

Globalization & Internationalization of Higher Education: Implications in Terms of Quality, Inclusion and Equality in Indian Context

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Abstract—This paper analyses varied implications of globalization and internationalization processes in higher education in Indian context. The focus is in terms of quality, inclusion and inequality. Globalization and internationalization are the emerging trends of this era and affect all aspects of an economy, and education is no different due to persistent high levels of private participation (at least in Indian context). Moreover, since education prepares the base of quality human capital of a country, it becomes even more important to analyze the effects of these two phenomena on education. This paper debates which of the two phenomena is beneficial for higher education when we look at the big picture for India. After a lot of argumentation, it is concluded that internationalization is the key to go. This paper also looks in to the functioning of world organizations like WTO, GATTs, and TRIPS etc. which play an instrumental role in shaping all activities related to education.

This paper also attempts to show the manifestation of these two phenomena on higher education in Indian context through e-education. In this century, everything from business and trade to communication and governance has gone online. So why not education? This paper goes deeper into the issues, challenges and opportunities in the field of e-education. The way ahead is shown through adoption of latest developments like MOOCs and edglomerates.

1. BACKGROUND

Higher Education is the backbone for a knowledge based economy. Higher education is a market determined process i.e. it depends on demand and supply of buyers and the sellers. The sector needs to expand because of increased employment opportunities as well as to encompass skills needed to compete in the global market. Education has become tradable commodity and part of trade negotiations under General Agreement on Trade in Services (GATS).

As the skills needed to compete in the market changed so the quality of education also needed a change. Higher education is not only encouraged at the national level but also at the International level. In recent years there has been a massive flow of teachers, students and the service providers outside the national boundaries

Cross border education takes place in 4 modes:

- E- learning distance education programmes
- Full time study for a degree, part at home and remaining in foreign country
- Twinning and franchising agreement
- Presence of persons in foreign country to provide service.

Now-a-days, private universities are collaborating with foreign universities for academic credibility, quality appeal and in order to levy high fees. The teachers shift to enhance prestige of institution and quality of instructions along with higher salary.

As knowledge is the key to development, lack of it becomes a constraint to the economic and social progress of an economy. Higher education has become an international good to be traded and it crosses national boundaries faster than capital and people. Globalization of higher education has become a market oriented activity and thus it attracts foreign capital, invites competition and produces a profit at times higher than other sectors.

The Internationalization of education implies the imparting of knowledge, skills and values which have universal appeal and application.

Globalization is a part of internationalization. It implies Higher Education becoming a designed activity to introduce an international and multi-cultural outlook to suit the requirement of global market.

Students opt for cross border education:

- Lack of domestic facility, especially in specific subject areas.
- Commercial value of foreign degree
- Gaining experience in another country

The other factors that influence students in cross border education:

- Cost of education and living expenses
- Recognized academics of the institutions in the host country
- Employment opportunities
- Increasing income levels in the countries of origin
- Easy visa formalities.

Strategies that the countries come up with in order to increase students from other countries:

- Change in Visa rules to accommodate skilled and information and communication technology workers
- European Union – Blue card Visa

2. GLOBALIZATION VS INTERNATIONALIZATION

Globalization can be defined as ‘integration of economies, societies through cross country flow of information, ideas, technology, goods, service, capital, finance and people (Rangarajan, 2006 : 79). Basically, it denotes the process by which regional economies, societies and cultures have become integrated through communication, transportation and trade (Tilak, 2011). Taking the above definitions in context, globalization of higher education can be defined as the ‘unification of the world’s education system by facilitation of the free flow of students and teachers, through reduction of various kind of barriers that exist’ (Tilak, 2011).

Internationalization is the process of integrating international, global, intercultural dimensions into the goals, foundation and delivery of higher education. It is a process in which apart from education other aspects of education are also exchanged. Hence, as rightly defined ‘the process of integrating intercultural/international dimensions in teaching, research, services function of the (higher education) institutions’ (Knight, 1997)

3. RELEVANCE OF INTERNATIONALIZATION

Education is not only a tool to empower youth and for social upliftment but is used to increase revenue of the nation. It is considered as a profit making activity. Educational institutions are set abroad to make money. Students are a major source to promote this sector and because of the concept of internationalization of education some economies are able to manage their financials.

- First, as the students from the home country takes knowledge, be it technological know-how or else to the host country and as a result host country gets the idea of the culture of the home country.
- Second, when international students return to their home country, they act as an ambassador of the host country and of and help correctly project its culture and policies in their country.

