential Secretariat-Colombo,15February2015) .

Conclusion

The collaboration between the countries in stimulating cross border education(CBE) is increasingly recognized by multilateral agencies around the world. The OECD, UNESCO, and the Asian Development Bank , among others, have all commissioned reports on various elements of collaboration in CBE in recent years.

As many economies transition from a focus on production to one founded on knowledge, the role of universities in educating the next generation of professionals becomes prominent . Gone are the days when universities and institutions of higher learning were required to focus solely on their national contexts. Graduates in the globalized world are now expected to work in all corners of the world and the need to be ready for this reality puts pressure on universities to ensure that curricula and teaching facilitate students' gaining appropriate skills and knowledge.

At the same time, innovations in science, technology and other key academic areas are occurring very fast around the world. Achieving great leaps forward which benefit society and stimulate economic growth requires researchers to look beyond the borders of the country in which they are based. Both of these call on a high degree of integration between universities in different countries.

Two key goals of cross-border collaboration are to enhance the quality of education available to students and to stimulate innovation in research to solve global dilemmas. Other benefits for universities, students, researchers and economies include: stronger regional and institutional ties; enhanced cultural understanding; the exchange of knowledge and skills; stimulation for innovation; and increased access.

Increasing cross border student flows, therefore, will not only strengthen regional and bi-lateral ties between the countries , but also promote economic development through knowledge and skills transfer. High quality cross-border education equips students with the 21st century competencies they need for their full participation in a globalized and knowledge based society (Richardson,S.,May22,2014).

The cross –border collaboration in the field of higher education between India and Sri Lanka can be realized through ; franchise, collaborations, joint ventures, distance education and ICT based programmes. Another area for cooperation is through the facilitation and easing the regulations for setting up cross border educational institutions .

Unconditional co-operation in curriculum development, preparation of instructional material of innovative practices, use of new technologies, exchange of experts, and promotion of collective research etc. are some of the other means through which bi-lateral cooperation programme in the field of higher education between these two countries can be worked out. Expanding cooperation in the field of higher education will help in building a strong partnership and support greater cross border mobility of the students and academicians in acquiring , generating and disseminating knowledge.

According to Rajitha Nair, although there are many benefits of cooperation in educational sector but these benefits cannot be taken for granted. A number of factors are important for the success of cooperation activities and to ensure that they achieve their objectives. Cooperation needs to be viewed as a two way process whereby each country shares its strengths to help others as well as receives assistance in meeting its needs. To be successful, a cooperation policy with realistic time lines should be formulated together with the constitution of well –resourced coordinating group or secretariat which is able to maintain momentum, support national personnel, disseminate good practices, and develop future plans. Building social infrastructure on the solid foundation of education to enhance national capacity should be seen as a

core task. Promotion of pioneering tertiary education should be realized as the foremost priority of the SAARC countries(Nair, Rajitha,July 2003.P31) .

.

In the present knowledge era, Sri Lanka, needs to open up and enlarge its higher education sector base to meet the skill, knowledge, and innovation requirements of its citizens. Cooperation in the field of higher Education is an integral part of India- Sri Lanka's multifaceted relationship. Governments , companies, social organizations and individuals all have important roles to speed up this process and take better advantage of the benefits of increased cooperation. The opportunity is there to build a successful common future – now it is a matter of grasping it.

The present monograph , though , does not attempt to assess the effectiveness of current India-Sri Lanka collaboration, nevertheless its explicative findings , it is believed may be useful in informing discussions in this direction

End Notes:

(a). **Democracy's Third Wave**

Between 1974 and 1990, at least 30 countries made transitions to democracy, just about doubling the number of democratic governments in the world. Were these democratizations part of a continuing and ever-expanding "global democratic revolution" that will reach virtually every country in the world? Or did they represent a limited expansion of democracy, involving for the most part its reintroduction into countries that had experienced it in the past? The current era of democratic transitions constitutes the third wave of democratization in the history of the modern world. The first "'long" wave of democratization began in the 1820s, with the widening of the suffrage to a large proportion of the male population in the United States, and continued for almost a century until 1926, bringing into being some 29 democracies. In 1922, however, the coming to power of Mussolini in Italy marked the beginning of a first "reverse wave" that by 1942 had reduced the number of democratic states in the world to 12. The triumph of the Allies in World War II initiated a second wave of democratization that reached its zenith in 1962 with 36 countries governed democratically, only to be followed by a second reverse wave (1960-1975) that brought the number of democracies back down to 30. At what stage are we within the third wave? Early in a long wave, or at or near the end of a short one? And if the third wave comes to a halt, will it be followed by a significant third reverse wave eliminating many of democracy's gains in the 1970s and 1980s? Social Science cannot provide reliable

