Internationalization of Higher Education

Strategic, Structural and Policy Dimensions in Business Education

Edited by
Ginni Chawla · Ashish Gupta

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Foreword Note

In a world that is becoming more interconnected, higher education, particularly in business studies, is at a pivotal point. This necessitates that educational institutions prepare students for a dynamic, culturally diverse, and borderless marketplace. I am excited to introduce Internationalization of Higher Education: Strategic, Structural, and Policy Dimensions in Business Education, a timely and insightful exploration of how business schools can effectively navigate and thrive in this global era.

I have noticed a profound impact of internationalization on business education. From bustling financial hubs to emerging markets worldwide, the need for graduates with global skills has never been more critical. This book captures the essence of this necessity, offering a comprehensive guide to the strategic, structural, and policy frameworks that underpin successful internationalization efforts. It serves as a call to action for institutions to embrace a global outlook, not just as an option but as an essential requirement for preparing students to lead in a connected world. The following chapters delve into the intricate nature of internationalization, from fostering diverse student and faculty communities to designing curricula that integrate cross-cultural skills and global perspectives. They underscore the importance of international partnerships and innovative structural models that nurture global learning environments. Furthermore, the book examines the crucial role of policy frameworks shaped by governments, accreditation bodies, and institutions that enable and sustain transformative initiatives.

What makes this work particularly engaging is its blend of academic rigor, practical insights, and international perspectives. By incorporating contributions from leading scholars, practitioners, and policymakers, this study provides a roadmap for aligning institutional strategies with the demands of a knowledge-based, globally competitive economy. For business schools, it's not just about adapting to change but about leading it through visionary strategies, robust structures, and forward-thinking policies. As someone deeply committed to fostering collaboration across regions and institutions, I find the vision in this book inspiring. It challenges us to rethink how we prepare future business leaders, urging us to build connections across cultures, disciplines, and geographies. Whether you are an educator shaping young minds, an administrator guiding institutional strategy, a policymaker developing supportive frameworks, or an industry leader seeking globally skilled talent, this book offers invaluable insights to support your efforts.

I invite you to embark on this journey through the Internationalization of Higher Education: Strategic, Structural, and Policy Dimensions in Business Education. May it inspire and empower you to seize the opportunities presented by a globalized world and to shape a future where business education serves not only as a pursuit of knowledge but also as a driving force for global progress.

Geoff Perry
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Dr. Ginni Chawla dedicate this book to my husband, Mr. Sourabh Abrol, and daughter, Miss Miraya Abrol—my greatest blessings and daily inspiration; and to my parents, Mr. V. K. Chawla and Mrs. Anju Chawla, who are my guiding light, my unwavering support, my greatest cheer-leaders—and truly, my everything; and to my brother Mr. Sunny Chawla, sister-in-law Mrs. Harjot Chawla, and nephew Master Hridhaan, for their continued cheer, love and warmth.

Dr. Ashish Gupta dedicate this book to my family (Pooja Gupta, Aradhay Gupta and Ayansh Gupta), parents (Mr. Ramesh Chandra Gupta and Mrs. Kamla Devi Gupta) for their constant motivation, love and unwavering support.

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PART I

Background

CHAPTER 1

Brief Introduction

Ginni Chawla and Ashish Gupta

In the ever-evolving landscape of higher education, the winds of change blow with a force that demands adaptation, innovation, and a keen understanding of global dynamics. Nowhere is this more evident than in the realm of business education, where the imperatives of globalization, technological advancement, and cultural diversity intersect with the pursuit of knowledge and skills essential for success in the modern marketplace. This book embarks on a journey into the heart of internationalization in higher education, with a particular focus on its strategic, structural, and policy dimensions within the realm of business education. As we delve into this multifaceted domain, it becomes evident that internationalization is not merely a trend or a buzzword; rather, it is a strategic imperative that lies at the core of preparing students to thrive in an interconnected world.

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At its essence, internationalization in business education encompasses a spectrum of endeavors, ranging from the recruitment of a diverse student body and faculty to the design of globally oriented curricula and the establishment of partnerships with institutions across borders. It entails not only the physical mobility of students and faculty but also the integration of international perspectives, cross-cultural competencies, and global awareness into the fabric of educational experiences.

The significance of internationalization in business education cannot be overstated. In an era where businesses operate on a global scale, where innovation transcends geographical boundaries, and where cultural intelligence is as crucial as technical expertise, institutions of higher learning bear a profound responsibility to equip students with the tools and insights necessary to navigate the complexities of an interconnected world. Moreover, internationalization in business education is not a solitary pursuit but rather a collaborative endeavor that involves stakeholders at multiple levels—from academic institutions and government bodies to businesses and civil society organizations. It requires strategic vision, institutional commitment, and policy frameworks that foster collaboration, innovation, and inclusivity.

In this book, we embark on a comprehensive exploration of the strategic, structural, and policy dimensions of internationalization in business education. Drawing upon insights from scholars, practitioners, and policymakers from around the globe, we examine the myriad facets of this dynamic phenomenon—from the strategic imperatives driving internationalization initiatives to the structural frameworks that underpin their implementation, and from the policy landscape shaping their evolution to the challenges and opportunities that lie ahead.

Part One delves into the strategic imperatives driving the internationalization of business education. It examines the evolving nature of globalization, the emergence of knowledge economies, and the changing demands of the labor market, all of which necessitate a strategic reorientation of educational paradigms. Through case studies and theoretical frameworks, this section explores how institutions can align their strategic goals with the imperatives of internationalization to remain competitive in an increasingly interconnected world.

Part Two shifts the focus to the structural dimensions of internationalization in business education. From curriculum design to student mobility programs, from faculty development initiatives to cross-border partnerships, this section explores the structural changes required to foster a truly

global learning environment. By examining different models of internationalization and their implementation strategies, it offers insights into how institutions can effectively integrate international perspectives into their educational programs.

Finally, Part Three examines the policy dimensions of internationalization in business education. It analyzes the role of government policies, regulatory frameworks, and accreditation standards in shaping the internationalization agenda. Through comparative analyses and case studies, this section evaluates the efficacy of different policy approaches and identifies best practices for policymakers and institutional leaders alike.

In essence, this book serves as a comprehensive guide to navigating the complexities of internationalization in business education. Whether you are a student, educator, administrator, policymaker, or industry stakeholder, its insights will inform and inspire your journey toward embracing global horizons in higher education.

CHAPTER 2

Internationalization of Higher Education: A Bibliometric Analysis of Global Trends and Research Patterns

Parul Singh and Areej Aftab Siddiqui

2.1 Introduction

In the previous few years, the internationalization of higher education has gained high importance and has undergone a transformative process. Institutes, universities, and colleges around the world have functioned in a way so as to adapt themselves to handle the challenges and opportunities faced in a flat, interconnected, and globalized world. The internationalization of higher education includes various strategies, approaches and projects required to promote global perspective, international cooperation, and intercultural communication.

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The internationalization process may be considered as one that includes various activities, pertaining to mobility of students internationally, collaboration with other universities, international research associations, and internationalization of curricula. The purpose of these programs is to improve students' competence, enhance knowledge, and encourage faculty and students to adopt an international perspective. Internationalization also has an inordinate impact on the socio-economic development, competitiveness, and institutional stature of countries. However, there are still some issues and challenges such as cultural barriers, inadequate resources among others.

Internationalization of higher education refers to the inclusion of an international, global, or cross-cultural perspective into the research, teaching, and service aspects of higher education (Knight, 1993, 2008). According to the UN declaration that higher education must be a global priority, the idea of internationalization of higher education began to take shape. The UN's support for higher education as a globally significant issue was important in unifying different ideas of internationalization into a single theoretical framework (Guruz, 2011).

It has been seen in existing literature that impact of HEIs on growth has been concentrated primarily in metropolitan areas in a country (Valero & Reenen, 2019). Most of the studies are concentrated in USA, Germany and it has been seen that HEIs have a positive impact on employment and economic growth but in small or metropolitan areas (Lendel, 2010; Goldstein & Drucker, 2006; Brenner & Schlump, 2010). However, impact at the national level maybe quite different from the metropolitan level (Faggian and McCann, 2009). There is a dearth of literature in this area and no such study has been conducted for the Middle East and even UAE. A recent study examined 1500 regions across 78 countries and it was seen that there was a positive effect on local GDP growth per capita over 5 years (Valero & Reenen, 2019). It has also been witnessed that presence of HEI alone contributes to growth but requires other factors too like human capital, innovation, and demand (Andrews, 2017; Tartari & Stern, 2018; Valero & Reenen, 2019). Human capital plays a significant role in increasing a nation's economic growth rate (Romer, 1990; Mankiw et al., 1992; Lucas, 1988). Human capital is typically measured in years of schooling and as per literature has a positive impact on economic growth (Mankiw et al., 1992; De la Fuente and Domenech, 2006). Thus, investing in human capital may generate

a greater influence on economic development than investing in physical capital. The link between HEIs and human capital is also crucial for which there is very less literature. For US and Europe, it is seen that number of graduates produced a small but positive effect on local human capital stock (Lilles & Roigas, 2017). Innovation and economic growth are linked through spillovers (Denti, 2010). It is considered that HEIs play a crucial role in innovation and thus economic growth (Bramwell & Wolfe, 2008; Diebolt & Hippe, 2019; Valero & Reenen, 2019). Knowledge creation through research publications and research networks leads to innovation (Dębski et al., 2018; Drucker & Goldstein, 2007; Hegde, 2005). The quality of research is of utmost importance along with contemporary practices of patents and startups leading to innovation led economic growth (Calcagnini et al., 2016; Mueller, 2006; Shane, 2002). The variable of demand aims at capturing the impact of HEIs on the economy by generating direct and indirect employment, demand of goods and services (Andrews, 2017; Tartari & Stern, 2018). This variable however may not have a long-term impact as compared to human capital and innovation (Faggian and McCann, 2009).

Universities all throughout the world, including those in Europe, are placing more emphasis on internationalization. Most institutions of higher learning (HEIs) have made internationalization a key part of their strategic goals. This widespread occurrence shows the importance of cross-cultural learning and global participation in higher education. Due to the dedication to preparing students for a diverse and connected society, internationalization has grown to be a crucial pillar within the strategic frameworks of HEIs. This development underlines the widespread acceptance of the value of internationalization and its integration as a key factor in determining the objectives and courses of universities all over the world (Roga et al., 2015). The initiation of internationalization in higher education can be attributed to the crucial role played by the English language as a medium of education. Particularly in the first half of the twentieth century, it served as a unifying force in standardizing curricula in natural sciences, engineering, and medicine across non-communist countries (Guruz, 2011). A global higher education landscape has emerged, characterized by increased movement of students, faculty, and institutions, as higher education both drives and is driven by globalization (Moreno-Charris et al., 2022). It can become more globalized in several ways, including through distance learning, franchised programs, joint projects, and the creation of overseas branch

campuses (Wilkins et al., 2012). One of the developments in the internalization of higher education is the rise of education centers. The expansion of education centers is a sign of the disruptive forces at play in the higher education environment worldwide (Yeravdekar & Tiwari, 2014a, 2014b). Higher education institutions contribute significantly to the development of new knowledge and the acquisition of necessary skills in the global community (Rieckmann, 2012). There are two key areas where the effects of internationalization on higher education can be seen. First off, it has made the higher education market more competitive. As a result, institutions have been forced to create organizational-level policy initiatives (Middlehurst & Woodfield, 2007). The importance of internationalization is clear given that it has become a well-known tactic for expanding higher education. Additionally, it is now a vital component of promoting the growth of the country's economy and putting in place measures to support cultural diversity in the educational system. (Uralov, 2020). The dominant mindset of the present graduate job market is embodied by globalization. The inherent value that comes with it is at the heart of international education. In a world that is more interconnected, as this essay has emphasized, there are many advantages to studying abroad. Higher education institutions must actively promote international cooperation while staying abreast of scholarly developments, scientific advances, and hiring procedures in other countries. Higher education institutions must participate in international networks and exchanges just like other sectors given the effects of globalization (Yeravdekar & Tiwari, 2014a, 2014b).

The literature studied on the internationalization of higher education shows that its importance and effects are becoming increasingly stressed. Studies examine the many elements and tactics used, including cross-border partnerships, mobility initiatives, and curriculum integration. Global competitiveness, greater research collaborations, and improved cultural understanding are all advantages of internationalization. Accordingly, to provide an inclusive view of current knowledge in the field of internationalization of higher education, this study aims to provide a complete review of current literature. This will allow the identification of important trends, knowledge gaps, and new research opportunities in this domain. The purpose of this research is to increase knowledge and promote effective internationalization practices and policies by exploring different perspectives of internationalization.

2.2 Purpose of the Study

By conducting a bibliometric analysis of the internationalization of higher education, the aim is to comprehensively outline the scientific landscape of the field and the prevailing trends. The bibliometric study of research publications would aim to identify the important authors, productive institutions in the field of internationalization of higher education. In addition, the study will throw light on influential publications and journals. The output of the analysis would provide an overview of key contributors and significant sources. It will also bring out novel areas of research and knowledge highlighting the changes taken place in the research topics and themes over the years. This would be useful to the researchers doing work in the field of internationalization of higher education. It would also prove useful to the educators, institutions, policymakers for deciding internationalization strategies, curriculum development, and partnership opportunities. Accordingly, the study tries to explore, "What has been the pattern and evolution of research output in the domain of international higher education in recent years, and how do collaborative networks and citation dynamics reflect the worldwide landscape of scholarly contributions in this domain?".

2.3 Methodology

Bibliometric analysis, a widely adopted and rigorous approach, facilitates the exploration and examination of extensive scientific datasets. This method allows for a thorough examination of the intricate developments within a particular field, illuminating the emergence of new focal points within it (Donthu et al., 2021). As defined by Broadus (1987), bibliometrics is the quantitative analysis of bibliographic materials. Later, it has found its application across various disciplines. It is the application of statistical and mathematical methods to analyze scientific and technological information.

In the literature, a range of bibliometric techniques, including citation analysis, co-citation analysis, bibliographical coupling, co-author analysis, and co-word analysis were introduced and a structured workflow and guidelines for the execution of bibliometric studies have been discussed (Zupic & Čater, 2015). Donthu et al. (2021) provided an extensive overview of bibliometric methodology, covering various techniques and

furnishing step-by-step guidance for the implementation of bibliometric analysis.

In essence, bibliometric methodology entails the application of statistical methods to examine and comprehend patterns and associations within academic publishing (Zupic & Čater, 2015).

2.4 Data Retrieval

Bibliometric experts have highlighted that Scopus provides a broader coverage and more comprehensive data suitable for bibliometric analysis (Zupic & Čater, 2015). As a result, the study opted to use the SCOPUS database for data retrieval. SCOPUS has extensive coverage of global research outputs. The research involved a thorough examination of all studies pertaining to the internationalization of higher education. Initially, searches were conducted using the keywords "internationalization" and "higher education," resulting in the identification of 954 articles. Subsequently, a filtering process was applied to include only journal articles. Further refinements were introduced by specifying the document type as final articles and restricting the language to English. Following this meticulous screening process, 321 references were identified as suitable for in-depth analysis. These articles, meeting the study's criteria, were carefully selected and exported. The dataset encompassed comprehensive citation information (including authors, source title, citation count, year, volume, and document title), bibliographic details (such as affiliations, publisher information), abstracts, keywords, and other pertinent information associated to the selected references (Zupic & Čater, 2015).

The following workflow as represented in Fig. 2.1 has been adopted for the study.

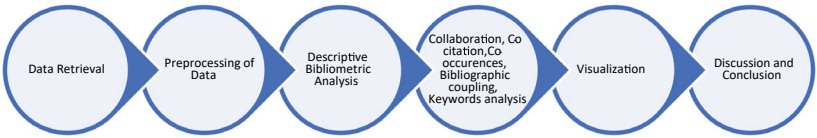

Fig. 2.1 Workflow of the study

Fig. 2.2 Information about the data. Generated by Biblioshiny, R

2.5 Analysis and Findings

The analysis utilized Visualization of Similarities (VOS) viewer software. VOSviewer software as the chosen tool for visualizing the outcomes. VOSviewer serves as a tool designed to "present extensive bibliometric maps in a user-friendly and comprehensible manner" (Van and Waltman, 2010). The data has been summarized using Biblioshiny from R.

2.5.1 About the Data

The data gathered is from 1990 to 2023 and has been presented using Biblioshiny from R. There are a total of 321 documents from 146 sources. The annual growth rate is 8.96%. There are about 705 authors comprising of 17.5% international co-authorship (Fig. 2.2).

2.5.2 Documents by Country

Figure 2.3 gives the worldwide dispersion of academic literature regarding the internationalization of higher education. This gives the description of the top countries or regions are the UK, United States, Australia, India, Spain, Germany, China, Russian Federation, Malaysia, Hong Kong, Finland, Turkey, Thailand, and Portugal.

2.5.3 Analysis of Co-authorship and Countries

In bibliometric analysis, the analysis of co-authorship and countries play an important role in providing insights into collaborative research

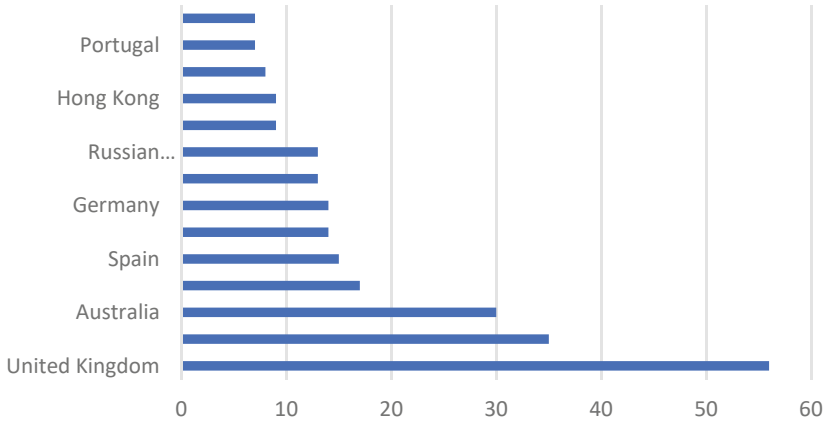

Fig. 2.3 Documents by country

processes and the global distribution of scientific contributions. Co-authorship patterns shed light on scholarly networks, highlighting collaborative trends and research clusters. It represents the power of multi-disciplinary study and the significance of joint efforts in developing knowledge. Examining countries through bibliometric analysis, identifies which countries are leaders in studied disciplines, promoting international research collaboration and funding allocation. The Fig. 2.4 shows that the United Kingdom has the highest number of documents followed by the United States, Australia, India, Spain, China, and Germany.

2.5.4 Network Visualization Within the Internationalization of Higher Education

2.5.4.1 Analysis of Co-authorship's Network

The map at Fig. 2.5 shows the authors that are most closely linked. These are Carneiro, J. and Romani-dias, M., Carpenter, V., and Jiang, N, Inamder, N., and Kirloskar, P., Horta, H, and Richardson, J. It indicates that the higher education research domain relies heavily on a limited restricted group of individual scholars rather than on extensive research groups or teams.

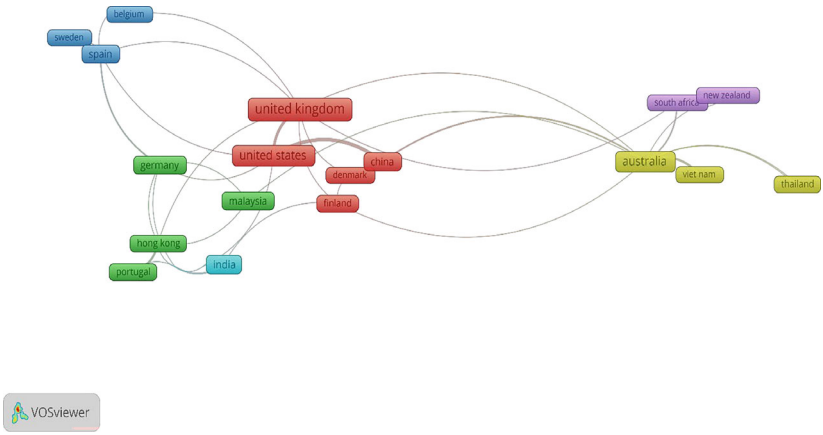

Fig. 2.4 Bibliometric map of co-authorship from VOSviewer using countries. Co-authorship countries analysis with minimum threshold of 5 documents of a country

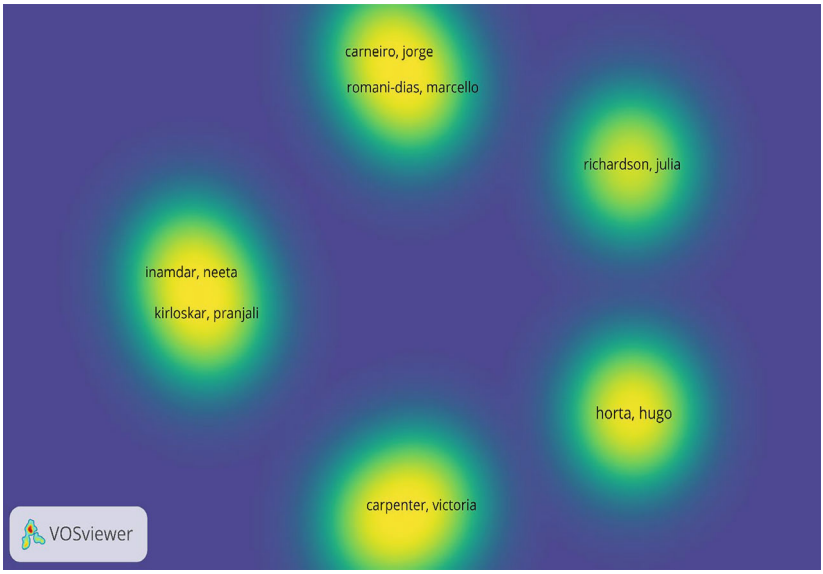

Fig. 2.5 Bibliometric map of co-authorship's network from VOSviewer

2.5.4.2 Analysis of Author Co-citation

To address the research problem at hand, author co-citation analysis was employed as a methodology, a widely utilized technique for mapping knowledge in diverse fields. The chosen tool for conducting this analysis was VOSviewer, selected for its ability not only to quantify co-citations among authors but also to construct a citation map that identifies thematic connections in authors' research (Nerur et al., 2008). This approach was applied to explore the connections among authors, their publication frequency, and their cross-referencing patterns within a range of related topics.

Figure 2.6 visually represents how the research conducted by these authors has been categorized into distinct intellectual themes and referenced by other scholars. Notably, certain authors have emerged as highly co-cited figures, including Knight, J.; de Wit, Altbach, P.G.; Teichler, U.; and Marginson, S., among others. In this map, each node corresponds to a specific author, with the size of the node indicating the frequency of citations and the extent of their influence within the scholarly discourse. The density of "links" connecting authors reflects how frequently one author is co-cited by others.

Furthermore, the map organizes authors into distinct "clusters," each represented by a unique color. These clusters signify different schools of thought within the author group, suggesting shared theoretical perspectives and research trajectories. This segmentation provides insights into the diverse intellectual strands within the field (Nerur et al., 2008).

2.5.5 Bibliographic Coupling of Authors, Institutions, and Countries

2.5.5.1 Bibliographic Coupling of Authors

When two papers both mention the same document, it's called bibliographic coupling. If they share just one reference, it's like they have a connection of strength one. The more references they share, the stronger their connection, which could be one, two, or even more, depending on how many references they have in common (Martyn, 1964). It is like connecting the dots between documents, authors, institutions, or countries by looking at the references they use. It works on the idea that when two papers both mention the same third paper, they are probably similar in some way and should appear close together on a map. The strength of this connection is based on how many other papers they both mention.

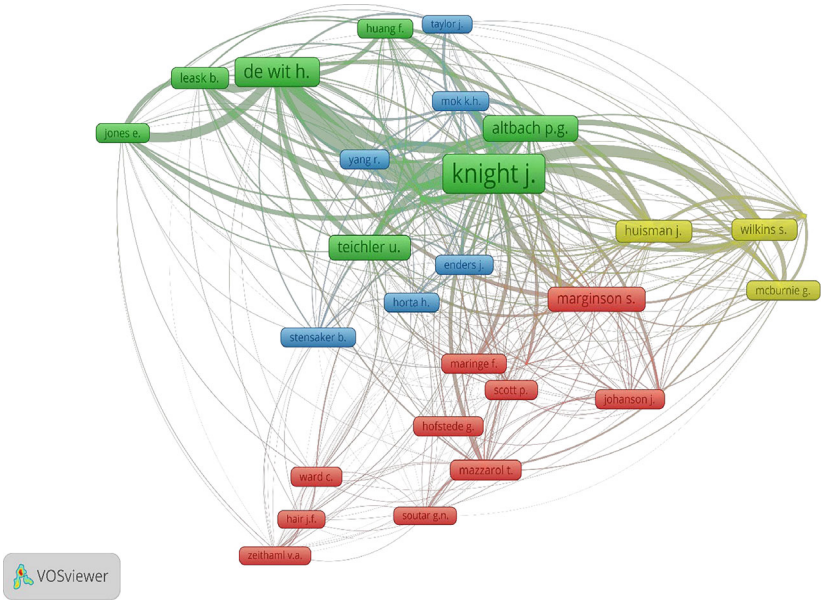

Fig. 2.6 Analysis of author co-citation. Analysis of author co-citation with minimum threshold of 20 citations of an author

Figure 2.7 presents the bibliographic coupling of the authors. The map illustrates that those authors exhibiting the most extensive collaboration are Jiang, N., Carpenter, V., Carneiro J., and Romani-dias, M. There were some collaborations among the important authors, but the links between them were not strong indicating that higher education research relies heavily on a few individual scholars rather than large research groups or teams.

2.5.5.2 Bibliographic Coupling of the Organizations

Organizational bibliographic coupling happens when publications from two institutions make references to publications from a third institution that they both share in common (Mas-Tur et al., 2021). Figure 2.8 presents the network coupling between the organizations or institutions. As indicated in the visualization, following organizations dominate the coupling: University of Derby (United Kingdom), Manipal Center for European Studies (India), Positivo University (Brazil), University

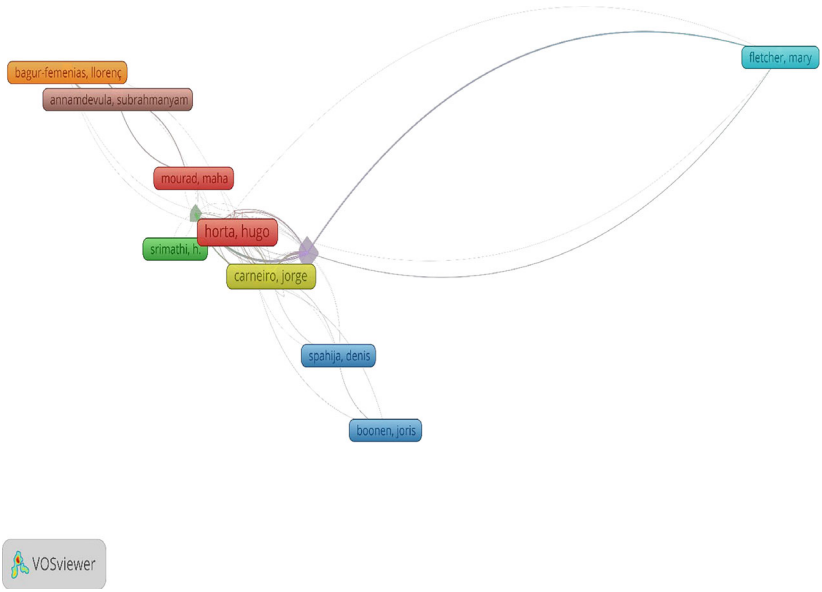

Fig. 2.7 Bibliographic coupling of the authors. Bibliographic coupling of authors with minimum threshold of 2 documents

of Economics (Vietnam), Division of Policy, Administration and Social Sciences Education (Hong Kong), and University of Nottingham (United Kingdom).

2.5.5.3 Bibliographic Coupling of the Countries

Bibliographic coupling between countries takes place when publications from two different countries make references to publications from a third country (Mas-Tur et al., 2021). Figure 2.9 represents the bibliographic coupling of the countries. It indicates that the United Kingdom has a high influence with coupling among other countries as well such as the United States, Australia, India, Spain, China, Germany, Russian Federation, and Malaysia.

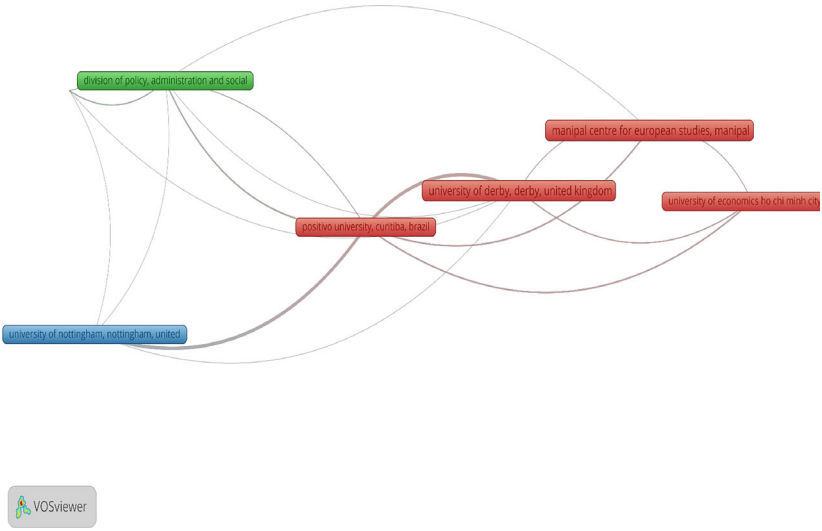

Fig. 2.8 Bibliographic coupling of organizations or institutions. Bibliographic coupling of organizations with minimum threshold of 2 documents

2.5.6 Keyword Co-occurrence and Author Keyword Analysis

Keyword co-occurrence is when words often appear together in documents, it indicates a close connection between the concepts represented by those words (Zupic & Čater, 2015). Keyword co-occurrence analysis was employed to explore the knowledge network and academic connections among various subjects and content areas. This analysis unveiled the prevailing research concerns and emerging trends within a specific domain. Moreover, it shed light on the historical evolution and metamorphosis of the research field over time. Minimum of five occurrences of keywords were set as a limit. The findings displayed the distribution of keywords that co-occurred most frequently as follows: Higher Education, Internationalization, Internationalization, Globalization, and Educations as also presented in Table 2.1 (Fig. 2.10).

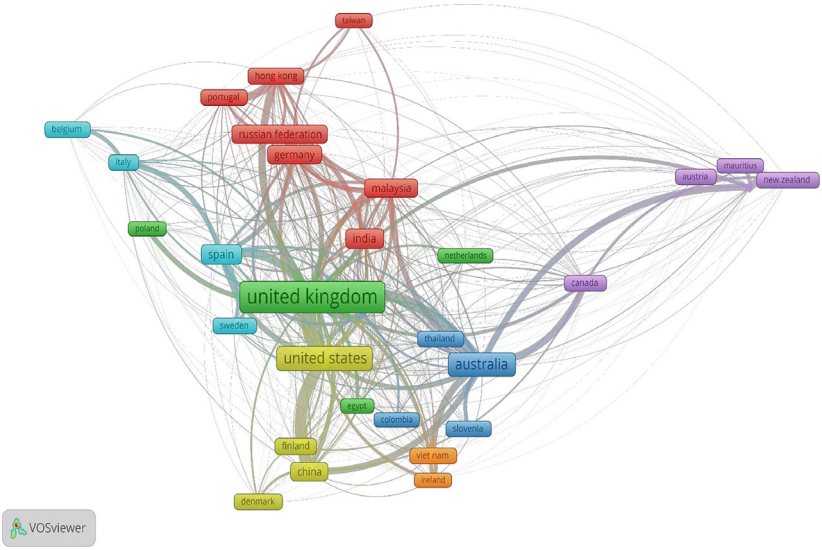

Fig. 2.9 Bibliographic coupling of countries. Bibliographic coupling of countries with minimum threshold of 3 documents

Table 2.1 Frequently co-occurring keywords in the research field

Keyword	*Occurrences*	*Total Link Strength*
Higher Education	115	185
Internationalization	93	115
Internationalization	37	75
Globalization	26	67
Education	18	41
Learning	8	32
Human	6	31

2.5.7 Keyword Co-occurrence and Author Keyword Analysis

Keyword co-occurrence was investigated to better understand the knowledge network and academic linkages between different subjects and items. This investigation uncovered current research difficulties and trends in a given domain. The investigation also shed information on the temporal evolution and transformation of the scientific field. The analysis of the author's keyword co-occurrence as displayed in Fig. 2.11 represents the

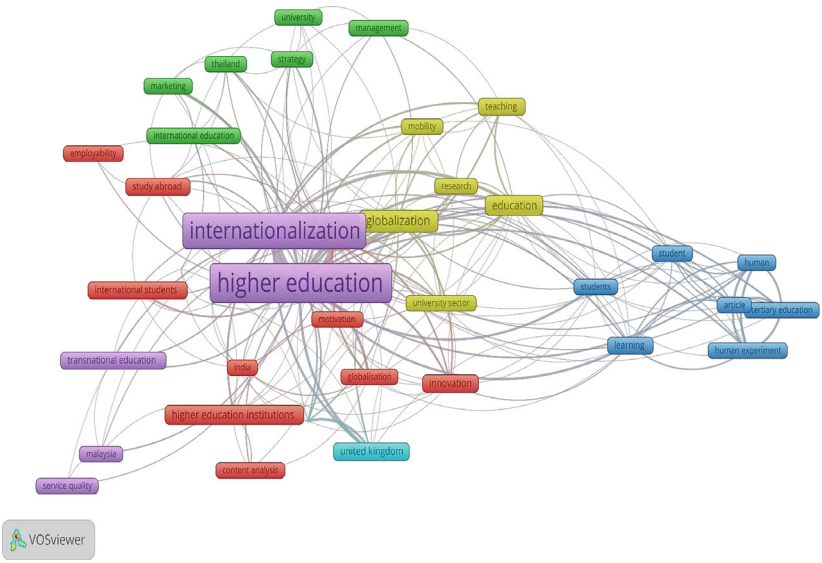

Fig. 2.10 Analysis of keyword co-occurrence. Keyword co-occurrence with minimum threshold of 5 occurrences of keywords

distribution of author's keywords that co-occurred most frequently. These are Higher Education, Internationalization, Internationalization, Globalization, Internationalization of higher education, and Higher education institutions as also presented in Table 2.2.

2.6 Discussion and Future Research Directions

The research offers a comprehensive historical perspective on publications related to the field of Internationalization of Higher Education. It highlights the authors, universities, and countries that have had the greatest impact and productivity in this area. Additionally, the study delves into the analysis of author co-citations, co-authorships, and bibliographic connections among institutions and countries. These insights were drawn from bibliographic data sourced from the SCOPUS database. There is a consistent rise in the annual release of documents, signifying the growth of knowledge or research output in this specific subject area. The study provides a global overview of academic literature on internationalization

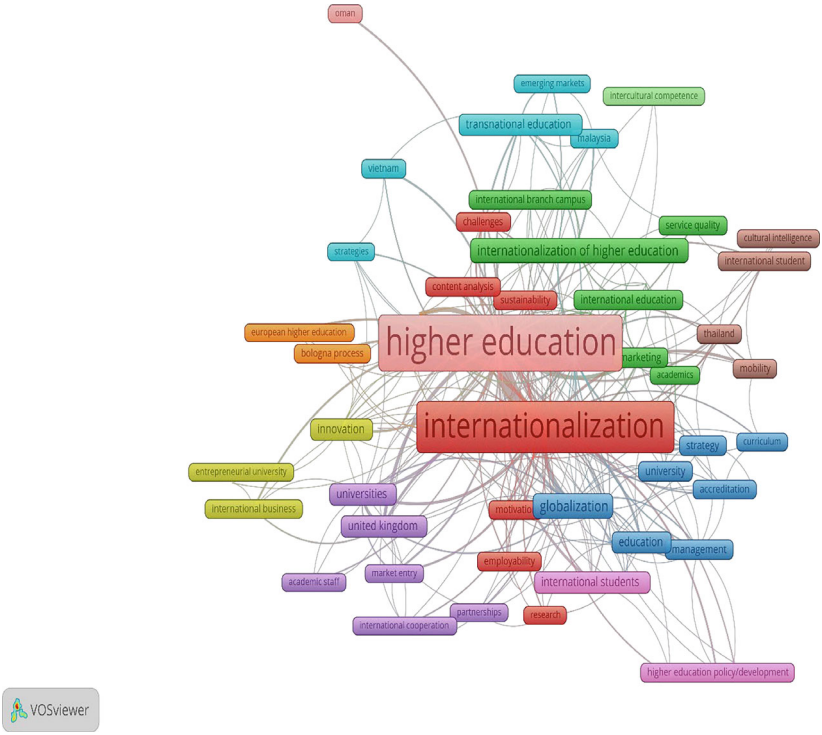

Fig. 2.11 Analysis of author's keyword co-occurrence. Author's keyword co-occurrence with minimum threshold of 3 occurrences of keywords

Table 2.2 Analysis of author keyword co-occurrence

Keyword	*Occurrences*	*Total link strength*
Higher Education	106	122
Internationalization	96	90
Internationalization	35	48
Globalization	17	29
Internationalization of higher education	14	7
Higher education institutions	12	11
Universities	10	26
Education	10	17

of higher education. The top five countries and regions featured in this analysis include the UK, United States, Australia, India, and Spain. The United Kingdom leads with the highest number of documents, followed by the United States, Australia, India, Spain, China, and Germany. The study indicates that higher education research relies significantly on a specific group of individual scholars rather than extensive research teams or collectives. It has been found that researchers have categorized their work into specific intellectual themes and how other scholars have referenced their work. Prominent co-cited authors include Knight, J.; Altbach P.G.; Teichler U.; de Wit H; and Marginson, S., among others. The bibliographic coupling among authors reveals that Jiang, N., Carpenter, V., Kirloskar P., and Inmadar, N. is the most collaboratively active. The network coupling among institutions highlighted several dominant players. These institutions include the University of Derby (United Kingdom), Manipal Center for European Studies at Manipal Academy of Higher Education (India), University of Economics (Vietnam) among others. The study showed strong bibliographic coupling led by the United Kingdom, with connections to several other countries including the United States, Australia, India, Spain, China, Germany, Russia, and Malaysia. The trend topics are higher education, globalization, education among others. The research proposes that the future of internationalization in higher education lies in cross-regional cooperation. It proposes that scholars need to enhance collaboration and exchanges within and outside the region, deepen their understanding of respective strengths globally in the domain of higher education. In addition to assessing learning results, future research on higher education internationalization should focus on quality and social implications.

2.7 Study Implications

The study on the internationalization of higher education through a bibliometric analysis of worldwide trends and research patterns has various implications that add to the understanding and development of this area. By examining global trends and patterns, the study identifies regions or countries in the forefront of internationalization research. This information is helpful for organizations and policymakers who want to better their global involvement initiatives. The study also identifies cooperation networks between researchers and institutions. This knowledge stimulates international collaboration, allowing scholars to harness each other's

skills and share resources to deepen our understanding of internationalization in higher education. Policymakers might utilize the data to help them establish policies linked to internationalization in higher education. Understanding research patterns and trends can help policymakers develop policies that are consistent with the present state of knowledge in the field. The study also highlights interdisciplinary features of internationalization research. Encouraging collaboration among researchers from many disciplines can result in a more thorough knowledge of the complex difficulties and opportunities connected with globalizing higher education. It also helps identify areas within the internationalization of higher education that have received less attention in research. Researchers, policymakers, and institutions can utilize the study as a starting point for evaluating the long-term impact of internationalization efforts in higher education.

2.8 Conclusion

The study highlights the efficacy of using bibliometric analysis as a rigorous scientific method. It proves valuable for scholars, whether well-established or emerging, seeking to conduct comprehensive retrospectives across the expansive and multifaceted domains of internationalization of higher education.

In conclusion, performing a bibliometric analysis on the internationalization of higher education has proven to be an invaluable instrument with important ramifications in a variety of scenarios. By highlighting important themes, trends, and research gaps, the analysis has improved understanding of the research environment and contribute to the creation of theoretical frameworks and conceptual models in the area of internationalization of higher education.

Policymakers, educational institutions, and researchers will benefit greatly from the insights provided by bibliometric analysis when developing plans and policies for internationalization. Stakeholders can work with experts, take note of good strategies, and successfully communicate research findings by identifying influential authors, institutions, and publication venues.

The analysis might promote international cooperation and raise educational standards. By evaluating the impact and visibility of research products, the study will also encourage transparency and accountability while guaranteeing effective resource allocation.

Overall, the results of the bibliometric analysis will make it a vital tool for knowledge advancement and supporting fact-based decision-making in the internationalization of higher education.

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CHAPTER 3

Global Horizons, Local Foundations: The Triumph of Indian Education in the International Higher Education Landscape

Anju Rohilla, Rohit Garg, and Preeti Dahiya

3.1 Introduction

The expansion of the economy's service sector and globalization policies contributed to the internationalization of higher education (Jampaklay et al., 2022). Over time, various governments, and international organizations such as the World Bank and UNESCO began promoting it.

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As the need for education grew, it became an essential topic for the entire globe. Today, the Internet has become a vital tool for both the educational advancement and international engagement of individuals.

There has been a marked shift in the narrative surrounding the internationalization of higher education in the United States (Uzhegova & Baik, 2022). Previously viewed as a privilege, the internationalization of higher education is now observed as a necessity due to its ability to realize the potential of education as a soft power to pursue diplomacy and achieve global status in international affairs (Khare, 2021). The National Education Policy 2020 encourages Indian institutions to prioritize attaining global standards while also addressing domestic issues like access, equity, quality, and affordability (Ghani et al., 2022). The policy emphasizes the necessity for Indian higher education institutions to recruit a larger number of international scholars to achieve the objective of "internationalization at home."

The statistic that the figure of international pupils has nearly doubled to 50 lakhs over the past decade is illustrative of the position of the internationalization of education (Bulut-Sahin & Kondakci, 2022). In terms of education, India has been slow to internationalize. NEP 2020 paves the path for international partnerships and international acknowledgment of Indian educational institutions (Khare, 2021).