- Third, where a country is not able to afford to send its students abroad for an international exposure, they attract foreign students in.
- Fourth, in the present era of globalization, the demand is for higher education graduates who are ‘globally employable’.
- Fifth, the developed world has recognized that “Global mobility in higher education – the exchange of students and scholars – is an economic engine that fuels the economy of both home and host countries, keeps our universities vibrant and competitive, and prepares the future workforce to meet global challenges”.
- Sixth, nowadays, ranking of education institutions is also done on the basis of international dimension of the university campus.

4. FOCUS ON QUALITY, EQUALITY AND INCLUSION

QUALITY

Bureaucracy, corruption, lack of innovation, lack of world class institutes, unnecessary government legislations and the inefficient day to day operational activities of universities have crippled our entire education system. So, we seek to solve these issues through our model.

INCLUSION: In light of the importance of universities to society, as well as the fact that institutions of higher education obtain their funds from external sources such as the government, students and their families, and donors, universities are subject lot of influences, largely because of their importance to knowledge-based economies, and because more than half the college-age population attends postsecondary institutions for solving this problem in the higher education sector, adequate budget allocation is required but unfortunately, we spend just 1% of the total budget on higher education. This trend has pushed private institutions to come up which is de-facto profit oriented. As a result, weaker sections of the society remain excluded from the scene. Even the newer forms of education like distance courses, online courses and non-private institutions (polytechnic, ITI) cater to the needs of those who could pay.

EQUALITY: This is also a challenge to the higher education system in the country. Three kinds of equality needs to be achieved- economic, gender and geographic.

5. EDU-GLOMERATE MODEL

Due to the risks, the concept of edu-glomerate has risen. The brand new concept can be defined as ‘a key development in crossborder education has been the increase in multi-national universities with branch, campuses, research centers and networking, recruitment offices located in different parts of the world’ (Knight, 2003). It builds on the operations of a

multinational university, which increases the concept of economic free education hubs.

This can either be a private or a government initiative that offers a market of education and training providers and programs that is gathered at the same location. Students can mix and match courses from various providers using a common credit system.

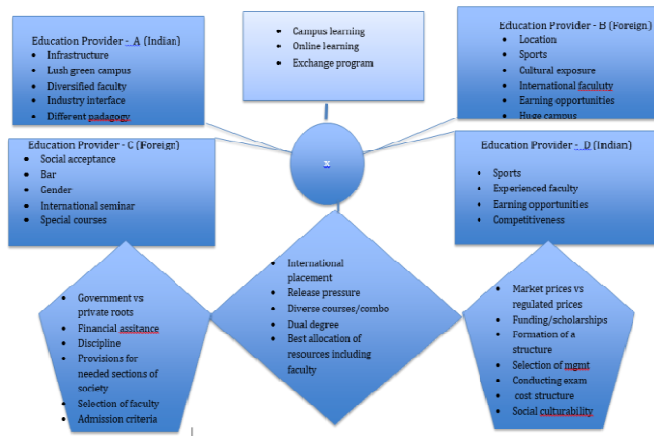


Fig. 1

Three types of learning that would take place through this model:

- Campus learning - if students can commute in the same country or in the host country and can study there being physically present there is campus learning.
- Online learning - If students cannot commute and still wants to study a course offered by host country or by any other education provider than even online option can be selected where online lecture will be there and student can study from his home country only.
- Exchange programs – education providers can arrange for twinning programmes, so that more learning can take place. Exchange programmes will give more exposure as students of one country (A) will go to another country (B) and vice versa.

Our edu-glomorate model is named 'X'. The resources that various education providers can have are as follows:

- Infrastructure – this model seeks to make available high class infrastructure to a wider population of students through strategic ties and without further investments.
- Diversified faculty–eduglomerates makes available the best and experienced faculty to deserving students and the ones who would otherwise not get the chance.
- Industry Interface – the eduglomerates will arrange for training programmes, workshops, joint project assignments, internships and finally help in the placement.
- Different pedagogy–edu-glomorate will follow an innovative pedagogy.

- Location – students of developing countries will be able to take advantage of location of developed countries. Same goes for rural students of India who can take advantage of urban locations.
- Sports – sports will be given special focus in the model.
- Cultural exposure- It will be plus point for the students from both the host and the home country to get cultural exposure.
- International faculty –The quality of education will increase automatically if the guidance and teaching will be from both Indian as well as foreign professors.
- Earning opportunities – This model will provide ample opportunities to students to earn on their own and apply their education real-time
- Special courses- Courses are more flexible in some institutes. There is no particular stream in which students have to enrol. They can select subjects from various fields in which they have interest. Students will gain experience and knowledge in different subjects.
- Competitiveness- Well established and recognised institutes get a cream of students, so competitive environment prevails in these institutes. So, through this model other students can come in contact with this competitive environment.