answers to these questions, nor can any social scientist. It may be possible, however, to identify some of the factors that will affect the future expansion or contraction of democracy in the world and to pose the questions that seem most relevant for the future of democratization. One way to begin is to inquire whether the causes that gave rise to the third wave are likely to continue operating, to gain in strength, to weaken, or to be supplemented or replaced by new forces promoting democratization. Five major factors have contributed significantly to the occurrence and the timing of the third-wave transitions to democracy:

1) The deepening legitimacy problems of authoritarian regimes in a world where democratic values were widely accepted, the consequent dependence of these regimes on successful performance, and their inability to maintain "performance legitimacy" due to economic (and sometimes military) failure.

2) The unprecedented global economic growth of the 1960s, which raised living standards, increased education, and greatly expanded the urban middle class in many countries.

3) A striking shift in the doctrine and activities of the Catholic Church, manifested in the Second Vatican Council of 1963-65 and the transformation of national Catholic churches from defenders of the status quo to opponents of authoritarianism.

4) Changes in the policies of external actors, most notably the European Community, the United States, and the Soviet Union.
5) "Snowballing," or the demonstration effect of transitions earlier in the third wave in stimulating and providing models for subsequent efforts at democratization....

(Huntington, Samuel P. (Spring 1991) ,(Vol.2,No.2), ;Democracy's Third Wave', *Journal of Democracy.Retrieved from URL: https://www.ned.org/docs/Samuel-P-Huntington-Democracy-Third-Wave.pdf).*

(b). **General Agreement on Tariffs and Trade (GATT)**

Under Article 3(b) of General Agreement on Trade in Services (GATS)the term services has been defined as; "services" includes any service in any sector except services supplied in the exercise of governmental authority. Further "a service supplied in the exercise of governmental authority ' is defined under Article 3(c) of GATS as "any service which is supplied neither on a commercial basis , nor in competition with one or more suppliers.

Some view General Agreement on Tariffs and Trade (GATS) as a positive force, accelerating the influx of private and foreign providers of higher education into countries where domestic capacity is inadequate. Other take a more negative view, concerned that liberalisation may compromise important elements of quality assurance and permit private and foreign providers to monopolise the best students and most lucrative programmes. Many aspects of GATS are open to interpretation, and many nations have yet to fully engage in the process, at least in respect of the potential implications for education.

Source: (Knight, Dr.Jane .,(March2002) Trade in Higher Education Services:*The Implications of GATS,* The Observatory on Borderless Higher Education , United Kingdom.
(www.unesco.org/education/studyingabroad/.../jk_trade_he_gats_implications.pdf).

(c). Q S Rankings

The Q S rankings currently lead the higher education industry with consistent innovation and growth , progressively affecting the way students and institutions engage. Now in its 13th year, the QS rankings continue to produce authoritative, independent global rankings and evaluation of institutions worldwide.
QS's university rankings serve as an analysis of the world's top ranked universities by subject, region and age of institution, while our MBA rankings explore the best business school qualifications worldwide.
The QS rankings also provide methodical evaluations of key areas of higher education institutions, ultimately offering potential students expert advice proven to align students with their chosen path. QS World University Rankings 2018. QS Quacquarelli Symonds, higher education experts, have released the fourteenth edition of the QS World University Rankings. Massachusetts Institute of Technology (MIT) is the world's leading university for a record sixth consecutive year. 959 universities are ranked on Jun 20, 2017.

(Source: Website- (http://www.qs.com/rankings/).

(d). Education Consultants of India (Ed. CIL)

Education Consultants of India Limited (Ed. CIL) was conceived and incorporated as a public sector enterprise by the Government of India in 1981, under the Ministry of Education and Culture (reconstituted as the Ministry of Human Resource Development in 1985). Recently the company has adopted new logo and is known as Ed.CIL (India) Limited with effect from 30-01-2009, offers consultancy and technical services in different areas of Education and Human Resource Development not only within the country but also on a global basis.