India has continuously remained regarded as a worldwide terminus for acquiring a high-quality education at a low price. It is the center of old-style Gurukul institutions, such as Nalanda and Takshila, which provide quality education (Yeravdekar & Tiwari, 2014a, 2014b). This diverse educational culture has caused India to attract millions of students from around the world. However, enrollment of pupils from around the world has declined dramatically over time (Ghani, et. al. 2022). To rectify this inclination, the National Education Policy (NEP) 2020 has mapped out a plan for internationalizing higher education by 2030.

According to the NEP, "*selected universities, such as those from the top 100 universities in the world, will be permitted to operate in India. A legislative framework facilitating such entry will be established, and these universities will be accorded special regulatory, governance, and content standards on par with other autonomous institutions in India*." A position like this will make it easier for international universities to open branches in India. Furthermore, the NEP aims to promote Indian universities' establishment of campuses overseas as well as their collaboration

and collaborative ventures with other esteemed universities. These kinds of alliances can raise the chances of success for both participating nations.

3.2 Statement of Problem

India's efforts to internationalize higher education have stepped up a lot in the last few years due to the realization of how important cross-cultural learning and international collaboration are to the future of education and information sharing. In this study, the subsequent research questions must be addressed.

What are the key advantages and benefits that may be attributed to the Higher education in India is becoming more international, for both educational institutions and students?

1. What challenges has India faced, and how is it overcoming them, in its efforts to become more deeply integrated into the global higher education community?
2. What are the current trends and new approaches in India's internationalization of higher education, and how do they stack up against international norms?
3. What are the prevailing trends and emerging approaches in India's internationalization of higher education, and how do they compare to globally recognized standards?
4. What are the basic procedures and methods involved in curriculum creation and faculty exchange programs as part of the internationalization of higher education?

3.3 Objective

India has been steadily increasing its focus on the internationalization of higher education in recent years. Recognizing the importance of global collaboration and cross-cultural learning, the Indian government has taken several initiatives to promote exchanging knowledge and ideas with the international community. This chapter aims to explore the concept of the internationalization of higher education in India and focus on various aspects associated with it. This chapter focuses on the advantages, difficulties, current trends, processes involved, funding sources, and relationship to the New Education Policy (NEP).

3.4 Research Methodology

Information and data were acquired from a variety of secondary sources, including books, websites, publications, journals, published articles, and newspapers. Logic progression was utilized to understand the concept of internationalization of higher education in India.

3.5 Discussion of Result

3.5.1 Need for Internationalization of Higher Education

Over the past several decades, India's higher education landscape has undergone enormous transformations. Despite having one of the largest education systems in the world that generates a large labor force, the quality of skill sets is cause for concern (Khare, 2021). The inadequacy of funding mechanisms and the caliber of research conducted in these institutions are among the challenges facing this sector (Jacobs, 2022). The gap between curriculum and market demands has been observed to widen. In the post-industrial era, college or university-acquired skill sets were lifelong. However, in dynamic contexts, the shelf life of skill sets has decreased significantly. 64% of educators, according to a report by Deloitte, believe that the Indian higher education system lacks a new curriculum, which is one of its most pressing problems (Singh, 2021). In addition, only 28% of educators believe students are ready for the workforce.

India's higher education system has undergone unprecedented alterations as a result of the pandemic. Worldwide universities have been compelled to adopt online education. The changes caused by the pandemic indicate that the education system in the globe will be drastically altered after the pandemic. Internationalization is more important than ever as the educational landscape enters an exciting new phase (Bedenlier et al., 2018). The protracted dominance of the education bureaucracy on the higher education system impedes innovation and expansion in the sector.

3.5.2 Advantages of Internationalizing Education

It is well-established that international education can give students a competitive edge over their peers. Due to factors such as exposure to a multicultural environment and a greater understanding of global

commerce, finance, and industry operations, the employability of these students in global job markets tends to be higher (Sanders, 2019). It has also been observed that students with such exposure tend to be self-reliant and confident. When it comes to their professional endeavors, students who have studied abroad typically exhibit broader intellectual horizons and a greater capacity to adapt and appreciate (Jooste & Hagenmeier, 2022).

Consequently, these students exhibit outstanding problem-solving and decision-making skills applicable to all industries (Hawawini, 2011). Internationalization plays a larger role in stimulating foreign direct investments and globalization in general than international mobility does (Jampaklay et al., 2022). However, as educational opportunities improve, the country's productivity can also increase proportionally.

As the education industry evolves, institutions must continually develop pedagogical technologies. Internationalization will lead to the creation of holistic teaching infrastructure and facilities to satisfy the expanding demands of the industry and technicalities of the corporate world (Heleta, 2022). Faculty professional development may also be significantly impacted by internationalization. Increasing classroom impact will be facilitated by procedures such as gap analyses, impactful assessments, and providing instructors with the most recent information and technological advancements (Jacobs, 2022).

India currently lacks internationalization, which will increase the influx of capital, the most recent advancements in education technology, and innovation, and facilitate the mobility of institutions (Fan et al., 2022). These factors can encourage competition and innovation among Indian universities. Foreign universities establishing campuses in India will allow students to attain international degrees at a reasonable cost, and talent development will become a top priority.

3.5.3 Internationalization of Higher Education in India: Perspectives and Challenges

Foreign universities' interest in establishing centers of learning or campuses on Indian soil would undoubtedly be piqued by the Indian government's 2020 National Education Policy reforms aimed at promoting a world-class education in India. Both faculty and students would benefit from a conducive environment for research and a higher Gross Enrollment Ratio (GER) in the Indian academic ecosystem.

Due to its foundational tenet of offering accessible and cheap education, public institutions in India have been able to accommodate students from a wide range of social and economic backgrounds. It is fascinating to consider how international colleges would support these students' admission. With a tuition and living cost advantage, many Indian students with little funds who want to attend overseas institutions would be encouraged to sign up for programs offered by these universities if they were located in India. The allure of post-study employment prospects, international instructors, and the global economy will keep Indian students desiring to study overseas.

In conclusion, one of the most important aspects of the long-overdue change during the 1990s has been the internationalization of higher education in India. A concentrated strategy and a sizable contribution from academic institutions and thought leaders at the public, private, and international levels would be necessary to support the country's efforts to internationalize higher education while also rebuilding the nation's existing public universities. This project will develop and grow.

3.5.4 Trends in International Education

International education is an ever-evolving field influenced by various factors, including economic, political, technological, and social changes.

3.5.4.1 Online Learning and Blended Education

The COVID-19 pandemic has accelerated the adoption of models for online learning and blended education. Universities and educational institutions across the globe began to offer more online courses and degrees, making education more accessible to international students.

3.5.4.2 Globalization of Higher Education

Many universities have established international campuses and partnerships with institutions in other countries. This globalization trend allows students to earn degrees from prestigious institutions without leaving their home countries.

3.5.4.3 Emphasis on Soft Skills

Employers place a growing premium on soft skills such as problem-solving, communication, and critical thinking. To prepare students for

the global employment market, international educational institutions emphasize the development of these skills in their curricula.

3.5.4.4 Diversity and Inclusion

In international education, diversity and inclusivity are becoming more and more important. Universities are striving to create inclusive environments for students from various backgrounds, and diversity is becoming a key factor for prospective students in choosing their institutions.

3.5.4.5 Sustainability and Environmental Studies

As environmental concerns continue to grow, many international education programs are incorporating sustainability and environmental studies into their curricula. This includes programs related to renewable energy, conservation, and sustainable development.

3.5.4.6 Short-Term and Experiential Learning

Increasing in prominence are short-term study abroad programs and experiential learning opportunities. Students are seeking practical, hands-on experiences that enhance their skills and cultural understanding.

3.5.4.7 International Student Mobility

Despite challenges posed by the pandemic, international student mobility remains a significant trend. Many students still aspire to study abroad for the cultural experiences, networking opportunities, and the perceived quality of education.

3.5.4.8 Technology and EdTech

Technology is playing an increasingly vital role in education. Using artificial intelligence (AI), augmented reality (AR), and virtual reality (VR) in the teaching and learning process are examples of this.

3.5.4.9 Language Learning and Proficiency

Proficiency in English and other key languages is highly sought after. English language proficiency exams, like TOEFL and IELTS, continue to be important for international students.

3.5.4.10 Governmental Regulations and Immigration Policies

Changes in visa policies and immigration regulations in various countries can have a substantial effect on the enrollment of international students.

Students are closely monitoring these policies when choosing their study destinations.

3.5.4.11 Economic Factors

Economic factors, including the cost of education and the availability of scholarships, play a crucial role in international student decisions. Many students seek affordable education options and financial aid.

3.5.4.12 Health and Safety

In light of the pandemic, health and safety concerns are paramount for international students. Institutions are implementing stringent health and safety protocols to ensure the well-being of their students.

3.5.5 Difficulties Confronting International Education in India

India's higher education sector is one of the largest educational systems in the globe. India is second in the globe in terms of student enrollment. However, India has a significant lack of international students. While approximately 7 lakh Indian students study abroad (mostly in North America), approximately 50,000 students from South Asian and African nations study abroad.

Now that international education is an integral component of soft power diplomacy, its improvement is a necessity.

- In terms of educational infrastructure, The United States and the United Kingdom are significantly more advanced than India.
- Economic and political imperatives form the foundation of international education, whereas India has yet to establish social justice.
- Foreigners are less attracted to India as a result of the difficulty a foreign student has in obtaining employment.
- In addition, the lack of autonomy in universities and the dearth of government funding discourage international students from enrolling in Indian universities.

3.5.6 Important Elements of the Internationalization Process

The internationalization process in education involves various elements and stages that institutions, educators, and policymakers consider when

expanding their educational offerings or attracting international students. Here are some important elements of the internationalization process:

3.5.6.1 Strategic Planning

Internationalization typically begins with strategic planning. Educational institutions define their internationalization goals, objectives, and the resources required to achieve them. This involves aligning internationalization efforts with the institution's mission and vision.

3.5.6.2 Cultural Competence

Cultural competence is crucial for all stakeholders involved in internationalization, including faculty, staff, and students. Understanding and respecting cultural differences and fostering an inclusive environment are essential for success.

3.5.6.3 Curriculum Internationalization

Adapting the curriculum to a global context is a fundamental aspect of internationalization (Altbach & Knight, 2007). This can involve incorporating global perspectives into courses, offering international programs, and encouraging cross-cultural learning experiences.

3.5.6.4 Language Proficiency

Language proficiency, especially in English, is often a requirement for international students. Institutions may offer language programs or require language proficiency exams as part of the admission process.

3.5.6.5 Global Partnerships

Building partnerships with international institutions is a strategic move. These partnerships can include student exchange programs, joint research initiatives, faculty collaborations, and dual-degree programs (Wadhwa et al., 2014).

3.5.6.6 Recruitment and Admission

Attracting international students involves marketing efforts, recruitment strategies, and a streamlined admissions process. Institutions may participate in education fairs, employ recruitment agents, and provide support for international applicants.

3.5.6.7 Student Services

Offering comprehensive support services to international students is crucial. This includes orientation programs, academic advising, cultural adjustment support, and access to healthcare and counseling services.

3.5.6.8 Financial Aid and Scholarships

Many international students rely on financial aid and scholarships to afford their education abroad. Institutions may offer scholarships or guidance on external funding opportunities.

3.5.6.9 Visa and Immigration Support

Navigating visa and immigration processes can be complex for international students. Providing assistance and guidance with visa applications and immigration compliance is essential.

3.5.6.10 Cross-Cultural Activities

Organizing cross-cultural activities, events, and organizations on campus can help international and domestic students develop a sense of belonging and engage in cultural exchange.

3.5.6.11 Quality Assurance

Ensuring the quality of education is maintained is vital. Institutions may undergo accreditation processes and quality assurance reviews to uphold academic standards (Li-Hua et al., 2011).

3.5.6.12 Global Research and Collaboration

Encouraging faculty to engage in international research collaborations, conferences, and publications can enhance the institution's global reputation (Abd Aziz & Abdullah, 2014).

3.5.6.13 Data Collection and Assessment

Continuous assessment and data collection are critical to measuring the impact of internationalization efforts. Institutions use this data to make informed decisions and refine their strategies.

3.5.6.14 Risk Management

Institutions should consider the potential risks associated with internationalization, such as political instability, health crises, or changes in government policies, and develop contingency plans.

3.5.6.15 Legal and Regulatory Compliance

Staying compliant with host country and international laws and regulations, including those related to visas, accreditation, and student protection, is essential.

3.5.6.16 Global Engagement and Alumni Relations

Engaging international students and alumni in the institution's community and alumni network can be beneficial for long-term relationships and collaborations.

The internationalization process is ongoing and requires adaptability, cultural sensitivity, and a commitment to fostering a global perspective within educational institutions. The specific elements and strategies may vary depending on the institution's size, mission, and goals, as well as the cultural and political context in which it operates.

3.5.7 Internationalization Finance

Internationalization in finance refers to the process by which financial markets, institutions, and investments become increasingly interconnected and integrated on a global scale. This phenomenon has been driven by various factors, including advances in technology, liberalization of financial markets, and globalization of the world economy. Here are some key aspects of internationalization in finance:

3.5.7.1 Globalization of Financial Markets

Internationalization has led to the globalization of financial markets, where assets and securities can be bought and sold across borders. This has given investors access to a broader range of investment opportunities and has increased market liquidity.

3.5.7.2 Cross-Border Investment

Internationalization has made it easier for individuals and institutions to invest in assets and financial products from different countries. This includes foreign stocks, bonds, currencies, and real estate investments.

3.5.7.3 Foreign Exchange (Forex) Market

The internationalization of finance has greatly expanded the foreign exchange market, where currencies are traded. Forex is the greatest financial market in the world and plays a vital role in facilitating international trade and investment.

3.5.7.4 Multinational Corporations

Internationalization has enabled multinational corporations to operate in multiple countries and access international capital markets. These corporations often raise funds in one country and invest them in another, making use of various financial instruments and strategies to manage their global operations.

3.5.7.5 Financial Integration

Regional economic blocs, such as the European Union and ASEAN, have promoted financial integration by harmonizing regulations and facilitating cross-border financial transactions within their respective regions.

3.5.7.6 Financial Innovation

The internationalization of finance has stimulated financial innovation, resulting in the creation of new financial instruments and products, such as derivatives, structured products, and exchange-traded funds (ETFs), that provide investors with exposure to a variety of asset classes and regions.

3.5.7.7 Risk Management

Internationalization has also increased the complexity of risk management for investors and financial institutions. Currency risk, geopolitical risk, and regulatory differences are among the challenges that investors must navigate when operating in global markets.

3.5.7.8 Regulatory Frameworks

Internationalization has highlighted the need for coordinated international regulatory frameworks to address issues such as cross-border capital flows, tax avoidance, and financial stability. The International Monetary Fund (IMF) and the Financial Stability Board (FSB) contribute to the development and promotion of these frameworks.

3.5.7.9 Capital Flows

Internationalization has resulted in significant capital flows between countries, both in terms of foreign direct investment (FDI) and portfolio investment. These capital flows can have a profound impact on exchange rates, interest rates, and the overall economic stability of nations.

3.5.7.10 Financial Crises

While internationalization has brought many benefits, it has also exposed the global financial system to contagion and systemic risks. Financial crises, such as the Asian Financial Crisis of the late 1990s and the Global Financial Crisis of 2008, illustrated how interconnectedness in financial markets can result in pervasive economic turmoil.

3.5.8 Methods for Attracting International Students

In recent years, policymakers in India have implemented the following initiatives to improve higher education:

- The International Council for Cultural Relations administers the General Cultural Scholarship Scheme. It is intended for students from Latin America, Africa, and Asia.
- Increases international collaboration among scientists, entrepreneurs, and students.
- Connect to India—is an initiative of the Ministry of Education. Through which international scholars are supported.
- Study in India—this is another initiative of the Ministry of Education. It targets students from 34 African, West Asian, and South Asian countries.
- To encourage scientific education between India and Africa.

In addition, several bilateral agreements, including those with the United Kingdom and the Association of Southeast Asian Nations, have been signed to promote international education in India.

3.5.9 National Education Policy of India

India has recently introduced a new National Education Policy for the integrated development of education which leads toward the successful in attracting international students.

- This policy emphasizes the incorporation of global standards into traditional and distance education.
- This educational policy has granted universities autonomy under specific conditions.
- Reviving technical education through the incorporation of artificial intelligence has been emphasized.
- Employability education has been emphasized through the expansion of vocational education.

3.5.10 Conclusion

Numerous higher education institutions in India have implemented internationalization initiatives. The function of embassies and recruitment agents will alter in the post-corona world. To promote higher education worldwide, the government must enhance the caliber of all educational institutions. Private institutions can also play an important role in this. The Ministry of Education, which is responsible for the implementation of international education, should establish a department for this purpose.

As it facilitates interpersonal connections and promotes mutual understanding, education is emerging as a crucial pillar in the formation of diplomatic relations between nations. The internationalization of higher education is a natural consequence of the mobility of people, ideas, and knowledge that it facilitates across borders.

By embracing international collaborations, promoting diversity, and facilitating cross-border academic mobility, India aims to create a vibrant educational landscape that prepares its students for the challenges and opportunities of the globalized world. The paper outlined the various challenges such as Language Barriers, cultural integration, and support and proposed some solutions to overcome these challenges which contribute toward the achievement of the desirable goal of the Indian Economy and making India a knowledge-based economy.

Diverse stakeholders in India concur on the significance of prioritizing internationalization, as it not only helps institutions increase their visibility abroad but also allows students who cannot afford to study abroad to participate in global learning via the virtual medium.

Despite the obstacles that exist in India for institutions to engage in internationalization, there are several options institutions can pursue to initiate the process, including globalizing the curriculum. As Indian institutions increase their capacity for internationalization, the government should assist educational institutions so that the country can become a destination of choice for international students.

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CHAPTER 4

India—A Growing Hub for Global Education

Ajitha Haridasan, Mahalakshmi Sankar, Prabhakar Ramachandran, and Jithin Benedict

4.1 Introduction

The internationalization of higher education has become increasingly important in the Indian context as academic institutions in India strive to incorporate global perspectives, collaborations, and practices. In recent years, India has emerged as a dynamic hub for global education, fostering

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an international exchange of students and ideas. This transformative shift is driven by a two-fold phenomenon: a surge in Indian students seeking higher education overseas and a growing influx of international scholars choosing India as their academic destination. Simultaneously, Indian universities are venturing abroad, establishing international campuses and collaborations. This study explores the multifaceted dynamics of India's evolving role in global education, shedding light on the opportunities and challenges of its rising prominence on the world stage. India's educational landscape is rapidly shaping a brighter, more interconnected future.

4.1.1 Internationalization of Higher Education—From Annals of Indian History

The internationalization of higher education in India has a rich historical background that predates the colonial era. India boasts an extensive history of higher education that traces its roots to its ancient past. Institutions such as Takshashila and Nalanda attracted scholars and students from various parts of the world, including Central Asia, China, and Southeast Asia (Pandey, 2013). Indian scholars actively exchanged knowledge with other civilizations through trade, diplomatic missions, and intellectual pursuits. This resulted in transmitting Indian mathematical, astronomical, and philosophical knowledge to regions such as the Arab world and Europe (Altbach & Knight, 2007). The Gurukula system, prevalent in ancient India, involved students living with a teacher (guru) in an ashram (residential hermitage). This system attracted students from different regions, fostering cultural exchange and knowledge sharing (Panda & Tripathy, 2017).

4.1.2 Global Dimensions of Pre-colonial Education in India

India's reputation as a center of learning attracted students from distant lands. Scholars from China, Southeast Asia, Persia, and other regions traveled to India to study various disciplines, including philosophy, mathematics, medicine, and astronomy (Bose, 2018). Indian scholars actively collaborated with foreign scholars, developing Sanskrit texts translated into many languages, such as Arabic and Persian. Indian knowledge systems, including Vedic, Buddhist, and Jain philosophies, spread to other

regions through international students returning to their home countries. This dissemination contributed to the global influence of Indian education (Pandey, 2013; Tandon, 2018).

4.1.3 Internationalization Efforts During the Colonial Period

British institutions facilitated educational exchanges between India and Britain. Indian students traveled to Britain to pursue higher education, and some returned to India as highly educated professionals (Altbach & Knight, 2007). Christian missionaries established educational institutions across India, introducing Western education and promoting English language education. These institutions played a significant role in spreading Western educational ideals (Deshpande, 2015). British education system provided opportunities for Indian elites, including princely states' rulers and prominent families, to access higher education and acquire Western knowledge and values (Bhattacharya, 2019). British institutions introduced modern disciplines like engineering, medicine, and law, which transformed the Indian educational landscape and aligned it with Western academic practices (Bose, 2018). During the colonial period, the British established universities in India, such as the University of Calcutta (1857) and the University of Bombay (1857). These institutions introduced Western education and curricula, creating a foundation for internationalization (Kaul, 2015).

4.1.4 Internationalization of Higher Education in Post-Independence India

After gaining independence in 1947, India focused on nation-building and self-reliance. However, the government recognized the importance of global exposure and began encouraging academic collaborations with foreign institutions (Altbach & Knight, 2007). Initiatives like the National Policy on Education (1986, revised in 1992) focused on modernizing the curriculum, promoting research, and strengthening academic collaborations (Ministry of Education, 2020). Indian universities actively forged collaborations and partnerships with international institutions. These efforts enabled the exchange of faculty and students, collaboration on research endeavors, and the mutual sharing of insights

and effective methods (Patil & Patil, 2020). In the 1990s, India underwent economic liberalization, which led to increased international collaborations in higher education. The government introduced policies to attract international students and encourage Indian institutions to partner with global counterparts (Khadria, 2016).

4.1.5 Establishment of Private and Public Universities in India

Post-independence, there was a surge in the establishment of private universities in India. These institutions, established by private entities or philanthropic organizations, offer a wide range of academic programs and often focus on specialized fields that cater to industry demands and emerging disciplines (Sahu, 2019). They provide students with diverse choices and the opportunity to pursue their specific interests and career aspirations.

Public universities are funded and administered by the government; they ensure affordable education, making higher education accessible to students from economically disadvantaged backgrounds. These institutions also emphasize research and development activities, contributing to scientific advancements, addressing societal challenges, and producing a pool of researchers and scholars (Ministry of Education, 2020).

Currently, India accommodates a relatively small number of international students, totaling 38,992. A majority of these students come from other developing countries, with the largest contingents from Nepal (8,183), followed by Afghanistan (3,016), Bhutan (2,619), Malaysia (2,264), and Iraq (2,153) (UNESCO Institute of Statistics, (2016)).

4.1.6 Indian Higher Education Scenario—Recent Developments with Respect to Internationalization

Several Indian higher educational institutions have strong ties with foreign counterparts, especially from research-intensive regions like North America, the United Kingdom, Europe, Australia, and East Asia. The Indian government has aided most of these institutions by establishing agreements with over 50 countries, promoting academic and research collaboration, and even introducing funding schemes like the Global Initiative of Academic Networks (GIAN). Moreover, the following actions have been taken to give thrust to NEP 2020 guidelines on internalizing higher education-

- UGC notified guidelines on the Internationalization of Higher Education in July 2021.
- 179 Universities have set up Office for International Affairs, while 158 Universities have initiated their Alumni Connect Cells.
- In 2021, the Joint Entrance exam for IIT was conducted in 17 different cities outside India.
- In order to foster academic collaboration between Indian HEIs and foreign HEIs, "University Grants Commission (Academic Collaboration between Indian and Foreign Higher Educational Institutions to offer Twinning, Joint Degree and Dual Degree Programmes) Regulations, 2022" have been notified on 2 May 2022.
- The Indian government has declared 20 institutes across the country as Institutes of Eminence, which includes public and private universities. UGC Institutions of Eminence Deemed to be Universities Regulations have been ratified to facilitate Institutions of Eminence to set up Off-Shore campuses. The amendment indicates conditions and approval processes for establishing Off-Shore campuses by institutions of eminence (IoEs) deemed to be universities.
- World-class foreign universities and institutions will be permitted to set up their campus in Gujarat to offer courses in the domain of integrated Finance and technology.

4.2 Research Problem

The highest-ranked Indian Institute, IIT Bombay, stands at 149 in the QS World University Ranking 2024. A lot of changes needs to be brought in higher education sector in India in order to improve their ranking. World-class universities often possess distinct qualities that distinguish them from others, including academic prowess, robust support systems, and collaborations with industries. The perception values of a university are critical in improving the ranking of Indian universities. According to available information on campus life perceptions can be improved by recognizing students as ambassadors through any or all of these methods-

- Creation of a student-led entrepreneurship ecosystem.
- Undertaking social impact-creating initiatives, including SDG implementation.
- Fostering a diverse and inclusive campus.

As Indian higher education makes strides in multiple ways to internalize its landscape, student feedback and perceptions are essential for making the roadmap ahead. This paper tries to address this issue.

4.2.1 Research Methodology

The internationalization of higher education will seek many critical inputs from the stakeholders for both policy formulation at the government level and marketing efforts from the university level. This paper proposes to initiate the discussion among academia in this direction using the qualitative research approach. The snowball sampling technique is used to reach out to a maximum number of respondents experiencing each of the identified formats of internationalization of higher education in India. A semi-structured questionnaire is used for the interviews. The steps followed for the research are

Phase I: Identifying the different formats of internationalization of higher education, which are India-specific.
Phase II: Identifying student stakeholders and other important stakeholders from each format.
Phase III: Conducting interviews through a semi-structured interview method.
Phase IV: Consolidating the themes that emerge from stakeholders who are part of different formats.
Phase V: Inferring possible policy guidelines from the themes that emerge.

Analyzing the evolution of the Indian higher education system, the researchers identified three current operational formats that consolidate the internalization of higher education in India. These three formats could turn India into a global educational hub. They are

(a) Student exchange program participants.
(b) Indian university campuses abroad.
(c) Foreign university campuses in India

(a) Student exchange program participants

International student exchange programs have been a topic of interest in top universities and colleges in India for the past couple of years. A student exchange program is a program in which students from higher education study abroad at their institution's partner institution (Wikipedia), which allows the participants to study in another country and experience a different environment. There are many other exchange programs, including short-term and long-term exchange programs.

4.2.2 Interview with Indian Students Who Were Participants in the Student Exchange Program

In order to get a meticulous understanding of the dimensions of internationalization of higher education through a student exchange program, six international participants of a short-term student exchange program in an Indian university were interviewed. A few of their original feedback and responses were captured and summarized, and a few sample responses were depicted.

The demographic profile of students interviewed:

Age of the respondents: 18–23 years
Academic Level (Pursuing): UG
Gender: Male
Country of origin: France, UK

The semi-formal interaction with the students brought out these indicators.

4.2.2.1 Reason for Choosing India as the Host Country and the Specific University for the Exchange Program

All of them were excited to mention that they wanted to explore this country's rich and diverse culture, which they had heard about. During the interview, the respondents opined that their destination to select a particular university was based on student feedback and internet information after choosing the country of choice.

4.2.2.2 Cultural Shock Faced in India

The respondents admitted to the fact that they had experienced cultural shock initially. However, they could deal with it quickly because of

the peer students' support system and the university's management. Moreover, they appreciated the fact that they could acquire many skills like sensitivity, societal, problem-solving, communication, listening, etc., during their stay. In their own words-

> "Yes, Indian culture and our culture are completely different, so it was a big shock when I arrived. Sometimes, it was difficult but otherwise incredible. However, these things made me understand the culture and how Indian people live."

4.2.2.3 Quality of Education and the Area of Differentiation in the Education System

They perceived the quality of education in both host institutions and their institution of origin to be almost alike. However, the specific area of differences highlighted by them is as follows:

Indian universities adhered to strict norms regarding attendance, timing/delays, dress code, etc., but their host institution gave them flexibility in these factors and focused mainly on timely submissions of projects and works assigned to them.

> "I think there are more formal rules here, and the education policy is more restrictive, like with attendance or delays."

They underlined the fact that in Indian universities, students had a lot of unproductive time in class as they had to be present in class physically even if there was no lecture happening for the sake of attendance, which is not the case in their institution of origin. However, they felt that focusing on the timely submission in Indian universities taught them punctuality and helped them to show respect toward the teachers and the university.

> "There are some better points in Indian universities, like the on time submission policy, which is not very respected in our country, but I think that is very important, and it helps to show respect towards teachers and the university."

The host university provided their students with on-campus recruitment/placement, which is not offered in their institution of origin. Even though academic activities and club activities of respective schools happen in a similar way in host institutions and the institutions of origin, cultural

activities/events and fest is a new experience for them as they could explore the rich and varied culture and religious practices here.

> "The academic activities are more or less the same as we have here, and we have many clubs under each school which organizes various competitions and events. However, the varied cultural activities and fests are fascinating and somewhat new to us."

High student: teacher ratio—According to these students, each class's student strength is much higher than their institution of origin. The larger student number in Indian universities is a barrier to effective communication and bonding between teachers and students. The class interaction also needs to be more effective, even though they feel that the teachers are very committed and put extra effort in controlling and maintaining the smooth flow of the lecture.

> "In my institution, communication between students and teachers is emphasized in the policy"

A few students gave a diverse and interesting point while highlighting the difference between the education policy of the host institution and their institution of origin, which we were very engrossed in and realized that future in-depth study is required on the same. They mentioned that the curriculum in their home institutions was challenging, but the work assigned to them was easier. However, in an Indian university, the curriculum was comparatively easy, but the projects and work assigned were a little challenging.

When asked if the experience met their expectations and if they would recommend the same university to their juniors in their home country for an exchange program, they happily admitted that their expectations were met and that they would surely recommend it to their juniors.

> "Yes, I would like to recommend it because India is a great country for studying, and they will get plenty of opportunities to discover new things."

Out of inquisitiveness, they were asked about what, apart from the academic area, they gained staying in India and what they would miss when they returned to their home country. They readily replied that they could explore the rich culture in India, enjoy, and make use of every

opportunity to travel and explore different places in India, and they would miss the delicious Indian food and the Indian friends who supported them in all possible ways.

> "I love being here because I love Indian people, beautiful landscape, food, rich culture, and many other things."

To summarize, the Indian higher education system molds a student through its tough structure and discipline and helps them face and adapt to any life situation. Studying in India opens up new avenues for students to explore new cultures and traditions and help them acquire new skills and talents.

4.2.3 Interview with Indian Students Who Were Participants in the Student Exchange Program

To have a comprehensive knowledge of the internationalization of higher education in India through student exchange programs, a few students from Indian universities who participated in the exchange program were interviewed.

Age of the respondents: 18–23 years
Academic Level (Pursuing): UG
Gender: Male
Host country: Germany, UK, France

4.2.3.1 Motives for Participating in an Exchange Program and Choosing the Host Country or Institution

The primary motive highlighted by all the students for opting to participate in the exchange program was the support and encouragement provided by the university and faculty members. Aside from this, there were also mentions of international exposure, experiencing new places, life away from home and family, and broadening thinking perspectives. The main reasons mentioned by students for choosing the host country were the rich culture, language, renowned cuisine, institution's reputation and academic excellence, easiness of accessing neighboring countries, etc.

> "I chose my host country for the exchange program because of its rich culture, stunning landscapes, and renowned cuisine. Its history and language also intrigued me. My institution stood out for its academic excellence and strong programs in my field of study. Additionally, its location offered easy access to explore neighboring countries, enhancing my cultural experience."
> "Multinational student cohorts were a part of the same program and the Education Program Offered by the Host University, which enthralled me."

4.2.3.2 Cultural Shock Faced in the Host Country

Most of them had faced cultural shock initially but quickly learned about the culture and adapted by learning the language and making friends.

> "Yes, I experienced some culture shock. I dealt with it by learning the language, making local friends, and trying to adapt to local customs."

4.2.3.3 Quality of Education in the Host Country in Comparison with the Indian Education System

As noted by these students, the primary differentiation aspects in the education system between India and host countries were that the theoretical and case-based study was given more importance in India. In foreign universities, practical and project-oriented studies were given focus. The attendance system and dress code were more flexible than the Indian system. The assessment was mainly based on presentations, reports, submissions, and group words.

> "There were not many restrictions or issues concerning attendance and dress code in the host country. Group assignments were given much more importance than the written exam."

The class strength in India is much higher compared to foreign institutions, which hinders communication between teachers and students. However, irrespective of those, teachers of both Indian and host country institutions put in more effort to provide extra support to students.

> "However, the teachers in both places are always available for additional help, suggestions, and clarification of doubts."

4.2.3.4 Skills and Talents Acquired Through the Exchange Program and the Level of Expectations Met

The students who were participants of the exchange program mentioned many skills they have acquired through the exchange program that they would not have acquired otherwise, like extrovertedness, open-mindedness, patience, adaptability, flexibility, and helped to cultivate a global mindset.

> "During the exchange program, I acquired various skills and talents that I might not have gained otherwise."

The students shared good experiences about the exchange program and mentioned that their lived experiences outperformed their foreseen expectations by gaining a diverse and enriching experience.

> "I could not have even such expectations in reference to the exposure I received. My expectations were quite different from what I experienced but in a very good manner."

To summarize, through the student exchange program, students from Indian universities had an excellent chance to learn about the foreign culture and explore the type and pattern of the education system there. They expressed gratitude to the university for providing them with this great opportunity. These Indian students who had gone abroad felt that the attendance system and flexibility in timings, dress code, etc., are the areas of difference in the education system between these countries. They could understand the curriculum and evaluation system followed by foreign universities, which they perceived to be somewhat different from that of Indian universities.

Many universities in India have gone a step ahead to collaborate with many foreign universities and work for the betterment of their students together. This step has paved the way for Indian universities to offer their students a chance to study in foreign universities for a few months with whom they are collaborating.

4.2.4 Major Outcomes of Semi-structured Interviews

A primary motivation for numerous international students attending exchange programs in Indian universities is to delve into the country's

rich and varied cultural heritage. Through the interview, we could explore the similarities and differences between Indian and foreign universities as perceived by a few representative students of exchange programs from foreign universities and Indian universities.

(a) Indian universities setting up off-campuses abroad

One of the least progressive paths for internationalization of higher education from an Indian education market perspective is the setting off-campus Indian University campuses abroad. The Mahatma Gandhi Institute (MGI) in Mauritius was established in 1970 by the Government of India and the Government of Mauritius as a joint venture (Ringadoo SV et al., 1989) to promote education in the field of Indian culture. Also, there has been an increasing interest shown by the Middle East and South Asian nations in setting up IIT campuses in their country. IITs function under the aegis of the IIT council, which has its regulations for setting up new campuses, and many IITs like Madras (targeting Sri Lanka, Nepal, and Tanzania) and IIT Delhi (United Arabs) have been working on it. As these institutions explore options to set up campuses abroad, the broader guidelines will come from the government. However, the micro environmental factors need to be studied, and the prospective students profiled along with inputs from stakeholders like parents, industry, and government agencies. Research data available about the student's choice to study in an international university branch was influenced by the university's reputation. Research also suggests that developing reputations in specific fields like research excellence, at least on a regional basis, will help the international branch campuses. The main advantages of international branch campuses identified by students were cheaper tuition fees and costs of living and the fact that they were closer to their homes, which meant that less money would be spent on travel and that more frequent visits home might be possible (Naidoo, 2007; Wilkins, 2011).

In early 2021, the UGC amended its regulation to allow India's top-ranked universities to set up off-campuses in foreign lands. The regulation has guidelines on academic plans, Faculty recruitment, Student admissions, Financials, and Governance. The guidelines that lay down the mandate for institutions that aspire to set up off-campus abroad talk about the need to achieve a student strength of 3,000 and a faculty strength of 300 at the end of 10 years. Though the targets and guidelines are set to achieve a quality higher education system, this may deter many from taking a step ahead. In its draft report, the panel has proposed two models of institutions: off-shore campuses of individual higher education

institutes (HEIs) or a collaboration between an individual or group of HEls with a reputed host university abroad. The panel has recommended adopting the existing Joint Entrance Exam (JEE) format for admissions to undergraduate courses and considering SAT (Scholastic Assessment Test) scores for admissions.

Past experiences by Indian Institutes to set up campuses in Mauritius, which was seen as a good destination, have been bad, with low student enrollment leading to the closure of the branch campuses. One reason Dubai is a thriving educational destination for Indians is its strong Indian diaspora, which is connected to the Indian education system as it is closer to the US or Canada. Similarly, Saudi bilateral relations have an indication for an IIT campus in Saudi shortly.

Certain institutions like BITS Pilani, S.P.Jain, and Manipal have campuses abroad. Stakeholder feedback from these campuses may add valuable input for formulating strategic guidelines for upcoming campuses abroad. We have taken the case study of two reputed private institutes from India that have successfully set up campuses abroad and are.

S.P. Jain Institute—Students of this institute, who are part of the global management program, get to study in at least three of the four cities where they have campuses: Dubai, Mumbai, Singapore, and Sydney. This exposes the students to diverse cultures, different levels of technological interventions, and different types of societies. The vital student perceptions coming from the students of S.P. Jain international programs are.

(1) Student experience every weekend in Dubai was highly appreciated.
(2) Practically, students understand how to do business in three different cities and call it a hands-on B School.

> "In Dubai, we are not allowed to work. In Singapore, through an agency, we get internships."
> "We experience late night outs in Dubai,Hotels in Sydney close by 9 pm,
> Trekking is a routine in Australian campuses."

(3) Practical training in different subjects in different cities across the globe is part of this program. Some of them are

- *Visits to the Sydney Opera House and the Museum of Contemporary Art to understand the various aspects of Western art.*
- *Visits to the Burj Khalifa to assimilate and appreciate the planning that went behind the construction.*
- *Visits to the back office of the world's most expensive and standalone casino in the Marina Bay Sands in Singapore to observe the financials.*

Bits Pilani Dubai campus—In 2000, the internationally well-known Birla Institute of Technology and Science Pilani, India, set up the first off-shore campus of any Indian institution of higher learning in Dubai. It is the largest Engineering institution in Dubai, offering bachelor's, master's, and doctoral degrees. The institution has students from 20 different countries studying on its campus. It received a 5-star rating from the Knowledge and Human Development Authority in partnership with QS in 2022; the BITS Pilani Dubai campus is part of the bigger umbrella brand of BITS, Pilani campus in India. So, it gets global recognition. Access to native market and through Indian market the global market.

The critical takeaway that students of BITS Pilani Dubai campus programs are:

(1) 7.5 months of internship, split as practice school -1 & 2, which trains the students hands-on, is the USP of the program borrowed from the home country institution, which is the main reason for its success in the off-shore location. Prominent companies like Dubbizle, Kareem, Emirates, Zomato, pWc, Tetra Pack, Schindler group, Unilever, and Emerson. Average package 75,000 AED (15 lacs INR), 2.5AED (50 lacs INR).
(2) Creative Industry solutions have led to over 50 start-ups in the last five years, with some joining the League of Unicorns.
(3) The comprehensive education system provides significant flexibility through dual degrees, electives, and minors, addressing students' varied interests and aligning with present and upcoming career prospects. Telepresence of all four campuses of BITS Pilani makes it possible for students to attend lectures of any faculty in any subject across different locations.
(4) State of Art library and labs define the landscape of the campus. Groups and clubs both academics and non-academics(like environment clubs, event management committees, disciplinary

committee), where students handle real-life tasks makes them industry relevant.

(5) The college provided opportunities to connect with experts globally and understand the research going on in their area, like the American Institute for Chemical Engineers (AICE) and the Institutes of Engineers India (IEIs).

(6) Faculty are now affiliated with the Innovation Lab-Expo 2020. External funding is no longer exclusively guided by faculty, and various competitions are held on campus. Additionally, over 25 companies are run by Dubai students, specifically by those in their third or fourth year.

(7) BITS Pilani Dubai Campus (BPDC) has signed a memorandum of understanding (MoU) with the UAE-based online space education hub, Edutech4Space. Engineering students from BPDC will set up and launch a working satellite called MAHASAT into orbit. Edutech4Space will train the students on the mission in collaboration with various global institutions.

Major Outcome of interaction with few stakeholders associated with Indian Campuses abroad

- Students join the off-campuses of Indian universities abroad to experience the cultural nuisances of different countries.
- The curricula is more focused on practical aspect with active interaction with local industry.
- The brand value and USP of the parent Indian university is important for its success in other countries

(b) Foreign Universities establish campuses in India

The setting up of foreign universities in India has been discussed for many years. Even though India has a considerable educational legacy and a growing number of respectable institutions, the addition of foreign universities can significantly benefit Indian students (Gupta & Gupta, 2012). The presence of these international institutions can increase educational opportunities and persuade more students to enroll in courses within India due to the availability of internationally recognized courses offered by these international institutions. Foreign universities often introduce a plethora of academic programs, some of which might be

specialized and unavailable in Indian institutions. This allows students to access a broader range of disciplines tailored to their interests and future goals, creating a vibrant and enriched academic atmosphere (Stewart, 2012).

Several critical factors influence the establishment of an off-campus site. Firstly, the support of the host country's government is paramount. This encompasses financial aid, tax incentives, and other beneficial policies (Tuomi, 2009). Secondly, the infrastructure of the host nation plays a crucial role (De Wit et al., 2021). Additionally, there should be a substantial demand for such a campus among students and potential employers (Evers, 2019). Gujarat has been positioned as a Gujarat International Finance Tech (GIFT) city offering all these facilities for foreign universities to set up their campuses. Australia is one of the countries that has been working closely with the Indian government to set up its campuses in GCITY, which is now open to foreign institutions without domestic regulations (Jutla & Sundararajan, 2016).

4.2.5 Case Study of Deakin University in India

Deakin University began its association with India in 1994 by offering distance education management programs in collaboration with the Australian Association of Professional Engineers, Scientists, and Managers. Over the years, Deakin has established partnerships with institutions like IISc, IITs, and VIT University for student exchanges, teaching, and research. They have also engaged in research with entities like Rajasthan Royals, Bharat Forge, Centre for Cellular and Molecular Biology, and Reliance Life Sciences. Notably, they co-founded the TERI-Deakin Nano Biotechnology Research Centre in collaboration with The Energy Research Institute of India. Also, they partnered with the Tamana School of Hope in New Delhi to develop the TOBY Playpad for autistic children. Deakin University's longstanding association with India has culminated in the decision to establish its business school in GIFT City. This international branch campus will be located within the special economic zone of GIFT City, occupying a space of 25,000 square feet. GIFT City, an emerging high-tech urban center, spans 886 acres and is developed on land that was once a buffalo-grazing marshland on the outskirts of Ahmedabad. Deakin's unique model accentuates reciprocal learning opportunities. Indian faculty members will visit Australia every 12–18 months, while their Australian counterparts will gain insights from

the Indian context at the GIFT City campus. In 2024, the University of Wollongong will launch its campus in GIFT City. In addition to the above two universities, many other Australian universities, including RMIT University, the University of Queensland, the University of Melbourne, the University of Sydney, and Curtin University, have established partnerships with various Indian institutions for research collaborations, joint supervision, faculty exchanges, and publications.