The amalgamation of the four education providers including Indian & foreign providers leads to a great opportunity that can be foreseen as the future of higher education in India. Eduglomerates of these providers will lead to opportunities that are mentioned below:

- International placement: Universities provide international placement in the sense that now due to the collaboration between international and national education providers, both varieties of students will be exposed to a wider job market, home and abroad. This increases the scope and opportunities of students of the eduglomerate manifold.
- Release pressure: Today's students face stiffer competition than ever before. This model would also lead to an increase in supply of the seats in college and job opportunities.
- Diverse courses: students will be able to choose from a wide variety of courses in multiple combinations
- Dual Degree
The students should be paying a set amount for the dual degree, but instead ends up paying twice the money for two different courses. Here the question of quality arises, even after investing money the students in India are not satisfied and they plan to go abroad and graduate with a dual degree. Through the model, Indian universities can collaborate with various foreign universities that provide dual degree courses.
- Best allocation of resources: The main aim of the model is to get the best resources from all over the

world at one place. For example, if education provider A has advantage of infrastructure, lush green campus, diversified faculty, etc. and education provider C has specialized courses. Both the education providers can collaborate and set up an edu-glomerate.

Education provider A can offer specialized courses, which is offered by Education provider C that can be taught by diversified faculty of education provider A in their lush green campus.

In exchange, education provider A can offer diversified faculty to education provider C and various exchange programs for students so they can learn more and visit the education provider C.

Hence, the student has an advantage of gaining quality education in their home country along with the best optimization of resources.

This model has been designed keeping internationalization in mind and the further opportunities for higher education to expand in future. Taking the global economy, there are various issues that could arise while testing the model in real world.

- Government VS private routes: Choosing a way of setting up an edu-glomerate in India would be the biggest challenge. Start-ups need either support from the government or have to take their own private routes for setting up
Although higher education is managed by the UGC, it being a government organization would be difficult for getting the edu-glomerate model approved. Government has their own set of policies and regulations that could be a issue of getting it approved. Knowing, UGC has not yet signed the GATS agreement of commercializing foreign universities in India, it would be strenuous task for getting the model approved. Also this start-up would require a number of funds that would not be provided by the government and the case would lead to red tape.
Although choosing a private route for this business plan would require a lot of funds, links with government and other private and foreign universities, it would still be a quicker and desirable route for the business plan.
- Financial assistance: The model could be supported financially, through public/private partnership, angel investors and private financing routes. The students of the edu-glomerate could be supported through tie-ups with NGOs and private companies.
- Discipline: Discipline in the most important factor in every university, be it in India or any other global university. People coming from different background, cultures and social groups might have a problem to adjust or might behave in an unethical manner, which is not acceptable in the society. This could lead to

chaos and agitation between the other societies and would affect the overall environment of the university. However, it would be necessary to have strict stringent rules & regulations with in the university so that decorum is maintained at all times. Along with this every university and the edu-glomerate would need a disciplinary committee that would involve members of both the collaborated universities.

- Provision for needed sections of the society: Reservation system in India has set aside a certain percentage of seats in various institutions for members of backward and under-presented communities. The business plan would include all criteria for reservation as mentioned in the Constitution of India.
The main aspect of the model being quality, inclusion and equality would be applicable here.
Students from the reservation communities would be considered and included by the edu-glomerates model. As they have equal rights to gain quality education. Indian universities collaborating either with Harvard or Oxford University would reserve as well as accept the applications or allow them to undergo the admission process.
- Selection of faculty: Faculty is one of the most important resource for this model. There are a huge number of experienced faculties in universities globally and it would be challenging task for selecting them.
Firstly, the faculty of the courses offered will be approached and will be ranked according to their qualification and experience. After which they can either settle in the other foreign country if they wish too or just act as visiting faculties during few months of the course. If the faculty wishes to shift to the foreign country, the business also includes helping them settle and providing assistance for a few months.
If the faculty does not approve travelling or shifting to the foreign university, they would have an option of teaching online courses.
- Admission criteria: Equality being the main focus of the model, admission of students would be completely based on various tests and interviews. A few eligibility criteria's including 10+2 pass out would be required.
The model believes that the previous score achieved by the student cannot judge whether they are eligible for the admission process. Instead various tests and interviews according to their courses would be a part of the admission process, which would be designed by the collaborated universities and approved by the business plan entrepreneurs.
- Funding & scholarships: The most vital issue of India as the growing economy is the economic issue. A large number of students cannot afford going to a foreign university to pursue their course, which is the fundamental reason for an edu-glomerate.