The Government of India has designated Education Consultants of India (External website that opens in a new window) (Ed.CIL) as the Single Window agency to facilitate the admission of children of Indian Diaspora and foreign students . Ed. CIL provides foreign students a comprehensive package of services that include:

- Providing required information to the students about Indian education
- Identifying appropriate courses/institutions which meet the student's needs
- Forwarding the application to a choice of institutes and following it till the receipt of Provisional admission letters

- Obtaining necessary statutory approvals from concerned ministries
- Sending the provisional admission letters to the students
- Facilitating pre-departure and visa formalities
- Receiving the students in groups of 5 or more, on arrival in India
- Arranging for preparatory courses if required
- Disbursing institutional/student cost
- Acting as a local guardian

For enquiries and admission, foreign nationals can contact on the following address:

(Source: Website: http://edcilindia.co.in/index.php).

Appendix-I

(1). **South Asian Association for Regional Cooperation (SAARC):**

The South Asian Association for Regional Cooperation (SAARC) was established with the signing of the SAARC Charter in Dhaka on 8 December 1985. SAARC comprises of eight Member States: Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan and Sri Lanka. The Secretariat of the Association was set up in Kathmandu on 17 January 1987.

The objectives of the Association as outlined in the SAARC Charter are: to promote the welfare of the peoples of South Asia and to improve their quality of life; to accelerate economic growth, social progress and cultural development in the region and to provide all individuals the opportunity to live in dignity and to realize their full potentials; to promote and strengthen collective self-reliance among the countries of South Asia; to contribute to mutual trust, understanding and appreciation of one another's problems; to promote active collaboration and mutual assistance in the economic, social, cultural, technical and scientific fields; to strengthen cooperation with other developing countries; to strengthen cooperation among themselves in international forums on matters of common interests; and to cooperate with international and regional organizations with similar aims and purposes.

Decisions at all levels are to be taken on the basis of unanimity; and bilateral and contentious issues are excluded from the deliberations of the Association.

SAARC –Areas of Cooperation: Education

Education

The SAARC principles have recognized the literacy is a fundamental human right and the foundation for lifelong learning which adopt through education. It is fully essential to social and human development in its ability to transform lives. For individuals, families, and societies alike, it is an instrument of empowerment to improve one's health, one's income, and one's relationship with the world.

Therefore, the leaders of the SAARC member States have given special attention to enhance the level of literacy in the region by promoting the quality of education. Illiteracy was a major impediment to economic development and social emancipation and that the eradication of illiteracy in the Region including through co-operative endeavours within SAARC must continue to be pursued resolutely.

During the Second SAARC Summit (Bangalore, 16-17 November 1986), the Heads of State or Government reiterated the great importance of the increasing involvement of the people for ensuring the success of regional co-operation. The Member States emphasized the need for promoting greater contacts among the peoples of the region through such action as regular and frequent interchange of scholars, academics, artists, authors, professionals and businessmen as well as facilitation of tourism.

At the Third Summit (Kathmandu, 02-04 November 1987), the leaders have noted the dates for the institution of the SAARC Chairs, Fellowships and Scholarships among SAARC member states to promote the educational facilities in the SAARC region.

During the Fourth Summit (Islamabad, 29-31 December 1988), the leaders decided that Education may be included as an agreed area of cooperation since all children was the principal means of human resources development. Children should, therefore, be given the highest priority in national development planning.

At the Eighth Summit (New Delhi, 02-04 May 1995), the Heads of State or Government noted that illiteracy is one of the major causes of poverty, backwardness and social injustices and called on the Member States to initiate more concrete programs aimed at eradicating illiteracy in the region preferably by the year 2000 A.D. The leaders decided to observe 1996 as the "SAARC Year of Literacy".

To enhance the literacy level in the region, recognizing the resource, manpower and infrastructural constraints to the promotion of vocational and higher education in the region, the Leaders at the Ninth Summit (Malé, 12-14 May 1997) agreed that new and innovative methods like Open Learning and Distance Education can play an effective role in meeting regional needs in a cost effective and flexible manner. Accordingly, the leaders agreed that the institutional facilities in such education available in the region should be utilized on a regional scale. The possibility of the creation of a Consortium of Open Universities in the region should also be explored.

At the Eleventh Summit (Kathmandu, 04-06 January 2002), the Heads of State or Government recognized that access to quality education was an important element for the empowerment of all segments of society, and undertook to develop or strengthen national strategies and action plans to ensure that all children particularly the girl child have access to quality primary education by 2015; and to improve levels of adult literacy by fifty percent by eliminating gender disparities in access to education as envisaged in the Dakar Framework for Action on Education for All adopted by the World Education Forum held at Dhakar in April 2000.

At the Thirteenth SAARC Summit (Dhaka, 12-13 November 2005), the leaders noted the achievements of the Member States during recent years in the area of primary education and stressed that to meet the challenges of the twenty-first century Member States must make important strides in the areas of science, technology and higher education.