4.3 Findings

(a) Encourage more student exchange programs and attract students from different countries. Indian universities have adopted the culture of collaborating with foreign universities to work for their students' betterment and providing opportunities for their students to explore and learn in an international forum. Universities should be encouraged to seek students from all countries. Providing more opportunities for a cultural experience and reducing the mundane part of the course curriculum, like mandatory classroom teaching and attendance, would help.

(b) Encourage institutions of excellence to set up campuses abroad by making the policy guidelines simple and effective. Moreover, students who enroll in these programs look out for the brand value of the parent institution operating in India and its offerings. So, Indian institutions setting up campuses abroad must be able to capitalize and offer the same brand value.

(c) Follow the Dubai model to encourage more foreign universities to set up campuses in India.Dubai houses 34 global educational institutions providing nearly 600 programs. One in four students is from overseas. Its educational market, valued at 5.2 billion dollars in 2019, records a whopping 12% annual growth in 2023. Dubai has an inclusive policy to encourage the educational ecosystem to strive in its place, and because of this, institutions have been able to run their courses successfully over there. The strategic collaborations between international and regional institutions enhance the competitiveness and relevance of the education system in Dubai. Consequently, this fosters an increase in student strength, positively impacting the education sector and the overall economy.

(d) More students will be willing to participate in the internationalization of higher education provided the process and procedure for recognition of degrees is simplified and less time-consuming.
(e) Forging bilateral agreements with other countries in areas such as financial support, tax incentives, and other beneficial provisions with respect to the higher education sector will help facilitate the internationalization of higher education.

4.4 Conclusion

India has a rich legacy of being a global education hub even before independence. As India aspires to regain this position, it is important to branch out by setting up campuses abroad and encouraging foreign universities to set up campuses in India. Simultaneously, there is a need to increase the number of international students experiencing Indian universities through student exchange programs. Having a well-balanced student teacher ratio, creating multiple opportunities for visiting students to experience Indian culture as well as a curated curriculum to accommodate the needs of international students is the need of the hour. While student exchange program can immediately contribute to internationalization of higher education, off-campuses of Indian universities and foreign universities campuses in India will take a bit longer to assimilate into the process of internationalization of higher education as major contributors. As India embarks on this journey of internationalization of higher education it will not only regain its lost glory from pre-independence era but also reaffirm its commitment to excellence in education contributing significantly to global academia.

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PART II

Strategic Approach

CHAPTER 5

Internationalization of Higher Education: A Classification Method-Based Literature Review

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5.1 Introduction

A sustainable and competitive world rests on education's role in fostering attitudes, skills, and knowledge (Aikens et al., 2018). Education serves as a roadmap for future-ready graduates to address global challenges. The twenty-first century's demand for upskilled graduates necessitates innovative solutions globally. Institutions' roles and responsibilities continue to evolve in response to market forces (Khan, 2014). In this increasingly uncertain and challenging world, internationalization emerges as a potential solution to sustain higher education systems (Khan, 2014; Li-Hua et al., 2011). It provides opportunities for global collaboration, offering diverse perspectives in teaching, research, and learning that greatly benefit societal growth and development (Ghani et al., 2022). Internationalization in Higher Educational Institutes (HEIs) is particularly relevant for business schools and management institutions. This relevance is evident in the demand for globally-minded managers (Dey, 2007). While many managerial competencies are universal, modern pedagogy and curriculum should account for cultural differences and context-specific elements to prepare managers for success in today's global business environment (Bradford et al., 2017). Several organizational structures highlight the growing significance of internationalization in business and management schools. These structures encompass international agreements, foreign campuses, global exposure for academic staff, training programs, foreign student exchanges, and collaborations with world business institutions. These methods collectively build the requisite skillsets to tackle global challenges (Bradford et al., 2017). Recently, there has been a growing recognition that the evolving business landscape demands the deliberate integration of international content into the core curriculum of all management programs. This integration should extend beyond optional or supplemental courses, and be more than just a part of global-themed programs (AACSB International, 2011). Furthermore, a notable debate centers on enhancing 'cultural sensitivity' and cultural awareness to navigate the global business and academic environment. However, achieving this goal remains a distant prospect unless we first grasp the full scope of the IHE field. Previous researchers have studied IHE within a specific geographic contexts (Li et al., 2022; Ninomiya et al., 2009; Vyas, 2018; Barrett et al., 2020) and dimensions (Take et al., 2018). However, the literature lacks a comprehensive taxonomy of the field. Moreover, to the best of the author's knowledge, no study has yet explored this domain

using a classification-based methodology. To address this gap, this study focuses on internationalization in the field of management or business education. Accordingly, we propose the following research questions:

RQ 1. What is the intellectual structure of this field?

Objective 1: To undertake a TCCM (Theories, Contexts, Characteristics, and Methodology) classification-based review of the field.

RQ 2. What does the future hold for the field?

Objective 2: To outline research questions for future research.

This study is divided into six sections. Section 5.2 discusses the methodology for literature selection and the sample period. Section 5.3 categorizes the literature under various classifications. Section 5.4 provides a discussion of the literature, followed by Sect. 5.5 on implications. Finally, Sect. 5.6 addresses conclusions, limitations, and future prospects.

5.2 Methodology

The present study follows the systematic review method using SPAR-4-SLR protocol guidelines to analyze the accessible literature on IHE within the timeframe of 2000 to 2022. The search is conducted using the search string; ('Internationalization' AND ('Higher Education' OR 'Higher Education Institutions') limited to Title, Abstract, and Keywords, in Scopus database (Ghorbani et al., 2022). Only research articles in the final stages of publication in English-language journals were included in the dataset. Subsequently, the authors jointly conducted an in-depth review of the abstracts of these documents to identify relevant articles for this review, as illustrated in Fig. 5.1 to depict the data curation process. Additionally, we utilized a TCCM (Theories, Contexts, Characteristics, and Methodology) (Paul et al., 2021) framework-based on the works of Singh and Dhir (2019), Chakma et al. (2021), Srivastava et al. (2020), Olaleye et al. (2023), BV et al., (2022), and Singh et al., (2022) to analyze and pinpoint research gaps in previous studies, offering guidance for future investigations.

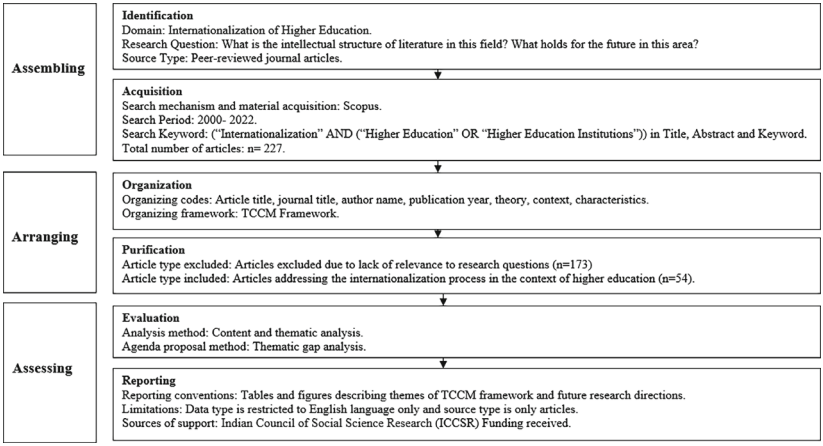

Fig. 5.1 Data curation process. SPAR-4-SLR protocol

5.3 Literature Review

The following section is divided into several subsections, including Characteristics (comprising definition, necessity, dimensions, opportunities, and challenges for IHE), Theories, Models, and Context. Subsequently, we present the taxonomy for IHE, as illustrated in Fig. 5.2.

5.3.1 Conceptualization of IHE-Characteristics (C)

The concept of internationalizing higher education emerged in response to the United Nations' expressed interest in higher education. Consequently, national policies started to consider higher education from a global and international perspective (Guruz, 2008). Examining its evolution, significance, diverse definitions, the necessity for the process, and its various dimensions allows for a deeper understanding of the foundations of this field.

5.3.1.1 Evolution of IHE

The term 'internationalization of higher education' has been in existence for decades, possibly since the establishment of higher learning institutions. However, its accelerated growth, in line with the robust globalization of education in recent years, is notable in both developed

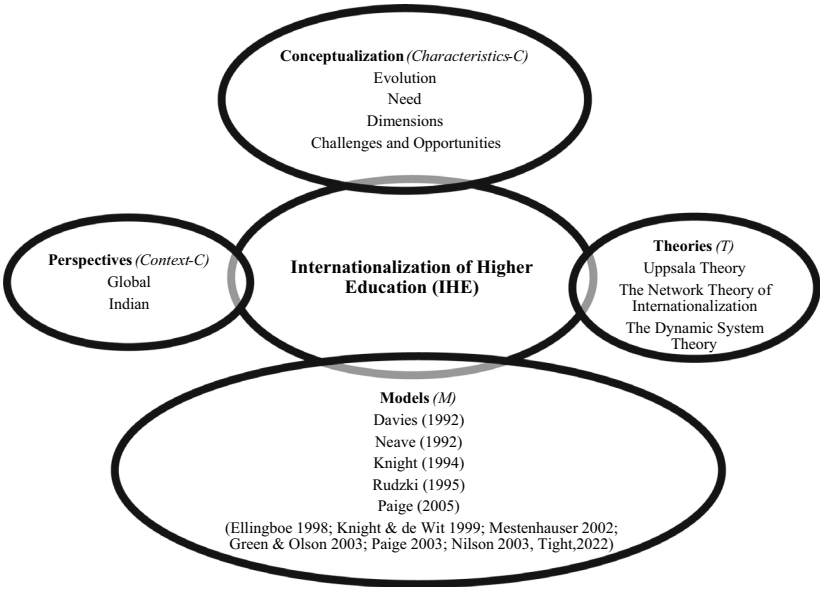

Fig. 5.2 Classification of IHE using the TCCM framework. *Source*: Authors' Compilation

Western institutions and their counterparts in developing nations (Tight, 2022). When examining higher education policy and trends, the terms 'globalization' and 'internationalization' are often used interchangeably (Altbach & Knight, 2007; Dodds, 2008). Nevertheless, some authors seek to distinguish between the two, with Tight (2022) considering internationalization as a contemporary manifestation of internationalism that encompasses responses to the less benign forces of globalization. International entities such as the OECD (Organization for Economic Cooperation and Development), UNESCO (United Nations Educational, Scientific, and Cultural Organization), the World Bank (WB), national governments, the European Union (EU), and organizations like the International Association of Universities (IAU) have prioritized internationalization, resulting in increased interest among academicians. Over the past three decades, internationalization in higher education has primarily been driven by the mobility of students, programs, ideas, branding, and reputation (as evident in global and regional rankings),

and a shift from cooperation to competitive rivalry (van der Wende, 2001). International education has evolved into a major industry, a substantial source of revenue, and a means of enhancing institutional reputation. Consequently, in the contemporary global context, the IHE has itself become internationalized, necessitating ongoing reevaluation of the concept and its processes. The following section outlines trends in the definition of this phenomenon in different periods, as presented in Table 5.1.

Throughout the previous decade, there has been a progressive march toward IHE. While movement remains the most significant part of the internationalization policy worldwide, there is a rising dedication to internationalizing domestic curricula. Complete internationalization, which encompasses all aspects of education, is a growing trend. While socio-economic factors and rankings continue to drive the internationalization agenda, there is an increasing focus on other motivations for internationalization. This includes incorporating international elements into advanced education quality control systems, institutional policies related to student learning outcomes, and the activities conducted by national and domain-specific certification organizations (de Wit, 2019). In past decades, the traditional principles that guided global efforts in post-secondary educational institutions, such as 'exchange and collaboration,' 'peace and shared understanding,' and 'human/intellectual capital and cooperative development,' have been overshadowed by the pursuit of 'competition, income, reputation, and branding.' De Wit et al. (2015) introduced an established direction to internationalization, emphasizing the need for proactive intent rather than passivity. They stressed that internationalization should not exist as an isolated goal but should instead focus on improving quality. Moreover, it should extend its benefits to all learners and scholars, not just a privileged few. Additionally, internationalization should aim to have a substantial impact. This innovative approach has gained significant attention over the last five years. As we step into a new decade, it is essential to evaluate the sustainability of this shift toward a more responsible and meaningful internationalization approach while also identifying emerging trends.

5.3.1.2 Need for IHE

Numerous arguments and concepts, including idealistic, instrumentalist, and ideological perspectives, have been presented in support of HEI.

Table 5.1 Evolution in definition of internationalization of higher education

Authors (year)	*Definition*
Weiss	Transnationalism is an open marketplace which is free of institutional and locational constraints
Arum and Van der Wende	Internationalization of higher education encompasses various activities, projects, and programs undertaken by higher education institutions
Bennet (1993)	Internationalization is an activity of intercultural sensitivity, cultural tolerance, and ethnic diversity
Knight (1994)	The IHE process involves integrating an international and intercultural dimension into the teaching, research, and service functions of the institution
Van der Wende	IHE is any systematic effort aimed at making higher education responsive to the requirements and challenges related to the globalization of societies, economy, and labor markets
Paige and Mestenhauser	IHE is a complex, multidimensional learning process that includes the integrative, intercultural, interdisciplinary, comparative, transfer of knowledge-technology, and contextual and global dimensions of knowledge construction
Qiang (2003)	Internationalization is a response of a nation to the effect of globalization; and it is any systematic, sustained effort aimed at making higher education responsive to the requirements and challenges related to the globalization of societies, economy, and labor markets
Deardorff	Internationalization is a process that incorporates the international perspective in learning, research, and service in the traits of higher education

(continued)

Table 5.1 (continued)

Authors (year)	*Definition*
American Council of Education (ACE)	IHE is a broad range of intellectual and experiential activities designed to help individuals understand the global environment in which they live, communicate across borders, and acquire an understanding of the cultural, social, and political systems of other nations and the interactions between nations
Knight (2004) (2008)	IHE is the process of incorporating an international, intercultural, or global component into the purpose, functions, or delivery of post-secondary education
Shore and Groen	IHE involves building and sustaining inter and intra-institutional relationships, catalytic events which 'make things happen' and learning from each other via common and divergent institutional practices
Hsu	Internationalization is a process to initiate policies to adapt various cultural knowledge and competencies and their practices in campus community. And, in current context of higher education, campuses incorporate the people of different nations and countries and dissolve the man-made barriers of communication, knowledge, and services
Knight	IHE is the process of integrating an international, intercultural, or global dimension into the purpose, functions, or delivery of post-secondary education
de Wit et al. (2015)	IHE is the intentional process of integrating an international, intercultural, or global dimension into the purpose, functions, and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff and to make a meaningful contribution to society

Source: Authors' Compilation

These encompass economic, political, sociocultural, and academic considerations (Alsharari, 2017, 2018), as detailed in Table 5.2.

Economic and policy approaches to internationalization underscore the importance of designing government and institutional policy frameworks that play a significant role in advancing HEI, ultimately contributing to the progress of the nation. Focusing directly on the academic perspective, the fifth global survey on the IHE (de Wit & Altbach, 2021) by the International Association of Universities (IAU) in 2018 states that over 90% of educational institutions have considered internationalization in their strategic plan (Marinoni, 2019). This highlights that a significant number of nations are using internationalization as a strategic tool to enhance the quality of higher education on a global scale (Tripathi & Bajpai, 2017). Pursuing higher education internationalization strategies necessitates strong international commitment and institutional cooperation, improved capacity building, and enhanced quality of teaching and

Table 5.2 Need for internationalization of higher education

Economic and Policy	*Academic*	*Cultural*
• Internationalization improves the national development and competitiveness of the country to generate more institutional income and to prepare students for building their career in a globalized economy • For instance, Indian higher education agencies have taken note of the evolving global standards in higher education and have outlined remedies, primarily within the context of policy considerations (National Education Policy: NEP 2020) to face the global challenges. (Yeravdekar & Tiwari, 2014)	• Internationalizing teaching, research, and university-related activities enhance the quality of higher education by elevating institutions to international academic standards (Alsharari, 2018) • Also, internationalization leads to improved infrastructure, upgrades in operational facilities, campus beautification, and the planning of capital expansion and mergers, among other benefits	• Providing world-class education structure ensures that students have the opportunity to access globally relevant, high-quality education

Source: Authors' Compilation

learning methods. Additionally, internationalization promotes multiculturalism and encourages the continuous exchange of knowledge, values, and ideas to enrich the learning process.

5.3.1.3 Dimensions of Internationalization of Higher Education

This section discusses the dimensions of IHE including Strategic, Structural, and Policy (Table 5.3). The first section outlines the strategies employed in the IHE institutions, followed by a discussion of the structural considerations during this process. Subsequently, the third section examines the policy frameworks relevant to the internationalization of post-secondary education.

5.3.1.4 Challenges and Overcoming Solutions of Internationalization of Higher Education

In this section, we highlight the challenges encountered in the IHE and present potential solutions to address them (refer to Table 5.4).

5.3.2 Theories in IHE (T)

Various definitions of IHE share a common understanding: it is a process rather than a final destination (Zha, 2003). It influences the goals and missions of institutions, impacting every facet of higher education. As a result, it involves multiple interrelated factors, rendering internationalization a complex and interconnected system (de Bot et al., 2007). Nonetheless, few previous studies have explored IHE from the perspective of these complex and dynamic elements, utilizing specific theories in their research (Knight, 2004; Tange & Jensen, 2012). The following section addresses different theories, such as Zhou's (2016) Dynamic Systems Theory (DST), in order to reevaluate the history and development of IHE. These theories provide solutions to address the ongoing challenges associated with redefining, expanding, and enhancing internationalization. The research also explores Uppsala theory, Network Theory, and other internationalization theories to establish a framework that promotes the evolution of higher education. These theories are widely recognized as effective strategies for university internationalization (Flach & Flach, 2010; Girdzijauskaite & Radzeviciene, 2014; Girdzijauskait et al., 2018; Girdzijauskait et al., 2019). Table 5.5 summarizes the key components of these theories.

Table 5.3 Dimensions of internationalization of higher education

Dimensions	*Description*	*Supporting Studies*
Strategic	Strategic planning for HEI often outlines the where, when, and desired outcomes (goals and values), what needs to be done (auditing and analysis, SWOT), and how to execute the plan (the plan of action and development activities) with the following functions • To fulfill the needs of the fund providers • To promote and channel internal communication • To control the future outcome • To effectively allocate available resources and manage interactions with external stakeholders and the institutional environment Therefore, the strategic planning for internationalizing higher education institutions involves establishing a robust international network that maintains intellectual coherence and aligns with clearly internationalized missions and visions, all supported by specific policies and procedures	Barnett (1988), Keller (1983), Davies (1987), Davies (1992), Dewey and Duff (2009), Knight (1994, 2004), Overton (1992), Scott (1992)

(continued)

Table 5.3 (continued)

Dimensions	*Description*	*Supporting Studies*
Structural	The structural aspect of internationalizing higher education encompasses more than just student mobility and executing foreign cooperation agreements. Key concerns include the internationalization of the curriculum, addressing issues like 'brain drain' or 'brain circulation,' promoting internationalization of academic research activities, offering dual degrees with foreign partners, establishing branch campuses abroad, engaging international alumni, developing international quality assurance frameworks, improving global rankings, intensifying competition for international students, and recognizing the pivotal role of recruitment agents. Moreover, the institutionalization of international education, improving infrastructure, enhancing campus life and extracurricular activities, and fostering international partnerships all play vital roles in the IHE	Qiang (2003), Marmolejo (2011), Qureshi et al. (2013), Kahn and Agnew (2017), Emirbayer (1997), and de Wit (2013)
Policy	Internationalization is an institutional process that seeks to expand the scope of international activities within higher education institutions and between these institutions and other educational bodies. This process encompasses reshaping the educational landscape at the following levels • Macro (policy design and decision-making) • Middle (curricular structures and policies) • Micro (teaching-learning process) For example, Indian agencies associated with higher education have noted the shifting global norms and defined the remedies, mostly in relation to policy deliberations, such as National Education Policy: NEP 2020, in order to compete globally	Valdes (2019), Sa and Serpa (2020), Yeravdekar and Tiwari (2014)

Source: Authors' Compilation

Table 5.4 Challenges and solutions of IHE

Particular	*Description*	*Supporting Literature*
Challenges	(i) Institutional • Lack of financial resources • Lack of human resources • Lack of educational structure and poor infrastructure, etc (ii) National • National challenges in higher education are intertwined with the state's views on education and are related to economic, social, and cultural issues at the national level, as well as the educational policies pursued in the country (iii) Current challenges in IHE include the pursuit of carbon–neutral practices, acknowledging the societal impact of internationalization, and bridging the global and local dimensions, all of which warrant thorough examination	Saat (2007), Sariolghalam (1993), de Wit and Altbach (2020), Brandenburg et al. (2019), de Wit and Deca (2020)
Solutions	• The techniques used for knowledge development and dissemination in higher education institutions and technological universities in India demand critical rethinking • It is essential to acknowledge the imperatives of the new information era and address the challenges of globalized higher education by fostering a technologically advanced educational and research environment • The synergy between science and engineering, as well as the formation of higher education alliances, academic research, and business innovation in university and academic institutions, requires an advanced technological base to fuel today's and tomorrow's economies • It is critical at this point to innovate and implement best practices to rejuvenate Indian universities and turn them into world-class institutions of tomorrow	Sharma (2012), Singh (2016), NEP (2020), de Wit and Altbach (2020)

Source: Authors' Compilation

Table 5.5 Theories of IHE

Theory	*Authors (Year)*	*Description*
Pre 2010 era		
Uppsala Theory	Johanson and Vahlne (1977)	The two components (market commitment and market knowledge) and the evolution characteristics (business supply chain and operations and commitment decision) are relevant in this context of IHE because international higher education collaboration grows phase by phase through risk comprehension, possibilities, and benefits. Foreign student mobility will be accompanied by a more rigorous commitment, such as personnel exchange, technological transfer, curriculum and program development, and the establishment of foreign branch campus
The Network Theory of Internationalization	Johanson and Vahlne (2009)	Networking in internationalization is critical for entering foreign markets and strengthening a firm's or organization's market position. It also enables continual learning in networks, which is an additional characteristic of the expanded form of Uppsala theory. This ongoing process encompasses several activities, assignments, and programs involving multiple stakeholders, both inside and externally The IHE requires robust networking between nations and their higher education institutions. As a result, it is possible to conclude that the network theory of internationalization appears to be the most suitable framework for IHE at the national and institutional levels

Theory	*Authors (Year)*	*Description*
Post 2010 era		
The Dynamic System Theory (DST)	Zhou (2016)	HEI occurs at five levels in this approach • Global level corresponds to internationalization within a global environment, encompassing critical skills for all students in the twenty-first century, economic progress, and cross-country technological progress • National level reflects a distinctive cultural situation and internationalization needs. It covers themes, such as national student mobility trends and cross-national communication • The institutional level is concerned with internationalization at particular institutions and includes subjects, such as institutional visions and missions of internationalization, and numerous international programs • Program level includes precise redefinitions or standards of internationalization across areas such as economics or sociology • The personal level is the fifth and narrowest level that encompasses individual internationalization activities and abilities, such as faculty courses and pedagogy, instructions, curricular and co-curricular activities, or support staff's professional development on global issues

Source: Authors' Compilation

5.3.3 Models of IHE (M)

In higher education, various internationalization models serve a dual purpose: they offer practical guidance for universities seeking internationalization, and they provide analytical foundations for further empirical research (Table 5.6).

5.3.4 Perspective of Internationalization of Higher Education-Context (C)

The process of internationalization can be studied through two perspectives, global and Indian. We discuss these perspectives in detail below.

5.3.4.1 Global Perspective

Internationalization is one of the four strategic initiatives of the IAU. The IAU's mission is to promote transparent and ethical internationalization, emphasizing academic justifications and the equitable, participatory nature of the process. It encourages participants to mitigate potential negative consequences when global interactions take place in vastly unequal and diverse environments among higher education institutions with differing resources, needs, and interests. The IAU advocates for IHE as a means to enhance the quality of education, research, and societal service for all students and faculty. As the world's leading organization of higher education institutions, the IAU is uniquely positioned to perform this type of research, providing insights into the present level of IHE. Their findings reveal that a significant majority of institutions, over 90 percent, incorporate internationalization into their vision and mission, underscoring the pervasive nature of internationalization in HEIs worldwide. However, North America stands as an exception, with nearly one-third of HEIs not including internationalization in their strategic plans. The majority of HEIs place significant importance on internationalization, and this value has seen an overall increase in the last three years. Importantly, this increase has predominantly been observed in HEIs where the level of internationalization was already high, with limited progress in institutions where internationalization was previously less emphasized. This trend may potentially increase disparities between HEIs. The general institutional budget remains the primary source of money for internationalization, followed by external public support. Regarding student mobility, the 5th IAU Global Survey found that while

Table 5.6 Models of IHE

Authors (Year)	*Findings*
Pre 2000 era	
Davies (1992)	Proposes four options for institutions to fulfill their internationalization objectives • Central-systematic strategy • Spontaneous-central strategy • Systematic-marginal strategy • Spontaneous-marginal strategy
Neave (1992)	Proposes two paradigm models. The first approach is centered on institutional leadership, while the second is based on core structure units • The first model witnesses IHE as a process redirected by the university's top administration • The second sees top management as a co-coordinator of efforts launched at lower levels. These 'top-down' and 'bottom-up' models can be viewed as descriptions of the centralized and decentralized decision-making processes in IHE
Knight (1994)	Emphasizes many approaches to the IHE, referring to them as Activities, Competencies, Processes, and Organizational Approaches • The activities method necessitates several provisions, including the development of academic plans, student and faculty exchanges, teaching specific disciplines, intercultural sensitivity and training, and others • The competencies strategy entails teaching new skills and information to students, academics, and administrative workers • The process method incorporates internationalization components into the functional activities of the university, such as academic processes, norms and regulations, processes, and strategies • The organizational strategy entails developing a culture and ethos that appreciates and supports an intercultural worldwide outlook

(continued)

Table 5.6 (continued)

Authors (Year)	*Findings*
Rudzki (1995)	Distinguishes between two forms of IHE, each with five stages • The Reactive mode entails academic personnel making preliminary network with foreign colleagues, formalizing some of these contacts with written agreements, enhancing control as these activities grow, the conflict between senior management seeking control of this process and employees involved in it from the start, reaching a maturity level and then switching to the other mode or allowing this work to decline • Setting contemporaneous and long-term strategic plans, developing strategic policies, implementing plans, reviewing results, and then altering or reinforcing future efforts are all part of the Proactive Mode
Post 2000 era	
Paige (2005) (Ellingboe, 1998; Knight & de Wit, 1999; Mestenhauser, 2002; Green & Olson, 2003; Paige, 2003; Nilson, 2003, Tight, 2022)	Defines an internationalization model with ten components: university leadership, strategic planning, institutionalization, infrastructure, curriculum, foreign students, and scholars, studying abroad, academic personnel involvement, university life, and monitoring. This approach emphasizes how incorporating internationalizing factors in each of the given components will affect the university's overall internationalization process

Source: Authors' Compilation

the majority of respondents have international students enrolled in full degree programs at all course levels, particularly at the Bachelor level, the percentage of international students remains relatively low. However, there is a comparatively higher proportion of overseas students enrolled in Masters and Doctoral programs across campuses. The results concerning internal and external barriers reveal that financial constraints are the foremost challenge for HEIs in recruiting foreign students. Additionally, heightened competition among HEIs, language barriers, and issues related to recognition have all been identified as significant challenges. When it comes to credit mobility, a higher percentage is observed in Bachelor courses compared to Master's and doctoral programs. However, the percentage of incoming students is generally low, less than 5%, and this phenomenon is notably more pronounced at the Bachelor level than at the Master and Doctorate levels.

5.3.4.2 The Indian Perspective of IHE

IHE, particularly in Asian countries, has received more concerted criticism than the other prospects (Tight, 2022). In a study on English instruction at Japanese universities by Aizawa and Rose (2019), internationalization was found to be largely policy-driven, overlooking the challenges faced by students and staff. In contrast, India, a country comparable in population and size to China, has historically been less active in international higher education. However, Indian students have long been aware of study options domestically and internationally (Gopinath, 2015). India is now emerging as a study destination, driven by its expanding higher education sector and demographic advantages, making internationalization a top priority. In the twenty-first century, the country has significantly shifted its approach to IHE, focusing on both Internationalization Abroad (IA) and Internationalization at Home (IH). This transition marks India's move from being a recipient to an active participant in global educational cooperation (Tight, 2022). India's proactive efforts in this direction highlight its role as both a regional economic and educational leader on the global stage (Khare, 2020). In just over 40 years, the total number of Indian students going abroad has surged by a ratio of 24, increasing from 11,192 in 1965 to 268,000 in 2008. However, these numbers are lower than those in China, where they saw a substantial increase from a few thousand in the 1960s to 417,350 in 2008, nearly double the world's growth rate. Also, since 1963, the global total of internationally mobile students has surged from 290,000 to 2.9 million. (Yeravdekar & Tiwari, 2014).

Indians currently account for approximately 7.5% of the globally mobile students, making them the second-largest group (Yeravdekar & Tiwari, 2014) of international students from a particular country after China. Powar (2012) reported that according to the AIU, only 18,391 overseas students were enrolled in 2006–07. In contrast, Singapore had 86,000 learners as of 2007 and Malaysia had 70, 423 scholars in 2008 (Knight, 2011). This underscores the issue of India's underdeveloped globalization of higher education, reflecting a lack of government initiative and providing a less optimistic outlook for initiatives like educational centers. Pritam (n.d.) notes that the first significant step in India's aspiration to promote IHE occurred during the University Grant Commission's 10th plan (2002–2007). The lack of policy discussions raises questions about India's commitment to competing and collaborating with its global counterparts. Unfortunately, the University Grants Commission's 2004–2005 coordination framework for promoting Indian higher education abroad did not gain traction. EdCIL, formerly known as Educational Consultants India Limited, serves as the body for international applicants and global Indian admissions but only admits around a thousand students annually. Hence, this sector requires more substantial policy support to facilitate appropriate strategies for the IHE in India.

5.4 Discussion

This article conducts a systematic review of existing literature on IHE using a classification method, specifically the TCCM framework. The study highlights that internationalization is not a fixed endpoint but rather an ongoing process (Zha, 2003), impacting institutional objectives and transforming various aspects of higher education, thus, reflecting a complex and interconnected system (de Bot et al., 2007; Zha, 2003). In terms of dimensions, the Strategic dimension involves comprehensive international integration, guided by well-defined missions and visions supported by specific policies and procedures (Keller, 1983; Davies, 1987; David; Dewey & Duff, 2009; Knight, 1994, 2004). The Structural aspect encompasses the institutionalization of internationalization, improving infrastructure, campus life, co-curricular activities, and international collaborations as pivotal elements in IHE (Kahn & Agnew, 2017; Qureshi et al., 2013). Regarding policy dimensions, the literature highlights three policy levels in IHE: Macro, Middle, and Micro level policies (Valdes, 2019; Sa and Serpa, 2020; Yeravdekar & Tiwari, 2014). In terms

of challenges, previous research classifies two primary categories: institutional and national (economic, social, and cultural challenges), along with institutional challenges (financial and human resources) (de Wit & Altbach, 2020; Brandenburg et al., 2019; de Wit and Deca, 2020). In summary, the existing literature raises questions for future research on IHEs, including inquiries about their specific goals and strategies for internationalization, methods for assessing progress toward these goals, the implementation of structural dimensions, and the effectiveness of Macro, Middle, and Micro policies.

5.5 Implications

This study offers valuable insights for policymakers at both institutional and national levels, addressing internationalization challenges faced by Indian management HEIs. It provides firsthand solutions through expert interviews and brainstorming sessions. Indian HEIs aiming to compete globally can utilize the framework to identify and address challenges and deviations from prescribed internationalization practices. The country's ambition to establish a globally competitive management higher education system relies on true internationalization of its higher education institutions, offering students globally relevant quality education. Internationalization yields numerous benefits, including enhanced education quality, enriched learning, improved research output, cross-cultural experiences, and the promotion of Indian culture. To achieve this goal, Indian management HEIs must address internationalization barriers and enhance their systems, structures, procedures, and policies while aligning practices with Government of India guidelines. This study provides a taxonomy to guide Indian management HEIs in achieving true internationalization, ensuring the delivery of globally standardized education.

5.6 Conclusion

Discussing the importance of strategic, structural, and policy dimensions of internationalization calls for extensive research and debate in this field. While Western nations have examined their roles, the existing research is fragmented and necessitates in-depth exploration of the strategies, structures, and policies required for the successful implementation of internationalization in Indian higher education institutions While higher education rankings (HERs) like THE or QS World University Rankings

serve as yardsticks for assessing institutional internationalization levels, some authors contend that the internationalization indicators within HERs 'are far from reflecting the main variables involved in their internationalization processes' (Delgado-Márquez et al., 2011). These rankings primarily serve to boost institutions' 'visibility' and global brand as part of their international marketing efforts, having limited relevance to internationalization plans. To truly assess an institution's internationalized character, it's imperative to consider 'other institutional aspects,' necessitating a comprehensive study to identify internationalization dimensions. In India, IHE, which was long ignored has become part of the new agenda following the launch of the NEP 2020 (Altbach & Mathews, 2020). Kumar (2020) emphasizes that the NEP, being a progressive policy document, should be supported by empirical data to gauge the impact of internationalization initiatives on HEIs in India. Therefore, future studies could bridge this gap by offering empirical evidence regarding the progress made by Indian HEIs, particularly in the field of management or business, in terms of internationalization. Given the discussion above, this study presents future research opportunities in exploring institution-specific goals of internationalization and delving deeper into dimensions beyond Strategic, Structural, and Policies. Additionally, it suggests a comprehensive examination of institution-specific challenges and potential solutions. For future scholars, the following research questions are proposed:

1. How might international institutional partnerships shape curricular and pedagogy?
2. How are students and parents affected by the international process?
3. How can governments and institutions partner to design and implement policies that promote and aid international processes?
4. How do different perspectives in the international process shape policies and practices?
5. What new hybrid theories and models can be employed to study the international process?

This study, while valuable, has limitations. It is concentrated on a specific time period and employs a classification-based approach. Future research in IHE could explore different timeframes and use alternative review

methods, such as Systematic Literature Reviews, Bibliometric Analyses, Meta-Analyses, and Content Analyses, to gain deeper insights.

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CHAPTER 6

Strategic Approach Toward Internationalization of Higher Education

Rachna Jain and Shikha Sharma

6.1 Introduction

One aspect of society that has experienced significant internationalization is higher education. The strategic, institutional, and policy aspects of fostering global viewpoints and experiences within educational institutions and programs are referred to as the "internationalization of higher education," mainly in the framework of business education. Higher education has experienced an unparalleled spike in globalization in recent decades as universities and educational institutions work to reach out to a wider audience and cross international boundaries. The process of globalization needs to integrate educational systems, curricula, research, and information across international borders. Technology advances, increased student and scholar mobility, and the rising popularity of international cooperation and exchange have all contributed to this situation. Numerous research projects and co-curricular activities

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are meant to promote multiculturalism, international cooperation, and the growth of graduates with cross-cultural competence.

The need for higher education to become more global was demonstrated during the COVID-19 era. In response to the transforming global landscape in the post-pandemic period, the experts emphasized the urgent need for policy innovation on university internationalization at the regional, national, and institutional levels. *Experts also stressed the importance of internationalization's cultural aspect in order to avoid falling into the trap of capitalist rationality and fix its flaws in order to achieve long-term prosperity (Gao & Liu,* 2023*).*

According to Rudzki (1995), the internationalization of higher education is based on four dimensions—(a) Organizational change by announcing language training programs, administrative staff for international offices, exchange programs, etc., (b) Cultural innovation by developing innovative methods for foreign students, (c) Staff development by research, expertise, projects, etc., and (d) Student's mobility by introducing new courses for foreign students.

Knight (2004) suggested that internationalization of higher education can broadly be implemented at two levels: internationalization at home and internationalization at overseas. At home, internationalization is more curriculum-focused and emphasizes activities that foster cross-cultural sensitivity and global knowledge. The intentional inclusion of foreign and multicultural components into the formal and informal curricula for all students within local educational settings is referred to as this type of internationalization. Virtual and online learning, virtual mobility for collaborative courses and research projects, as well as recruiting foreign professors and researchers, are other strategies for internationalization at home (Knight, 2012). Internationalization overseas, often known as cross-border education, refers to educational activities conducted outside of one's home country. It can take many different forms, such as student or degree accessibility, faculty/staff mobility projects, institutional migration or branch campuses, and international research initiatives (de Wit & Altbach, 2021).

The key goals of the study are to improve the caliber and applicability of business education students by embracing global perspectives, experiences, collaborations, and partnerships. This will enhance employability, cross-cultural understanding, research and innovation domains, institutional development, and alignment of national and international policies regarding certified course programs, scholarship schemes, and funding

services. Ultimately, overall societal and economic impact will be manifest by understanding global needs and requirements.

The study is qualitative in nature and highlights the challenges, opportunities, and strategies associated with the internationalization of higher business education. The study explored the dynamics, procedures, and implications connected to internationalization programs in the context of higher education through an extensive review of the literature and intends to formulate a conceptual and theoretical framework for effective and efficient implementation of the strategies.

6.2 Methodology

The study is qualitative and focuses on elucidating the challenges, strategies, and opportunities associated with the internationalization of higher business education. Through an extensive review of the literature, this research endeavours to construct a conceptual and theoretical framework for the effective and efficient implementation of internationalization strategies. Qualitative research is particularly suited to examining nuanced and multifaceted phenomena like internationalization, as it allows for an in-depth understanding of processes, contexts, and stakeholder perspectives. Using keywords like "internationalization in higher education," "business education strategies," and "cross-cultural education," relevant information from various sources was identified and gathered across academic databases. The qualitative perspective provides rich, context-sensitive insights, allowing for the development of actionable recommendations tailored to various stakeholders, including policymakers, university administrators, and educators. By synthesizing existing knowledge, the study offers a foundation for future empirical research and policy interventions in the internationalization of higher business education.

6.2.1 Antecedents of Internationalization of Education

A complex interaction of internal and external forces that affect the internationalization of education shapes the strategies and initiatives that educational institutions implement. Internally, management and leadership are crucial in establishing the tone for internationalization initiatives. A vision for global participation may be developed by effective leadership, and this leadership can also give the resources and support needed to put internationalization projects into action. The involvement of the faculty,

who are critical in providing high-quality foreign educational experiences, is another important internal component. The success of internationalization initiatives is significantly impacted by institutional culture, which is defined by an openness to variety and global perspectives. The distribution of resources, such as financing and infrastructure, is a critical factor in determining how far an institution can take its foreign activities. Additionally, academic programs and curriculum design must be adapted to meet the demands of a globalized world, incorporating cross-cultural perspectives and interdisciplinary approaches.

Externally, government rules and policies have a big impact on internationalization. Supportive regulations can boost international collaboration and draw in foreign academics and students. Contrarily, tight regulations may thwart these initiatives. The economic viability of multinational initiatives is influenced by economic factors, including financing availability and exchange rates. The acceptability of multinational projects can be influenced by cultural variables, particularly public attitudes regarding globalization. Institutions are under external pressure from globalization's broader trends to collaborate internationally to compete. The ability of an institution to attract and retain foreign talent and promote cross-cultural interactions is directly impacted by the worldwide mobility of its students and professors, making it a clear example of an external influence.

6.2.2 Barriers and Challenges

With the high goals of facilitating global knowledge exchange and educating students for an interconnected society, the internationalization of education has gathered significant momentum in recent years. Institutions and educators all across the world are starting to realize how important it is to provide diversified educational opportunities that cross national boundaries. The successful internationalization of education is threatened by a variety of strong obstacles that lie beneath the surface of this promising endeavor.

Numerous challenges have been faced by countries in creating a policy framework for the internationalization of Higher Education (IOHE). IOHE levels differ among different nations and areas. The quality of academic programs, institutional and national policies and programs, level of wealth, access to resources in HEIs, and several other factors have an impact on IOHE in various nations (Ndaipa et al., 2022). In underdeveloped countries, lack of clear regulations and procedures, an ineffective

organizational structure for internationalization, issues with finances, and infrastructure, availability of upgraded equipment, gaps in scientific, technical, and linguistic competencies, and cultural differences are some of the hurdles (Moshtari & Safarpour, 2023).

There are several barriers to the process of higher education being connected to the world through partnerships, collaborations, and alliances. It might be challenging to navigate the intricacies of diverse academic systems, rules, and certification criteria across different nations. Institutions must devote a lot of effort and money to creating agreements that fit within these various frameworks (Jiang, 2008). Budgetary limitations frequently prevent colleges, especially those in underdeveloped nations, from forming worldwide alliances (Knight, 2007). Travel, research, and infrastructure development funding might be a sizable obstacle. The internationalization of education is severely hampered by financial limitations. Strong international collaborations, projects, and initiatives frequently require significant financial resources to develop and maintain. To ensure the success of attempts to internationalize, institutions must invest in infrastructure, faculty development, student scholarships, and administrative assistance (Trilokekar, 2010). The spread of these programs, however, may be hampered by a lack of finances, preventing many students from participating in international experiences. Institutions might investigate cutting-edge funding strategies to support their internationalization objectives to overcome this obstacle, including public-private partnerships, philanthropic donations, and grants (Naz et al., 2023). Furthermore, misconceptions and misaligned objectives may result from a lack of efficient communication and collaboration across institutions due to language hurdles and cultural differences. Furthermore, political unrest and shifting government priorities in cooperating nations can sabotage existing alliances and impair long-term planning. Last but not least, it might be difficult to strike a balance between the institution's local aims and objectives and international relationships (Knight, 2007).

Another significant hurdle to the globalization of education is a lack of communication and language skills. Effective communication is crucial for knowledge sharing and developing meaningful connections in a society where hundreds of languages are spoken. Both formal academic settings and informal student interactions might be hampered by language barriers. For non-native English speakers, this presents a considerable issue because English is frequently used as the common language

in international education. Institutions must address this problem by offering extensive language support services, such as language lessons, language exchange programs, and translation tools, to make sure that students' access to higher education is not restricted by language barriers (Klimova & Kacetl, 2015).