The cost of courses and other facilities provided by the universities would be approved by the collaborations. In case the students are economically weak, an alliance with a few banks for loans can be proposed.

As mentioned above, previous score of the student would not be accepted as part of the admission process. In this case, scholarships would be provided to students on basis of their performance in the test/interview. Students performing exceptionally well would be granted a certain percentage of scholarship, which would be decided by the universities.

- Formation of structure/Structure of management: Forming a hierarchal structure of management after the collaboration would be a tough task. There would also be a number of issues that could arise, like misunderstandings about various problems, communication gap, etc.

As per the business plan, both the universities would have equal rights to take decisions on the resources they provide. There would be two heads, each from the two universities that would be in charge of communicating the various activities going on. Both these individuals, would have be a part of the senior management of their university and have a vast experience and other qualities that would require to present their university.

- Conducting exam: Exams would be set by the universities facility, which is providing the course. As the faculty is much more experienced about the courses and its subject.

The marking criteria would be decided by the business plan, which would be proposed by the two universities.

- Cost structure: The massive issue would be the cost structure, i.e., the percentage of money that would be divided between the universities.

According to the plan, the business will decide the percentage of cost that will be involved and divided amongst the university out of which a small percentage would also go as commission to the business for acting as agents. The criteria for division would be, the number of resources being exchanged by both the parties.

- Socio-cultural issues: The foreign culture and social groups clash with the Indian culture. The students as well as the faculty would find it difficult to adjust in such surroundings. It can be assumed a few will adjust and adapt to the surrounding but the rest would find it difficult than ever.

In this case, the universities would have to appoint mentors for foreign students coming to their universities to make assist and guide them through difficult times.

6. IMPLEMENTATION STRATEGY

- Management board - selection of an efficient management board would be important for efficient functioning and key decision-making in future.
- Proposal to universities - This is the most important step for edu-glomerates to be a reality. Now we need to pay attention to the fact that we are going to propose to 3 kinds of education providers:
 - ✓ Indian colleges and universities (government and private)
 - ✓ Foreign colleges and universities
 - ✓ Online education providers

The basic question this model needs to answer for all these education providers is- "what is it that we get from this model and we can't have it on our own?"

In the proposal we also need to mention the kind of cooperation we need from their side for the running of our model and make them agree on certain terms and conditions.

- Identification of resources - after our proposal is accepted by various universities and they agree to the terms and conditions of the implementation of our model, a final list of universities needs to be prepared so that we can be sure of the following things playing a pivotal role in the model:
 - ✓ Number and diversity of faculty
 - ✓ Number and diversity of students
 - ✓ Infrastructure resources
 - ✓ IT resources
 - ✓ Others
- Research & survey - Research should be done on following aspects:
 - ✓ Kind of courses students want
 - ✓ Kind of teaching students want
 - ✓ The dream projects and exposure students seek
 - ✓ What pedagogy professors prefer
 - ✓ What other resources could be made available at their disposal so that they can increase their efficiency.
- Advertising - having all these resources up or sleeves, we can sure proceed to the advertising campaign. This campaign will be especially aimed at the following:
 - ✓ Students from rural and far-fetched places should be informed along with the mainstream
 - ✓ Special target on students from parts of our society which need special provision
 - ✓ Students of foreign education providers.

This campaign would primarily be electronic campaign using IT tools at its disposal. But for targeting rural and special provisiongroups, ground methods would need to be used

- Selection of criteria - since the model specifically aims at quality, inclusion and inequality, the selection criteria should be such that, the most deserving students get best of the resources in the edu-glomerate. This establishes equality as everyone gets to start the race at level zero. The model would use the following tools for selecting the right candidates:
 - ✓ Entrance test
 - ✓ Interview
 - ✓ Group discussions
 - ✓ Write-up

Of course the model will take into consideration the time, money and energy required for each of these methods and then decide as deemed fit.

- Admission process - Then the admission process would begin. Students will officially be the students of these edu-glomerate and will receive a certified degree when they pass out.
- Assigning student, professors, courses and cost structure - Next step would follow naturally when we assign the students their respective courses, professors and the cost structure they need to follow accordingly. The process of doing this would be complex but ultimately simplify things.
- Evaluation and discipline - the model will establish a one of its own kind evaluation criteria for judging the true calibre of students. Also, a powerful disciplinary committee will need to be put on place

7. CONCLUSION

In this globalized world edu-glomerates are the future of education. Edu-glomerates will solve all the existing problems the current education system has- inequality, lack of quality, lack of inclusion. As the world proceeds about to become one huge global village, education systems are also integrating. This paper throws light on even the implementation of edu-glomerates model.

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