The Heads of State or Government during the Eighteenth Summit (Kathmandu, 26-27 November 2014) expressed their resolve to eliminating illiteracy from the region in line with the global goal of education for all and ensuring quality education in all institutions by reforming curricula, teaching methods and evaluation systems adequately supported by physical, technical and other facilities.

The leaders agreed to promote regional cooperation in the field of vocational education and training. The leaders directed their Education Ministers to develop a Regional Strategy for Enhancing the Quality of Education in order to raise the standards of South Asian educational institutions in order to better serve the youth in the region.

Related activities/initiatives

1. Meeting of the SAARC Ministers of Education/Higher Education preceded by the 2. Meeting of the Senior Officials on Education
3. Meeting of the Committee of the Heads of University Grants Commissions (UGC)/Equivalent Bodies
4. SAARC Chair, Fellowship and Scholarship Scheme
5. Open and Distance Learning
6. South Asian University
7. Cooperation with the International Organizations

(Source: http://saarc-sec.org/about-saarc).

Appendix-II

(II). **The South Asian University**

The South Asian University (SAU) was established in 2010 with an objective of equipping the young minds of South Asian region with world-class cutting edge

knowledge and nurturing Regional Consciousness. Thus, SAU was a joint initiative of the eight member nations of South Asian Association for Regional Co-operation (SAARC) viz. Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan and Sri Lanka.

Located in New Delhi, SAU offers post graduate and research programmes in Applied Sciences and Social Sciences. Unlike the other universities in SAARC nations, SAU offers a unique blend of multicultural and cosmopolitan experience drawing students and faculty from across South Asia. SAU's distinct community of students and faculty make the campus enriched with diverse and innovative ideas, and also prepare the students to approach the world with a perspective that is distinctively South Asian, representing the aspirations and the needs of the region.

In the near future, the university will expand to accommodate 12 Faculties in all with more than 5000 students. The mission of SAU is to go beyond the horizons of knowledge and learning by inculcating values of togetherness among students. In a world, which on one hand is marked by globalisation and yet is unable to break away from the shackles of the nation-state, SAU will strive to dissolve borders in a region that shared a common history and come together by trying to overcome the limitations of the present and foresee a possible and progressive future.

Faculties

South Asian University's primary goal is to impart higher education and research in technology and in areas with future prospects. Presently, the university is spearheading 5 Faculties viz., Faculty of Economics, Faculty of Legal Studies, Faculty of Life Sciences and Biotechnology, Faculty of Mathematics and Computer Science and Faculty of Social Sciences. The university is offering 14 master's and doctoral research programmes.

Academic Activities

The South Asian University is abuzz with academic activities around the year. The Faculties and Departments organize Seminars, Conferences, Symposiums, Workshops and Exhibitions on a regular basis. The university has a distinguished lecture series where many eminent academicians and personalities representing different areas of knowledge are invited to speak on defined topics. An academic journal by the name of *Society and Culture in South Asia* is also published by one of the faculties of the university. Art Camps and exhibitions also
complement the academic environment from time to opportune time.

Admission in South Asian University

The South Asian University has international faculty, vibrant diverse culture and stimulating academic environment. The university admission notification is released in the month of January. The admission advertisements appear in leading newspapers in all the SAARC countries. Admission details like eligibility criteria, fee structure, mode of payment of entrance test fee, test centres and documents required to be submitted can be accessed from the university website www.sau.ac.in and admission blogs.

An entrance tests held simultaneously in various major cities of the member countries of SAARC in April every year. For M.Phil./Ph.D. programmes, candidates are shortlisted based on the results of the entrance test, which is followed by research proposal

presentation and an interview. Aspirants of master's programmes are inducted directly in the university based on the test results.

Scholarships
SAU offers several types of scholarships and financial assistance to students.
President's Scholarship (For Master's students only):
Candidate who secure the first position in their country's merit list based upon performance in the entrance test, in any academic programme, are offered a full scholarship called the President's Scholarship, which grants full tuition fee waiver, hostel fee waiver and a living allowance of INR 7000 per month.

SAARC India Silver Jubilee Scholarships for Master's and M.Phil./Ph.D. Programmes:
Silver Jubilee Scholarships instituted by the Government of India are offered for students coming from the Least Developed Countries (LDCs) of the region i.e., Afghanistan, Bangladesh, Bhutan,Maldives, and Nepal. This Scholarship includes full tuition fee waiver, hostel fee waiver, a living allowance of INR 7000 per month for Master's level programmes and INR 10,000 per month for M.Phil./Ph.D.programmes. There are 75 scholarships for Master's level students and 25 for research scholars.