At the international level, for entrepreneurial university development, there is a need for a proper strategic planning process for long-term and short-term goals (Bulut-Sahin et al., 2023). Firstly, a detailed analysis of opinions, prospects, and the needs of stakeholders of different universities needs to be thoroughly examined. Secondly, goals should be distinctively defined with well-written vision and mission statements. Thirdly, Universities need to identify the key areas where focus is required, like areas of research, linkages, etc. Fourthly, put the plans into action. Finally, review and revise the policies or plans according to the outcomes (Ozdemir, 2023).

Curriculum internationalization is also a challenge for higher educational institutes or universities (Hende et al., 2023). Teachers have limited knowledge and awareness of teaching practices and curricula of other domain disciplines. Faculty staff from different disciplines think, work, and communicate in a specific way. Academics would be more involved with the curriculum in the social sciences, centered on the demands of the students and the wider community. The universal principles of the natural sciences, on the other hand, would make academics in those disciplines more resistive.

Higher education has become increasingly globalized, that faces several challenging problems, notably in terms of accreditation and ranking. The various rating criteria and procedures employed by various accreditation authorities and ranking organizations are one of the key problems. These differences may lead to a lack of consistency and transparency, which makes it challenging for institutions to operate and for students to make wise decisions. In India, management education is coordinated and controlled by various bodies like AICTE (All India Council for Technical Education), UGC (University Grants Commission), NBA, (National Board of Accreditation), NAAC (National Assessment and Accreditation Council), etc., (Bhurase, 2023).

Higher education institutions conduct a self-evaluation quality assurance to ensure the caliber of their community involvement, research, and teaching and learning initiatives. In addition, changes in regional and worldwide education, pressure to meet societal requirements, student

exchange programs, international collaboration, the internationalization of professions, and globalization all place a premium on quality services. A quality assurance mechanism is required for determining student satisfaction (Ogunshe, 2023).

Worldwide standards, accreditation procedures, and quality control methods are used by educational institutions. Due to this variability, it may be challenging for both students and companies to evaluate the value and legitimacy of credentials earned abroad. Governments and educational institutions must collaborate to create open, widely accepted quality assurance systems that enable the seamless recognition of credentials across borders to address this dilemma (Kahveci et al., 2012).

While promising, the globalization of higher education through open and distance learning programs faces several obstacles. Ensuring that education is of a high standard and equivalent across borders is one of the main challenges. Concerns regarding the authenticity and recognition of degrees achieved through these programs might arise due to differences in international educational norms and accrediting frameworks. Another issue is the digital divide, which prevents underprivileged groups from participating by restricting access to technology and internet connectivity in some areas (Blight et al., 2000).

The difficulties associated with politics and regulations add even another level of complication to the process of internationalizing education. Varying governments and regulatory organizations frequently have varying visa, work permit, student mobility, and foreign education investment regulations and restrictions. These differences could put students and institutions under administrative stress, complicate the law, and raise uncertainty. Additionally, the movement of students and academics across borders may be impacted by geopolitical unrest and changing international relations. Stakeholders in the international education sector must participate in diplomatic efforts to harmonize policies and advance a more open and collaborative approach to global education to navigate this complex environment (Larsen et al., 2009)

Further, the severe lack of cross-cultural understanding is one of the most common and complex problems facing the globalization of education. The free exchange of ideas and the growth of fruitful cross-cultural interactions can be hampered by misunderstandings, preconceptions, and cultural biases (Bartell, 2003). In cross-cultural encounters, language difficulties and cultural differences may make it difficult for students to communicate and work together effectively. Conflicts over intellectual

property and copyright can also arise in cross-border partnerships (Blight et al., 1999).

6.2.3 Strategies

The formulation and execution of strategic efforts to foster global perspectives, cross-cultural understanding, and international collaboration within educational institutions constitute the internationalization of higher education. The following are some strategies that institutions might use to encourage higher education to become more globalized:

Developing Worldwide Linkages/Collaborations/Partnerships: A key approach for internationalization is to form collaborations with foreign universities, organizations, and companies. To encourage teacher and student exchanges, research initiatives and grants, and curriculum development, official agreements such as Memoranda of Understanding (MoU) must be signed. Joint degree programs, which allow students to earn credentials from both home and overseas universities, are another way such collaborations might take place (Bradford, et al., 2017).

Implementing Study Abroad Curriculum: Students have the option to spend a semester or a full year studying abroad at partner universities according to the overseas curriculum. Students become acquainted with many languages, cultures, beliefs, and educational systems through these programs, which broadens their perspectives and improves their cross-cultural competence. To guarantee a seamless transition for participating students, educational institutions might set up exchange programs, find suitable host institutions, and offer support services (Hende et al., 2023).

Integrating Foreign Students: To foster a diversified and all-encompassing learning environment, attracting and integrating foreign students is essential (Maringe, 2010). By taking part in international education fairs, running specialized marketing initiatives, and providing scholarships, institutions may actively attract students from abroad. Institutions should offer assistance to international students when they enroll, such as introduction workshops, linguistic assistance, and varied cultural blending activities.

Faculty Exchange Programs: Academic staff members can participate in teaching, research, and knowledge-sharing activities at partner universities

through faculty exchange programs. These interactions stimulate cooperation in research and curriculum creation, help transfer knowledge, and expose staff to various instructional strategies. Institutions should set up systems to promote financing for faculty exchanges and acknowledge the relevance of global partnerships in the assessment and advancement of faculty members (Urbanovič & Wilkins, 2013).

Infusing Global Perspectives into the Curriculum: Internationalization must include the inclusion of global perspectives in the curriculum. Institutions may do this by providing courses on areas like global economics, cross-cultural management, and international business. Faculty members can incorporate global case studies, and guest lectures from international authorities/experts/ managers/leaders, and provide chances for hands-on learning in their classes. Institutions should also make sure that internationalization ideas are incorporated into the curriculum design and evaluation procedures (Marantz-Gal & Leask, 2020).

Improving Language-Learning Programs: For efficient communication and cultural understanding, language ability is essential (De Wit et al., 2023). To assist students in acquiring the language abilities required for contexts such as international academic and professional settings, institutions can provide language programs, such as foreign language classes and English as a Second Language (ESL) assistance. Conversation groups, language tutoring, and language immersion courses are more examples of language assistance services.

Promoting International Internships and Experiential Learning: Students get hands-on experience in foreign corporate environments through programs that offer practical learning and worldwide internship opportunities. To help students find internship assignments, institutions might form relationships with foreign businesses, organizations, and NGOs. Students are encouraged by practical knowledge to apply and comprehend real-world circumstances, build professional networks, and develop a thorough awareness of international business practices.

Emphasizing Cross-Cultural Competency Development: Institutions ought to provide scholars' ability to interact across cultures priority. Intercultural training seminars, cultural competency training programs, and intercultural conversation sessions can help. Giving students from various cultural backgrounds the chance to work together on projects, engage in conversations, and take part in cultural activities promotes multicultural

understanding and prepares them for working in multicultural situations (Stigger et al., 2018).

Offer Free-Ship or Scholarship Programs: Students from every socioeconomic class have the opportunity to pursue education internationally due to scholarships provided by governments, universities, and organizations, which promote cross-cultural understanding and the exchange of knowledge and ideas on a worldwide scale. By removing constraints to study abroad for talented learners who would not otherwise have the wherewithal to do so, these scholarships support inclusion and diversity in academia (Moshtari & Safarpour, 2023).

Promoting International Research Collaboration: Encouraging faculty and staff to participate in international research alliances and collaborations that promote knowledge and improve universities' reputations worldwide. For cooperative research initiatives, joint publications, and participation in international conferences and workshops, institutions might offer incentives and assistance. Opportunities for research funding that are expressly geared toward international cooperation might further encourage faculty participation in international research endeavors (Davies, 1992).

Fostering Alumni Engagement: Alumni involvement in internationalization initiatives might offer helpful information and assistance. Institutions can create transnational alumni networks, plan global alumnae gatherings, and engage alumni in mentoring initiatives for current students. Alumni can act as ambassadors by fostering partnerships with their respective organizations and connecting students and teachers to their networks and experiences abroad.

Encouraging Global Citizenship: Educational institutions can encourage students to feel like global citizens by stressing the value of civic engagement, moral leadership, and sustainability in an international environment. This may be accomplished through participating in volunteer activities, connecting with local and international groups, and taking courses that deal with global issues and sustainable development (Vaira, 2004).

Establishing Quality Assurance Mechanisms: Maintaining high-quality standards is essential in internationalization efforts. Institutions have to

set up quality control systems that evaluate and track the results of internationalization efforts. Each higher education institution (HEI) has an internal quality assurance system in place to ensure quality, and also an external quality assurance mechanism run by organizations that collaborate with HEI systems. To guarantee continuous improvement, this could require regular program assessments, polls of student satisfaction, and feedback systems (Ogunshe, 2023).

Synchronization of Ranking and Accreditations: Having standardized and universally recognized rating and accreditation processes is vital as educational institutions attempt to improve their reputations and attract foreign talent. These systems offer a precise and transparent evaluation of academic achievement, enabling stakeholders and students to make informed decisions about where to study and where to invest in higher education. Additionally, universities that align their activities with these principles create a competitive climate that encourages continuing improvements in infrastructure, research, and teaching (Bhurase, 2023).

Open and Distance Learning Programs: Universities and organizations can provide courses and degree programs that appeal to a worldwide audience via the use of digital technology and online platforms, boosting cross-cultural relationships, removing geographical restrictions, and enhancing the educational experience. Furthermore, by welcoming students from all origins and cultures and fostering the interchange of ideas and viewpoints, internationalization in higher education through open and distance learning supports diversity and inclusion. This strategy not only improves educational quality but also fosters international cooperation and knowledge exchange, preparing students for a globalized and interconnected society (Abdul Rahaman et al., 2022; Altinay, et al., 2019).

6.3 Theoretical Model

Developing a comprehensive framework that includes antecedence, barriers, challenges, and corresponding strategies intending to understand the concept and its outcomes holistically. With the use of an extensive literature review, various antecedents, and challenges were identified along with the strategic moves followed by different countries in pursuit of internationalizing the education. The following framework

is designed to outline the key components and dynamics of internationalization efforts in higher education. It underscores the significance of achieving internationalization goals and objectives at the core while navigating various external and internal factors that influence these efforts.

The theoretical framework model for higher education's internationalization provides a detailed explanation of how to encourage global engagement in academic institutions. Setting internationalization goals and objectives is the main focus of the model. This core is surrounded by external elements like governmental regulations, economic conditions, cultural dynamics, globalization tendencies, and international mobility. Internationalization tactics are shaped by internal university elements such as administration, faculty participation, institutional culture, budget allocation, and academic programs. These tactics include cross-cultural competence training, online learning initiatives, research partnerships, and student and faculty mobility programs. The model also emphasizes results and effects like better cultural diversity, higher academic standing, increased research production, enrollment, and income, and the creation of graduates with cross-cultural competency. Feedback systems guarantee ongoing evaluation, data gathering, analysis, and adaptation of strategies. Additionally, the model recognizes common challenges and barriers, such as funding constraints, language barriers, quality assurance, regulatory challenges, and resistance to change, emphasizing the need for continuous improvement and adaptation in internationalization efforts (Fig. 6.1).

6.4 Discussion

The internationalization of higher education has emerged as a transformative force, redefining the landscape of academia and its impact on various stakeholders. In this discussion section, we delve into the outcomes and implications of this phenomenon, shedding light on the multifaceted benefits it brings to institutions and individuals alike.

Enhanced Cultural Diversity and Inclusion: One of the most notable outcomes of internationalization is the promotion of cultural diversity and inclusion within university campuses. By attracting students and faculty from diverse backgrounds, institutions create an environment where cross-cultural interactions thrive. This fosters a deeper understanding and appreciation of different cultures, ultimately contributing to a more inclusive and tolerant society.

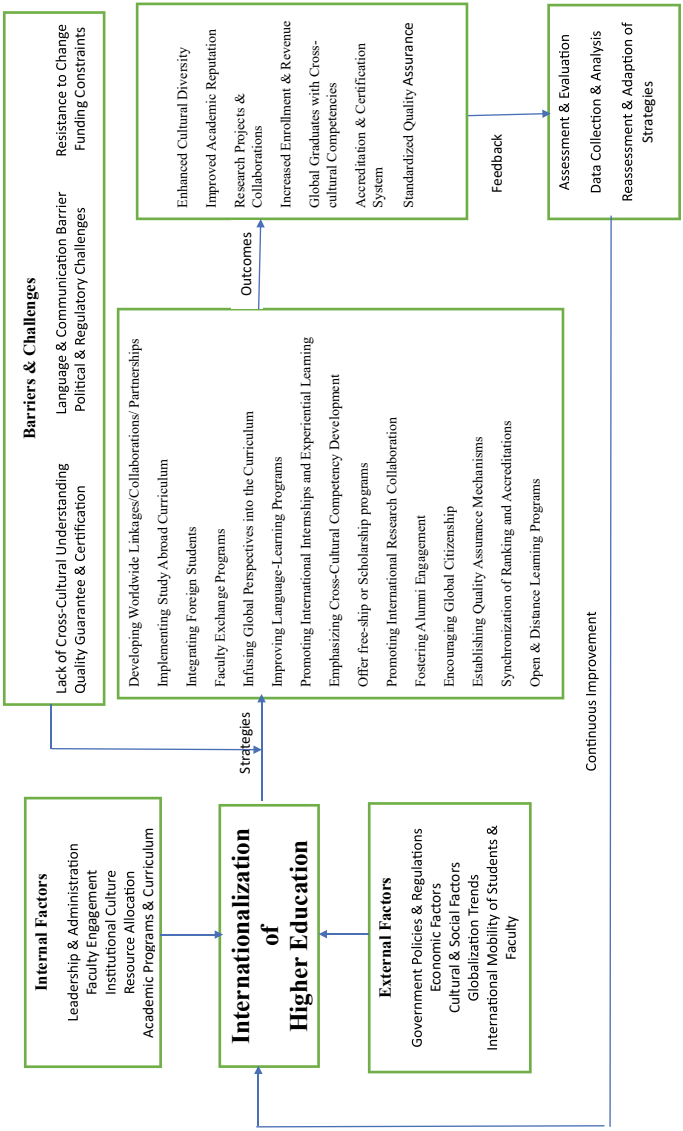

Fig. 6.1 Theoretical Framework for Internationalization of Higher Education

Improved Academic Reputation: International collaborations and partnerships elevate the academic reputation of institutions. Engaging in joint research projects and publications with global counterparts enhances the visibility and credibility of academic programs and faculty. This, in turn, attracts top-notch scholars and students, creating a positive feedback loop that bolsters the institution's global standing.

Research Projects and Collaboration: Internationalization is a catalyst for research excellence. Collaborative research ventures with international scholars and institutions bring together diverse perspectives, expertise, and resources. This synergy accelerates innovation and breakthroughs in various fields, facilitating the exchange of knowledge and the advancement of science and technology.

Increased Enrollment and Revenue: The internationalization of higher education often results in a surge in enrollment, particularly among international students. This influx of students not only diversifies the student body but also contributes significantly to institutional revenue. The additional income can be reinvested in enhancing educational quality and expanding internationalization efforts further.

Global Graduates with Cross-Cultural Competencies: Graduates of internationally-focused programs emerge with invaluable cross-cultural competencies. They possess the skills and perspectives necessary to thrive in a globalized world. Such graduates are better equipped to navigate diverse workplaces, collaborate effectively across borders, and tackle global challenges with cultural sensitivity.

Global Accreditation and Certification System: The internationalization of higher education has led to the development of global accreditation and certification systems. These systems establish standardized criteria for evaluating educational quality across borders. They ensure that graduates are equipped with skills and knowledge that are globally recognized and respected, enhancing the employability of students worldwide.

Standardized Quality Assurance: As institutions seek to internationalize, they are compelled to adhere to rigorous quality assurance standards. This commitment to quality benefits both domestic and international students, assuring them of a high-quality education. It also serves as a benchmark

for accountability, ensuring that institutions maintain their standards while expanding their global reach.

It can be inferred that the internationalization of higher education brings a multitude of benefits, ranging from cultural enrichment and academic excellence to economic sustainability and global competence. It underscores the pivotal role that higher education institutions play in shaping a more interconnected and prosperous world. As institutions continue to embrace internationalization, they contribute not only to their growth but also to the broader advancement of society and the global knowledge economy.

6.5 Conclusion

For the internationalization of higher education, study abroad programs need to be offered to scholars/graduates with free ships or scholarships. The facility of a dual-degree program needs to be permitted. Students can benefit by doing multiple qualifications during the same duration. International faculty exchange programs need to be encouraged and sponsored by different countries to promote diverse perspectives. Additionally, student exchange programs need to flourish to experience different cultures, experiences, and business practices. The platform should be created to nurture multicultural interactions and learning. The partnership and collaboration with foreign institutes/colleges/universities, and governments with a Memorandum of Understanding (MoU) need to be signed at the multi-level. Global ranking and accreditation ratings need to be implemented so that the credibility and visibility of different business education programs can be evaluated. Promotion of international research projects with international grants and implications needs to be engaged.

The institutes, universities, and government should work in policy formulation like curriculum internationalization by introducing courses in multicultural management, global economics, etc. To enhance student's linguistic skills, they should initiate language-specific diploma or degree courses. To facilitate experiential learning, the initiative of providing international internships, collaborations in research projects, workshops, seminars, training sessions, industrial visits, etc., is required. To ensure credibility and standards, the education program must have streamlined international quality standards and a detailed curriculum layout.

The theoretical framework model emphasizes the complexity of higher education's globalization. The process's essential goals and objectives for

internationalization are acknowledged, and they must be in line with outside pressures such as governmental regulations, economic conditions, cultural influences, globalization trends, and student and faculty migration patterns. Through strong leadership, faculty engagement, establishing an inclusive institutional culture, judicious resource allocation, and the creation of pertinent academic programs, universities play a crucial internal role in defining their internationalization initiatives. These techniques cover a range of tactics, including allowing faculty and student mobility, supporting digital and online learning initiatives, forming research collaborations, and encouraging cross-cultural competency education. The results and effects of internationalization vary widely, from promoting cultural diversity and enhancing academic prestige to increasing research output, enrollment, and money production. The goal is to generate graduates with cross-cultural skills appropriate for a globalized environment, which is perhaps most vital. Continuous feedback loops, which include routine assessment, data collection, analysis, and the capability to adjust strategies in response to changing conditions, are essential to the success of internationalization initiatives. The approach does, however, also take into account the obstacles and difficulties that colleges may face while trying to become more globally aware. These include financial limitations, communication and language problems, issues with quality control and accreditation, regulatory and political obstacles, and resistance to change. The connection between these obstacles and the essential elements of goals and objectives emphasizes the need for universities to persistently address these obstacles through continuous improvement and adaptation. This iterative process is crucial for achieving successful internationalization in higher education.

6.5.1 Originality

The study gives a vision to the government authorities, university boards, and other educational policy regulators to structure the guidelines and plans for the globalization of higher education in standard form. The paper also recommends that challenges associated with the internationalization of higher education like cross-cultural differences, linguistic capability, financial burden, etc., can be responded to with strategies like language programs, support services like scholarships, and developing a platform *for* learning and understanding multicultural contexts. The paper suggests that the internationalization of business education

comprehends not only academic dimensions but also takes into account sociopolitical, institutional, psychosocial, and cultural aspects.

6.5.2 Research Implications

The institutes, colleges, universities, and government regulators need to formulate clear and defined policies, procedures, and norms for the internationalization of higher education. A theoretical framework and comprehensive course structure need to be formulated with universal policies for the enrollment of foreign students, scholarship facilities, certification awarded, and placement opportunities. For globalizing higher education, implementation of these measures advances the generation of qualified graduates, improves institutional reputation, and promotes cooperation and knowledge exchange on a global scale. Educational institutions may successfully traverse the intricacies of internationalization and give students the knowledge and experiences they need to thrive in a globalized environment by taking a comprehensive approach and incorporating these methods into institutional policies and practices. Business education *equips* graduates with a global perspective, ethical leadership abilities, and knowledge of sustainable business practices to aid in the social and economic growth of local, national, and worldwide societies. The globalization of higher education provides opportunities for students, researchers, and institutions to engage in a global intellectual community.

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CHAPTER 7

Emerging Technologies as Prerequisites and Background Factors Shaping the Internationalization of Higher Education

Princi Gupta

7.1 Introduction

Higher education has long been internationalized. The early modern era saw a shift in the emphasis from national growth to internationalization, albeit many of the earliest scholars traveled extensively in Europe. However, programs like the Erasmus Mundus Program in Europe and the Fulbright Scholars Program in the United States have worked to foster cooperation between institutions of higher learning and mutual understanding (Oleksiyenko, 2023). However, initiatives like the Fulbright Scholars Program in the US and the Erasmus Mundus Program in Europe have aimed to promote understanding and collaboration across academic institutions. An interconnected network and global awareness are increasingly seen as significant and sought-after assets in today's age of global knowledge and technology. Institutions are placing increased

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emphasis on internationalization as a result of the contemporary labor market's requirement that graduates have intercultural, foreign language, and international abilities in order to interact in a global setting. a very recent, wide-ranging, and diverse phenomenon in higher education that is driven by a complex interplay of political, economic, sociocultural, and scholarly justifications and stakeholders. Depending on the specific contexts of the affected regions, nations, and organizations, it has different effects. Internationalization in higher education has changed over the past 50 years from being a minor activity to being a significant part of the reform agenda (Bamberger, 2023). The requirements of the knowledge economy, the end of the Cold War, and the growing regionalization of economies and societies during the last decade of the previous century created a context that made it possible to take a more strategic approach to internationalization in higher education. This was true first and principally in Europe because to the Bologna Process and EU programs, but increasingly it also applied overseas. Internationalization was gradually elevated to the top of the reform agenda by the European Commission, national governments, global organizations like the OECD, UNESCO, and the World Bank, as well as associations for higher education like the International Association of Universities (IAU) and the European Universities Association (EUA). The most frequently mentioned aspect of internationalization is mobility, which is also known as "internationalization abroad" and can take many different forms. The third essential element of internationalization is curriculum and global professional and citizenship development, sometimes known as "internationalization at home." It gets more attention, but still not as much as mobility (Leal Filho, 2023). Priorities from the past have been superseded or surpassed in importance by others as internationalization has developed. In recent years, internationalization has been called upon to help contribute to addressing the extreme challenges faced by global society, which are encapsulated in the Sustainable Development Goals (SDGs) of the United Nations. This is especially true through increased focus on internationalization at home. However, given the extreme challenges faced by global society, which are encapsulated in the SDGs, internationalization has also been called upon to help address these societal challenges and goals (Sahin, 2023).

7.2 Objectives of the Study

This review aims to identify key emerging technologies shaping international higher education and assess their impact on curriculum, teaching, and learning. Additionally, it seeks to evaluate challenges and provide recommendations for leveraging these technologies in the internationalization efforts of higher education institutions.

7.3 Methodology

To achieve the objectives of this review, the following methodology will be employed. A comprehensive search of scholarly databases will be conducted to identify relevant peer-reviewed articles, books, and reports published in the last five years. Relevant literature will be analyzed to identify key themes, trends, and findings related to the role of emerging technologies in internationalized higher education. The collected data will be synthesized, and a critical evaluation of the literature will be performed to identify gaps, inconsistencies, and areas for further research. Based on the review findings, practical recommendations will be provided to inform policymakers, administrators, and educators on effective strategies for integrating emerging technologies into the internationalization process.

7.4 Theoretical Background

7.4.1 Pioneering Pathways: The Evolution of Higher Education

The internationalization of higher education has roots in historical developments dating back centuries. In the early modern period, universities in Europe established networks of scholars and exchanged knowledge across borders, contributing to the dissemination of ideas and the birth of the Enlightenment (Soong, 2023). However, it was in the late nineteenth and early twentieth centuries that a more structured form of internationalization began to take shape. The establishment of organizations like the League of Nations and later the United Nations, after World War I and II respectively, promoted collaboration and exchange in higher education as a means to foster peace and mutual understanding among nations (Moshtari, 2023).

During the mid-twentieth century, the United States played a pivotal role in shaping the modern landscape of international education.

Programs like the Fulbright Scholarship, initiated in the aftermath of World War II, facilitated academic exchanges and cultural diplomacy. The Cold War era further propelled internationalization efforts, as educational exchanges became tools of ideological competition between the Eastern and Western blocs (Jaime Ndaipa, 2023).

As the world moved into the latter half of the twentieth century and into the twenty-first century, globalization emerged as a defining force in higher education. Technological advances in communication and transportation facilitated easier international mobility, and universities around the world began to seek and establish partnerships, joint programs, and research collaborations (Heleta, 2023). This period saw a surge in the number of international students and faculty, leading to a more diverse and globally connected academic community (Tight, 2022).

In recent decades, internationalization has evolved beyond traditional forms of student and faculty exchange. It now encompasses broader initiatives such as branch campuses, distance learning programs, and the integration of global perspectives into curricula (Alam, 2023). Moreover, there is a growing emphasis on intercultural competence and the preparation of students for a globalized workforce. This historical trajectory underscores the enduring importance of internationalization in higher education as a means to foster cross-cultural understanding, advance knowledge, and address global challenges collectively (Montgomery, 2023).

7.4.2 Strategic Frameworks: Intersecting Internationalization with Technology Integration

The internationalization of higher education and the integration of technology are two critical dimensions shaping modern academia (Guzmán-Valenzuela, 2023). Several theoretical frameworks provide insights into how these two concepts can intersect and mutually reinforce one another:

Alt Text: The Table 7.1 presents a concise overview of various theoretical frameworks relevant to the integration of technology and internationalization in higher education. Each framework is accompanied by its key concepts and its application in the context of academia.

The Table 7.1 provides a comprehensive overview of key theoretical frameworks crucial for understanding the integration of technology and internationalization in higher education. Each framework is accompanied

Table 7.1 Theoretical frameworks: tech integration and global education. *Source*: Author's Compilation

Theoretical Framework	*Key Concepts*	*Application in Internationalization and Technology Integration*
Cultural-Historical Activity Theory (CHAT)	- Learning as a socially and culturally mediated process- Mediation through tools and artifacts	- Technology serves as a mediator for cross-cultural interactions and learning- Digital platforms facilitate global collaboration and research projects
Connectivism	- Learning as a networked, distributed process- Knowledge residing in digital networks and communities	- Technology connects learners from different parts of the world- Online platforms enable global knowledge exchange and shared learning experiences
Cultural Intelligence (CQ) Framework	- Capability to function effectively in culturally diverse settings	- Technology provides opportunities for virtual immersion in different cultural contexts- Virtual reality, for example, simulates cross-cultural experiences
Community of Inquiry (CoI) Mode	- Emphasizes social, cognitive, and teaching presence in online learning environments	Effective use of technology creates inclusive and interactive spaces for cross-cultural engagement and collaborative learning
Transnationalism Theory	- Individuals and institutions operating across national boundaries	- Technology facilitates seamless communication and collaboration among stakeholders from different countries
Diffusion of Innovation Theory	- How new ideas and technologies spread within a social system	- Informs strategies for introducing and scaling technological tools and approaches that enhance cross-cultural learning experiences

by its core concepts and its application in academia. Cultural-Historical Activity Theory (CHAT) emphasizes the role of technology as a mediator for cross-cultural interactions and collaborative learning experiences. Connectivism highlights the significance of digital networks in connecting learners globally and facilitating knowledge exchange. The Cultural Intelligence (CQ) Framework underscores technology's potential in providing virtual immersion experiences for understanding diverse cultures. The Community of Inquiry (CoI) Model emphasizes the importance of technology in creating inclusive and interactive spaces for cross-cultural engagement. Transnationalism Theory recognizes technology as a tool for seamless communication and collaboration across borders. Lastly, the Diffusion of Innovation Theory informs strategies for introducing and scaling technology to enhance cross-cultural learning experiences. These frameworks collectively offer valuable insights for institutions aiming to navigate the intersection of technology and internationalization in modern higher education.

7.5 Digital Disruption: Revolutionizing Global Higher Education

Emerging technologies are playing an increasingly pivotal role in shaping the internationalization of higher education (de Wit, 2023). These innovative tools and platforms have become prerequisites and background factors that are redefining how educational institutions engage with global audiences.

Alt Text: This Table 7.2 outlines key emerging technologies influencing the internationalization of higher education. Online Learning Platforms provide remote access to educational content, enabling global participation. Virtual Reality and Augmented Reality offer immersive experiences for cross-cultural understanding. Data Analytics, AI, and Blockchain streamline personalized learning and credentialing processes. Virtual Collaboration Tools facilitate seamless international collaboration in research and coursework. The table highlights the pivotal role of emerging technologies in reshaping the landscape of higher education and driving its internationalization. Each technology is succinctly described alongside its specific impact on the global dimension of higher education. Online Learning Platforms have democratized access to education, extending the reach of institutions to a diverse global

audience. Virtual Reality and Augmented Reality technologies immerse students in cross-cultural experiences, fostering deeper understanding. Data Analytics and Artificial Intelligence personalize learning for international students, tailoring educational content to their unique needs. Blockchain technology simplifies credential verification, providing transparency and global recognition. Virtual Collaboration Tools enable seamless international cooperation in research and coursework, promoting a truly global approach to higher education. Together, these technologies are revolutionizing how higher education institutions engage with international audiences, making education more accessible, immersive, and interconnected on a global scale.

7.6 Pedagogical Pioneers: Case Studies in Higher Education Advancements and Their Transformative Impact

Alt-text: This Table 7.3 presents four case studies showcasing successful technology implementations in higher education and their impacts. Case studies include Harvard University's Online Learning Platform, Stanford University's VR Cultural Immersion Program, Georgia State University's AI-Powered Advising System, and the University of Helsinki's Online Master's Program in Data Science. The impacts range from increased accessibility and cross-cultural understanding to improved advising and student retention.

The table provides a comprehensive overview of four case studies illustrating successful implementations of technology in higher education, along with their respective impacts. Harvard University's Online Learning Platform increased global accessibility to courses and diversified student demographics. Stanford University's VR Cultural Immersion Program enhanced cross-cultural preparedness and improved retention rates among international students. Georgia State University's AI-Powered Advising System led to a 5% increase in student retention and streamlined advising processes. The University of Helsinki's Online Master's Program in Data Science attracted a diverse international student body and leveraged data analytics for continuous improvement. These case studies collectively demonstrate the transformative potential of technology in higher education, showcasing its positive effects on accessibility, cultural integration, student support, and overall educational quality.

Table 7.2 Emerging technologies driving global higher education. *Source*: Author's Compilation

Emerging technology	*Description*	*Impact on internationalization of higher education*
Online Learning Platforms	Digital platforms that facilitate remote access to educational content, enabling global participation in courses and programs	Democratizes access to education, allowing institutions to reach a diverse, worldwide audience
Virtual Reality (VR)	Immersive technology that creates realistic, interactive environments. In education, it allows students to virtually explore diverse cultures	Enhances cross-cultural understanding and provides immersive experiences for international students
Augmented Reality (AR)	Overlays digital information onto the real world, offering interactive experiences. In education, it can be used for interactive learning	Augments learning experiences by providing interactive, context-rich content, particularly in cross-cultural contexts
Data Analytics and AI	Utilizes advanced algorithms and machine learning to analyze and personalize learning experiences based on individual student data	Enables personalized learning, tailoring educational content to the specific needs and backgrounds of international students
Blockchain for Credentialing	Securely stores academic credentials in a decentralized ledger, simplifying the verification and recognition of qualifications	Streamlines the process of credential verification, providing a transparent and globally recognized system for academic recognition
Virtual Collaboration Tools	Digital platforms and software that facilitate collaborative work and communication among individuals and teams across borders	Enables seamless international collaboration in research, projects, and coursework, fostering a global approach to education

Table 7.3 Case studies in higher education advancements and their transformative impact. *Source*: Author's Compilation

Case Study	*University*	*Technology Implemented*	*Impact*
Case Study 1	Harvard University	Harvard Online Learning Platform	- Increased accessibility to Harvard courses for a global audience, reaching learners from over 200 countries - Diversified student demographics, with a significant increase in international participants, enhancing cross-cultural perspectives - Expanded revenue streams through paid certificate programs and courses, providing financial sustainability for the initiative
Case Study 2	Stanford University	VR Cultural Immersion Program	- Created virtual experiences for international students to explore and understand diverse cultural contexts before arriving on campus - Created virtual experiences for international students to explore and understand diverse cultural contexts before arriving on campus - Increased retention rates and satisfaction levels among international students, contributing to a positive campus culture
Case Study 3	Georgia State University	AI Advising System	- Increased student retention rates by 5%, leading to significant cost savings and a more successful student body - Allowed advisors to focus on higher-level guidance, resulting in a more efficient and effective advising process
Case Study 4	University of Helsinki	Online Learning, Data Analytics	- Attracted a diverse international student body, fostering cross-cultural interactions - Enriched discussions and perspectives within the program - Leveraged data analytics to continuously improve the curriculum and learning experience based on student performance data - Ensured high-quality education through data-informed adjustments

7.7 Code and Classrooms: Reshaping Global Higher Learning Environments

Emerging technologies have had a significant impact on curriculum development, teaching methodologies, and learning experiences in internationalized higher education (Uzhegova, 2022). Here's an examination of their influence in each of these areas:

Curriculum Development:

- Customization and Personalization: Emerging technologies enable curriculum customization and personalization to cater to the diverse needs and backgrounds of international students. Adaptive learning platforms and AI-powered tools can assess individual student progress and provide tailored content and resources (Highman, 2023).
- Multimodal Learning Materials: With emerging technologies, curriculum materials can be presented in various formats, including multimedia, interactive simulations, and virtual reality. This enhances engagement, promotes active learning, and accommodates different learning styles (Bonacina-Pugh, 2022).
- Global Perspective Integration: Emerging technologies facilitate the integration of global perspectives into the curriculum. Through online resources, virtual exchange programs, and international collaborations, students can access diverse viewpoints, engage in cross-cultural discussions, and develop a global mindset (Proctor, 2023).

Teaching Methodologies:

- Blended Learning and Flipped Classrooms: Emerging technologies support blended learning approaches, combining online and face-to-face instruction. This allows for flexible learning experiences and promotes active engagement. Flipped classrooms, where students access lectures online and engage in collaborative activities during class time, are facilitated by online platforms (McCowan, 2023).
- Online Collaboration and Communication: Emerging technologies provide tools for online collaboration and communication, enabling international students and faculty to work together on projects,

participate in virtual discussions, and engage in real-time interactions across borders (de Wit, 2022). This promotes cross-cultural understanding and teamwork.

- Gamification and Simulation: Gamification elements and simulation-based learning are facilitated by emerging technologies. These approaches make learning more interactive, experiential, and engaging for students, fostering deeper understanding and knowledge application (Raghuram, 2023).

7.8 Learning Experiences:

- Virtual Study Abroad and Global Exchanges: Emerging technologies allow for virtual study abroad experiences, where students can explore international campuses, interact with peers from different countries, and engage in cross-cultural activities without physical travel. Virtual exchange programs connect students globally for collaborative projects and cultural exchange (Le Ha, 2023).
- Access to Global Resources: Emerging technologies provide access to a vast array of global educational resources, including digital libraries, research databases, and online archives. This enables international students to access the same quality of resources as their peers studying on-campus, promoting equity and inclusivity (Hackett, 2023).
- Interactive Learning Environments: Emerging technologies create interactive learning environments that foster student engagement and participation. Virtual reality simulations, augmented reality applications, and gamified platforms enhance the learning experience, making it more immersive and hands-on (Tran, 2023).
- Adaptive Learning and Personalized Feedback: Emerging technologies enable adaptive learning systems that can adjust the pace, content, and difficulty level of instruction based on individual student needs. They also provide personalized feedback and assessment, helping students track their progress and identify areas for improvement (Dumanig, 2022).

Overall, emerging technologies have transformed curriculum development, teaching methodologies, and learning experiences in internationalized higher education. They have made education more accessible,

inclusive, and engaging for international students, while also promoting cross-cultural understanding and collaboration. As technology continues to advance, the potential for further enhancements in these areas is significant.

7.9 Tech Integration in Global Education: Challenges and Opportunities Challenges

Infrastructure and Access: One of the primary challenges is ensuring reliable and robust infrastructure to support emerging technologies. Institutions need adequate internet bandwidth, technical support, and access to devices for students and faculty to effectively utilize these technologies. In regions with limited technological infrastructure, achieving widespread adoption can be a challenge (Jones, 2021).

Cost and Resources: Integrating emerging technologies requires financial investments for acquiring hardware, software, and training faculty. Institutions may face budgetary constraints that hinder their ability to implement and sustain these technologies effectively. Ongoing support and maintenance costs can also pose challenges (De Wit, 2021).

Digital Divide and Inequity: Integrating emerging technologies may exacerbate existing inequities, creating a digital divide among students and faculty. Unequal access to devices, internet connectivity, and technical skills can hinder the participation and engagement of marginalized groups, perpetuating disparities in educational opportunities (Liu, 2021).

Pedagogical Adaptation: Integrating emerging technologies necessitates pedagogical adaptation and faculty development. Faculty members need training and support to effectively integrate these technologies into their teaching practices, develop new pedagogical approaches, and ensure alignment with learning outcomes (Ramaswamy, 2021).

Technological Obsolescence: Emerging technologies evolve rapidly, and institutions must anticipate and address the challenge of technological obsolescence. Regular upgrades and staying updated with emerging trends require ongoing investment and proactive planning.

7.9.1 Opportunities

Expanded Reach and Global Engagement: Integrating emerging technologies enables institutions to expand their reach beyond geographical boundaries. Institutions can attract international students, offer online

programs to learners worldwide, and engage in virtual collaborations, fostering global engagement and cultural exchange (Mok, 2021).

Enhanced Learning Experiences: Emerging technologies offer opportunities to enhance learning experiences through interactive and immersive approaches. Virtual reality, gamification, and adaptive learning platforms can personalize instruction, promote active engagement, and provide hands-on experiences, leading to improved learning outcomes (Ndlovu-Gatsheni, 2021).

Flexible and Blended Learning: Integrating emerging technologies supports flexible learning options, including online, blended, and flipped classroom models. This flexibility accommodates diverse learning styles, allows for self-paced learning, and provides opportunities for students to balance work, personal commitments, and education (Strielkowski, 2021).

International Collaboration and Research Networks: Emerging technologies enable international collaborations and research networks, fostering cross-cultural collaboration and knowledge exchange. Institutions can collaborate on joint research projects, share resources, and engage in interdisciplinary initiatives, leading to enhanced research outcomes and innovation (Aydinli, 2021).

Innovation and Future-Readiness: Integrating emerging technologies encourages innovation and prepares students for the digital future. By incorporating these technologies into curricula, institutions can equip students with digital literacy, critical thinking, problem-solving, and technological skills that are increasingly valued in the global workforce (Finardi, 2021).

Accessible and Inclusive Education: Emerging technologies have the potential to make education more accessible and inclusive (Khare, 2021). They can provide educational opportunities to students with physical disabilities, learners in remote areas, and those with limited mobility, reducing barriers to education and promoting inclusivity.

In summary, integrating emerging technologies into the internationalization strategies of higher education institutions presents challenges related to infrastructure, costs, equity, and pedagogical adaptation (Huang, 2022). However, these challenges are accompanied by opportunities for expanded reach, enhanced learning experiences, international collaboration, innovation, and accessibility. Institutions that proactively address the challenges and leverage the opportunities stand to benefit

from the transformative potential of emerging technologies in their internationalization efforts (Cordova, 2021).

7.10 Elevating Global Education: Strategic Recommendations for Stakeholders

To effectively leverage emerging technologies for enhancing the internationalization of higher education, policymakers, administrators, and educators can consider the following recommendations:

Develop a Strategic Vision: Create a clear and comprehensive strategic vision that outlines the goals, objectives, and expected outcomes of integrating emerging technologies into the internationalization efforts. This vision should align with the institution's mission and values and guide decision-making processes (Renfors, 2021).

Invest in Infrastructure and Resources: Allocate adequate resources for infrastructure development, including robust internet connectivity, technological devices, and technical support. Ensure that institutions have the necessary hardware, software, and human resources to support the effective integration and maintenance of emerging technologies (De Witte, 2021).

Prioritize Professional Development: Provide ongoing professional development opportunities for faculty and staff to enhance their technological literacy and pedagogical skills related to emerging technologies. Training programs, workshops, and communities of practice can help educators effectively integrate these technologies into teaching and learning practices.

Foster Collaboration and Partnerships: Encourage collaboration and partnerships among institutions, both nationally and internationally. Foster networks for sharing best practices, lessons learned, and innovative approaches to integrating emerging technologies. Collaborative initiatives can enhance the exchange of knowledge, resources, and expertise in utilizing these technologies for internationalization (Mok, 2021).

Ensure Accessibility and Inclusivity: Consider accessibility and inclusivity in the design and implementation of emerging technologies. Ensure that digital resources, platforms, and learning materials are accessible to all students, regardless of disabilities or limitations. Address the digital divide by providing equitable access to devices, internet connectivity, and technical support.

Conduct Research and Evaluation: Encourage research and evaluation studies to assess the impact of emerging technologies on the internationalization of higher education. Gather evidence-based data on the effectiveness of these technologies in enhancing learning outcomes, fostering cross-cultural understanding, and promoting international collaboration. Use research findings to inform future decision-making and improvement efforts.

Foster Innovation and Experimentation: Create an environment that supports innovation and experimentation with emerging technologies. Encourage educators to explore new approaches, pedagogies, and tools to leverage these technologies for internationalization. Provide opportunities for piloting projects, sharing successes and challenges, and scaling up promising initiatives (Robson, 2019).

Ensure Ethical and Responsible Use: Promote ethical and responsible use of emerging technologies in higher education. Address concerns related to data privacy, security, and ethical implications of using technologies like artificial intelligence and virtual reality. Develop policies and guidelines to ensure responsible practices and protect the rights of students and faculty.

Engage Students as Co-creators: Involve students in the decision-making and design processes related to the integration of emerging technologies. Seek their input, feedback, and perspectives on how these technologies can enhance their international learning experiences. Empower students to become active co-creators and partners in shaping the use of technology in higher education.

Monitor and Adapt: Continuously monitor the effectiveness of integrating emerging technologies and make necessary adaptations based on feedback, evaluation, and changing needs. Stay informed about the latest trends, advancements, and emerging technologies to ensure that institutional strategies remain current and responsive to the evolving landscape (Montgomery, 2023).

By following these recommendations, policymakers, administrators, and educators can effectively leverage emerging technologies to enhance the internationalization of higher education, promote global collaboration, and prepare students for success in a digitally connected world.

7.11 Technological Catalysts: Globalizing Higher Education for Tomorrow's Leaders

The integration of emerging technologies stands as a pivotal catalyst in the internationalization of higher education. These technologies have become prerequisites and background factors that not only facilitate but also redefine the global education landscape. Digital learning environments, virtual mobility, and innovative tools have democratized access to education, transcending geographical boundaries and connecting learners worldwide. Through online platforms and virtual classrooms, students can engage in cross-cultural experiences and collaborate with peers and educators from different corners of the globe (Robson, 2019). This not only broadens perspectives but also fosters a deeper understanding of diverse cultures and perspectives. Moreover, emerging technologies have revolutionized curriculum development, teaching methodologies, and learning experiences. Adaptive learning platforms, augmented reality, and data analytics personalize education, ensuring tailored learning experiences for each student. As higher education institutions continue to integrate these technologies, they are poised to create a more inclusive, globally connected, and adaptable learning environment that prepares students for success in a rapidly evolving globalized world (Soong, 2023).

7.12 Conclusion

In summary, the examination of emerging technologies as prerequisites and background factors in the internationalization of higher education reveals a profound paradigm shift. These technologies have become essential enablers, transcending geographical barriers and redefining the way education is accessed and delivered globally. The integration of digital learning environments, virtual mobility, and other innovative tools has democratized education, providing learners with unprecedented access to knowledge and resources from around the world.

Reflecting on the overarching impact, it is evident that emerging technologies have not only enhanced educational experiences but have also fostered a deeper appreciation for diverse perspectives and cultures. This has undoubtedly enriched the global learning environment, preparing students to thrive in an interconnected and culturally diverse world.

Furthermore, it has expanded opportunities for collaboration and knowledge exchange among international institutions, creating a more interconnected higher education landscape.

As we navigate this transformative era, there is a clear call to action for all stakeholders in higher education. Institutions must proactively invest in technology infrastructure, ensuring equitable access for all students. Faculty and educators should be provided with training and professional development to leverage these tools effectively in their teaching practices. Policymakers and industry leaders should collaborate with educational institutions to create policies and frameworks that support the responsible and inclusive integration of emerging technologies.

In embracing these actions, we have the potential to shape a future of higher education that is not bound by borders, but rather united by a shared commitment to knowledge, diversity, and global citizenship. The integration of emerging technologies stands as a testament to the dynamic evolution of higher education, and it is our collective responsibility to seize its full potential.

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PART III

Structural Approach

CHAPTER 8

Internationalisation of Higher Management Education Institutions in India: A Review of Dimensions and Future Research Agenda

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8.1 Introduction

With higher education institutions (HEIs) transcending the national boundaries of a country (Wadhwa, 2016) both physically (through opening branches abroad, student and faculty mobility, etc.) and virtually (offering distance learning programmes), and internationalisation constituting the source of competitive advantage for HEIs (Van Damme, 2001), international dimension of higher education has become "increasingly important", yet "complex and confusing" (Knight, 2004 as cited in Ralyk, 2008, p. 3). The internationalisation processes of higher education institutions (HEIs) have also gained increased significance, particularly within business schools and management institutions. Business schools are developing strategies for internationalisation in response to clear external demands, such as the need for managers with a global mindset. Multiple organisational structures illustrate the growing importance of internationalisation processes for business and management schools. These structures include international agreements, establishment of foreign campuses, providing global exposure to academic staff, implementing training programmes, facilitating foreign student exchanges and collaborating with other renowned international business schools. These initiatives ensure the transfer of essential skill sets required by both businesses and students (Bradford et al., 2017). However, Marmolejo (2011) correctly pointed out in his study that internationalisation is no more just restricted to simpler things such as the student mobility and signing of international MOUs, but it involves a number of strategic, structural and policy dimensions such as, whether a vision and mission statement exists that identifies internationalisation as a core value, principle and goal of the university (Qureshi et al., 2013); whether the institution has requisite infrastructure facilities including library, conference halls, etc., (AISHE 2018–19); and whether a policy on international faculty recruitment and international student selection exists or not (Ching & Chin, 2012), and so on and so forth. This complexity, added with the multiplicity of dimensions that contribute to the internationalisation of HEIs (Guri-Rosenblit, 2015; Tight, 2022; Yun Ge, 2022), and lack of consensus among researchers over the HEIs internationalisation dimension calls for a comprehensive

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study on the topic. Internationalisation in the context of present study refers to an institutional process that aims to broaden the scope of international operations within HEIs as well as between them and other educational institutions and this includes shaping the very transformation of the institutions at all levels. To facilitate such transformation towards the internationalisation processes, numerous nations have adopted a combination of direct and indirect measures (De Wit, 2019); direct measures such as revising their visa regulations to provide special privileges to international students and academics, forging bilateral or multilateral agreements through memoranda of understanding, and endorsing global education via free-trade agreements; and indirect measures like endorsing internationalisation in political discussions and granting universities the freedom to engage in internationalisation initiatives (De Wit, 2019). Kahn and Agnew (2017) believed that achieving global learning requires the inclusion of various viewpoints in both small-scale and large-scale settings and suggested that embracing teaching methods and materials that perceive the world as interconnected, rather than as separate entities, facilitated the establishment of significant global connections (Emirbayer, 1997). The most common understanding regarding Internationalisation though still considers it to be equivalent to westernisation of education (Wang et al, 2020). Several Asian countries accordingly have adopted different approaches to the concept, making changes in their systems accordingly. While China is more focused on introducing the high western standards of research, education and learning in its own country while propagating Chinese culture worldwide through internationalisation, Japan and Taiwan aim at providing hospitable environments to its foreign students while aiming to proliferate their own institutions abroad (Liu, 2021). Malaysia and Singapore aim to emphasise a close collaboration with foreign educational providers aiming to fully integrate their institutions into the global education system (Chan, 2013). In the Indian context, the pre-NEP era, Indians studying abroad was something acceptable and commonplace and going on for a long time (Gopinath, 2015). It was post-NEP that India started redesigning itself to turn into an attractive higher education destination for students (Khare, 2020) and there are guidelines of such a process defined by UGC in its policy document dated July 2021 and in parts by NEP, 2020, both popularising Internationalisation of Indian education to attract foreign students and collaborations (Chakraborty, 2021).

This study will be particularly beneficial for researchers, academics and policymakers alike as it aims to ascertain and list the internationalisation dimensions for HEIs, identify the impediments faced in internationalisation of HEIs that could serve as a starting point for understanding what strategy, structural and policy dimensions/measures are required for effective internationalisation of HEIs and what hurdles/impediments are faced by the institutions in internationalisation of HEIs so that the ways of overcoming such hurdles/impediments could be ascertained by scholars or policymakers. Moreover, while there are studies highlighting issues of Internationalisation of HEIs in general, this study focuses on Internationalisation agenda of management higher education which sets it unique and different from the other studies in the area. It aims to identify the factors and obstacles associated with internationalisation that Indian management higher education institutions (HEIs) encounter and offer future research agenda to provide a path towards resolution of the issues. Furthermore, to realise India's ambition of establishing a world-class management higher education system that offers globally relevant education, true internationalisation of HEIs is paramount. Internationalisation brings numerous benefits, including enhancing education quality, enriching learning experiences, improving research quality, fostering cross-cultural understanding and promoting Indian culture. However, for Indian management HEIs to achieve this objective, it is crucial to address internationalisation barriers while continually enhancing the existing higher education systems, structures, procedures and policies. Moreover, it is imperative to ensure that internationalisation practices align with the Government of India's guidelines and policies on higher education. This study serves as a valuable resource by systematically outlining the dimensions and measures for truly internationalising Indian management HEIs. Thus, the study is significant and very relevant in the current context. The chapter structure followed is as followed:

The chapter begins with an Introduction stating the context of the subject and the significance. The Introduction is followed by Methodology section highlighting the process used for the study to arrive at the conclusion. This section is followed by Literature Review which clarifies the concepts of the paper and the previous relevant work done on the subject. This is followed by the Discussion, Implications and Conclusions sections where our findings are discussed, and future agenda of research placed for further research.

8.2 Methodology

The present study follows a structured review method to review and analyse the accessible literature around internationalisation of higher education within the timeframe of year 2000 to 2022. The research articles, journals, reports, conference papers and books have been considered for the review and these were extracted from several databases like Google Scholar, EBSCO, ProQuest, Emerald Insight, Science Direct, Scopus, Wiley Online Library, JSTOR and Springer. The following search string was executed "Internationalisation" AND "HEI" AND "MBA" OR "Management Education" OR "Higher Studies in management" OR "International MBA" AND "Global University" OR "Indian MBA" AND "Internationalisation of HEI" limited to title, abstract and keywords. The inclusion and exclusion criterion (Hosany et al., 2022) is given for simplification of interpretation (Table 8.1).

A total of 247 records were identified through the databases after running the search strings. 89 records were immediately excluded, based on the subject matter and topic. A total of 158 records were tried for eligibility as per the exclusion and inclusion criteria. Only 57 records were found suitable for review. The scholars further went through the abstracts and contents of the selected 57 papers and further screened 14 of them for non-matching subject matter. Finally, only 43 papers were considered for the study as it qualified all criteria set. The entire process is clarified in the flowchart below (Fig. 8.1).

Table 8.1 Inclusion and exclusion criteria

Inclusion Criteria	*Exclusion Criteria*
Time period- 2000 to 2022	Text not available; Before 2000 or after 2022
Document Type- Article	Document Type—Working paper, Conference proceedings
Publication Stage- Published	
Source Type- Journal	
Language- English	Language not English
Publisher—Emerald, Elsevier, Springer, Sage, Routledge, Wiley, Taylor Francis	
Journal Type—Peer reviewed journal	Non-peer reviewed

Source: Compiled by authors

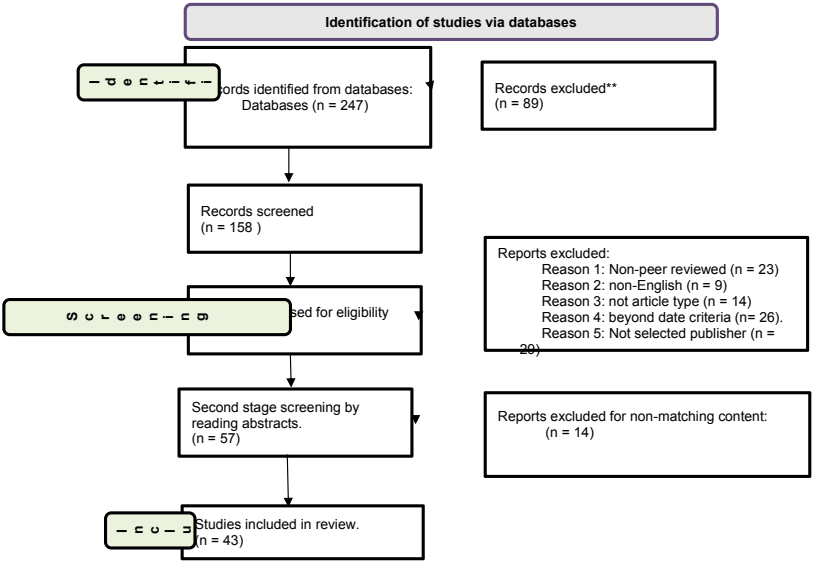

Fig. 8.1 Data acculturation flowchart. *Source*: Compiled by authors

8.3 Literature Review

This section explains the concept of Internationalisation of Higher Education with respect to management education in India. The section further proceeds to explain the different dimensions of Internationalisation based on previous studies done on the subject and proceeds to enumerate the different challenges faced by management HEIs towards internationalisation.

To facilitate better organisation of the chapter this section has been further sub-divided into three parts covering the above mentioned topics. Part 3.1 speaks of HEI and its concept, part 3.2 enumerates the dimensions as per previous studies and part 3.3 speaks of challenges.

8.3.1 Understanding HEIs

Given the ever-increasing migration of students abroad to pursue management degrees, especially from US and Europe, it is necessary that Indian management institutes also upgrade themselves with strategies

and competitiveness that makes them appear equivalent to programmes offered in the west (Kim & Celis, 2016). Internationalisation, a new, broad and varied phenomenon has been introduced as a concept of strategic priority for HEIs. The higher education institutions are classified as post-secondary or third-level education providers that play a significant role in the creation of upskilled workers that can meet the demand of ever-changing labour markets or employment landscape. Higher education is usually imparted through universities and further education colleges and normally includes undergraduate and postgraduate study.

MBA programmes have the potential to lead the charge in internationalising higher education (Globalization of Management Education Task Force, 2011). The business sector continues to face intense global competition and heightened knowledge production demands (Parker, 1999). Thus, companies need to equip professionals, especially those at senior management levels, with knowledge about emerging economies and technologies. Additionally, they must cultivate effective interpersonal and communication skills for collaboration with global partners, as emphasised by Jain and Stopford (2011). This is where a properly designed and internationalised management higher education programme would come in which would not only contribute to reducing the brain-drain but also act as a magnet to attract foreign students. Strategies like collaborative ventures with foreign institutions can elevate academic standards contributing to the overall quality of higher education (Zeleza, 2012; Alsharari, 2017) and can go a long way in helping internationalisation. Embracing internationalisation in management higher education is vital for securing a strong position in the global education arena, fostering collaboration and staying at the forefront of creating a globally competitive workforce.

8.3.2 Dimensions of Internationalisation of HEIs

This section discusses the detailed view of given dimensions of Internationalisation of Higher Education Institutions (HEIs).

Neave (1992) introduced two paradigm models for the internationalisation of higher education based on UNESCO studies. The first model emphasises centralised leadership by university administrators (top-down), while the second model highlights decentralised efforts involving senior management and various university departments (bottom up).

Knight (1994) introduced four key approaches to higher education internationalisation: Activities involving measures like academic planning, student and faculty exchanges and discipline-specific teaching; competencies aimed at teaching new skills and knowledge; processes integrating internationalisation into university functions; organisational strategies fostering a culture embracing an intercultural global perspective.

Rudzki (1995) described two ways to higher education internationalisation, each with five stages. In the Reactive mode, it begins with initial communication and progresses to central control, facing conflicts, reaching maturity and then transitioning or diminishing. Conversely, the Proactive mode involves strategic planning, policy formulation, implementation, outcome assessment and adjustment for future efforts, signifying a more deliberate approach than the Reactive mode.

Recent studies have also touched on the governance or Centre of Excellence (CoE) approach of institutions approaching Internationalisation. Business schools follow three key pathways in their internationalisation efforts: moving from the Center of Excellence (CoE) to Alliance, involving gradual cooperation with other programmes for global competitiveness; transitioning from CoE to Ecosystem, marked by organic programme growth; and shifting from CoE to Center of Gravity governance, characterised by increased resources and reduced complexity due to limited external interfaces. Some business schools also demonstrate ambidexterity in managing their units and subsidiaries (Alamayreh et al., 2019).

Drawing from the insights and models proposed by various scholars, it's clear that higher education internationalisation is a long-term endeavour that involves careful study, planning, execution and evaluation. In this light, a university's internationalisation should be viewed as a strategic process, necessitating the alignment of strategic management principles, structural readiness like establishing overseas campuses and quality assurance units, and a defined framework of guidelines, including government and institutional policies, to guide the internationalisation journey effectively. The existing research presents a list of factors/dimensions that are important/essential for successful internationalisation of business higher education; however, such studies only present the literature in a fragmented and scattered way and lacks consensus on the dimensions of internationalisation. The present study provides an extensive listing of the internationalisation dimensions present in that

literature that are further categorised into three dimensions, viz. Strategic, Structural and Policy.

The details of these dimensions are presented in Table 8.2

8.3.3 Challenges Faced by the HEIs

Internationalisation brings challenges to the world's higher education system (Moja, 2004). And, it can be classified into two parts, viz. institutional and national challenges, as outlined in previous studies (Fig. 8.2).

Institutional challenges include the lack of financial resources, scarcity of human resources, lack of educational structure and poor infrastructure, etc., (Saat, 2007), whereas national difficulties of higher education stem from the states' perspectives on education (Sariolghalam, 1993). They are tied to the economic, social and cultural issues at the national level, or the educational policies followed in the country. Further, in reference to the emerging goal of United Nations for achieving the sustainable development, it is imperative to see if this shift would elicit more ethical and standard ways of internationalisation, and which would be the new dimensions one can find in that significant shift. For instance, making internationalisation more carbon–neutral, recognising the relevance of internationalisation's contribution to society and connecting the global to the local are all critical aspects or challenges that need to be looked into (De Wit, 2019; Altbach, 2020). Considering the challenges in internationalisation of Indian HEIs, the authors—Sharma (2012) and Singh (2016) state that the techniques used for knowledge development and dissemination in institutions of higher education and technology universities in India demand a critical rethinking. The imperatives of the new information era must be recognised, and the issue of globalised higher education must be met by developing a technologically advanced education and research environment. The potential to do so is already knocking on the doors of India's universities and higher education institutes. It is critical at this point to innovate and implement best practises to rejuvenate Indian universities and turn them into world-class institutions of tomorrow (Singh, 2016). The NEP 2020, although lays down guidelines in this regard for management higher education institutions to follow, it is seen that the same are followed in different degrees and modified manners by the Indian management schools. Faculty from IIM Ahmedabad for example, feel that institutes should have an internally developed pre-set

Table 8.2 Dimensions of Internationalisation of Higher Education

Dimension	*Definition/Conceptualisation*	*Sub-dimensions*	*Supporting Studies*
Strategic	The strategic planning of internationalisation of higher education institutions includes making extensive international connections that have intellectual coherence and follows the path that outlines explicit internationalisation missions and visions that then have further receive the support of specific policies and procedures	Vision Mission Goals Values International MoUs International Agreements International-Accreditations/ Memberships Programmes: Student Exchange, Dual Degree, Joint Degree, Twinning Programme, etc Personnel: Teaching Faculties and Supporting Staff	Barnett (1988), Keller (1983), Davies (1987), David (1992), Dewey and Duff (2009), Knight (1994, 2004), Overton (1992), Scott (1992)

Dimension	*Definition/Conceptualisation*	*Sub-dimensions*	*Supporting Studies*
Structural	The structural dimension of internationalisation can be defined as "A tool to describe the internal characteristics of an organization which, also creates a basis for measuring and comparing the organizations". In this regard, the process of internationalising higher educational institutions entails fundamental adjustments to the essential activities carried out by colleges and universities such as teaching, research and services	Internationalisation of curriculum Internationalisation of research activities Establishing branch campuses abroad Involvement of international alumnus Formation of international quality assurance cell International rankings supporting infrastructure; Campus life co-curricular activities	Qiang (2003), Marmolejo (2011), Qureshi et al. (2013), Kahn and Agnew (2017), Van der Wende (2001), Emirbayer (1997), de Wit (2013)
Policy	Policy dimension constitutes a deliberate system of guidelines to guide decisions and achieve internationalisation. Policy dimension reveals the importance of appropriate designing of government and institutional policy framework that significantly contribute in internationalisation of higher education	Macro (policy design and decision-making) Middle (curricular structures and policies) Micro (teaching-learning process)	Valdes (2019), Sa and Serpa (2020), Yeravdekar and Tiwari (2014), Shah and Marg (2021)

Source: Compiled by authors

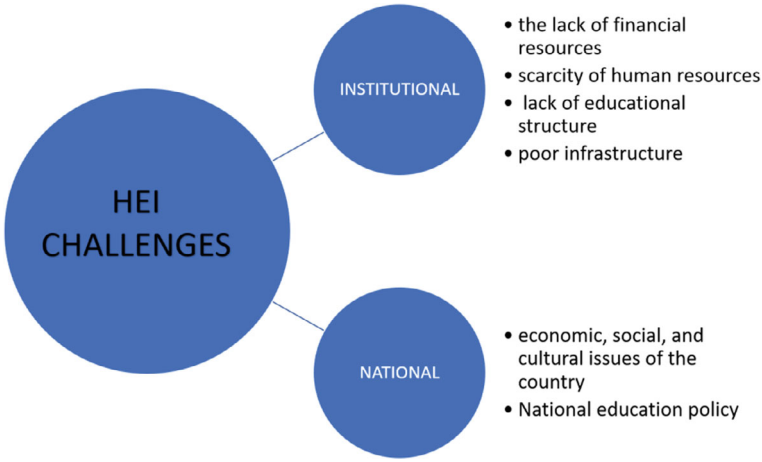

Fig. 8.2 Categorisation of HEI Challenges. *Source*: Compiled by authors

rules and practices that facilitate implementation of internationalisation for management institutions in India. IIM Udaipur, on the other hand, has implemented student exchange programme MoUs with partnering management schools in France and Germany following the guidelines set by the government, where students are given the opportunity to spend one trimester out of their entire course duration.

8.4 Discussion

The Indian government so far, has taken much more initiatives in this regard, in terms of MoUs signed, Exchange programmes and other such collaborations for higher degrees like Masters, PhD and Post-Doc but in domains of technology, science and engineering than in management despite existence of 41,600 management colleges (AISHE, 2020–21). For the success of internationalisation of management higher education institutions, the government needs to enhance campus infrastructure and support internationalisation in Indian management institutions through funding and create policies to assist institutions in their internationalisation efforts. Moreover, management institutions should actively seek international accreditations such as AACSB, AMBA and EQUIS and

explore programme-specific accreditations to enhance their global presence. They should also actively work to secure position in various global rankings, including QS Area-Based, QS Specialisation-Based, Financial Times, Bloomberg and Fortune International Rankings. Curriculum and syllabus should be developed and upgraded to include topics relevant to the times. Also, just as student exchanges should be encouraged and facilitated, faculty exchanges like appointing foreign faculty for specialised subjects or encouraging Indian faculties to participate in Staff Week or such programmes of foreign universities to imbibe in culture and practices should also be explored considering budgetary allocations. Another good way to collaborate in management research would be to share PhD scholars with guides from Indian as well as partnering foreign university. Indian business schools may need to reconstruct their admission criteria to meet the likes of GRE, TOEFL and other such exams to be able to ease admission of foreign students and create a uniformity of policies matching current international criteria. This would help ease transfers and exchange programmes.

Another point that can be improved would be availability of resources like accessibility to high end research databases like Scopus, Web of Science and others. Developing a more inclusive campus with facilities catering to specially gifted individuals would also cater to attracting better foreign partnerships. Already campuses of premier Indian business schools have infrastructure catering to the specially abled (Economic Times, July 2023). However, with the government of Indian working on a more inclusive education policy and NAAC and NIRF having clauses and weightage related to Divyang facilities, the future of Indian higher education is on its way to be more disability friendly (Varma et Al, 2021).

Summarising the available literature, authors identified the questions that future studies could answer, such as,

A. What are the institution's specific goals for internationalisation?
B. Which specific internationalisation strategies does an institution follow?
C. How can specific institutions assess their progress in achieving strategic internationalisation goals?
D. What components of structural dimensions of internationalisation are being implemented at an institution?
E. How effective an institution's existing macro, middle and micro policies are in achieving internationalisation?

F. How effective has government policies been towards implementation of Internationalisation in Indian management higher education?
G. Is Internationalisation of management education only limited to the urban elite institutions in India? How deep has it been able to reach out to the management institutions beyond the ranking and accreditations?

8.5 Implications

Scholars around the globe have explored a variety of dimensions of internationalisation in the higher education in recent years, including, focusing on the international education, curriculum development, number of MOUs signed by an Institution, etc.; however, they lack consensus on these dimensions. This study could help in assessing and improving the process of internationalisation by providing a set of extensive internationalisation practices. Further, considering the importance of Strategic, Structural and Policy dimensions in internationalisation of HEIs could invite extensive research and debate in the field.

8.5.1 Theoretical Implications

To establish a globally competitive management education system in India, higher education institutions (HEIs) must prioritise internationalisation. This involves embracing cross-cultural learning, raising educational standards and promoting Indian culture through strategies like student and faculty exchanges, training programmes, research support, global exposure, international student engagement, etc. This requires meticulous planning to boost structural enhancements like global curriculum improvements and foreign language centres while adhering with government guidelines. Structural enhancements would include things like staff support, exchange programmes, faculty training, curriculum development, infrastructure, research initiatives, conferences and quality assurance measures. Additionally, fostering academic partnerships is essential within foreign institutions.

8.5.2 Practical Implications

This study has profound practical implications for the Indian management higher education institutions (HEIs) aiming to compete globally. In the absence of formal internationalisation policies for Indian management institutions, the dimensions found in this study would be indicative towards informal practices and policies to help HEIs improve their strategic, structural and policy approaches for internationalisation. The government and even management educational institutes can use the indicative nature of the dimensions found to identify challenges and develop policies and frameworks as needed to focus on internationalisation practices that are more effective and meaningful.

This study is of immense value to the policymakers at both institutional and national levels as it would help ascertain the internationalisation factors and challenges faced by the HEIs. It emphasises the importance of internationalisation for Indian Higher Education Institutions (HEIs) and places a dimensional framework that can be adopted to overcome barriers and achieve successful global integration. It encourages Indian HEIs to expand their global presence to offer internationally relevant education, with the dimensional framework serving as a guide to address internal challenges and align with global standards. To ensure genuine internationalisation, HEIs must continuously enhance their systems while adhering to government policies, promoting relevant educational topics, working on providing enriching learning experiences, enhancing their research output, providing cross-cultural exposure while preserving Indian culture.

8.6 Conclusion, Future Scope and Limitations

Internationalisation of Higher education, especially Management higher education, is an important topic for research in today's concept. NEP 2020 and UGC have provided guidelines that promote the concept and actively encourage Indian universities or management colleges to upgrade and reform themselves to fit the internationalisation bill. The chapter thus would be very helpful to policymakers, researchers and even institutions looking to adopt internationalisation for their institutions by means of the elaborate dimensions found that would provide guidelines to proceed with.

The existing literature in terms of Strategic dimension of HEI summarises that the strategic planning of internationalisation includes an extensive international connection that has intellectual coherence and follows the path that has explicit international mission and vision which then further requires the support of specific policies and procedures (David, 1992; Davies, 1987; Dewey & Duff, 2009; Keller, 1983; Knight, 1994, 2004). Further, Structural aspect of HEI talks about institutionalising the internationalisation of education through supporting infrastructure, campus life and co-curricular activities and international collaborations (Kahn & Agnew, 2017; Qureshi et al., 2013). Talking about the policy dimensions, the supporting literature reveals that three types of policies impact internationalisation, viz. macro, middle and micro level policies (Valdes, 2019; Sa and Serpa, 2020; Yeravdekar & Tiwari, 2014).

The present study offers future scope of exploring the institution specific goals of internationalisation; to explore the other dimensions of internationalisation apart from Strategic, Structural and Policies. For example, Cultural Dimension (Qiang, 2003; Sa & Serpa, 2020) can be explored as it is a very relevant concept with regard to Internationalisation. Another interesting study would be on the role of lecturers and how they are upskilling themselves to cater to a multicultural mix of students and ensuring their lectures stay relevant and make sense (Do & At, 2012). Also, while this is more secondary data-based research, the topic could be explored empirically to test the accuracy levels of the dimensions as found in this study. Research can focus on conscientious internationalisation, which prioritises practices and processes guided by ethical principles, enhancing fairness, mutual benefit and integrity.

Like any other study, the present study also has a limitation that it could have been done for an extended time-period and with the help of other review techniques such as Systematic Literature Review, Bibliometric Analysis, Meta Analysis or Content Analysis, which could be performed in future studies of internationalisation of HEIs. The final number of papers selected for the study is also another limitation as an increased sample size would have given better and more holistic coverage on the topic. Also, the researchers selected a time from 2000 to 2022 for this study covering almost 22 years. The time-period could have been made more concrete and precise including only the last 10 years, as the focus on internationalisation of higher education in India has been more profound over the last decade.

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CHAPTER 9

Faculty Perception Toward the Entry of Foreign Universities in Indian Higher Education

Ajay Kumar Gupta, Sushma Verma, and Andres Artal-Tur

9.1 Introduction

Developing countries are undergoing economic transition, stimulating the quest for developing a strong and updated knowledge base. Further, the academic system of these countries is under-resourced leading to the dilemmas regarding transformation of higher education or obtaining support from renowned and well-known research universities (Altbach,

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2013). In addition, globalization is the buzz word today making internationalization an essential goal for development of higher education. Internationalization in the context of higher education is often viewed as strategic response to the issue of globalization (Joshi, 2023). There are three key aspects in the process of internationalization of higher education: what is moving across the borders, why is it moving across the borders, and how is it moving across the borders? (Knight, 2010).

The 'internationalization of higher education' is a new phenomenon that is driven by variety of socio-cultural, economic, political, and academic rationales. Indian education system is considered as the main contributor of its ongoing economic growth. First time in the year 2016, New National Education Policy was introduced by Government of India with the aim of promoting internationalization of higher education. Purpose behind this policy was to establish India as a knowledge superpower (Jagadesh Kumar, 2020) and to provide diverse perspectives to Indian students. One step toward this is allowing foreign universities to establish education centers in India. Following the National Education Policy-2020 (NEP) initiative to internationalize higher education in India, the University Grants Commission (UGC) recently suggested inviting foreign universities to India and prepared a draft proposal for the same. The aim of NEP is to expose Indian students to varied perspectives and experiences. This action has sparked arguments and disputes in the academic community. Faculty members are key figures in the educational arena, and their perspectives are a valuable resource for comprehending various educational challenges. In this context, the current study aims to investigate faculty perceptions of foreign university entry into the Indian higher education landscape in terms of benefits and challenges. Following research questions are have been set for the present study:

Thereafter, interview questions are designed to cover the holistic information about the perception of faculty about the phenomenon. This is a pioneer initiative to understand the perception of management faculties in the higher education sector regarding governments move of letting foreign universities operate in India. This will assist the government, management institutions, and faculties in the management domain in preparing, collaborating, and designing management education to create win–win situations for all stakeholders. Most importantly, this can have a significant bearing on the quality of education, faculty, pedagogy, and academic integration and can potentially transform the higher education in India. Rest of the paper has been organized as follows: Sects. 9.2

and 9.3 discuss the methodological details and data analysis, respectively. Section 9.4 presents the study findings. Section 9.5 discusses the study implications and conclusions.

9.2 Research Methodology

Present study is an exploratory qualitative study. Such studies focus on participants perspective about a particular phenomenon (Ramírez et al., 2014). Qualitative research methods are appropriate for exploring opinions, perceptions, and attitude (Vermeire et al., 2002). A semi-structured in-depth interview is used to collect data from management faculty members using purposive sampling method. The purposive sampling method helps in selecting only those respondents who can provide the data and information required for thorough understanding of the central phenomenon (Creswell, 2017). Based on data saturation twenty-four faculty members were interviewed. Researchers also collected field notes to capture the non-verbal information from the respondent before, during, and after the interview. Field notes are integral part of field-based research and provides richer insights about the phenomenon (Phillippi & Lauderdale, 2018).

9.2.1 Sample and Data Collection

Sample constitutes of faculty members working in 15 different management institutes located all over India. Descriptive data was collected for a period of 2 months starting July 2023 till August 2023 through one-to-one semi-structured interviews. One-to-one interview has advantages over other methods, as observations can be captured, and deeper insights can be drawn from the data (Neuman et al., 2000). The one-to-one interview was conducted in the working context of the respondent as contextual factors play a significant role in influencing the response (Howarth et al., 2016). Total 24 responses were collected based on the data saturation. Total six descriptive questions were designed to capture the holistic responses on faculties perception about the entry of foreign institutions into the Indian higher education. Questions were broad in nature and emphasized primarily on the quality of education, opportunities, threats, challenges, and potentials for faculty and students. However, flexibility was given to respondents to cover any other area which they perceive to be significant pertaining to the entry of foreign universities in

India. Questions were validated by seeking the expert's opinion on the same. Following six open ended questions were posed to the faculties for understanding their perceptions:

a. What is your view on the entry of foreign institutions in Indian higher education space?
b. How does the entry of foreign institutions affect the faculties in Indian higher education?
c. How does the entry of foreign institutions affect the students?
d. How does the entry of foreign institutions affect the overall quality of Indian higher education?
e. What are the challenges and opportunities for Indian higher education?
f. What are the benefits and drawbacks of the entry of foreign institutions in Indian higher education?

Management faculties with doctorate degrees with minimum five years of teaching experience in management institutes constitute the sample. Aim was to select the sample of experienced faculties from across the country having an understanding about the current issues. All the interviews were audio-recorded, and an average interview time was sixteen minutes. Out of the total 24 respondents, 18 were male and 6 were females. Further, considering the designation wise break-up, 5 respondents were Professor, 9 were Associate Professor, and 10 were Assistant Professor.

9.2.2 Tool and techniques

Thematic analysis is performed in the present study. Thematic analysis is the most widely method for analyzing qualitative data (Clarke & Braun, 2013). Thematic analysis is especially considered to be suitable for analyzing perceptions, experience, and understandings of individuals (Herzog et al., 2019). It is chosen in the present study for analyzing the responses of faculty members as it allows for a richer description of data set (Braun & Clarke, 2006). In the present study, themes have been identified at the semantic level. It means that the data is coded only based on what is being said and thereafter themes are identified.

The data is analyzed using a popular and widely used Computer-Aided Qualitative Data Analysis Software (CAQDAS), ATLAS.ti 23. Themes

have been identified using inductive and in vivo coding and thereafter, reported and interpreted using key quotations (significant information from respondents) and memos (researcher's field experience). Networks, screenshots, and tables have been presented to support the themes. ATLAS.ti allows easy access to the quotations, and this is significant as codes, themes, and relationship maps are constructed based upon quotations (Beaulaurier et al., 2008).

9.3 Data Preparation and Analysis

Transcripts were prepared for all the one-to-one interviews conducted. Following the established research protocol, all identifying information about the respondents have been disguised while importing transcripts. Responses were identified and coded with reference to research questions and the appropriate code name was assigned. Inductive coding also known as the bottom-up coding approach (Frith & Gleeson, 2004) was used for coding the responses. In inductive coding, data is not made to fit into any existing frame and themes are identified only from the data (Friese et al., 2018). This is considering the research objective which was to understand the perception of faculties and the information is grounded in the data. Researchers read responses with reference to research questions, select relevant segment of information, and assign inductive code for the segment (Boyatzis, 1998).

In addition, several responses have been coded using in vivo codes. In vivo codes are verbatim representations of the language used by participants, preserving the authenticity and richness of their expressions (Strauss, 1987). It is a method of creating codes based on the exact words of participants, which aids in the development of categories and themes during the open coding phase of qualitative analysis. In vivo codes are preferred while creating new codes that fail to capture the essence of information from the response and this is done by assigning a short phrase/word to the selected data segment (Given, 2008).

Thereafter, meaning was searched among code list to identify codes with homogeneous meanings. So, codes representing the same concept were merged so that there should be no loss of the essence capturing criterion of the codes. Further, codes sharing information for the specific concept were categorized. While creating code categories, it was ensured that code category names capture the broader meaning of codes under them. Several code categories were created based on the concepts

emerging from the codes. All concepts addressed the research objectives on a broader level and research questions on a specific level. Themes have been found on a research question basis, and relationships between them has also been identified. Themes and theme-to-theme relationships have been identified and finally interpreted using supporting appropriate screenshots, tables, networks, and visualization diagrams.

After the coding, merging, and categorizing the collected data, initial codes emerged. Table 9.1 lists all the initial code categories that emerged on the left side, and 'grounded' on the right side. Six code categories indicate six distinct themes.

Grounded refers to the number of selected responses coded by the codes appearing in the table. The code 'Increased job opportunities for faculty' is used to code 38 selected segments of information. This means that 38 selected pieces of information talk about the job opportunities for the faculties when foreign institutions enter the Indian higher education space. Similarly, the theme, 'Tier II and III institutions badly affected' have eleven grounds, indicating that these codes have only eleven selected quotations. The significance of a code is decided by the number of quotations associated with the code as quotations are crucial to qualitative analysis and reporting (Blauner, 1987; DeVault, 1990). Quotations also increase the authenticity of the researchers and convince the readers that the researcher's claim is valid (Wolcott, 1994).

In the table, 'Increased job opportunity for faculty is the most significant theme, which has 38(maximum quotations) followed by', 'Increased exposure for students', and 'Tough competition for Indian institutions' with 28 quotations each. Themes and theme-to-theme relationships have been identified and finally interpreted using supporting appropriate screenshots, tables, networks, and visualization diagrams.

Table 9.1 Themes and quotations

Themes (findings)	*Grounded (quotations)*
Increased Job opportunities for faculty	38
Increased opportunities for students	28
Tough competition for Indian institutions	28
Exposure to global best practices	21
Challenges for mediocre faculty	14
Tier II and III institutions badly affected	11

Figure 9.1 is created by using a code co-occurrence analysis table in ATLAS.ti 23 and depicts theme-to question relationships. Code co-occurrence analysis is used to find the code strength in relationship with research questions. The strength of the relationship is determined by the Code coefficient(c) value, which is calculated by ATLAS.ti using the following formula:

Code coefficient (C value) = code co - occurrence/(number of quotations with first code + number of quotations with second code)

In the Fig. 9.1, the count column shows the code co-occurrence. Gr shows the number of quotations associated with the code. The coefficient is shown in percentage terms, which lies between 0 and 1. The significance is decided by the c value. In other words, the code coefficient toward 1 indicates higher significance.

As seen in Fig. 9.1, the pattern of each theme and their associated c value shown in the bracket. Theme 'Challenges for mediocre faculty' has fourteen associated quotations which has corresponding c value with the research questions (i.e., 0.23, 0.09, and 0.06), respectively. These c values show the significance of themes with reference to corresponding research questions. Further, the theme 'Increased job opportunities for faculty' has 38 quotations and corresponding significant c values with reference to research questions are 0.38, 0.32, and 0.09, respectively. Similarly, other themes can be understood and interpreted accordingly.

Figure 9.2 shows the Sankey diagram of themes associated with the research questions. It is a visualized way of expressing relationship between themes with reference to research questions. Themes appear on the left side with their associated research question appearing right side.

		How does t... 24	How does t... 24	How does t... 24	What are th... 24	What are th... 24	What is yo... 24
Challenges for mediocre faculty	14	3 (0.09)	7 (0.23)	1 (0.03)	2 (0.06)	1 (0.03)	
Exposure to global best practices	21		3 (0.07)		2 (0.05)	8 (0.22)	8 (0.22)
Increased Job opportunities for faculty	38	5 (0.09)			17 (0.38)	1 (0.02)	15 (0.32)
Increased opportunities for students	28		2 (0.04)		2 (0.04)	9 (0.21)	15 (0.41)
Tier II and III institutions badly affected	11	1 (0.03)		8 (0.30)	1 (0.03)	1 (0.03)	
Tough competition for Indian institutions	28		7 (0.16)	10 (0.24)	1 (0.02)	2 (0.04)	8 (0.18)

Fig. 9.1 Themes—question relationship

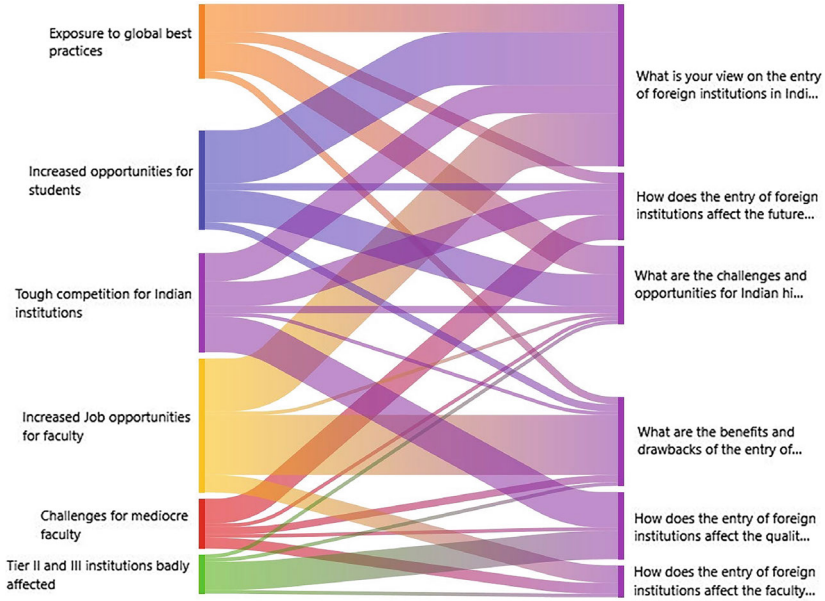

Fig. 9.2 Sankey diagram

The thickness of the flow shows the significance of themes and their extent of association with research questions. In the figure the theme 'Increased job opportunities for faculty' has the maximum flow size which shows its significance along with the strong association with the research questions of the theme. Similarly, tough competition for Indian institutions and increased opportunities for students comes out to be the second most significant themes.

9.4 Findings and Interpretations

The interpretation of each theme and theme-to-theme relationships have been discussed in the present section. Total six major themes emerged from the study. Themes also have relationship with each other. Figure 9.3 shows the theme network where themes and their components have been shown. 'G' appearing in the code shows the number of quotations associated with the code. 'D' refers to the density which is the number of

links of a particular theme with other themes. The higher number of 'D' shows the greater association of a theme. The theme 'Tough competition for Indian institutions' has relationship with three other themes which are indicated by connected lines.

The theme 'Tough competition for Indian institutions' has relationship with three other themes which are indicated by connected lines. Figure 9.2 shows the theme network where themes and their components have been shown.

Themes have been interpreted based on significance of quotations shown in Table 9.1 and Fig. 9.1 and also on the basis of theme network shown in Fig. 9.2. The interpretation will help to understand and visualize the phenomenon, context, opportunities, and associated challenges.