SAU Merit Scholarship:
SAU Merit Scholarship covers tuition fee and hostel fee waiver, and a living allowance of INR 5000 per month. The scholarship is awarded to 5 of the next highest scorers in the Entrance Test.

Support: After admission, candidates who appeal for financial support are interviewed by a committee of faculty members, who can recommend tuition fee and hostel fee waivers.

SAU Scholarship for Doctoral Students:
All M.Phil. and Doctoral students are provided a fixed scholarship of INR 10,000 per month along with the full fee waiver.

Fee Structure

Fee SAARC Students Non-SAARC Students
Tuition Fee US$ 440 per semester (US$ 880 per year) for day scholars, payable in July & January US$ 500 per semester (US$ 1000 per year) for boarders, payable in July & January.

US$ 4500 per semester (US$ 9000 per year) for day scholars, payable in July & January
US$ 5100 per semester (US$ 10200 per year) for boarders, payable in July & January

Admission Fee
(Non-Refundable)

US$ 100 (payable only once at the time of entering SAU) US$ 100 (payable only once at the time of entering SAU) Security Deposit (Refundable)* US$ 100 US$ 100 Students' Aid Fund INR 50 per semester INR 50 per semester *Security deposit will not be refunded in case a student leaves the university mid-way without completing the course.

Duration of Scholarships/Free ships

In all cases, scholarships and free ships are granted for one year. They are extended in subsequent year(s) subject to satisfactory academic performance, maintenance of hostel/university discipline and good conduct, to be reviewed at the end of the first year. (Source: Knowledge without borders, http://www.sau.int/)

Appendix –III

(III). Direct Admission to Students Abroad (DASA)

DASA stands for Direct Admission to Students Abroad. Run by the Government of India, this scheme offers direct admission to undergraduate Programmes to the deserving foreign nationals/ Persons of Indian Origins (PIOs) and Non-Resident Indians (NRIs). Administered by the Educational Consultants of India, the courses under this programme are offered by the National Institutes of Technology (formerly Regional Engineering Colleges) and other centrally funded institutes (other than IITs) and Punjab Engineering College, Chandigarh.

Through this scheme, the Government of India aims to provide quality education to the children of overseas Indians in the field of Engineering and technology. The institutions covered under this scheme are known for providing quality education in Engineering and technology. All these institutions have reasonably good facilities for accommodation, sports and extra curricular activities.

Under DASA Scheme, admissions are offered to Foreign Nationals / PIOs / NRIs who fulfil the following eligibility criteria:

- Candidates must have passed the qualifying examination i.e. senior secondary or any other examination equivalent to 12 years of schooling in India.
- Candidates must have scored minimum aggregate marks of 60% or 6.75 CGPA (Cumulative Grade Point Average) on 10 point Scale or Equivalent Grades in all the subject of the qualifying Examination.
- Indian nationals seeking admissions should have studied abroad for a minimum period of five years (including the qualifying examination i.e. XI & XII Standards) during the last eight years.

Some of the Institutes that come under DASA are listed below:

- Motilal Nehru National Institute of Technology, Allahabad, Uttar Pradesh
- Maulana Azad National Institute of Technology, Bhopal, Madhya Pradesh
- National Institute of Technology, Calicut, Kerala
- National Institute of Technology, Durgapur, West Bengal
- National Institute of Technology, Hamirpur, Himachal Pradesh
- Malaviya National Institute of Technology, Jaipur, Rajasthan
- Dr. B.R. Ambedkar National Institute of Technology, Jalandhar, Punjab
- National Institute of Technology, Jamshedpur, Jharkhand
- National Institute of Technology, Kurukshetra, Haryana
- Visvesvaraya National Institute of Technology, Nagpur, Maharashtra
- National Institute of Technology, Rourkela, Orissa
- Sardar Vallabhbhai National Institute of Technology, Surat, Gujarat
- National Institute of Technology Karnataka, Surathkal, Karnataka
- National Institute of Technology, Tiruchirappalli, Tamil Nadu
- National Institute of Technology, Warangal, Andhra Pradesh
- Indian Institute of Information Technology, Allahabad, Uttar Pradesh
- Atal Bihari Vajpayee Indian Institute of Information Technology and Management, Gwalior, Madhya Pradesh
- National Institute of Foundry and Forge Technology, Ranchi, Jharkhand
- North Eastern Regional Institute of Science and Technology, Itanagar, Arunachal Pradesh
- Sant Longowal Institute of Engineering and Technology, Longowal, Punjab
- Punjab Engineering College, Chandigarh

Application Procedure

Offer of scholarships are sent to the respective Governments through Indian diplomatic missions abroad. Nominations are received from the respective Governments in the Indian diplomatic missions concerned. These are forwarded to ICCR for final selection and placement. Direct applications from candidates cannot be considered by ICCR. International government nominees have to fill prescribed forms for Scholarships for Foreign Nationals that are available with Indian missions abroad.
Candidates are also advised to consult the Handbook of Indian Universities available with Indian missions abroad to ensure the availability of their choice of a course in India. For further information guidelines the foreign students can visit the following websites:

- www.education.nic.in
- www.aicte.ernet.in
- www.ugc.ac.in
- www.educationsupport.nic.in

Source: High Commission of India, Colombo, Sri Lanka,
http://www.hcicolombo.org/indian_diaspora

References

ADB, (November 2011), Higher Education Across Asia :An Overview of Issues and Strategies, Manila, Philippines. Retrieved from URL https://www.adb.org/publications/higher-education-across-asia-overview-issues-and-strategies

All India Survey on Higher Education, (2015-16), Department of Higher Education,Ministry of Human Resourse Development. Retrieved from URL: http://mhrd.gov.in/university-and-higher-education.

Asian Development Bank (April 2012), Regional Cooperation and Cross-Border Collaboraton in Higher Education in Asia: Ensuring that Everyone Wins. Retrieved from URL: https://www.adb.org/publications/regional-cooperation-and-cross-border-collaboration-higher-education-asia-ensuring)

1. Bilateral Brief India - Sri Lanka Relations,(December 2016), Retrieved from URL. https://www.mea.gov.in/Portal/ForeignRelation/Sri_Lanka_December_2016.pdf.
2. (British Council, February 2014).
3. Chadha, G.K., *'South Asia's Recent Growth Experience: A Mix of Rejoicings and Broodings',* in Soz, S. , Srivastava, R.N.,Gupta, S., (Eds.),(2011), *SAARC: Building Bridges in the South Asian Region,* New Delhi, Foundation for Peace and Sustainable Development.
4. Constitutional Right to Educational Amendment Act 2002(August 30, 2017), Law Times Journal. Retrieved from URL: http://lawtimesjournal.in/constitutional-right-education
5. Coperahewa, Sandagomi,(2013), 'Tagore Visits to Sri Lanka' *. in Tagore and Sri Lanka,Colombo,* Indian Cultural Centre ,PP.29-38.
6. D'Souza,Justine and Moore, Thomas. D., (August 16, 2017), Education in Sri Lanka,WENR. Retrieved from URL: https://wenr.wes.org/2017/08/education-in-sri-lanka.

7. Director, CPRCE, (10, November2014),(PAPER)CPRHE), India, Paper prepared for the Seminar on Massification of higher education in large system countries, jointly organized by the Centre for Policy Research in Higher Education (CPRHE), NUEPA and the British Council of India .Retrieved from - Research Gate, URL: https://www.researchgate.net/file.PostFileLoader.html?id.

8. Education Consultants of India (Ed. CIL). Retrieved from URL: http://edcilindia.co.in/index.php.

9. Education in India. Retrieved from URL: https://en.wikipedia.org/wiki/Education_in_India

10. Education Sector in India(Oct,2017),India Brand Equity Foundation, Ministry of Commerce & Industry. Retrieved from URL:https://www.ibef.org/industry/education-sector-india.aspx.

11. Education system in India (EP-Nuffic , 2nd edition January 2011, version 2, January 2015). Retrieved from URL: https://www.nuffic.nl/en/publications/find-a-publication/education-system-india.pdf

12. EDU-Nalanda University Project Agreement,(2015), ' India – Sri Lanka Sign Agreement On Nalanda University And Programme Of Cultural Cooperation. Retrieved from URL: http://www.edu-leaders.com/articles/1002330/india-sri-lanka-sign-agreement-on-nalanda-university-and-programme-of-cultural-cooperation

13. Field, Garret,(2017),*Modernizing Composition: Sinhala song, Poetry, and ,Politics in Twentieth Century Sri Lanka*, California, University of California Press .