1. **Increased Job Opportunity for Faculties**

   More opportunities would be available for competent and capable faculties. The entry of foreign institutions will increase healthy competition. Since foreign institutions often offer attractive salaries for talented individuals, it will attract good faculty and can also pose a challenge for Indian higher education. They will open the door for talented and brilliant faculty. There is a possibility that good faculty might get attracted to foreign institutions for attractive salaries and

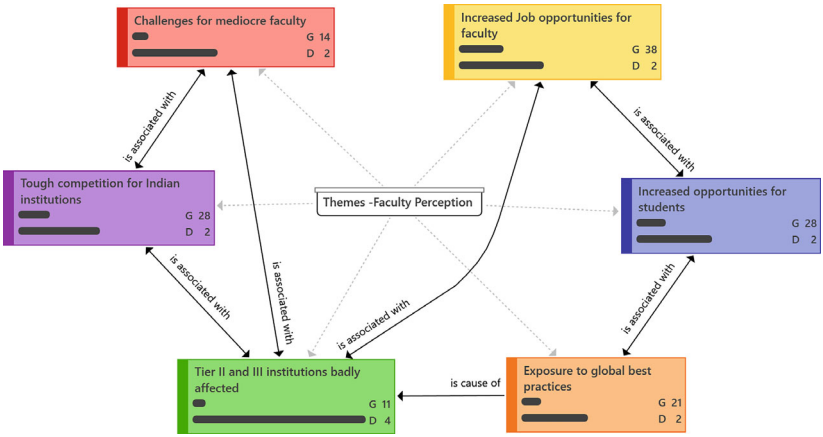

Fig. 9.3 Theme network

associated perks and privileges leading to a drain of talent from existing Indian higher education. Poor and incompetent faculty will remain in the system which will lead to deterioration in the quality of teaching and employment opportunities for students weakening the Indian management education further.

2. **Increased Opportunity for Indian Students**

   Entry of foreign universities with definitely increase the exposure of students. They will introduce the new courses and students will have more opportunities to start their professional careers. Students will get more options to choose the best institutions to get admission. Students from other neighboring countries may also come to India because of the cost and quality of education compared with getting same level of education in any other foreign countries. It is expected that Students will get quality at par with international standards.

3. **Tough Competition for Indian Institutions**

   The entry of foreign educational institutions in Indian higher education will create a strong competition in Indian higher education space. Indian institutions will have to upgrade themselves if they want to remain competitive; otherwise, their very existence might be threatened. The competition for quality education will increase, and students will be attracted to foreign education institutions. Thus, domestic institutions will have no option but to improve the quality of education and faculty. Improved quality of education will create employable students, and this will create more talent in the market. Failing to provide opportunities to students and faculty will lead to closing down Indian higher education institutions.

4. **Exposure to Global Best Practices**

   The students and faculty will get exposure to the global best practices in the field of education. This will enhance their knowledge, skills, abilities and create avenues for their personal, professional, and social growth. This will lead to improvement in the quality of teaching, learning. Further, the collaboration of good Indian educational institutes with foreign institutions will take place leaving aside the poor institutions. It might increase the job opportunities for students in foreign countries. Faculty will also seek opportunities to foreign countries. Overall quality of education will improve by the entry of foreign institutions in Indian higher education.

5. **Challenges for Mediocre Faculties**

Entry of foreign universities might be challenging for mediocre faculties. Faculties with weaker skill sets may lose their jobs if they are unable to match up with their foreign counterparts. Good talents will be absorbed by foreign institutions, and the mediocre faculties will remain in Indian higher education. This will worsen the situation of less talented faculties in Indian higher education. If they need to survive, they have to upgrade themselves. Connection-based faculty hiring, relations, and nepotism will find tough times in the talent war. It is expected that such practices will not find a place in foreign institutions. The collaboration of Indian higher education with foreign institution might create further problems for incompetent and connection-based people.

6. **Tier II and III Indian Higher Education Institutions Are Adversely Affected**

   Tier II and III institutes are the ones where most of the faculty are average in terms of skills and resources are also limited. If they are unable to upgrade themselves, survival of both institutions and faculty there will be difficult. This is in view of the strong competition which will be created by foreign universities for existing Indian higher education institutes.

9.5 Conclusion and Implications

Present study describes the perception of management faculties about the entry of foreign universities in India based on the semi-structured interview conducted with them. It has been observed that faculty members have varying perspectives on foreign universities entering the Indian educational landscape. Faculties perceive that entry of foreign educational institutions into Indian higher education space will create opportunities and challenges. They will create employment opportunities for talented and brilliant faculty. The best minds will be more likely to join foreign institutions. It might leave Indian higher education with mediocre and incompetent faculty. Further, the quality of education in foreign institutions will attract good students, leading to average and poor students in Indian higher education. It will lead to deterioration in the quality of teaching and employment opportunities for students in the existing higher education institutes. Further, the quality of education in foreign institutions will attract good students, leading to average and poor

students in Indian higher education. Such a situation will challenge and threaten Indian higher education in terms of imparting quality education, employment opportunities, and revenue generation.

Foreign institutions will create tough competition for Indian higher educational institutes, and they will have no option but to improve the quality of education and faculty. They will have to compete with foreign institutions in terms of quality of faculty, students, and salary structure. Failing to provide opportunities to students and faculty might lead to closure of many Indian higher education institutions. Such situations might create further opportunities for foreign institutions to acquire Indian higher educational institutions. It will create another and perhaps bigger competition for existing Indian higher educational institutions. Strong competition in terms of quality of faculty, students, education, and salary structure will create employable students, which will to lead to the creation of bright and talented employees for the corporate world. It will create a win–win situation for higher education institutions and all sectors where students get employment. Finally, this will lead to robust socio-economic cultural-national development.

Study has significant practical as well as policy implications. Study while exploring the perceptions of faculties clearly identifies the need of faculty training and infrastructure development for effectively engaging with foreign universities. Onus for faculty upgradation and skill improvement lies on faculty themselves in addition to management institutions as well as government. Though the general perception among faculties seems to be that foreign universities will improve the quality of education in India by offering cutting edge courses and setting up state-of-the-art infrastructure. However, onus is on the government to ensure this by proper monitoring along with framing appropriate rules and regulations. Concern has also been observed about the impact of foreign university setting up their campus in India on Indian educational institutions. All Indian universities cannot matchup with foreign universities and concern is more for un-aided ones as compared to government aided ones. This is another area which needs attention of the policymakers so that the national interest does not suffers. Study identifies the need of clearly defined polices for foreign universities entry keeping in mind contextual variances and overall national interest.

There are certain inherent limitations in the study due to its qualitative research design. One significant one pertains to the sample size. In the present study data is collected from a small sample and study is limited

to the management domain. This may limit the generalizability of the findings to other study domains. However, employing themes as variables in a quantitative study can help with the generalization. Future studies can consider collecting data from faculties across disciplines. This can also increase the generalizability of their findings in higher education.

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CHAPTER 10

Driving Global Competitiveness: The Internationalization of Research and Innovation in Business and Entrepreneurship Education for Sustainable Development and Social Impact

Abdul Razak

10.1 Introduction

In today's fast-changing global context, business, and entrepreneurship education is critical in preparing students to handle the delicate interplay between commerce, innovation, and societal repercussions. As economies become more linked, there is a greater demand for graduates who can capitalize on global opportunities while also addressing global challenges. To generate sustainable growth and social impact, this study focuses on

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the strategic convergence of internationalizing research and innovation within the domains of business and entrepreneurial education. The basic argument of the study is Global competitiveness is no longer exclusively influenced by national or even regional borders. Businesses function in a dynamic, global environment where geopolitical, cultural, and economic influences cut through conventional national borders. The importance of internationalization as a strategy for giving students the knowledge and perspectives they need to thrive in an increasingly globalized world is mainly emphasized in this research. Consequently, this study takes a broader view, viewing it as a critical component in determining global competitiveness rather than only a local or institutional problem.

While the significance of internationalization in the field of education is increasingly recognized, there is a dearth of studies exploring its intersection with sustainable development and social impacts. The correlation between internationalization and factors such as institutional prestige and student mobility has been widely acknowledged. However, the potential of internationalization to cultivate graduates who can effectively contribute to global advancements has received limited scholarly attention. This study addresses a notable gap in existing literature and knowledge by investigating the potential impact of integrating sustainable development and social impact principles into internationalization initiatives on the future of business and entrepreneurship education.

This study attempts to bridge this gap by shedding light on the various facets of internationalization within the framework of business and entrepreneurship education. The primary objective of this study is to look into how internationalization initiatives might give students the skills they need to take advantage of global opportunities and solve pressing global issues. This study uses a mixed-methods research strategy that combines qualitative and quantitative data to shed light on the nuances of incorporating social impact and sustainable development into internationalization efforts.

Through in-depth interviews and focus groups, educators, scholars, policymakers, and business experts share their perspectives on this relationship, fostering a deeper understanding of the subject at hand. Students, academics, professors, and business professionals participating in international business and entrepreneurial education collaboration are examined and surveyed to quantify the efficacy and impact of these strategies. In addition to determining the level of integration of social effects and sustainable development, the primary motive of this research

is to identify the most effective practices and ways of implementation. In the end, the study's findings benefit academic institutions, decision-makers, and other interested parties by giving them knowledge on how to enhance internationalization tactics, advance sustainable development, and produce graduates who are capable of fostering global competitiveness and addressing challenging global issues in addition to being socially conscious.

This study is vital because internationalization, research, innovation, sustainable development, and social impact are becoming more significant in business and entrepreneurship education. In today's linked world, these components need to be a part of the school curriculum to provide students with the knowledge and abilities they need to thrive in a global economy and address crucial issues on a worldwide scale. Understanding how internationalization, research, and innovation may promote global competitiveness, social responsibility, and sustainable development is essential to improving the quality and effectiveness of education.

10.1.1 Aim of the Study

This study aims to investigate how incorporating internationalization, research, innovation, sustainable development, and social impact into business and entrepreneurship education can help drive global competitiveness while also developing graduates' ability to address global challenges and contribute to sustainable development.

10.1.2 Objectives of the Study

The objective of the study is to investigate the synergistic potential of integrating internationalization, research, innovation, sustainable development, and social impact principles into business and entrepreneurship education. The purpose of the study is to understand how this comprehensive approach can effectively enhance global competitiveness while simultaneously nurturing graduates' capabilities to tackle worldwide challenges and actively participate in promoting sustainable development.

1. To understand and leverage the commonalities in perceptions while remaining attentive to potential gender-related nuances in business and entrepreneurship education.

2. To examine whether age groups impact respondents' satisfaction and opinions regarding business and entrepreneurship education aspects.
3. To investigate the impact of internationalization on research, innovation, pedagogical approaches, curriculum design, and global competitiveness within the field of business and entrepreneurial education.
4. To emphasize the social effects of internationalization in business and entrepreneurial education, especially the potential for producing graduates who can tackle global issues through international partnerships.
5. To examine how internationalization strategies and techniques might incorporate social impact and sustainable development ideas in the context of business and entrepreneurial education.

10.1.3 The Hypothesis of the Study

Hypothesis 1: Gender significantly influences perceptions and attitudes in business and entrepreneurship education, with visible differences between male and female respondents.

Hypothesis 2: Age groups have a significant impact on how satisfied and what respondents think about business and entrepreneurship education, leading to notable differences in perception across various age categories.

Hypothesis 3: Internationalization significantly influences research, innovation, pedagogical approaches, curriculum design, and global competitiveness within business and entrepreneurial education leading to quantifiable improvements in these domains.

Hypothesis 4: Internationalization has a significant social impact on business and entrepreneurial education, resulting in the creation of graduates who actively participate in international relationships to solve global concerns.

Hypothesis 5: Internationalization strategies significantly incorporate social impact and sustainable development ideas within business and entrepreneurial education, resulting in observable improvements to social responsibility and sustainability-related curricula and practices.

10.2 Review of Literature

The internationalization of research and innovation in business and entrepreneurship education is growing and this is mainly due to several factors, such as the growing globalization of the economy, the growing emphasis on sustainability and social effects, and the demand for graduates who are ready to compete in the global market. The effect of internationalization on the academic achievements of students has been the subject of several research. Studies have shown that internationalization enhances students' knowledge, skills, and attitudes. For instance, research has shown that studying abroad benefits students' employability, global perspective, and cross-cultural communication abilities.

This study summarizes a wide range of academic literature that is related to internationalization, innovation, and higher education in business and entrepreneurship. Together, these studies provide insightful information on the complex nature of these events, illuminating strategies, possibilities, obstacles, and motives. This synthesis attempts to emphasize the importance of internationalization, innovation, and entrepreneurship in promoting commercial success, educational change, and economic development, while also deepening our knowledge of their interactions.

The reviewed literature congregates on the complicated relationship between internationalization, innovation, business, and entrepreneurship across business landscapes and higher education. Altbach and Knight (2007) and Engwall and Kipping (2013) underscore the global reach of higher education, delving into motivations and strategies that propel institutions into international realms. Knight's work (2004) adds clarity to the concept of internationalization, framing its diverse definitions and approaches. Leask's guide (2015) provides actionable insights into curriculum internationalization, while Oviatt and McDougall (2005) connect international business, entrepreneurship, and strategic management. Feliciano-Cestero et al.'s analysis (2023) spotlights digital transformation's sway over firm internationalization, navigating its multifaceted impacts.

Gholizadeh & Mohammad Kazemi's study (2022) embarks on international entrepreneurial opportunity research, charting themes and trends over the past decade. Pittaway and Cope's review (2007) probes entrepreneurship education, unveiling its influence on students' entrepreneurial inclinations. Li et al.'s research (2023) navigates the

dynamic interaction between digital technology innovation, sustainability readiness, and internationalization performance. Lackéus' exploration (2015) highlights the integration of entrepreneurship into education, while Gupta et al.'s systematic review (2020) dissects social entrepreneurship themes. Hermundsdottir & Aspelund's investigation (2021) correlates sustainability innovations with firm competitiveness, examining multifaceted contextual influences. Du et al.'s framework (2022) fuses internationalization stages with innovation dynamics, while Shin's study (2017) unveils innovation strategies within IoT-based SMEs. Qiu et al.'s insight (2023) emphasizes the role of skills development and education in promoting economic growth and regional development. Lastly, Miller (2021) considers how academic objectives and commercial models have evolved as universities have become more entrepreneurial. Through the integration of many viewpoints, this study opens the entrance to a comprehensive comprehension of the relationship between internationalization, innovation, and entrepreneurship.

This detailed literature study compiles a wide range of academic and research publications, each of which adds a distinct viewpoint to our knowledge of internationalization, innovation, and entrepreneurship in business and higher education. Together, these studies illustrate the multidisciplinary character of these disciplines and further our understanding of the motives, tactics, difficulties, and effects related to these events. This synthesis provides a broad overview of the intricate and ever-changing environment of internationalization, innovation, and entrepreneurship, making it an invaluable tool for scholars, educators, instructors, and practitioners alike.

10.2.1 Research Gap

The academic review literature now in existence requires a thorough analysis of the multidisciplinary interaction between internationalization, innovation, and entrepreneurship in business and higher education settings. While individual studies touch on different facets of these domains, longitudinal studies that follow the long-term effects of internationalization on entrepreneurship outcomes are scarce, as is thorough research on how internationalization strategies promote innovation and entrepreneurship, especially in the digital age. Moreover, there is a need for more in-depth research on the cultural factors that influence creative strategies in international markets to gain a more thorough understanding

of the complex relationships that exist between internationalization, innovation, and entrepreneurship. Additionally, the relationship between sustainability initiatives and internationalization in educational settings is still poorly understood.

10.3 Research Methodology

A mixed-methods approach is used in this study to evaluate the integration of internationalization, research, innovation, sustainable development, and social impact in business and entrepreneurship education. The primary goal of this research is to offer a comprehensive grasp of the intricate dynamics within the topic by integrating qualitative and quantitative methodologies.

Research Question: How does the integration of internationalization, research, innovation, sustainable development, and social impact influence global competitiveness and graduates' ability to address global challenges within the context of business and entrepreneurship education?

Research Design: There are explanatory and exploratory elements to the research design. At the qualitative stage, in-depth interviews and focus groups are used to investigate perspectives, experiences, and difficulties. Using surveys, the quantitative phase aims to verify and generalize results.

Sampling Method: Convenience and snowball sampling are employed to choose people with rich experiences and insights for the qualitative phase. A stratified random sampling technique is used in the quantitative phase to guarantee representation from different target population groups.

Sample Size: Approximately 30 participants, including educators, students, and industry professionals, participated in the qualitative phase. A sample size of 350 respondent responses is collected for the quantitative phase to ensure statistical significance.

Sample Frame: The sample population consists of students enrolled in business and entrepreneurship programmes, educators teaching related courses, industry experts with relevant expertise, and education policymakers.

Rationale: The mixed-methods strategy permits a thorough examination of the research topic. The qualitative phase yields rich, detailed

insights, whereas the quantitative phase allows for statistical analysis and generalizability.

Data Collection Methods: Primary data is collected through semi-structured interviews, focus groups, and surveys. Secondary data is derived from academic research, reports, and other relevant sources.

Data Analysis Methods: The collected qualitative data from interviews and focus groups is subjected to thematic analysis. This procedure entails recognizing patterns, trends, and recurring themes within the data. Open classification, categorization, and interpretation result in the emergence of key themes that reflect the perspectives of the participants on sustainable development, social impact, and internationalization of education.

The quantitative data collected through the survey is summarized and presented using descriptive statistics. The perceptions of respondents are revealed through the distribution of frequencies, percentages, means, standard deviations, etc. To investigate relationships between variables, inferential statistical techniques such as correlation analysis and regression analysis are utilized. This helped determine the impact of integrating sustainable development and social impact on a variety of educational outcomes.

Period: The research is conducted over one year, allowing for thorough data collection, analysis, and the generation of comprehensive insights.

Limitations: Possible limitations include selection bias due to sample constraints and reliance on self-reported data in surveys. To mitigate these limitations, careful participant selection, transparent reporting, and awareness of potential biases is maintained throughout the research process.

10.4 Theoretical Framework of the Study

The theoretical framework of this study is built upon a multidimensional approach that draws from several interconnected theories and concepts. These frameworks collectively guide the exploration of the integration of internationalization, research, innovation, sustainable development, and social impact in the context of business and entrepreneurship education. The study adopts a multidimensional theoretical framework that synergistically incorporates several prominent educational models and theories to comprehensively examine the complex dynamics of internationalization,

research, innovation, sustainable development, and social impact within the realm of business and entrepreneurship education. Central to this framework is the Triple Helix Model, which underscores collaborative partnerships among academia, industry, and government. Grounded in constructivist principles, the study recognizes the active role of learners in constructing knowledge through experiential learning. The Global Competence Framework provides a perspective on the impact of cross-cultural interactions on graduates' global competency. The study also delves into social impact theories, including Social Innovation Theory and Shared Value Theory, to highlight the potential of education to foster positive societal change. Aligned with the Sustainable Development Goals, the study examines how education can contribute to global sustainability. Systems thinking is employed to capture the intricate interconnections between various aspects of education. Transformational learning theory elucidates how educational experiences can lead to shifts in perspectives. Additionally, the study considers the diffusion of innovation within educational institutions as a means to integrate sustainable development and social impact principles into curriculum and practices. By synthesizing these diverse theoretical underpinnings, the study aspires to provide a holistic and insightful analysis of the interplay among internationalization, research, innovation, sustainable development, and social impact in the context of business and entrepreneurship education.

10.4.1 Benefits, Challenges, and Practices of Internationalization for Business and Entrepreneurship

Benefits of Internationalization: The benefits of internationalization for business and entrepreneurship education include:

- Increased student knowledge and understanding of different cultures and business practices.
- Improved cross-cultural communication skills.
- Increased opportunities for networking and collaboration with international partners.
- Enhanced global perspective and awareness of global challenges.
- Increased employability of graduates in a globalized economy.

Challenges of Internationalization: The challenges of internationalization for business and entrepreneurship education include:

- Cost of internationalization.
- Lack of qualified faculty and staff with international experience.
- Language barriers.
- Cultural differences.
- Challenges in managing international partnerships.

Best Practices for Implementing Internationalization Strategies

There are several best practices for implementing internationalization strategies in business and entrepreneurship education. These include:

- Start with a clear vision and goals for internationalization.
- Build a strong foundation of internationalization in the curriculum
- Provide opportunities for students to study abroad or participate in international internships.
- Partner with international organizations and businesses.
- Develop a supportive infrastructure for internationalization, such as a dedicated office or staff.
- Impact of Internationalization on Student Learning Outcome (Fig. 10.1).

10.4.2 Theoretical Assumptions

A robust integration of sustainable development principles and social impact activities within business and entrepreneurship education increases graduates' capacity to address global challenges and contribute to goals for sustainable development. Improving the global competitiveness of business and entrepreneurship education programmes requires a focus on internationalization, research, and innovation. The present theoretical framework establishes the stated hypotheses and elucidates the interconnections between the independent and dependent variables.

10.5 Analysis and Results

The data obtained from qualitative interviews, focus groups, and quantitative surveys undertook thorough analysis, resulting in valuable findings that provide a deeper understanding of the incorporation of sustainable development and social impact principles into internationalization strategies within the realm of business and entrepreneurship education.

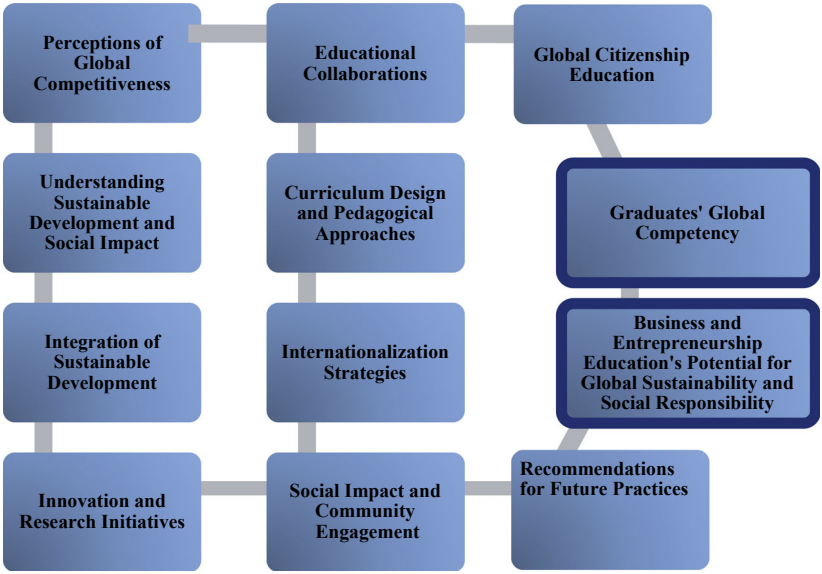

Fig. 10.1 Framework on enhancing global competitiveness and social impact in business and entrepreneurship education

The study of qualitative data yielded prominent themes. The participants placed significant emphasis on the increasing significance of global competencies in the skill sets of students. They underscored the need for internationalization initiatives that go beyond conventional disciplinary boundaries. Educators have emphasized the need to integrate real-world difficulties and establish collaborations with socially responsible organizations inside the curriculum. The use of community involvement has been recognized as a potent mechanism for bridging the divide between education and practice, therefore cultivating graduates who actively contribute to the promotion of sustainable development and the creation of social impact. A descriptive analysis of the survey data indicated a strong consensus among respondents regarding the importance of integrating sustainable development and social impact principles into internationalization strategies. A substantial percentage of participants expressed positive perceptions of the effectiveness of such strategies in enhancing students' awareness, attitudes, and skills related to global challenges.

The inferential analysis further corroborated these findings, revealing significant positive correlations between the extent of sustainable development integration and students' perceived growth in social responsibility. Regression analysis indicated that sustainable development integration positively predicts students' attitudes toward global challenges and their motivation to address them through entrepreneurial endeavours. The detailed data analysis is as follows:

10.5.1 Descriptive Statistics

Table 10.1 presents the results of a survey or assessment with eight different questions related to internationalization, research, innovation, sustainable development, and social impact in the context of business and entrepreneurship education. The responses from 350 participants have been analysed, and various statistical measures have been provided to summarize the data.

Rating for the Importance of Internationalization, Research, and Innovation: On average, participants strongly agree (mean rating of 4.1086) that effective internationalization, research, and innovation are essential for enhancing global competitiveness in business and entrepreneurship education. The data is negatively skewed, indicating that more participants rated this statement highly, with some potentially rating it lower.

Knowledge of Sustainable Development Principles and Relevance to Social Impact: Participants generally have a good understanding of sustainable development principles and their relevance to fostering social impact, with a mean rating of 3.8486. The data is slightly negatively skewed, suggesting that more participants rated their knowledge positively.

Integration of Sustainable Development in Education: Participants believe that sustainable development is effectively integrated into internationalization, research, and innovation strategies within business and entrepreneurship education, with a mean rating of 4.0314. The data is negatively skewed, indicating a generally positive sentiment.

Potential of Research-Driven Innovations for Sustainable Development: Participants strongly agree (mean rating of 4.0771) that research-driven innovations have the potential to address global challenges and

Table 10.1 Descriptive statistics

		Effective Internationalization, Research, and Innovation are indispensable for enhancing global competitiveness in business and entrepreneurship education	*Principles of sustainable development and their relevance to fostering social impact*	*Believe sustainable development is currently integrated into internationalization, research, and innovation strategies within business and entrepreneurship education*	*Research-driven innovations hold the potential to address global challenges and contribute significantly to sustainable development and social impact*	*Participation in endeavours aimed at addressing global issues through international partnerships and community engagement within the sphere of business and entrepreneurship education*	*Curriculum design that emphasizes sustainable development and social impact contributes to producing graduates who are both globally competent and socially responsible*	*Strategies or innovative approaches in embedding sustainable development and social impact into internationalization, research, and innovation efforts within educational institutions*	*The potential of business and entrepreneurship education to contribute to broader global sustainability and social responsibility objectives*
N	Valid	350	350	350	350	350	350	350	350
	Missing	0	0	0	0	0	0	0	0
Mean		4.1086	3.8486	4.0314	4.0771	4.1543	4.1286	3.6743	3.5229
Median		4	4	4	4	4	4	4	4
Mode		4	4	4	4	4	4	4	4
Std. Deviation		0.82905	0.91622	0.93124	0.80278	0.78245	0.77054	0.94682	1.21277
Variance		0.687	0.839	0.867	0.644	0.612	0.594	0.896	1.471
Skewness		−1.419	−1.134	−1.176	−1.344	−1.288	−1.132	−0.938	−0.805
Std. Error of Skewness		0.13	0.13	0.13	0.13	0.13	0.13	0.13	0.13
Kurtosis		3.569	2.058	1.93	3.581	3.409	2.901	1.425	−0.015
Std. Error of Kurtosis		0.26	0.26	0.26	0.26	0.26	0.26	0.26	0.26
Minimum		1	1	1	1	1	1	1	1
Maximum		5	5	5	5	5	5	5	5
Sum		1438	1347	1411	1427	1454	1445	1286	1233

contribute significantly to sustainable development and social impact. The data is negatively skewed, indicating a strong positive consensus.

Participation in Global Issue Endeavours: Participants are highly engaged (mean rating of 4.1543) in endeavours aimed at addressing global issues through international partnerships and community engagement within the sphere of business and entrepreneurship education. The data is negatively skewed, indicating strong participation.

Curriculum Design and Global Competence: Participants largely agree (mean rating of 4.1286) that curriculum design emphasizing sustainable development and social impact contributes to producing graduates who are both globally competent and socially responsible. The data is negatively skewed, suggesting strong agreement.

Effectiveness of Strategies for Sustainable Development Integration: Participants, on average, see moderate effectiveness (mean rating of 3.6743) in strategies or innovative approaches to embed sustainable development and social impact into education. The data is negatively skewed, suggesting a generally positive assessment.

Potential of Business Education for Global Sustainability: Participants see potential (mean rating of 3.5229) for business and entrepreneurship education to contribute to broader global sustainability and social responsibility objectives, though this rating is slightly lower than other items. The data is negatively skewed, indicating a generally positive outlook.

Overall findings suggest a positive and strong consensus among participants regarding the importance of internationalization, research, innovation, sustainable development, and social impact in business and entrepreneurship education. Participants appear highly engaged in global issues and consider research-driven innovation crucial for addressing global challenges and promoting sustainability.

10.5.2 Frequency Table

Table 10.2 reveals the demographic profile of the respondents and the following are the inference of the respondent's profile. The data reveals that 54.6% of the respondents are male, while 45.4% are female. This indicates a relatively balanced gender distribution among the participants in the study.

Table 10.2 Gender

Gender	*Frequency*	*Per cent*
Male	191	54.6
Female	159	45.4
Total	350	100.0

Table 10.3 Age

Age	*Frequency*	*Per cent*
Less than 20 years	26	7.4
20–30 years	129	36.9
30–40 years	168	48.0
40–50 years	27	7.7
Total	350	100.0

Age of Respondents: Table 10.3 represents that the majority of respondents fall into the age range of 20–30 years, accounting for 36.9% of the total. This suggests that a significant proportion of the participants are relatively young, possibly representing students or early-career professionals. The second-largest age group is 30–40 years, comprising 48.0% of the total respondents. This indicates a substantial presence of participants in their late twenties to early forties. There are also respondents below the age of 20, constituting 7.4% of the sample, and those between 40–50 years, making up 7.7% of the respondents.

10.5.3 T-Test

The T-test was conducted to determine whether there is a significant difference in the level of opinion between male and female respondents regarding their satisfaction with various constructs related to internationalization, research, innovation, sustainable development, and social impact within business and entrepreneurship education. The null hypothesis (H0) stated that male and female respondents have the same level of opinion, while the alternative hypothesis (H1) suggested that they do not have the same level of opinion.

Based on the results of the T-Test for each construct as shown in Table 10.4, it can be concluded that there is no significant difference in the level of opinion between male and female respondents regarding their

satisfaction with these constructs related to business and entrepreneurship education. In all cases, the significance values (*p*-values) are greater than 0.05, indicating that the null hypothesis is accepted. Therefore, there is no evidence to suggest that the satisfaction levels of male and female respondents differ significantly when it comes to these constructs.

10.5.4 One-Way Anova

The data presented in Table 10.5 is the result of a One-Way Analysis of Variance (ANOVA) conducted to assess whether respondents of different age groups have varying levels of opinion toward the satisfaction with several constructs related to internationalization, research, innovation, and sustainable development. The null hypothesis (H0) posited that different age groups have the same level of opinion, while the alternative hypothesis (H1) suggested that they do not.

Effective Internationalization, Research, and Innovation: The p-value for this construct is 0.964, which is greater than the significance level of 0.05. Therefore, we fail to reject the null hypothesis. This suggests that there is no significant difference in the opinions of respondents from different age groups regarding the effectiveness of internationalization, research, and innovation.

Principles of Sustainable Development: The p-value for this construct is 0.379, again exceeding the significance level of 0.05. Consequently, the null hypothesis is not rejected, indicating that different age groups do not significantly differ in their opinions about the relevance of sustainable development to social impact.

Integration of Sustainable Development: With a p-value of 0.290, which is greater than 0.05, we do not have enough evidence to reject the null hypothesis. This suggests that respondents from different age groups have similar opinions about the integration of sustainable development into internationalization, research, and innovation strategies.

Research-Driven Innovations: The p-value here is 0.287, which is greater than 0.05. Therefore, the null hypothesis is not rejected, implying that different age groups have similar opinions regarding the potential of research-driven innovations in addressing global challenges and sustainable development.

Table 10.4 T-Test

Construct	*Gender*	*Mean*	T *value*	*Significance*	*Remark*
Effective internationalization, research, and innovation are indispensable for enhancing global competitiveness in business and entrepreneurship education	Male Female	4.1047 4.1132	0.095	0.924	Not significant
Principles of sustainable development and their relevance to fostering social impact	Male Female	3.8325 3.8679	0.360	0.719	Not significant
Believe sustainable development is currently integrated into internationalization, research, and innovation strategies within business and entrepreneurship education	Male Female	4.0628 3.9937	0.691	0.490	Not significant
Research-driven innovations hold the potential to address global challenges and contribute significantly to sustainable development and social impact	Male Female	4.1099 4.0377	0.838	0.403	Not significant
Participation in endeavours aimed at addressing global issues through international partnerships and community engagement within the sphere of business and entrepreneurship education	Male Female	4.1466 4.1635	0.201	0.841	Not significant

(continued)

Table 10.4 (continued)

Construct	*Gender*	*Mean*	T *value*	*Significance*	*Remark*
Curriculum design that emphasizes sustainable development and social impact contributes to producing graduates who are both globally competent and socially responsible	Male Female	4.1571 4.0943	0.758	0.449	Not significant
Strategies or innovative approaches in embedding sustainable development and social impact into internationalization, research, and innovation efforts within educational institutions	Male Female	3.6702 3.6792	0.089	0.929	Not significant
The potential of business and entrepreneurship education to contribute to broader global sustainability and social responsibility objectives	Male Female	3.4712 3.5849	0.873	0.383	Not significant

Participation in Global Issues: For this construct, the p-value is 0.569, which is once again greater than 0.05. Consequently, the null hypothesis is retained, indicating that age groups do not significantly differ in their level of participation in endeavours related to global issues.

Curriculum Design Emphasizing Sustainable Development: The p-value is 0.331, exceeding the significance level of 0.05. Hence, the null hypothesis is not rejected, suggesting that respondents across age groups have similar opinions about the role of curriculum design in promoting sustainable development and social impact.

Embedding Sustainable Development and Social Impact: The p-value is 0.587, which is greater than 0.05, leading to the retention of the null hypothesis. This indicates that different age groups do not significantly differ in their opinions about strategies for embedding sustainable development and social impact.

Table 10.5 One-way anova

Construct	*Age*	*Mean*	F *value*	*Significance*	*Remark*
Effective internationalization, research, and innovation are indispensable for enhancing global competitiveness in business and entrepreneurship education	Less than 20 years	4.0385	0.093	0.964	Not Significant
	20–30 years	4.1240			
	30–40 years	4.1131			
	40–50 years	4.0741			
Principles of sustainable development and their relevance to fostering social impact	Less than 20 years	3.7308	1.031	0.379	Not significant
	20–30 years	3.9457			
	30–40 years	3.8214			
	40–50 years	3.6667			
Believe sustainable development is currently integrated into internationalization, research, and innovation strategies within business and entrepreneurship education	Less than 20 years	3.9615	1.255	0.290	Not significant
	20–30 years	4.0155			
	30–40 years	4.1012			
	40–50 years	3.7407			
Research-driven innovations hold the potential to address global challenges and contribute significantly to sustainable development and social impact	Less than 20 years	3.9231	1.263	0.287	Not significant
	20–30 years	4.0388			
	30–40 years	4.1548			
	40–50 years	3.9259			
Participation in endeavours aimed at addressing global issues through international partnerships and community engagement within the sphere of business and entrepreneurship education	Less than 20 years	3.9615	0.673	0.569	Not significant
	20–30 years	4.1395			
	30–40 years	4.1905			
	40–50 years	4.1852			
Curriculum design that emphasizes sustainable development and social impact contributes to producing graduates who are both globally competent and socially responsible	Less than 20 years	3.8846	1.1444	0.331	Not significant
	20–30 years	4.1395			

(continued)

Table 10.5 (continued)

Construct	*Age*	*Mean*	F *value*	*Significance*	*Remark*
	30–40 years	4.1369			
	40–50 years	4.2593			
Strategies or innovative approaches in embedding sustainable development and social impact into internationalization, research, and innovation efforts within educational institutions	Less than 20 years	3.8846	0.644	0.587	Not significant
	20–30 years	3.7054			
	30–40 years	3.6250			
	40–50 years	3.6296			
The potential of business and entrepreneurship education to contribute to broader global sustainability and social responsibility objectives	Less than 20 years	3.5769	0.322	0.809	Not significant
	20–30 years	3.4496			
	30–40 years	3.5476			
	40–50 years	3.6667			

Potential of Business and Entrepreneurship Education: With a p-value of 0.809, which is higher than 0.05, the null hypothesis is retained. This suggests that respondents from different age groups have similar opinions regarding the potential of business and entrepreneurship education to contribute to global sustainability and social responsibility.

Based on the One-Way ANOVA results, it can be concluded that there is no significant difference in the opinions of respondents from various age groups concerning satisfaction with the constructs related to internationalization, research, innovation, and sustainable development. This means that age does not appear to be a determining factor in how individuals perceive these constructs. The null hypothesis is accepted for all constructs as the p-values are greater than 0.05. These findings imply that when designing educational programmes or policies related to the assessed constructs, it may not be necessary to tailor them differently for individuals of varying age groups, as their opinions and levels of satisfaction appear to be consistent across the age spectrum.

10.5.5 Correlation

The concept of correlation helps to find the interrelationship between the variables. Then it leads to regression analysis to find out the dependence

of one variable on the other. Table 10.6 shows the correlation between all the constructs under study. The correlation table examines the relationships between various constructs related to internationalization, research, innovation, sustainable development, and social impact within the context of business and entrepreneurship education.

The following observations are made from the correlation of the Table 10.6: the value inside the brackets represents the correlation coefficient. The analysis and findings based on the correlation coefficients are as follows:

Effective Internationalization, Research, and Innovation (EIRI): EIRI is significantly and positively correlated with "How well-versed are you in the principles of sustainable development and their relevance to fostering social impact?" ($r = 0.354^{**}$). EIRI is also positively correlated with other variables, including "To what extent do you agree with the statement: Curriculum design that emphasizes sustainable development and social impact contributes to producing graduates who are both globally competent and socially responsible?" ($r = 0.252^{**}$), and "How would you rate the potential of business and entrepreneurship education to contribute to broader global sustainability and social responsibility objectives?" ($r = 0.208^{**}$).

Well-versed in Sustainable Development: Being well-versed in sustainable development principles is positively correlated with EIRI ($r = 0.354^{**}$).

Integration of Sustainable Development: The extent to which sustainable development is integrated into internationalization, research, and innovation strategies is positively correlated with EIRI ($r = 0.215^{**}$).

Research-driven Innovations: The belief in the potential of research-driven innovations to address global challenges and contribute to sustainable development is positively correlated with EIRI ($r = 0.129^{*}$). It is also positively correlated with the extent of participation in global issues ($r = 0.146^{**}$).

Participation in Global Issues: Active participation in endeavours aimed at addressing global issues through international partnerships and community engagement is positively correlated with EIRI ($r = 0.146^{**}$). It is also positively correlated with the belief in research-driven innovations ($r = 0.201^{**}$).

Table 10.6 Correlation

		Effective internationalization, research, and innovation are indispensable for enhancing global competitiveness in business and entrepreneurship education	*Principles of sustainable development and their relevance to fostering social impact*	*Believe sustainable development is currently integrated into internationalization, research, and innovation strategies within business and entrepreneurship education*	*Research-driven innovations hold the potential to address global challenges and contribute significantly to sustainable development and social impact*
Effective internationalization, research, and innovation are indispensable for enhancing global competitiveness in business and entrepreneurship education	Pearson Correlation	1	0.354**	0.215**	0.129*
	Sig. (2-tailed)		0.000	0.000	0.015
	N	350	350	350	350
Principles of sustainable development and their relevance to fostering social impact	Pearson Correlation	0.354**	1	0.204**	0.102
	Sig. (2-tailed)	0.000		0.000	0.058
	N	350	350	350	350
Believe sustainable development is currently integrated into internationalization, research, and innovation strategies within business and entrepreneurship education	Pearson Correlation	0.215**	0.204**	1	0.530**

		Effective internationalization, research, and innovation are indispensable for enhancing global competitiveness in business and entrepreneurship education	*Principles of sustainable development and their relevance to fostering social impact*	*Believe sustainable development is currently integrated into internationalization, research, and innovation strategies within business and entrepreneurship education*	*Research-driven innovations hold the potential to address global challenges and contribute significantly to sustainable development and social impact*
	Sig. (2-tailed)	0.000	0.000		0.000
	N	350	350	350	350
Research-driven innovations hold the potential to address global challenges and contribute significantly to sustainable development and social impact	Pearson Correlation	0.129*	0.102	0.530**	1
	Sig. (2-tailed)	0.015	0.058	0.000	
	N	350	350	350	350
Participation in endeavours aimed at addressing global issues through international partnerships and community engagement within the sphere of business and entrepreneurship education	Pearson Correlation	0.146**	0.201**	0.320**	0.551**
	Sig. (2-tailed)	0.006	0.000	0.000	0.000
	N	350	350	350	350

(continued)

Table 10.6 (continued)

		Effective internationalization, research, and innovation are indispensable for enhancing global competitiveness in business and entrepreneurship education	*Principles of sustainable development and their relevance to fostering social impact*	*Believe sustainable development is currently integrated into internationalization, research, and innovation strategies within business and entrepreneurship education*	*Research-driven innovations hold the potential to address global challenges and contribute significantly to sustainable development and social impact*
Curriculum design that emphasizes sustainable development and social impact contributes to producing graduates who are both globally competent and socially responsible	Pearson Correlation	0.252**	0.097	0.178**	0.248**
	Sig. (2-tailed)	0.000	0.071	0.001	0.000
	N	350	350	350	350
Strategies or innovative approaches in embedding sustainable development and social impact into internationalization, research, and innovation efforts within educational institutions	Pearson Correlation	0.239**	0.313**	0.301**	0.297**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000
	N	350	350	350	350

		Effective internationalization, research, and innovation are indispensable for enhancing global competitiveness in business and entrepreneurship education	*Principles of sustainable development and their relevance to fostering social impact*	*Believe sustainable development is currently integrated into internationalization, research, and innovation strategies within business and entrepreneurship education*	*Research-driven innovations hold the potential to address global challenges and contribute significantly to sustainable development and social impact*
The potential of business and entrepreneurship education to contribute to broader global sustainability and social responsibility objectives	Pearson Correlation	0.208**	0.337**	0.095	0.200**
	Sig. (2-tailed)	0.000	0.000	0.077	0.000
	N	350	350	350	350

(continued)

Table 10.6 (continued)

		Participation in endeavours aimed at addressing global issues through international partnerships and community engagement within the sphere of business and entrepreneurship education	*Curriculum design that emphasizes sustainable development and social impact contributes to producing graduates*	*Strategies or innovative approaches in embedding sustainable development and social impact into internationalization, research, and innovation efforts within educational institutions*	*The potential of business and entrepreneurship education to contribute to broader global sustainability and social responsibility objectives*
Effective internationalization, research, and innovation are indispensable for enhancing global competitiveness in business and entrepreneurship education	Pearson Correlation	0.146**	0.252**	0.239**	0.208**
	Sig. (2-tailed)	0.006	0.000	0.000	0.000
	N	350	350	350	350
Principles of sustainable development and their relevance to fostering social impact	Pearson Correlation	0.201**	0.097	0.313**	0.337**

		Participation in endeavours aimed at addressing global issues through international partnerships and community engagement within the sphere of business and entrepreneurship education	*Curriculum design that emphasizes sustainable development and social impact contributes to producing graduates*	*Strategies or innovative approaches in embedding sustainable development and social impact into internationalization, research, and innovation efforts within educational institutions*	*The potential of business and entrepreneurship education to contribute to broader global sustainability and social responsibility objectives*
	Sig. (2-tailed)	0.000	0.071	0.000	0.000
	N	350	350	350	350
Believe sustainable development is currently integrated into internationalization, research, and innovation strategies within business and entrepreneurship education	Pearson Correlation	0.320**	0.178**	0.301**	0.095
	Sig. (2-tailed)	0.000	0.001	0.000	0.077
	N	350	350	350	350
Research-driven innovations hold the potential to address global challenges and contribute significantly to sustainable development and social impact	Pearson Correlation	0.551**	0.248**	0.297**	0.200**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000
	N	350	350	350	350

(continued)

Table 10.6 (continued)

		Participation in endeavours aimed at addressing global issues through international partnerships and community engagement within the sphere of business and entrepreneurship education	*Curriculum design that emphasizes sustainable development and social impact contributes to producing graduates*	*Strategies or innovative approaches in embedding sustainable development and social impact into internationalization, research, and innovation efforts within educational institutions*	*The potential of business and entrepreneurship education to contribute to broader global sustainability and social responsibility objectives*
Participation in endeavours aimed at addressing global issues through international partnerships and community engagement within the sphere of business and entrepreneurship education	Pearson Correlation	1	0.385**	0.288**	0.174**
	Sig. (2-tailed)		0.000	0.000	0.001
	N	350	350	350	350
Curriculum design that emphasizes sustainable development and social impact contributes to producing graduates who are both globally competent and socially responsible	Pearson Correlation	0.385**	1	0.348**	0.265**
	Sig. (2-tailed)	0.000		0.000	0.000

		Participation in endeavours aimed at addressing global issues through international partnerships and community engagement within the sphere of business and entrepreneurship education	*Curriculum design that emphasizes sustainable development and social impact contributes to producing graduates*	*Strategies or innovative approaches in embedding sustainable development and social impact into internationalization, research, and innovation efforts within educational institutions*	*The potential of business and entrepreneurship education to contribute to broader global sustainability and social responsibility objectives*
	N	350	350	350	350
Strategies or innovative approaches in embedding sustainable development and social impact into internationalization, research, and innovation efforts within educational institutions	Pearson Correlation	0.288**	0.348**	1	0.483**
	Sig. (2-tailed)	0.000	0.000		0.000
	N	350	350	350	350
The potential of business and entrepreneurship education to contribute to broader global sustainability and social responsibility objectives	Pearson Correlation	0.174**	0.265**	0.483**	1
	Sig. (2-tailed)	0.001	0.000	0.000	
	N	350	350	350	350

**Correlation is significant at the 0.01 level (2-tailed)
*Correlation is significant at the 0.05 level (2-tailed)

Curriculum Design: Agreement with the statement that curriculum design emphasizing sustainable development and social impact contributes to producing globally competent and socially responsible graduates is positively correlated with EIRI ($r = 0.252^{**}$).