14. Goonetilleke,D.C.R.A, (2008,December29),The *Interaction of India and Sri Lanka*, *The Island-online* ,Retrieved from URL: http://www.sundaytimes.lk/101010/Plus/plus_26.html,Sunday ,October10,2010.

15. Heynemann, S.P. (2006), The Effectiveness of Development Assistance in Education: An Organizational Analysis, *Journal of International Cooperation in Development*, 9 (1). pp. 7–26.

16. High Commission of India, Colombo, Sri Lanka. Retrieved from URL: http://www.hcicolombo.org/indian_diaspora

17. High Commission of India, Colombo & CII (2012), Doing Business in Sri Lanka, Retrieved from URL:www.hcicolombo.org/pdf/A_handbook_for_Indian_Business.pdf.

18. High Commission of India- Sri Lanka, *India and Sri Lanka-A Partnership that Transcends Time,* Sri Lanka,Colombo .

19. High Commission of India- Sri Lanka, India - Sri Lanka Educational Relations,Colombo .

20. High Commission of Sri Lanka in India-India-Sri Lanka Foundation. Retrieved from URL:http://www.slhcindia.org/index.php?option=com_content&view=article&id=371&Itemid=10

21. Huntington, Samuel P,(1993), *The Third Wave-Democratization in the Late 20th Century*, Norman, Oklahoma, University of Oklahoma Press.

22. Huntington, Samuel P. (Spring 1991) ,(Vol.2,No.2), ;Democracy's Third Wave', *Journal of Democracy.*

23. IBE-UNESCO (2010-2011) , World Data on Education- Sri Lanka. 7th Edition. Retrieved from URL: http://www.ibe.unesco.org/en/document/world-data-education-seventh-edition-2010-11.

24. ICEF Monitor (18 Feb 2015), India is a Key Source of International Students – Can it Become a Destination? Retrieved from URL: http://monitor.icef.com/2015/02/india-_key-_source-international-students-can-become-destination/.

25. India (2010) .Reference Manual, New Delhi, Publications Division, Govt. of India.

26. Kapur, Devesh and Crowley, Megan (2April,2008), Beyond the ABCs: Higher Education and Developing Countries - Working Paper 139, cited in Kapur , D. and Mehta,P.B., 'Mortgaging the Future? Indian Higher Education', in *Bery,* , Suman., Bosworth, Barry& Panagariya, Arvind, (Eds.) ,(Vol 4, 2008), *India Policy Forum 2007-08, N*ew Delhi, Sage. ,P.107.

27. Kelegama, Saman ,(13 February2017), 'Non-State Actors in Higher Education in Sri Lanka - Institute of Policy', J .E. Jayasuriya Lecture . Institute of Policy Studies, Sri Lanka.

28. Kukreja,Veena & Singh,Mehendra Prasad,(2008),Ed*., Democracy, Development And*

Discontent in South Asia ,New Delhi, Sage Publications.

29. Kumar, M. S., 'Education in the SAARC Countries: An Agenda for Building Bridges', in Soz, S. , Srivastava, R.N.,Gupta, S., (Eds.),(2011), *SAARC: Building Bridges in the South Asian Region,* New Delhi, Foundation for peace and Sustainable Development.

30. Kumar , Pankaj Singh,(March 11, 2011), Study In India: The Advantages of Indian Systems of Global Education. Retrieved from URL: http://ezinearticles.com/?Study-In-India:-The-Advantages-of-Indian-Systems-of-Global-Education&id=6066035.

31. Mani,Tridivesh Singh (November 20,2016) , Changing Nature of India- Sri Lanka

Relations, *South AsiaMonitor*.

32. Mathew, C.K.,*(*2016), Some Inputs for Draft National Education Policy 2016. Retrieved from URL: http://nep.ccs.in/MHRDInputsNEP

33. MEA(31 July 2015), Indian Technical and Economic Cooperation Programme. Retrieved fromURL: http://www.itecgoi.in/about.php

34. MHRD, (2015-16), All India Survey on High Education.Ed. CIL, Study in India. Retrieved from http://edcilindia.co.in/index.php?option=com_content&task=view&id=100&Itemid=52#bb.

35. MHRD, (4 March2016), Elementary Education, Department of School Education and
Literacy. Retrieved from URL: http://mhrd.gov.in/rte

36. *Ministry of Human Resource Development, (2016),* ' Some Inputs for Draft NEP 2016' ,PP. 6 of 43. Retrieved from URL: mhrd.gov.in/some-inputs-draft-national-education-policy-2016-0

37. Nair, Rajitha (July 2003) Educational Services in SAARC: A Case for Deeper Integration, *Nirmal UniversityLaw Journal*, Vol.3, Issue 1. Retrieved from URL: docs.manupatra.in/newsline/articles/.../60C37EF8-CD27-4C4B-956B-A155D0AFC792.p...