Effectiveness of Strategies: Effectiveness ratings of strategies to embed sustainable development and social impact into educational institutions are positively correlated with EIRI ($r = 0.239^{**}$). The highest correlation in this category is with "How would you rate the potential of business and entrepreneurship education to contribute to broader global sustainability and social responsibility objectives?" ($r = 0.483^{**}$).

Potential of Business and Entrepreneurship Education: The belief in the potential of business and entrepreneurship education to contribute to global sustainability and social responsibility objectives is positively correlated with EIRI ($r = 0.208^{**}$).

The above analysis indicates that Effective Internationalization, Research, and Innovation are positively correlated with various factors related to sustainable development, social impact, and global responsibility within the context of business and entrepreneurship education. These positive correlations suggest that a strong emphasis on sustainable development and social impact can enhance the effectiveness of internationalization, research, and innovation efforts in this field.

10.5.6 Regression Analysis

Regression is a technique to determine whether the relationship between the independent and dependent variables is linear. Multiple regression was used to find out whether there exists a linear relationship between one metric dependent and two or more independent variables. The multiple linear equation for the model is $Y = a + b1X1 + b2X2 + \cdots\cdots + bnXn$ Where X1, X2, X3……Xn are independent variables, 'a' is intercepted, represents the amount of dependent Y when all independent variables are 0 and b's are regression coefficients.

Tables 10.7, 10.8, 10.9 involves a multiple linear regression model designed to explore the relationship between a dependent variable and several independent variables. The objective is to assess whether there is a linear relationship between the independent variables and the dependent variable, which is "How would you rate the potential of business and entrepreneurship education to contribute to broader global sustainability

and social responsibility objectives?" Here is an analysis and interpretation of the results:

Model Summary: Table 10.7 of R Square value of 0.302 suggests that approximately 30.2% of the variance in the dependent variable is explained by the independent variables included in the model. The Adjusted R Square, which considers the number of independent variables, is 0.288.

ANOVA: Table 10.8 of the ANOVA table is used to assess the overall significance of the regression model. The F-statistic is 21.189, and the associated p-value is very close to zero (0.000). This indicates that the model as a whole is statistically significant in predicting the dependent variable. The regression model explains a significant amount of variance compared to the residual variance.

Coefficients: Table 10.9 of the coefficients table provides information about the impact of each independent variable on the dependent variable while controlling for the other variables in the model. The "B" column represents unstandardized coefficients (the change in the dependent variable for a one-unit change in the independent variable). The "Beta" column represents standardized coefficients (measuring the strength of the effect of each independent variable in terms of standard deviations).

Interpretation of Coefficients: Constant (Intercept): The intercept term "a" is −0.066. This represents the expected value of the dependent

Table 10.7 Model summary

Model	R	R *square*	*Adjusted* R *square*	*Std. error of the estimate*
1	0.550[a]	0.302	0.288	1.02318

Table 10.8 ANOVA

Model		*Sum of Squares*	*df*	*Mean Square*	F	*Sig*
1	Regression	155.277	7	22.182	21.189	0.000[b]
	Residual	358.041	342	1.047		
	Total	513.317	349			

a. Dependent Variable: How would you rate the potential of business and entrepreneurship education to contribute to broader global sustainability and social responsibility objectives?

Table 10.9 Coefficients

Model	*Unstandardized Coefficients*			*Standardized Coefficients*	*t*	*Sig*
	B	*Std. Error*	*Beta*			
1	**(Constant)**	−0.066	0.441		−0.149	0.882
	Effective internationalization, research, and innovation are indispensable for enhancing global competitiveness in business and entrepreneurship education	0.045	0.073	0.031	0.619	0.536
	Principles of sustainable development and their relevance to fostering social impact	0.295	0.067	0.223	4.379	0
	Believe sustainable development is currently integrated into internationalization, research, and innovation strategies within business and entrepreneurship education	−0.196	0.071	−0.151	−2.742	0.006
	Research-driven innovations hold the potential to address global challenges and contribute significantly to sustainable development and social impact	0.217	0.092	0.143	2.348	0.019
	Participation in endeavours aimed at addressing global issues through international partnerships and community engagement within the sphere of business and entrepreneurship education	−0.096	0.089	−0.062	−1.074	0.284

(continued)

Table 10.9 (continued)

Model	*Unstandardized Coefficients*			*Standardized Coefficients*	*t*	*Sig*
	B	*Std. Error*	*Beta*			
	Curriculum design that emphasizes sustainable development and social impact contributes to producing graduates who are both globally competent and socially responsible	0.183	0.082	0.116	2.246	0.025
	Strategies or innovative approaches in embedding sustainable development and social impact into internationalization, research, and innovation efforts within educational institutions	0.494	0.067	0.386	7.391	0

a. Dependent Variable: How would you rate the potential of business and entrepreneurship education to contribute to broader global sustainability and social responsibility objectives?

variable when all independent variables are zero. "Effective internationalization, research, and innovation" (0.045): This variable has a small and positive effect on the dependent variable, but it is not statistically significant ($p = 0.536$). "Well-versed in sustainable development" (0.295): This variable has a highly significant and positive effect ($p < 0.001$). "Integration of sustainable development" (−0.196): This variable has a significant negative effect ($p = 0.006$). "Belief in research-driven innovations" (0.217): This variable has a significant positive effect ($p = 0.019$). "Participation in global issues" (−0.096): This variable does not have a statistically significant effect ($p = 0.284$). "Curriculum design emphasizing sustainable development" (0.183): This variable has a significant positive effect ($p = 0.025$). "Effectiveness of embedding sustainable development" (0.494): This variable has a highly significant and positive effect ($p < 0.001$).

The model, as a whole, is statistically significant in predicting the potential of business and entrepreneurship education to contribute to

global sustainability and social responsibility objectives. Among the independent variables, several are statistically significant predictors of the dependent variable. Notably, respondents' ratings on being well-versed in sustainable development, the belief in research-driven innovations, and the effectiveness of strategies related to sustainable development have positive and significant effects on their perception of business and entrepreneurship education's potential in global sustainability and social responsibility. Conversely, the integration of sustainable development hurts this perception, indicating that respondents who believe sustainable development is less integrated are less likely to rate business and entrepreneurship education favourably in this regard. Other variables, such as participation in global issues and the effectiveness of internationalization, research, and innovation, do not appear to have a significant impact in this context.

10.6 Principal Findings

The integration of principles of sustainable development and social impact into internationalization strategies influences positively the attitudes, skills, and motivations of students regarding global challenges. Educators and experts emphasize the significance of interdisciplinary approaches, real-world problem-solving, and partnerships with socially responsible organizations in internationalization strategies. Community engagement initiatives foster graduates who participate actively in sustainable development and social impact initiatives.

The research shed light on the vital role of internationalization, research, innovation, sustainable development, and social impact in business and entrepreneurship education. The results indicate that all parties involved in this field, including educators, scholars, industry experts, and students, converge on the significance of these factors. Notably, there are no significant differences in opinion based on gender or age, indicating a demographic-inclusive appreciation for these principles.

The study highlights the positive relationship between effective internationalization, research, and innovation and various facets of sustainable development and social impact. It highlights the capacity of research-based advancements to address worldwide issues and emphasizes the need to integrate sustainable development ideas into the design of educational curricula. Furthermore, the research acknowledges the significance of

implementing approaches that include sustainable development and social effects inside educational establishments.

Furthermore, the findings from the multiple regression analysis indicate that the respondents' understanding of sustainable development principles, their endorsement of research-driven innovations, and their perceptions regarding the efficacy of sustainable development strategies all exert a noteworthy influence on their assessment of the capacity of business and entrepreneurship education to contribute to global sustainability and social responsibility.

This study underscores the need to integrate business and entrepreneurial education with ideas of internationalization, research, innovation, and sustainable development. The aforementioned resource has significant value for educational institutions, governments, and many other stakeholders that are interested in bolstering global competitiveness, equipping graduates with the skills to address global issues, and fostering sustainable development and social responsibility on a worldwide level. The aforementioned results have a significant influence on the continuous advancement of education for sustainable development and social impact. They play a crucial role in equipping graduates with the necessary skills and knowledge to effectively traverse the intricate dynamics of our linked global society.

The findings of the study highlight the transformative potential of strategically incorporating sustainable development and social impact principles into internationalization strategies in business and entrepreneurship education. Through innovative entrepreneurial endeavours, graduates equipped with global competencies, social responsibility, and problem-solving skills are positioned to address pressing global challenges. These findings inform educational institutions, policymakers, and stakeholders, guiding the design and implementation of internationalization initiatives that nurture holistic learning experiences and promote positive societal change on a global scale. This study contributes to the evolving landscape of business and entrepreneurship education by highlighting the relationship between internationalization, sustainability, and social impact.

10.7 Discussion

The discussion section aims to delve deeper into the findings of the study, exploring their implications, providing context through existing literature, and staking a claim regarding the integration of sustainable development and social impact principles into internationalization strategies within business and entrepreneurship education. The outcomes presented in the previous section serve as a foundation for this discussion.

The integration of sustainable development and social impact principles into internationalization strategies has emerged as a pivotal factor in equipping students with the skills and mindset required to navigate the complex global landscape. The qualitative insights resonated with the quantitative results, collectively highlighting the transformational potential of internationalization when aligned with broader societal goals. This statement aligns with the scholarly contributions of Marginson (2013) and Knight (2003), who argue that the scope of education should transcend just economic considerations and cover broader aspects such as social responsibility and sustainability.

Moreover, the presence of positive correlations and predictive associations between the integration of sustainable development and students' attitudes and motives highlights the substantial impact that internationalization may have on influencing the views of graduates. These results are consistent with the premise that integrating sustainability concepts into education may foster responsible leadership and inventive problem-solving.

10.8 Conclusion

This study highlights the transformative potential of incorporating principles of sustainable development and social impact into internationalization strategies within business and entrepreneurship education. The findings, which originate from a robust mixed-methods research approach, offer a comprehensive comprehension of the intricate dynamics at play and their implications for education, society, and global competitiveness. The congruence between qualitative insights and quantitative outcomes reaffirms the significance of internationalization as a catalyst for producing graduates with global competencies, social responsibility, and problem-solving skills. The observed correlations between sustainable development integration and students' attitudes and motivations highlight the central

role that education can play in influencing attitudes and behaviours. These results reflect the echoes and efforts of scholars such as Marginson (2013) and Knight (2003) to broaden the scope of education beyond economic parameters and adopt a holistic approach that takes into account broader societal requirements. The focus of educators and experts on integrating multiple disciplines, applying knowledge to real-world challenges, and collaborating with socially responsible organizations aligns with the current dialogue on aligning education with the Sustainable Development Goals (SDGs) set forth by the United Nations. This viewpoint is supported by Leal Filho et al. (2021). The findings of the research indicate that these strategies not only increase students' understanding but also enable them to actively participate in global issues, establishing them as catalysts for constructive transformation.

The study's shortcomings, such as the narrow sample size and dependence on self-reported data, are duly acknowledged, prompting the identification of potential directions for further research. Conducting extensive and prolonged investigations into the professional paths of graduates and their endeavours in addressing global difficulties would provide a more profound comprehension of the enduring influence of incorporating sustainable development. In summary, this research underscores the interdependence between internationalization, education, sustainability, and social effects. Through the adoption of internationalization strategies, educational institutions and policymakers can cultivate graduates who possess a profound understanding of global responsibility and possess the ability to enact substantial transformations. This collective effort has the potential to mould a cohort of entrepreneurs and business leaders who not only propel global competitiveness but also make substantial contributions toward the progress of a fairer and more sustainable world. While the aforementioned research provides significant contributions to the field, it is imperative to identify and address its inherent shortcomings. The conclusions of the study may have limited generalizability due to its emphasis on particular institutions and stakeholder groups. Furthermore, the use of self-reported data, albeit minimized by rigorous methodologies, may induce biases in respondents' responses.

Given the aforementioned constraints, the research proposes several suggestions. In the realm of internationalization initiatives, educational institutions need to contemplate the implementation of cross-disciplinary and experiential methodologies that cultivate sustainable development and social responsibility. Additionally, policymakers must give precedence

to community participation projects as a means to narrow the divide between education and practical application, therefore harmonizing with the Sustainable Development Goals (SDGs). Finally, it is recommended that future research endeavours delve into the enduring effects of these techniques on the professional trajectories of graduates, as well as their potential contributions to addressing global concerns. In summary, our research highlights the crucial significance of internationalization techniques in moulding graduates who possess both the necessary skills to thrive in a global context and a strong dedication to tackling urgent global issues. Through the integration of sustainable development and social impact principles, there exists an opportunity for educational institutions and policymakers to engage in a joint effort aimed at nurturing a cohort of socially responsible entrepreneurs and corporate leaders. These individuals would play a significant role in making meaningful contributions toward the creation of a more sustainable and equitable global society.

10.9 Explanations and Implications

The relevance of holistic and experiential learning within internationalization is emphasized by the considerable focus educators and experts place on cross-disciplinary methods, real-world problem-solving, and collaborations with socially responsible organizations. The framework that Leal Filho et al. (2021) support, which emphasizes how education should be in line with the Sustainable Development Goals (SDGs), is in line with these practices. As a result, including social impact and sustainability concepts not only raises students' awareness but also gives them the tools they need to actively participate in solving global issues. The results also highlight how important community involvement programmes are in closing the knowledge gap between theory and practice. This supports the claim made by Jameson and Fusco (2014) that global education may promote civic participation and active citizenship. These components enhance students' educational experiences and establish them as change agents when included in internationalization efforts.

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CHAPTER 11

Does Formal Business Education Contribute to Pro-environmental Behaviors in Students? A Cross-Country Literature Review and Proposal of a Conceptual Framework

Shree Nidhi, Shakti Chaturvedi, and Sneha Singh

11.1 Introduction

Pro-environmental behavior can be understood as a chosen concern by an individual to eliminate or minimize any such action by which the environment can be impacted negatively (Kollmuss & Agyeman, 2002). Environmental protection has become a growing concern in today's modernized

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society, and therefore, it is important to know, understand and create an awareness among the young generations on pro-environmental behavior (Andrade et al., 2022).

In contemporary modern Society, the importance of comprehending and encouraging pro-environmental behavior in students is highly recognized (Culiberg & Elgaaied-Gambier, 2016). For students to have a positive social influence, effective education is essential (Leow et al., 2021). However, it is also important to assess how well the formal education system serves this global objective (Arthur et al., 2012). In order to do this, attitudes and attitude change are frequently studied. Although attitudes may be changed easily and are generally effective predictors of behavior, they can only be used to explain specific behaviors (Sajjad et al., 2023). Values and identities, which are more dependable personal elements, may influence a larger range of behaviors. In today's era, where the buying capacity of every individual has grown rapidly, people are motivated and encouraged to the acquisition of more and more goods and services (Whitmarsh & O'Neill, 2010). And this present level of consumerism has raised an alarming sign against pro-environmental behavior (Jackson, 2009).

11.2 Methodology

11.2.1 Explanation of the Chosen Research Approach

A systematic literature review is a structured approach to extracting existing literature on a specific topic or question (Knopf, 2006). It includes the process of identifying, analyzing, extracting, synthesizing and using defined data to generate meaningful interpretations that can be used for further research in the domain. In short, literature review provides an 'evidence-based overview of a field of knowledge' (Paez, 2017). This literature review conducted a content analysis through journal articles, reports published by the United Nations, OECD, etc., books, conference proceedings across two major databases like SCOPUS and Google Scholar with no language restrictions. The use of words like 'Pro-environmental behaviors,' 'Higher education,' 'Business education' and names of the countries for the cross-country review of literature to make literature focused and significant. During the analysis qualitative and quantitative papers were used. Most of the chosen articles are from renowned publishers Elsevier, Emerald, Sage, Springer, Taylor and Francis and Wiley (Chen, 2010).

11.3 Literature Review

11.3.1 Establishing the Inter-Connection Between Nature, Education and Students

Connectedness to nature may exhibit in many forms. It can be related to how an individual experiences nature, communicates with or to nature and protects its innateness. The forms in which an individual connects to nature can be called as pro-environmental behavior (Krettenauer et al., 2020). This association with nature applies to children, adolescents, young adults and adults. While some researchers argue that the relationship with nature to be an ongoing process, a few others state that the connectedness reduces with the progression of age (Krettenauer et al., 2020).

Researchers believe that causes of all environmental problems are rooted due to human actions and that they can be resolved by promoting pro-environmental behaviors. This approach was tested on varied demographics. Studies revealed that improving environmental attitudes in young adults, will eventually lead to increase in pro-environmental behaviors in them irrespective of the progression in age (Shafiei & Maleksaeidi, 2020).

A study by (Duerden & Witt, 2010) assessed the extent to which classroom experiences on environmental values, environmental knowledge was a significant contributor to pro-environmental behaviors in students. A strong classroom culture that leaned toward saving the environment had a positive impact on acknowledging environmental risks and degradation in students (Duerden & Witt, 2010).

While experimenting on the duration of positive impact, a study by De Young, R. revealed that intervention to address environmental concerns in students should be a lengthy program. The study concluded that education can be a very effective tool to enhance pro-environmental behaviors in students only if the course conducted over a period of six weeks.

The literature reviewed here show a strong correlation between environment, education and students. As a result, this study is aimed to address the unexplored areas of pro-environmental behaviors in the form of comparative cross-country analysis. This will help us understand tendencies, patterns and best practices which can in turn foster positive environment attitudes and behaviors in students.

11.3.2 Pro-environmental Behaviors in Business Education Students Across the World

This section will review the best practices from different countries for an international outlook (Cross-Country Analysis of Formal Business Education and Pro-environmental Behaviors). This will help us establish the variations and similarities in four key areas like curriculum design and inclusion of environmental topics in business education, student intrinsic motivation (Chao et al., 2023), student competencies and skills and finally the role of teachers or educators.

11.3.2.1 India

A study by Dasgupta & Pawar, 2021 identified a strong connection between PEB and curriculum. The study concluded that students PEB can be enhanced by incorporating them into compulsory courses. The study inferred that by implementing PEB in curriculum is beneficial on societal and individual fronts. The study also recommends the need for stringent policies to incorporate sustainability in curriculum irrespective of a student's career goals. The study emphasizes the need for conferences, seminars, development workshops for students as a part of curriculum, in higher education in order to improve the awareness of sustainability (Dasgupta & Pawar, 2021).

Research by Khan et al., (2019) investigated the business and accounting students in India. Business and accounting students are said to have a direct relation to being pro-environmental. The study stresses that the students pursuing these degrees are said to become chief architects in the future of many global organizations. In such a case, curriculums must be designed in a fashion to not just prepare them individually but also give the tools to lead organizations into sustainability success.

The research paper 'A responsible approach to Higher education curriculum design' (Kumar & Rewari, 2022) was published in the year 2022. The paper addresses the academia serves as a feeder into industry and industry is dependent on highly qualified professionals from academia. The paper stresses on the need to develop a competency-based curriculum in India (Charrón Vías & Rivera-Cruz, 2020). The paper stresses that affiliated colleges in India must evaluate the curriculum shared by universities and implement the most suitable processes carefully.

The paper suggests a careful process framework for Business Administration students due to the dynamic nature of the work environment (Kumar & Rewari, 2022).

In a paper, 'Towards the integration of sustainability in the business curriculum: Perspectives from Indian educators,' (Pratap Singh et al., 2011) the need for incorporating sustainability issues in the Business curriculum is emphasized. A sample size of 35 faculty members from reputed business schools in India were interviewed. The paper highlights that sustainability in Business education is not an old thought. The paper states that use of sustainability in the Indian business education curriculum is not as significant as the western countries. The study classified different dimensions of sustainability in Business education like introducing sustainability in existing programs, creating special programs like MBA Business sustainability, creating student led community projects as a part of Business education (Pratap Singh et al., 2011).

Assessments of the gathered data found that faculty members in India found it challenging to incorporate sustainability in teaching. They reported the lack of support to understand what concepts under sustainability must be incorporated in Business education. Though case studies were said to be the most comfortable pedagogies for teachers, while experiential learning connecting to real-life business scenarios prove to be very interesting to students. The study indicated that core courses like accounting and reporting find it extremely difficult to incorporate sustainability in the curriculum.

11.3.2.2 Pakistan

Pakistan is said to be one of the fastest growing nations with increasing numbers of Business education universities. Research in Pakistan's metropolitan city comprised of 262 Business education students and 12 teachers (Hussain & Ayub, 2012). The study indicated numerous findings in the importance of teacher training. The dimension of catering learning at undergraduate levels based on learning styles, equipping teachers with tools like data from learning styles test, workshops and courses can make learning of any skill-based subject effective (Hussain & Ayub, 2012). This in turn will start evaluating pro-environmental behaviors of students.

Studies in Pakistan suggest that there is a direct impact on university environmental initiatives on students. The university setting is seen as an active place to encourage PEB through connection, involvement, beliefs,

personal norms and values. Therefore, research by Akhtar et al., (2022) evaluates the impact of these variables on university students.

Researchers have used the Ability-Motivation and opportunity theory and mapped these to the students PEB. The study revealed a positive and significant impact of AMO (Ability-Motivation-Opportunities) (Akhtar et al., 2022; Iftikar et al., 2022; Morales-Sánchez & Pasamar, 2019) on university students. The study indicated the benefit of lectures, seminars, workshops in PEB. These strategies are said to be directly impacting student participation in environmental activities at the university.

As elaborated by Leal Filho (2015), the process of devising approaches and methods to foster awareness about sustainable development in education is called as Education for Sustainable Development (ESD) (Leal Filho, 2015). The National Education Policy of 2021 in Pakistan emphasizes on increased focus on the country's environment. The main goal of the policy is to amend, incorporate and integrate practices and pedagogies that enhance PEB in curriculums across ages. The National Education Policy of 2021 focusses on the modern development of society with expanding the scope for environmental education into all bachelors' and masters' degrees. The policy calls for an intervention in incorporating the need to build pro-environmental students via updating the curriculum (National Education Policy, 2021; Recommendations for Early Childhood Education, n.d.).

Researchers (Saqib et al., 2020) commend the acceptance of pro-environmental tendencies in Masters and Doctoral students in Pakistan. Suggestions to increase the average occurrence level have been recommended. The study investigated the university teacher's perceptions in the term 'sustainability' via a survey.

The results show that more than half the population exhibited an insufficient or lack of understanding of the term sustainability. This indicates the need to support, educate and train teachers in Pakistan who can turn increase academic awareness in students (Saqib et al., 2020).

11.3.2.3 The United States

The level of environmental knowledge and role of environmental awareness is said to crucial in altering the behaviors in individuals and progressing a society toward sustainability (Vicente-Molina et al., 2013). A research paper by (Capstick et al., 2022) wanted to test the hypothesis, if higher education levels connect to higher environmental behaviors.

While investigating students from different disciplines (science, engineering, social sciences). The study also wanted to test university students from different demographics comprising of the United States of America, Mexico, Spain and Brazil. The study's conclusions are highly befitting. The cross-country examination reveals that, just like any other study conducted in the past, it is difficult to establish a clear relationship between PEB and higher education (Zsóka et al., 2013).

The objective and subjective knowledge of the PEB impact students differently in emerging and developed countries. The inter-connection between knowledge and behavior is difficult to measure in PEB. The role of any government or educational institution is to bridge this gap for the betterment of the society at large (Farrukh et al., 2023). The study also concludes that while higher education students in the USA indicate higher awareness of PEBs, their tendency to apply it is much lesser. For example, students in the USA do not use public transport as much as in the emerging countries (Farrukh et al., 2023).

Research by Gifford and Nilsson (2014) examined the predictors of pro-environmental behaviors among American and Korean Business students. The researchers measured variables such as prevention attitudes, subjective norms, perceived severity, perceived susceptibility, response efficacy, self-efficacy and behavioral intentions. They found that prevention attitudes, subjective norms, perceived severity and self-efficacy were positively associated with behavioral intentions. The study also found some differences between American and Korean participants in terms of their attitudes and beliefs related to climate change. Overall, the findings suggest that protection motivation theory, along with the theory of reasoned action, provides a useful framework for understanding pro-environmental behaviors (Gifford & Nilsson, 2014).

Business students in the US have been found to have weaker intentions to engage in pro-environmental behavior compared to their counterparts in Chile (Cordano et al., 2010). However, it is important to note that this finding is based on a specific study and may not be representative of all business students in the US. The study highlighted that the way students perceive environmental concerns can be different based on the attitudes of the society (Gifford & Nilsson, 2014).

Knowledge and education play a significant role in influencing pro-environmental behavior. When individuals have a good understanding of environmental issues and the potential positive actions they can take, they are more likely to be concerned about the environment and engage

in responsible environmental behavior (Kollmuss & Agyeman, 2002). Research has shown that knowledge about specific environmental problems and scientific knowledge are strong predictors of responsible environmental behavior. Additionally, education in general has been found to be positively associated with environmental concern, although there may be variations based on specific disciplines (Christophel, 1990).

Personal values, cultural orientation and leadership styles were huge factors in determining attitudes to be sustainable or pro-environmental in Business education students. Students who had a lead in the Rokeach's social value scale (Whitmarsh & O'Neill, 2010) reported positive tendencies in being environmental. Business students with leadership skills and positive traits voluntarily engage in pro-environmental behaviors and do not need a nudge from the education system. The study concludes that the impact from education also varies on the basis of cultural values, gender and age (Sleeper et al., 2006).

The study points out that business education has altered tendencies in Asian students over American students. Whereas the American business students involve in pro-environmental behaviors only when something crucial occurs (Sleeper et al., 2006).

11.3.2.4 China

Personality traits of being self-construal (Wang et al., 2023) is said to impact students in higher education. Business education students in China. A focus group discussion with 20 post graduate students supported the first hypothesis of the study that empathy with nature is a primary trait that leads to pro-environmental behaviors. This was later tested against 30 MBA students in Northeastern University. The study concluded that participants with empathy for nature showed more pro-environmental behaviors. This however differed from private to public domains (Wang et al., 2023). Xiao Xiao, Youlong Zhan & Yiping Zhong's study presented a few key findings (Xiao et al., 2023). The study says that recalling and describing environmentally friendly behaviors of intimate others can influence individuals' pro-environmental behaviors. The findings highlight the importance of vicarious moral self-regulation in promoting sustainable behaviors (Xiao et al., 2023).

11.3.2.5 Japan

The United Nations (UN) initiative to incorporate sustainability in the operations and management of higher education institutions has made

in essential for academic universities in Japan to incorporate sustainability courses in environmental education courses, professional courses and business education courses (Clark et al., 2020; Ryan et al., 2010).

In Japan, recommendations to create inter-university initiatives and programs to incorporate Education for environment sustainability has been targeted. These programs are said to create synergy between research and educational activities. Several other institutions like Asia–Pacific Regional University Consortium have launched leadership programs in Tongji University in Shanghai. These programs share information, design initiatives, create provisions and projects to implement sustainability curricula for business schools (Ryan et al., 2010).

A research paper titled 'Sustainability in higher education in the Asia–Pacific: developments, challenges, and prospects'(Ryan et al., 2010) indicated a few challenges in the implementation of implementing sustainability initiatives in countries like Japan. The first of many being allocation of funds by the government. The research also points out that there is a significant gap in what is stated in policy to what is implemented in reality (Bekessy et al., 2007). Japan has been in the forefront in implementing education for sustainable development. The policies indicate a significant connection between higher education and governmental policies (Ryan et al., 2010).

A paper by Ian Clark, Niculina Nae and Masahiro Arimoto (Clark et al., 2020) discusses the foundation of Zenjim education (whole person) (Jackson, 2015) and its originations in twentieth century. The Japanese philosophy of education and its relation to cultural identities are interrelated. The Zenjim education (Jackson, 2015) method is promoting the development of whole person via education in a balanced and harmonious way. The study found that educators play a critical role in delivering and evaluating students' development. The evaluations stated that students with education on sustainable development were good at important skills like problem solving, critical thinking, communication and ability to take steps to build an inclusive and sustainable society. In terms of teacher training, the study points out Japan is at its forefront (Jackson, 2015). The partnerships with education ministries and departments support meaningful initiatives. The study points out that pro-environmental behaviors in students are to be made visible and must incorporate building consensus (Clark et al., 2020).

11.4 Why Internationalization of Business Education to Achieve Pro-environmental Behavior in Students Could Be a Far-Fetched Dream?

The higher education sector has to constantly revise its aims and objectives with the changing needs of the world. Will internationalization of business curriculum increase pro-environmental behaviors?

The OECD aids this view by inferring the need prepare students for a multi-context setting from both local and international view point ("Equity and Quality in Education: Supporting Disadvantaged Students and Schools," 2012).

The reason internationalization of the curriculum can be advocated is to engage students in an inter-cultural works and social environments. The need for this is now more than ever. From a historical view it is to be noted that incorporation of global topics like ethics and CSR were not established until the 1960 in Business curricula. They were integrated with the growing societal needs (Sharma & Hart, 2014).

In the 1980–1990 era, it was found that the need for sustainability increased by multi-folds due to the societal and environmental impacts by businesses (Gifford & Nilsson, 2014). Despite the implementation of these concepts, the focus is largely on core concepts like Finance and Accounting (Sharma & Hart, 2014). This leads to students focusing on academic and profitable rigor over the cultural and societal need. Business schools must realize that the jobs in the coming decades will be sustainability focused. Thus, preparing students with these skills becomes essential.

Based on the literature reviews, the below observations can be stated:

1. Pro-environmental behaviors in students differ on the basis of cultural settings and contexts. This differs from country to country and even individual to individual. Thus, a common pedagogy cannot be implemented.
2. The economic development of a country significantly impacts on how the citizens view sustainability and pro-environmental behaviors. This aspect can be of great hindrance as policies and regulations are based on a country's stage of progress. Thus, incorporating sustainable behavior initiatives will differ from emerging countries to developed countries.

3. The differences in student motivation can be of great impact. It is observed that intrinsic motivation levels to be pro-environmental can vary based on goals, motivation, the level of education and sometimes based on peer associations. This makes learning about sustainable behaviors more personal and subjective.
4. In case of teachers, finding the right pedagogies to teach pro-environmental behaviors is crucial. This will need partnerships with the government, other educational institutions. The need for teacher trainings, providing teachers with the right resources increases the magnitude of complexity in standardizing business education that encourages pro-environmental behaviors.
5. Standardizing governmental and institutional policies across countries.

11.5 Proposal of a Conceptual Framework

Development of a conceptual framework to enhance the integration of pro-environmental education in business programs. The below model is to be tested (Fig. 11.1).

The model comprises of variables that impact pro-environmental behaviors derived from literature reviews.

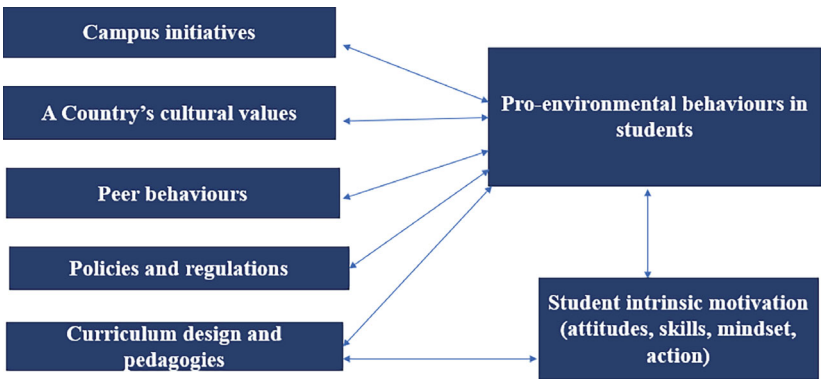

Fig. 11.1 A conceptual framework that indicates the variables that impact PEB in students

This model could be divided as predictor and criterion variables. The predictor variable to be pro-environmental behavior in students. This is directly impacted by the criterion variable of motivation, attitudes, beliefs of any individual, in this scenario, a student.

11.5.1 Relationship Between PEB and the Variables

11.5.1.1 PEB in Students and Campus Initiatives

Evidences from Pakistan (Akhtar et al., 2022c) show that Campus initiatives that are financial in nature like rewards and recognitions and non-financial recognitions green badges for students engaging in pro-environmental behaviors promotion socially responsible behaviors (Morales-Sánchez & Pasamar, 2019). In addition to that, when universities take responsibilities like providing shuttle services, free bicycles for students it directly motivates and alters student attitudes to engage in research on environmental education, participate in cleanliness drives.

Education and training can form another strong reason to be pro-environmental. When universities conduct campus talks, conferences on the lines of sustainability it acts as an indicator of their willingness to promote PEBs (Dagiliūtė et al., 2018).

11.5.1.2 PEB and Curriculum Design, Pedagogies

Wang et al., (2022) and Hooi Ting and Chin Cheng (2017) provided insights into how personalized pedagogies and guided learning can impact positive pro-environmental behaviors in students. The findings of the studies indicate that professional guides act as positive impacts leading to positive outcome in education.

Sustainability competencies can be easily developed with by culminating different pedagogical approaches (Brunsgaard et al., 2014). Traditional lectures may not be able to motivate students to be more pro-environmental. Whereas 'universally applicable and working pedagogies (Cicmil & Gaggiotti, 2018)' like case studies, mind-maps, active learning strategies, tackling real-life issues via gamified learning, participatory action research, role plays can cause change in student attitudes and behaviors (Wang et al., 2022).

Business education must thus increase the scope of the teaching pedagogies internationally to build positive outcomes.

11.5.1.3 PEB and Country's Cultural Values

Although education plays a significant role in shaping pro-environmental behaviors, a few studies indicate the dominant role of cultural settings in a few countries (Chen et al., 1995). It is said that Asians have collectivist culture where group tendencies, beliefs, values of every person in a group are valued. This makes them more concerned for people around them, leading to pro-environmental behaviors. While students in USA follow the independent culture, where the value for self is more important than that of the group (Chen et al., 1995). These values and beliefs stem from the country a student belongs to and can shape pro-environmental behaviors. Though there have been differences (Asamsama et al., 2014) in results obtained from further studies, this variable needs to be tested thoroughly (Gatersleben et al., 2014).

11.5.1.4 PEB and Peer Behaviors

The concept of 'Vicarious effect' (Lasarov & Hoffmann, 2020) explains how the behavior of others can impact an individual 'neurologically' and via 'bodily responses.' The study by Xiao et al., (2023) researched on the effect of vicarious moral self-regulation on students to act pro-environmentally. The study indicated that individuals exhibit pro-environmental behaviors when they recall another closely associated individual engage in positive environmental actions/behaviors. This theory largely applies to students in higher education and needs to be examined to evaluate if peers play a crucial role in encouraging environmental behaviors (Xiao et al., 2023).

11.5.1.5 PEB and Polices, Regulations

Ryan et al. (2010) suggests that implementation of sustainability initiatives in universities or higher education is not possible without the interventions of strong government policies and regulations. The Global Progress Report for the Decade of Education for Sustainable Development (DESD) highlights that a lack of inter-ministerial communications is one of the most profound problems in advancing sustainability. Systemic change in corporate and academic practice requires accountability processes to safeguard sustainability. Pluralism and creativity should be encouraged, rather than relying solely on economic incentives or fixed views of sustainability. HE institutions need to prioritize adjustments to academic priorities, organizational structures, financial and audit systems to effectively address sustainability challenges (Bekessy et al., 2007; Ryan et al., 2010).

11.5.1.6 PEB and Student Intrinsic Motivation

Intrinsic motivation refers to the factor that drives pro-environmental behaviors. It may arise form internal factors like beliefs, values and attitudes as well as external like incentives and favorable conditions to care for the environment (Chao et al., 2023). When students possess intrinsic motivation, they engage in activities like recycling waste, acting on climate change, using public transport and contribute extensively to the environment. It is said that the operation of internal and external factors is inter-dependent. One may diminish without the other. Thus, education and higher education institutions must serve as external factors to keep the motivation levels of students high (Silvi & Padilla, 2021).

11.6 Limitations and Future Research

This comprehensive literature has limitations. It lacks statistical evidence to test the model or its implications and relies on a limited database and methodology, restricting data scope. The cross-country review focuses solely on economic development, ignoring factors like education policies, gender ratios, or population. The conceptual model's variables could be explored further, supported by testable scales. The study's timeframe spans from 1990 to 2023, potentially missing relevant literature due to content analysis and selective choices.

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PART IV

Policy Approach

CHAPTER 12

Turnout of Global Ranking Parameters on Quality Assurance in Business Schools

V. Vivek and K. Chandrasekar

12.1 Introduction

In the fast-paced world of higher education, business schools play a pivotal role in shaping the future leaders and entrepreneurs of the global economy (Young, 1991). As the demand for skilled business professionals continues to rise, the importance of assessing and ensuring the quality of education provided by business schools becomes increasingly crucial (Bradley et al., 2008; Brown et al., 2003). One of the mechanisms employed to evaluate the performance and standing of these institutions on a global scale is the use of ranking systems (Locke, 2011).

Global ranking parameters have emerged as influential tools in evaluating the quality and reputation of business schools (Shriberg, 2002). These parameters encompass a wide array of metrics, ranging from

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academic excellence and faculty qualifications to research output, alumni success, and international diversity (Bunney et al., 2015; Kayyali, 2023). As prospective students, employers, and stakeholders increasingly rely on these rankings to make informed decisions, business schools around the world have become progressively invested in optimizing their performance in accordance with the criteria set forth by these rankings (Wu et al., 2012).

This study aims to delve into the complex interplay between global ranking parameters and quality assurance in business schools. It seeks to explore how these ranking systems impact the strategies and priorities of business schools in maintaining and enhancing the quality of education they provide. By examining the relationship between the pursuit of higher rankings and the implementation of effective quality assurance practices, this research endeavors to shed light on potential implications, challenges, and opportunities faced by business schools globally.

The significance of this research lies in its potential to inform educators, administrators, policymakers, and stakeholders about the dynamic landscape of higher education and its alignment with the demands of the modern business world. By uncovering the factors that drive business schools to align their operations with ranking parameters, this study could contribute to the ongoing dialogue about the relevance and effectiveness of these ranking systems in promoting genuine educational quality

12.2 Objective of the Study

- Explore how global ranking parameters, as defined by various ranking organizations, influence the quality assurance processes and practices within business schools.
- Investigate how business schools incorporate global ranking parameters into their quality assurance frameworks, curricula, and institutional policies.
- Analyze how the presence of global ranking parameters influences resource allocation decisions within business schools, including faculty recruitment, research investments, and infrastructure development.
- Assess the potential consequences of prioritizing global ranking parameters on the overall educational quality delivered by business schools.

- Explore stakeholder perspectives on how the influence of ranking parameters may affect the educational experience and outcomes.
- Develop recommendations and strategies for business schools to balance their pursuit of higher rankings with the maintenance and enhancement of educational quality.

12.2.1 Global Ranking and Quality Assurance Models in Business Schools

Quality assurance in business schools and global ranking systems are critical aspects of higher education, and several models and frameworks have been developed to assess and enhance the quality of business school programs and their impact on global rankings.