38. National Policy on Education, (1986), NCERT. Retrieved from URL: www.ncert.nic.in/oth_anoun/npe86.pdf.

39. ODI Policy Brief 11- Sri Lanka (February2006), Equal Opportunities for Poor, Retrieved from URL: https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/4074.pdf.

40. OECD(2001) cited in World Bank (2002),Constructing Knowledge Societies: New Challenges for Tertiary Education, Washington,D.C.P.8

41. Planning Commission(2013) cited in BRICS: Building Education for the Future, UNESCO. Retrieved from URL:
www10.iadb.org/intal/intalcdi/PE/2014/14781.pdf.

42. Presidential Secretariat-Colombo,(15February2015), Sri Lanka and India Signed Four Agreements/MOU. Retrieved from URL: http://www.president.gov.lk/sri-lanka-and-india-signed-four-agreementsmou/

43. Q Rankings. Retrieved from URL: http://www.qs.com/rankings

44. Richardson,S.,(May22,2014), 'Promoting Regional Education Services Integration --Background Paper', APEC University Associations Cross-Border Education Cooperation Workshop, Malaysia, KualaLumpur. Retrieved from URL: research.acer.edu.au/cgi/viewcontent.cgi?article=1040&context=higher_education.

45. Samarakoon,Ananda Wikipedia . Retrieved from URL: https://en.wikipedia.org/wiki/Ananda_Samarakoon

46. Schwartzman, Simon (2002), Higher Education and the Demands of the New Economy in Latin America,Background paper for the World Bank's Report on "Closing the Gap in Education and Technology", Latin American and Caribbean Department, .Vol.2.1. Retrieved from the URL: https://archive.org/details/HigherEducationAndTheDemandsOfTheNewEconomyInLatinAmerica.

47. South Asia Foundation (October 31, 2017),2nd Meeting of SAARC Ministers of Education/ Higher Education, New Delhi, Retrieved from URL: https://www.southasiafoundation.org/saarc-article-52220.htm.

48. South Asian Association for Regional Cooperation (SAARC) . Retrieved from URL: http://saarc-sec.org/about-saarc.

49. South Asian University -Knowledge without borders. Retrieved from URL: http://www.sau.int/

50. Sunday Times (October 12, 2013), 'Well Recognised Qualifications from ICFAI University , India Sri Lankan Campus'.Retrieved from URL:www.sundaytimes.lk/120909/.../world-renowned-qualifications-from-icfai-11662.htm...

51. Sunday Times (October 31,2004), 'Reputed Indian degrees would cost less in Sri Lanka', Retrieved from URL: www.sundaytimes.lk/041031/news/11.html .

52. The Constitution of the Democratic Republic of Sri Lanka, 1978, amended 2001. Retrieved from URL:

http://www.priu.gov.lk/cond/1978Constitution/Introduction.htm).

53. The Open University of Sri Lanka (2014). Retrieved from the URL: http://www.ou.ac.lk/home/index.php/ousl/2013-12-19-09-04-42/introducing-ousl.

54. Third Mission in Higher Education,(May 23, 2014),Seminar Proceedings, ' Social Inequalities in Higher Education- Identifying Parallels in India and Brazil', Department of Adult, Continuing Education & Extension University of Pune, India.

55. UGC-India (November 2008), Higher Education in India: Issues related to Expansion, Inclusiveness, Quality and Finance.

56. UNDP, (2012) & Sunday Times/Education Times.UNDP report is retrieved from URL:www.undp.org/.../srilanka/.../Sri%20Lanka%20Human%20Development%20Report%20...Bridging Human Development .

57. UNDP- Sri Lanka (2017), Programme on Sustainable Development Goals http://www.lk.undp.org/content/srilanka/en/home/countryinfo.html.

58. UNICEF (March 30-31,2016), ' SAARC Framework for Action for Education 2030',Workshop Report, Kathmandu, New Delhi Cluster Office ,UNESCO.

59. University World News Report (2013). Retrieved fro URL: http//www.universityworldnews.com/article.plp?story=201306261548454.

60. World Bank (1994),Higher Education : The Lessons of Experience.

61. World Bank (2000), Higher Education in Developing Countries: Peril and Promise. Task Force on Higher Education and Society. Washington D.C., World Bank.