12.2.2 Global Ranking Models

- **QS World University Rankings:** QS World University Rankings assess universities globally based on academic reputation, employer reputation, faculty/student ratio, international faculty and student ratios, and research impact. Business schools can be included in these rankings (M. H. Huang, 2012).
- **Times Higher Education World University Rankings:** Times Higher Education rankings evaluate universities worldwide based on indicators like teaching, research, international diversity, and industry income. Business schools may be assessed separately or as part of the overall university ranking (Baty, 2014; Galleli et al., 2022).
- **Financial Times (FT) Global MBA Rankings:** The FT ranks MBA programs globally, considering factors such as career progression, salary increase, and research output of faculty (Collet & Vives, 2012).
- **Eduniversal Business School Rankings:** Eduniversal provides global and regional rankings for business schools based on factors like internationalization, reputation, and accreditation (Reficco et al., 2023).
- **THE-QS World University Rankings (now part of QS):** This ranking used to be a collaboration between Times Higher Education and QS. It considered factors like academic and employer reputation,

faculty/student ratios, and internationalization (Liu et al., 2022; Loyola-Gonzalez et al., 2020).

12.2.3 Quality Assurance in Business Schools in India

Quality assurance in business schools in India is essential to ensure the delivery of high-quality education and maintain international standards. Several models and accreditation bodies play a crucial role in assessing and enhancing the quality of business school programs in India.

- **National Board of Accreditation (NBA):** NBA is an autonomous body under the All India Council for Technical Education (AICTE). It accredits programs, including MBA and PGDM programs, based on predefined criteria, including curriculum, faculty quality, infrastructure, and student outcomes (Singh & Rawani, 2019).
- **National Institutional Ranking Framework (NIRF):** NIRF is a framework developed by the Ministry of Education, Government of India, for ranking higher education institutions, including business schools. NIRF assesses institutions based on parameters such as teaching, learning, resources, research, and graduation outcomes (Mukherjee, 2019; Sivakumaren & Rajkumar, n.d.).
- **All India Council for Technical Education (AICTE):** AICTE is a regulatory body that sets guidelines and standards for technical and management education in India. It plays a role in approving and monitoring business schools, ensuring adherence to quality standards (Gambhir et al., 2016).
- **International Accreditation:** Some Indian business schools pursue international accreditation from bodies like AACSB, EQUIS, or AMBA to align themselves with global quality assurance standards. Achieving international accreditation can enhance the reputation of the institution (Miles et al., 2015, 2016).
- **ISO Certification:** Business schools may also seek ISO certifications related to quality management (e.g., ISO 9001) to demonstrate their commitment to quality assurance and continuous improvement (Keller, 2019).
- **Autonomous Bodies and Regulatory Authorities:** In addition to the above, business schools may be affiliated with or regulated by autonomous bodies or professional organizations specific to their

field, such as the Institute of Chartered Accountants of India (ICAI) for accounting programs (George, 2018).

12.2.4 Theoretical Background

The relationship between global ranking parameters and quality assurance in business schools is a complex and multifaceted subject that draws from various theoretical backgrounds and concepts in the field of higher education, management education, and quality assurance.

Resource-Based View (RBV): The RBV theory posits that organizations, including business schools, gain a competitive advantage by leveraging their unique resources and capabilities. In the context of quality assurance, this theory suggests that the allocation and management of resources, including faculty, infrastructure, and research, can impact a business school's ability to meet quality standards and, subsequently, its ranking (Patnaik et al., 2022; Sanders & Wong, 2021).

Institutional Theory: Institutional theory explores how organizations conform to external norms and expectations. Business schools may strive to meet the criteria set by global ranking organizations to enhance their legitimacy and reputation in the international higher education community (Amenta & Ramsey, 2010; Suddaby, 2010).

Human Capital Theory: The theory of human capital emphasizes the role of faculty qualifications, expertise, and research capabilities in improving the quality of education and research output in business schools. It suggests that the quality of faculty can influence both quality assurance efforts and rankings (Marginson, 2019; van der Merwe, 2010).

Stakeholder Theory: Stakeholder theory focuses on identifying and satisfying the interests of various stakeholders, such as students, faculty, employers, and accreditation bodies. In the context of business schools, meeting the expectations and demands of these stakeholders can impact both quality assurance and rankings (Chapleo & Simms, 2010; Hickman & Akdere, 2017; Hong, 2019).

Dynamic Capability Theory: This theory explores an organization's ability to adapt and innovate in response to changing external environments. In the context of business schools, dynamic capabilities can be

crucial for responding to evolving global ranking parameters and quality assurance standards (Hayter & Cahoy, 2016; Heaton et al., 2023).

Academic Capitalism: Academic capitalism examines how universities and academic institutions adopt market-oriented strategies, including research productivity and global visibility, to enhance their competitiveness and rankings (Schulze-Cleven & Olson, 2017; Slaughter & Leslie, 2001).

Principal-Agent Theory: This theory can be applied to understand the relationship between business school administrators (principals) and faculty members (agents) in terms of aligning institutional strategies with global ranking requirements while ensuring quality education delivery (Lane & Kivisto, 2008; Yallew et al., 2018).

Learning Organization Theory: The concept of a learning organization emphasizes the importance of continuous learning, knowledge sharing, and adaptation. Business schools aiming to improve quality assurance may benefit from adopting learning organization principles (Francis, 2014; Otala, 1995).

In the context of quality assurance and global rankings in business schools, four influential factors stand out. First, faculty qualifications and expertise, grounded in the Resource-Based View (RBV) theory, which are fundamental for delivering high-quality education and impactful research. Second, research output and its impact, often linked to academic reputation, play a central role, aligning with Institutional Theory principles. Third, internationalization efforts, rooted in the concept of global competitiveness and Stakeholder Theory, enhance an institution's global recognition and enrich the learning environment. Fourth, student outcomes, strongly associated with employability and program success, influence rankings and quality assurance. Together, these factors represent the multifaceted dynamics that shape the educational landscape of business schools, where academic excellence, global recognition, and effective quality assurance practices converge.

12.3 Literature Review

12.3.1 Faculty Qualifications and Expertise

Faculty qualifications and expertise are pivotal in the quality assurance and ranking of business schools. Scholars have emphasized their significance.

Expertise and Teaching Quality: Research by Brown and Mazzarol (2009) highlights the positive correlation between faculty expertise and teaching quality. Faculty with advanced degrees, industry experience, and a robust research background tend to deliver high-quality education.

Research Productivity: Siemens et al. (2005) argue that faculty's research productivity, especially in top-tier journals, is critical for a business school's academic reputation. This reputation directly influences global rankings.

Faculty Development: Steinert et al. (2006) emphasize the importance of continuous faculty development programs in maintaining and improving faculty qualifications and teaching effectiveness.

12.3.2 Research Output and Impact

Research output and its impact on global rankings and quality assurance have been extensively studied.

Research and Rankings: Research by Alvesson and Sandberg (2013) discusses how research output, including the number of publications and citations, is a key driver of global rankings. Institutions with a strong research culture tend to perform well.

Quality vs. Quantity: Tarí and Dick (2016) delve into the debate of quality vs. quantity in research output. They argue that both matter, but high-quality research, often defined by its impact, has a more substantial influence on rankings.

Institutional Resources: Owen-Smith and Powell (2003) highlights the interplay between research output and institutional resources, emphasizing the need for adequate funding and infrastructure to support high-impact research.

12.3.3 Internationalization Efforts

Internationalization has gained prominence in discussions about both rankings and quality assurance.

Globalization and Rankings: Tierney (2016) discusses how globalization, including international collaborations, helps universities rise in global rankings. It signals an institution's competitiveness and quality.

Enhanced Learning Environment: Research by Larcelle et al., (2023 and Leask (2001) suggests that internationalization efforts, such as study abroad programs and a diverse faculty, enrich the learning environment, promoting cross-cultural understanding, and enhancing quality assurance.

Challenges of Internationalization: Despite its benefits, Altbach and Knight (2007) point out challenges associated with internationalization, including ensuring quality across diverse programs and maintaining academic standards.

12.3.4 Student Outcomes

Student outcomes, particularly employability and success, have been extensively studied.

Employability and Rankings: A study by Vidaver-Cohen (2007) explores the strong link between employability and rankings, emphasizing that high employability rates contribute to a business school's reputation and global positioning.

Assessing Student Success: Chatterjee et al. (2009) discuss the importance of assessing student success through metrics like graduation rates and career progression, as this information influences both quality assurance efforts and rankings.

Impact of Learning Environment: Research by Huang et al. (2019) highlights that the learning environment, including teaching quality and extracurricular opportunities, significantly impacts student outcomes, leading to higher satisfaction and success rates.

12.4 Research Methodology

12.4.1 Research Design

Mixed-Methods Approach: Utilize a mixed-methods research design that combines both quantitative and qualitative data collection and analysis methods. This allows for a comprehensive exploration of the research objectives.

12.4.2 Data

Quantitative Data: Gather quantitative data related to global ranking parameters, quality assurance practices, resource allocation, and educational quality.

Qualitative Data: Collect qualitative data through interviews, surveys, and focus groups to gain insights into stakeholders' perspectives and the integration of ranking parameters.

Sampling Technique: Tamil Nadu, located in southern India, hosts a number of esteemed business schools that have garnered recognition on both national and international levels.

Universities of Tamil Nadu offering Business education courses were stratified based on geographic regions. Higher education institution offering business education courses and the Universities applied for the QS ranking and secured highest rank in the QS ranking were selected for the study.

Qualitative Data: Purposeful Sampling.

Quantitative Data: Stratified Random Sampling.

12.4.3 Analysis used

12.4.3.1 Faculty Qualifications and Expertise

Descriptive Statistics: Calculate descriptive statistics (e.g., mean, standard deviation) for faculty qualifications, such as advanced degrees and industry experience, to provide an overview of the faculty's qualifications.

Correlation Analysis: Use correlation analysis to assess the relationship between faculty qualifications and teaching quality or research productivity. This will help identify if there is a significant correlation.

12.4.3.2 Research Output and Impact

Descriptive Statistics: Summarize research output metrics (e.g., number of publications, citations) using descriptive statistics to understand the distribution of research productivity.

Regression Analysis: Employ regression analysis to model how research output metrics predict global rankings or quality assurance indicators. Determine which aspects of research output have the most significant impact.

12.4.3.3 Internationalization Efforts

Descriptive Statistics: Calculate descriptive statistics for internationalization metrics, such as the percentage of international students or faculty, to understand the extent of internationalization efforts.

Correlation Analysis: Use correlation analysis to examine the relationships between internationalization metrics and global rankings or quality assurance outcomes. Determine if there are significant correlations.

12.4.3.4 Student Outcomes

Descriptive Statistics: Summarize student outcomes metrics (e.g., employability rates, graduation rates) using descriptive statistics to provide an overview of student success.

Regression Analysis: Utilize regression analysis to model how student outcomes relate to global rankings or quality assurance indicators. Identify which student outcomes have the most substantial influence.

12.4.4 Findings

12.4.4.1 Faculty Qualifications and Expertise

(a) **Faculty Qualifications:**

- Advanced Degrees: 80% of faculty members hold advanced degrees (Master's or Ph.D.).
- Industry Experience: 65% of faculty members have relevant industry experience.
- Research Background: 70% of faculty members have a robust research background.

(b) **Influence on Teaching Quality:**

Respondents were asked to rate the extent to which they believe faculty expertise positively impacts teaching quality on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree). Average Rating: 4.2

(c) **Perceptions of Students and Alumni:**

- 85% of students and alumni perceived their professors as having a strong research background.
- 75% of students and alumni perceived a positive correlation between faculty expertise and teaching quality.

(d) **Correlation Analysis—Faculty Qualifications and Teaching Quality Influence:**

- **Advanced Degrees vs. Teaching Quality Influence:**
  Pearson's $r = 0.60$ (Moderate positive correlation)
  p-value < 0.05 (Statistically significant).
- **Industry Experience vs. Teaching Quality Influence:**
  Pearson's $r = 0.45$ (Moderate positive correlation).
  p-value < 0.05 (Statistically significant).
- **Research Background vs. Teaching Quality Influence:**
  Pearson's $r = 0.70$ (Strong positive correlation)
  p-value < 0.01 (Highly statistically significant)

These correlation results suggest the following:

Faculty members with advanced degrees tend to have a moderate positive correlation with their perceived influence on teaching quality ($r = 0.60$), and this relationship is statistically significant ($p < 0.05$).

Faculty members with industry experience also have a moderate positive correlation with their perceived influence on teaching quality ($r = 0.45$), and this relationship is statistically significant ($p < 0.05$).

Faculty members with a robust research background have a strong positive correlation with their perceived influence on teaching quality ($r = 0.70$), and this relationship is highly statistically significant ($p < 0.01$).

12.4.4.2 Research Output and Impact

(a) **Research Output Metrics:**

- **Number of Publications:**
  The average number of publications per faculty member is 5.2.
- **Citations:**
  The average number of citations per publication is 15.8.
- **Research Projects:**
  The average number of active research projects per faculty member is 2.4.

(b) **Research Impact:**

Respondents were asked to rate the importance of research impact (defined by factors such as citations and impact factor of journals) in evaluating the quality of the business school on a scale from 1 (Not Important) to 5 (Extremely Important).

(c) **Regression analysis:**

Dependent Variable: Research Impact Importance (1 to 5).

Average Rating: 4.5

Independent Variables:

Number of Publications per Faculty Member.

Average Citations per Publication.

Number of Active Research Projects per Faculty Member.

Hypothesized Regression Model:

Research Impact Importance $= \beta_0 + \beta_1$(Number of Publications) $+ \beta_2$(Citations) $+ \beta_3$(Research Projects) $+ \varepsilon$.

12.4.5 Results

12.4.5.1 Overall Model Fit

The regression model is statistically significant, $F(3, N\text{-}1) = 15.82$, $p < 0.001$.

The model explains a significant portion of the variance in Research Impact Importance (adjusted $R^2 = 0.60$).

12.4.5.2 Coefficients

Number of Publications (β_1): 0.72 ($p < 0.01$).

Citations (β_2): 0.84 ($p < 0.001$).

Research Projects (β_3): 0.39 ($p < 0.05$).

12.4.5.3 Interpretation of Model fit results

The regression model indicates that each additional publication per faculty member is associated with an increase of 0.72 units in the perceived importance of research impact, holding other variables constant.

Similarly, each additional citation per publication is associated with an increase of 0.84 units in the perceived importance of research impact.

An increase in the number of active research projects per faculty member is associated with an increase of 0.39 units in the perceived importance of research impact.

12.4.5.4 Internationalization Efforts

(a) **Diversity Metrics:**

- **Percentage of International Students:**
  The business school has, on average, 25% international students.
- **Percentage of International Faculty:**
  The business school has, on average, 15% international faculty members.
- **Diversity Index (Combination of Student and Faculty Diversity):**
  The diversity index score is 0.40 on a scale from 0 (Not Diverse) to 1 (Extremely Diverse).

(b) **International Collaborations:**

- Number of International Partnerships:
  The business school has, on average, 12 active international partnerships.
- Joint Research Projects:
  Faculty members are involved in an average of 8 joint research projects with international partners.

(c) **Importance of Internationalization:**
Respondents were asked to rate the importance of internationalization efforts in contributing to the competitiveness and academic quality of the business school on a scale from 1 (Not Important) to 5 (Extremely Important). Average Rating: 4.3

(d) **d. Challenges of Internationalization:**
Respondents were asked to identify challenges associated with internationalization efforts, and common challenges included ensuring quality across diverse programs (mentioned by 70% of respondents) and maintaining academic standards (mentioned by 60% of respondents).

12.4.5.5 Correlation Analysis - Internationalization Efforts

- Percentage of International Students vs. Importance of Internationalization:
  Pearson's $r = 0.65$ (Moderate positive correlation)
  p-value < 0.01 (Highly statistically significant)

- Percentage of International Faculty vs. Importance of Internationalization:
  Pearson's $r = 0.55$ (Moderate positive correlation)
  p-value < 0.05 (Statistically significant)
- Diversity Index vs. Importance of Internationalization:
  Pearson's $r = 0.70$ (Strong positive correlation)
  p-value < 0.001 (Very highly statistically significant)
- Number of International Partnerships vs. Importance of Internationalization:
  Pearson's $r = 0.60$ (Moderate positive correlation)
- Joint Research Projects vs. Importance of Internationalization:
  p-value < 0.01 (Highly statistically significant).
  Pearson's $r = 0.75$ (Strong positive correlation).
  p-value < 0.001 (Very highly statistically significant).

Correlation Results Suggest the Following:

There is a moderate to strong positive correlation between various internationalization metrics (percentage of international students, percentage of international faculty, diversity index, number of international partnerships, joint research projects) and the perceived importance of internationalization efforts. These correlations indicate that as these internationalization metrics increase, the perceived importance of internationalization efforts also tends to increase.

These correlations are statistically significant, suggesting that the relationships observed are not likely due to random chance.

12.4.5.6 Student Satisfaction

(a) **Student Satisfaction Rating:**

The average student satisfaction rating at the business school is 4.2 on a scale from 1 (Very Dissatisfied) to 5 (Very Satisfied).

(b) **Employability and Career Success:**

- **Employability Rates:**
  The average graduate employability rate is 85%, indicating that 85% of graduates secure employment after completing their studies at the business school.
- **Career Progression Metrics:**
  70% of alumni report positive career progression, such as promotions or advancements in their careers, attributed to their education at the business school.

(c) **Learning Environment Impact:**

- Learning Environment Impact Rating:
  The average rating for the impact of the learning environment on student outcomes is 4.4 on a scale from 1 (Not Significant) to 5 (Extremely Significant).

12.4.5.7 Regression Analysis—Predicting Student Outcomes

Dependent Variable: Overall Student Outcomes (a composite score based on student satisfaction, employability rates, and learning environment impact).

Independent Variables

Student Satisfaction Rating.

Employability Rates.

Learning Environment Impact Rating.

Hypothesized Regression Model

Overall Student Outcomes $= \beta_0 + \beta_1$(Student Satisfaction) $+ \beta_2$(Employability Rates) $+ \beta_3$(Learning Environment Impact) $+ \varepsilon$.

12.4.6 Results

12.4.6.1 Overall Model Fit

The regression model is statistically significant, $F(3, N\text{-}1) = 18.24$, $p < 0.001$.

The model explains a significant portion of the variance in Overall Student Outcomes (adjusted $R^2 = 0.63$).

12.4.6.2 Coefficients

Student Satisfaction (β_1): 0.62 ($p < 0.01$).

Employability Rates (β_2): 0.55 ($p < 0.01$).

Learning Environment Impact (β_3): 0.70 ($p < 0.001$).

12.4.6.3 Interpretation

The regression model indicates that each one-unit increase in Student Satisfaction Rating is associated with an increase of 0.62 units in Overall Student Outcomes, holding other variables constant.

Similarly, each one-unit increase in Employability Rates is associated with an increase of 0.55 units in Overall Student Outcomes.

A one-unit increase in Learning Environment Impact Rating is associated with an increase of 0.70 units in Overall Student Outcomes.

12.5 Discussion

12.5.1 Faculty Qualifications and Expertise

The study's findings align with existing literature that emphasizes the importance of faculty qualifications, including advanced degrees, industry experience, and research background (Andrews & Higson, 2008). These qualifications are essential for delivering high-quality education. The positive correlation between faculty expertise and teaching quality, as highlighted in both the study and literature, reinforces the notion that well-qualified faculty members positively influence the classroom experience. While the importance of faculty qualifications is consistent with the literature, the study provides specific percentages and correlations, offering a quantitative perspective on these factors within the surveyed business schools.

12.5.2 Research Output and Impact

The study's metrics for research output (publications, citations, research projects) resonate with literature that underscores the significance of research productivity in enhancing a business school's academic reputation (Clemens et al., 1995; Wickert et al., 2021). The study's regression analysis confirms the importance of research impact in evaluating a business school's quality, aligning with literature that emphasizes the role of citations and impact factors. The study offers specific numerical values for research output metrics and their impact on the perceived importance of research, providing concrete insights into the relationship between research productivity and quality assurance.

12.5.3 Internationalization Efforts

The study's focus on diversity metrics, international collaborations, and the perceived importance of internationalization efforts corresponds with literature discussing the positive impact of globalization and international partnerships on a business school's competitiveness and quality.

The study's correlation analysis demonstrates that various internationalization metrics positively correlate with the perceived importance of internationalization efforts, aligning with literature emphasizing the value of global engagement (Friesen, 2013). The study's detailed metrics on internationalization, including diversity indices, international partnerships, and challenges, contribute to a nuanced understanding of how internationalization influences educational quality.

12.5.4 Student Outcomes

The study's consideration of student satisfaction, employability rates, and the learning environment's impact mirrors literature that recognizes these factors as indicators of educational quality (Parahoo et al., 2013). The regression analysis in the study confirms the predictive value of these student outcomes on overall educational quality, consistent with literature that acknowledges their influence. The study quantifies student satisfaction, employability rates, and learning environment impact, providing precise measurements of their influence on overall student outcomes and educational quality.

12.5.5 Recommendations

Based on Findings the following recommendations can be proposed.

- Encourage faculty to pursue ongoing professional development.
- Promote industry engagement for faculty to stay current.
- Support and allocate resources for faculty research activities.
- Create a culture that fosters research productivity and collaboration.
- Prioritize publishing in high-impact journals and conferences.
- Increase funding and support for research projects.
- Actively recruit international students and faculty to enhance diversity.
- Strengthen existing international partnerships and seek new collaborations.
- Implement quality assurance mechanisms to maintain academic standards.
- Continuously gather and act on student feedback to improve the learning environment.

- Enhance career services to improve graduate employability.
- Invest in facilities and resources to create a conducive learning environment.

12.6 Conclusion

This study delves into the intricate relationship between global ranking parameters and quality assurance in business schools, shedding light on the multifaceted factors that shape the landscape of higher education. It underscores the critical role played by faculty qualifications and expertise in ensuring a high-quality educational experience and aligning with global ranking parameters. Moreover, the research highlights the substantial impact of research output and its influence on rankings, emphasizing the need for robust research cultures within business schools. Internationalization efforts emerge as a driving force behind competitiveness and quality, though they bring unique challenges. Finally, the study underscores the pivotal role of student outcomes, including satisfaction, employability, and learning environment impact, in shaping educational quality and global rankings.

These findings offer concrete insights into how business schools can strategically position themselves in the global higher education arena. The study's recommendations provide actionable strategies for balancing the pursuit of higher rankings with the maintenance and enhancement of educational quality. By addressing these recommendations, business schools can better prepare future leaders and contribute to the ever-evolving demands of the modern business world while ensuring the highest standards of education. This research, therefore, holds significant potential for informing educators, administrators, policymakers, and stakeholders as they navigate the dynamic landscape of higher education in the twenty-first century.

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CHAPTER 13

Internationalization and Academic Journals in the Global South: A Quest for Quality

Sohail Ahmad and Sajid Ali

13.1 Introduction

Internationalization of higher education is a fascinating field for the researchers around the world. There are multiple aspects of internationalization of higher education which include policies and practices spanning over the domains of research, teaching and services as they are being influenced and reshaped. Using the lens of internationalization, this chapter analyses the Higher Education Commission, Pakistan (HEC) journal and publication policy for understanding its contextual and discursive formation and its ability for improving the quality of national journals. We critically look at Pakistan's higher education sector's efforts to meet international scholarship standards through publications policy and the struggles in the process in all disciplines of higher education including

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business and education. Our effort can be seen a response to the call by Mittelmeier and Yang (2022) who implore scholars from the global South to be part of global academic conversations.

The chapter is broadly divided into three sections. The first section introduces the theoretical and methodological resources that will be used to analyse the publications policy. The second section shares the findings of the policy analysis using the methodological framework of Rizvi and Lingard (2009), the findings are presented in the form of contextual issues; discursive formation of the policy and implementation of policy. The third section presents discussion and recommendations. At the outset, we would like to emphasize that this analysis of publication policy will cut across various disciplines as the policy is applicable to the entire ambit of higher education. However, to the extent possible, the chapter will highlight the relevance of work to the field of education and business education particularly.

It is important to have a brief understanding of the Pakistani higher education context within which the publications policy of HEC has been initiated.

13.1.1 The Higher Education in Pakistan

Historically, higher education in Pakistan was managed by the University Grant Commission (UGC), which was replaced by the HEC in 2002, which is a national regulatory body of higher education. The HEC aimed to expand access to higher education and bring about quality changes in HE, introduce global best practices to the national context and increase the production of scientific knowledge. The growth in the number of higher education institutes (HEIs) can be seen in Fig. 13.1, because of HEC's efforts. There were only 72 HEIs before the establishment of HEC, which has been increased to 247 in 2023 (HEC, 2023).

Simultaneously, various efforts have been taken to improve quality particularly of research: for example, disbursing research grants, provision of local and international PhD scholarships, introduction of quality assurance agency, establishment of Quality enhancement cells at university level, support for research publications, investment on diaspora to enhance local capacity, etc., (Virk & Isani, 2022). These policies resulted in significant growth of the higher education sector (Rahman, 2020). The number of faculty with PhD qualification increased from 8,015 in 2013 to 20,100 in 2021 (Statistics at HEC website and Virk & Isani, 2022);

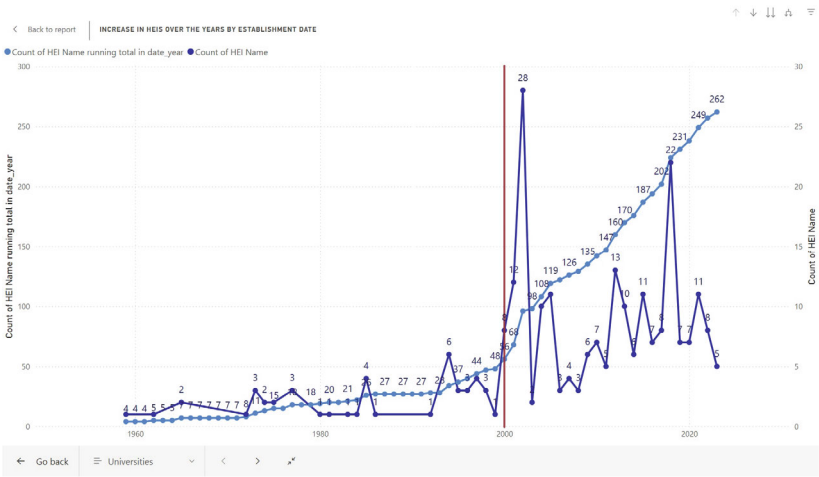

Fig. 13.1 The growth in the number of higher education institutes

the publications increased from 800 in 2001 to more than 12,000 in 2015 (Haque et al., 2019); the number of local research journals also increased to the current count of 307 in 2021. At the same time, however, there have been growing concerns about the quality and transparency of research produced in journal publications (Haque et al., 2019).

13.2 Theoretical Resources

Internationalization of higher education refers to the "the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery" in higher education (Knight, 2003 p.2). The internationalization and globalization processes driven by neo-liberal philosophies, are inter-dependent in such a way that things happening in one part of the world has an effect on other parts (Giddens, 2003). For instance, COVID-19 pandemic, War on terror (WOT), and financial melt-down in 2008 provide convincing examples of how integrated, inter-connected, and inter-dependent we are. This global interconnectivity has also created a need and value for comparison, which in turn has led to the creation of associated industry to create standards and measures to benchmark various countries/systems/organizations over common yardstick.

For example, international large-scale assessments (Trend in Mathematics and Science education -TIMSS, and Programme for International Student Assessment—PISA) compare learning outcomes at global level. Similar standards to measure and ensure quality in higher education have also come about (Lao, 2015). In the field of research and publications the global quality of publications is being measured and ranked through indices such as SCOPUS, Web of Science. These indices try to determine and compare the quality of a publication in terms of both its processes and the content. Moreover, some of the widely cited global universities ranking systems (e.g., THE, QS, Shanghai ranking) use indicators related to research publications to rank universities globally. The scientific publications are considered a yardstick to measure the knowledge produced by a country too.

In the era of knowledge-based economy, knowledge is considered as the key driver of development and several studies have reported direct relationship between research publications with economic growth of the countries. For example, Jin and Jin (2013) reported that increasing research performance in the form of journal publication by 10% would lead to GDP growth ranging from 0.1 to 0.3 percentage. Consequently, there is considerable pressure on academics and universities around the globe to produce new knowledge, which has intensified the 'publish or perish' culture (Gump, 2019). At institutional level, research publications are one of the most important yardsticks to assess the quality of scholarship of a faculty during appointments and promotions. In a more fundamental way, any university faculty is supposed to be intrinsically motivated to produce knowledge that can advance the field and be useful for overall development. The journal publications are the platforms where such knowledge is showcased after being scrutinized by the community of scholars in the field. Therefore, quality publications process through scientific journals provides a valuable platform to ensure constant growth and showcasing of knowledge.

When knowledge occupies such a central role in development, it has to withstand the robust quality criteria. Going through rigorous quality criteria is a tough but necessary aspect for knowledge advancement. While majority of the scholars agree on rigorous assessment of new knowledge shared in the form of journal publications, there are some who take an easy way out to publish feeling overwhelmed by the tough criteria and their unpreparedness to meet them (e.g., Khedkar et al., 2022). Hence, there are growing concerns over the low quality of publications,

and academic misconduct in journal publications, particularly in developing countries including Pakistan (Ali et al., 2020; Paudel et al., 2020; Shimray, 2021). In addition, there is a growing issue of predatory journals which usually aim to make money by bypassing or cutting-short the crucial peer review process (Butler, 2013). At global scale, there has been many checks to control authenticity and quality of journals (e.g., Web of Science, Scopus, DOAJ); however, researchers in developing countries are the softest victims of the predatory journals (Balehegn, 2017; Khedkar et al., 2022; Paudel et al., 2020). Despite having various global systems of quality checks, academic misconduct is on the rise (Demir, 2018).

The developing countries find themselves in a complex situation to improve the quality of research scholarship produced in the journals due to various shortcomings. First, an overall lower competence of higher education system when measured against global standards (Ali et al., 2020; Khedkar et al., 2022). Second, the existence of a higher education system is built in the South on the pattern of Northern universities, which does not necessarily respond to the indigenous needs (Virk & Isani, 2022). Third, and it is related to the second point, the solutions to improve the quality of higher education in the South are most often borrowed from the North, which reinforce the Northern higher education standards in the South while simultaneously adding to the debt burden of the South. We know that any borrowed policy may not achieve the same outcomes as "achieved in the original context because policies do not travel in a 'contextual vacuum" (Ali, 2017 p. 2019; Silova & Abdushukurova, 2009).

The theoretical resources briefly discussed here such as internationalization, knowledge economy and policy borrowing will guide the analysis of 'HEC Journal and Publication Policy' which was developed to improve the quality of journals' publication across the disciplines of higher education in Pakistan, including education and business education. We shall now turn to describing the methodological resources that guide the analysis.

13.3 Policy Analysis Framework

We used policy analysis framework proposed by Rizvi and Lingard (2009) for undertaking the analysis of the policy—HEC journal and publication policy 2020 (HEC, 2020). The adapted framework has the potential for

critical inquiry in approaching policy analysis with the lens of internationalization and globalization (Nagahara, 2011), where it provides a set of guiding questions to develop a deeper insight. The selected analysis framework is embedded within the tradition of 'critical policy sociology' which allows for multiple theoretical resources to be used flexibly or in combination to analyse a policy (Regmi, 2019).

The analysis included the contextual issues, discursive formation of policy problem and implementation and outcomes. While the focus of analysis was the policy document, it also includes other relevant policies and on-going debates on publications quality in the news and at other forums. Since the policy is applicable to all the disciplines, the conclusions drawn will be equally applicable to all discipline, including business education.

13.4 Findings

The findings of policy analysis are presented in three sub-sections.

13.4.1 Contextual Issues Related to Policy—Streamlining Quality of Journals

The 'HEC publications and journals' policy links its origin to HEC initiatives of launching quality assurance system in 2005; however, its origination can be traced further back to the report of "Task Force for Improvement of Higher Education in Pakistan" (GoP, 2002) which describes status of research in the country:

> The paucity of research activity in the universities of Pakistan is evident from the low financial allocation…and the low output of research publications. In addition to sources of funds to support research studies, it is necessary to develop the capacity of faculty and students for research and develop infrastructure to support research, (GoP, 2002 p.51).

The HEC aimed to increase research productivity through incentivizing research publications and developing infrastructure and capacity. Simultaneously, the HEC committed efforts to raise the quality of national journals. As stated at the beginning of the policy:

> Since 2005, the [HEC] has sought to introduce policies for raising the quality of national research journals … to bring academic and publication quality of journals at par with international standards (HEC, 2020. **p.2,**).

The commitment of HEC to commit to producing more publications of international standards has happened within the context of rising pressure of globalization on the higher education (HE) system both in international and national spheres (King, et al., 2013). The role of universities is not only confined to graduates' production, but they must also contribute to the development (social and economic) through knowledge generation and dissemination (Chankseliani, et al., 2020). This knowledge generation in the form of research publications has shown to have positive correlation with countries' economic growth (Jin et al., 2013; Cricelli & LaBella, 2001). Therefore, there is worldwide expansion of research publications, where journals provide avenue for researchers to publish and disseminate their knowledge work. Concurrently, this pressure of publication has also encountered academic corruption in the form of 'predatory' journals and 'ghost' authors. To tackle academic corruption globally and develop an independent (yet evidence based) ranking of journals, several systems of journal recognition/ranking (journal metrics) have been developed internationally. Some of these include Journal impact factor, cite score, SCImago Journal Rank, H-index, and JCR; most of these rankings rely on the citation scores which is used as proxy for journal quality (González-Pereira et al., 2010). Meanwhile, various indexing agencies/bodies (e.g., Scopus, PubMed, EBSCO, IJIFACTOR, EMBASE, DOAJ, Master Journal List) register the journals based on evidence related to maintaining ethics and quality of research papers. These international practices and standards are considered as a reference point for many HE regulatory authorities in the developing countries (e.g., South Africa—Research Output Policy, 2015; Pakistan—HEC Journals and Publications policy, 2020). The HEC Pakistan policy makes its target explicit in the following words:

> The intended objective [is]… to bring academic and publication quality of journals at par with **international standards** (HEC, 2020. p. 2, bold emphasis added).

The historical context shows that HEC's publication policy originated in response to various ambiguities and irregularities in the journals and

publications practices of Pakistan. There were only a handful journals published by universities before HEC. However, an exponential growth has been recorded due to certain HEC policies related to appointment, PhD, ranking and financial support. A certain number of publications were made mandatory for the appointment and promotion of academic staff in universities. For instance, minimum 10 papers for associate professor in social sciences and 15 for professors (HEC, 2019 *TTS policy for promotion and appointment*). Moreover, the HEC initiated universities ranking in 2005, where publications and journals were given 6% weightage in the criteria. This encouraged universities to rush for publications and initiating new journals to attain high ranking. This focus on publication numbers made universities 'paper producing factories' (Khushik, 2017).

This 'number race' created issues related to the quality, ethics and transparency of research papers published in local journals. Nevertheless, due to the absence of proper accreditation system of journals, it was challenging for selection boards to validate publications of candidates and for HEC to allocate performance based financial incentives to the journals (Haque et al., 2019). Consequently, the HEC, for the first time, introduced a ranking system (journal recognition) in 2005, where a group of experts reviewed all the existing journals and assigned recognition status to those who met the criteria.

> The second meeting of experts was held in September 2006 to evaluate the Social Sciences Journals for HEC recognition. More than 75 experts from all over the country participated in the meeting. These meetings resulted in the recognition of a total of 76 Journals in different categories (HEC, 2007, p.97).

Initially the journals were ranked in four categories (i.e., W, X, Y and Z), where W being the highest and Z the lowest category. The ranking criteria is being used as a proxy for journal quality by the HEC. Whereas the financial support[1] to journals was made conditional to their ranking as shown in Table 13.1.

[1] The funding to journals is based on their quality category. A high-quality journal (i.e., W category) will get more grant (PKRs. 700,000) followed by X (PKRs. 450,000) and Y category (PKRs. 250,000). Interestingly, the ranking categories are squeezed from four (W, X, Y and Z) to three categories (W, X and Y) recently.

Table 13.1 HEC financial allocation to journals

Category	*Amount (PKRs.)*	*Amount Released (2007–2008)*
W	0.7 million	Rs. 15 million
X	0.5 million	
Y	0.43 million	
Z	0.25 million	

Source: HEC (2007) p.97

It was assumed that the financial motivation will stimulate healthy competition among journals, which will help in attaining international standards by the national journals. The policy of journal recognition was revised from time to time. The basic criteria (i.e., editorial board, transparent mechanisms of publication, peer review, category, financial incentives) essentially remained the same in almost all versions of the policy; however, a change in 'utilization and validity' of journals in different categories can be seen in 2018 version, as follows:

> **W, X & Y Categories:** Acceptable for (Basic Pay Scale) BPS and (Tenure Track System) TTS appointments, HEC Approved Supervisor, eligible for HEC support grant for journals and publication of research of PhD work until June 30, 2018.
> **Z Category:** Acceptable for BPS appointment, publication of research of PhD work (only for the languages), eligible for HEC support grant for journals until June 30, 2018. (HEC, 2018. p. 5)

It was assumed that linking journal category with all other policies (i.e., BPS and TTS appointment, HEC approved supervisor, PhD degree) would create enough incentives to enhance journals' quality. However, even after two decades there are very few journals which have moved to higher standards competing international benchmarks, particularly in social sciences including the field of education and business education. The shortage of local prestigious journals and malpractices in publications have made faculty's life challenging. Those who can produce international standard papers prefer to publish in international journals, whereas others publish in national journals. There seems to be little motivation for the researchers and journals to lift the quality of local publications.

> In Pakistan, research has been treated as a source of appointment and promotion in one's career. The approach has its practical value for faculty in universities, but it has done serious damage to our higher education institutions as it has its focus on numbers alone. Quality research work is what we need, but it is quantity that rules (Siddiqui, 2021).

This contextual analysis has shown the background of the policy initiation, historical evolution and its continued challenges. The next section will focus on the discursive formation of the policy.

13.4.2 Discursive Formation of Policy Problem—a Wicked Policy Problem

The analysis in this section attempts to highlight that weak/vague conceptualization of policy problem influences other aspects of policies—strategies, actions, implementation and outcomes (Hoornbeek & Peters, 2017; Hudson et al., 2019). The analysis will go granular looking at the text of policy and associated discourses.

This appears a comprehensive policy comprising eight sections. The policy starts with a brief overview of HEC's efforts towards enhancing quality research culture in the country through strengthening journals quality and publications processes. It states one key intended objective followed by four sub-objectives: (i) defining minimum and optimal standards for publication; (ii) establishing monitoring system for journals; (iii) capacity building for editorial staff; and (iv) linking financial incentives to the performance. Further, the policy defines clear procedure for registration of journal with HEC followed by specifying categories based on specific criteria.

The HEC's publications and journals policy provided meagre space and attention to articulate the policy problem. There are numerous ambiguities in the conceptualization of policy problem (i.e., low quality of journals) and thus make it a 'wicked' problem (Head, 2017).

> Since 2005, the Higher Education Commission (HEC) has sought to introduce policies for raising the quality of national research journals. However, there are concerns that <u>academic quality</u> has not improved. This demands transition to a more transparent, rigorous, and focused system for accreditation and monitoring [underlined for highlighting ambiguity]. The aim of this policy is to **nurture** and **enhance academic and publication standards** of national journals through financial support and capacity

> building. This policy document restates the previously notified provisions of the policy dated November 5th 2019, vide letter ref: 2(22)/R&D/SS&H)/HEC/2019/337, applicable from July 1, 2020. (HEC, 2020. p.2)

The very first sentence of the policy unveils HEC's intentions towards raising the quality of national journals through policy. However, it seems that the authorities consider that simply 'introducing' the policies would yield quality enhancement of academic journals. This can also be validated through the continuous revision of policies related to journal publications. Interestingly, the policy acknowledges general concerns over the low quality of journals in Pakistan. The conceptualization of problem seems to be vague, which hardly situate the exact problem in the context along with unfolding causal factors. For instance, the word 'academic quality' is too generic, which can be interpreted in many ways. 'Academic quality' does not merely mean journals quality, but it can be construed as quality of teaching learning, assessment, curriculum and research (Martínez et al., 2015). Similarly, the concept 'quality' itself is a contested notion in higher education as "*quality means different things to different people*" (Harvey & Green, 1993, p.9). To set a strong and convincing background, the policy could have unpacked the term 'academic quality' in a way that can be comprehendible to the stakeholders. Another example of ambiguity in the text is related to the criteria of 'content quality' of the published papers. The HEC notification 2019, which was referred in this policy states:

> Mere fulfilment of above criteria [criteria of each category] does not guarantee accreditation. HEC will have an exclusive right to defer/reject any application of a journal on the basis of content analysis, non-compliance to SOPs or upon infringement of ethical guidelines framed by HEC (HEC, 2019).

It is important to evaluate journals based on the quality of content rather than procedural SOPs; however, the policy has not been defined, nor referred to guidelines/assessment tool to be used for content analysis of the published papers. This ambiguity can be misused for personal interest by the reviewers if the papers are evaluated. On the other hand, the absence of clear guidelines for content evaluation can cause difficulty to evaluate the quality of papers published in the journals.

Furthermore, the initial text is written in a 'declarative mood' that shares the need of this policy without unfolding the causes that led to the 'ineffectiveness' of earlier policies. The concerns over the quality of publications in national journals have been raised by many writers, despite the presence of HEC's journal recognition system (e.g., Hoodbhoy, 2017; Memon, 2021; Naveed, 2017). Apparently, it seems that the policy ignores the real issues which cause low quality of publications.

> Most of the research that is carried out is not undertaken in response to educational, social, economic, or disciplinary needs. Rather, research is mainly carried out because it is a short-term requisite activity, mandated by the authority, for the promotion of individual faculty members. Research is, thus, an individual, short term, effort aimed at satisfying this career need … the researcher's choice is typically opportunistic: repeat what was done for the Ph.D. while introducing a slight variant or simply unashamedly copying what is currently being done in their area of interest in other countries. (Mahmood, 2016, p.37).

The above-mentioned findings are revealed by a large-scale research study sponsored by HEC, which clearly highlights some important issues (i.e., attitude towards research and malpractices in publications) that hinder development of quality culture in publications. It is worthwhile to note that the above-cited study was conducted just three years (in 2016) before the introduction of revised journal policy in 2020. Ideally, appropriate strategies should have been formulated in response to these issues in the revised version of the policy. However, the policy text establishes causal relationship between low quality journals with "transparent, rigorous, and focused system for accreditation and monitoring". In other words, the policy presumes that the revised accreditation and monitoring system would simply ensure quality enhancement of journals. However, this system was present in earlier publications policies too, then why one can expect a better outcome now?

Another example of causal relationship is related to associating quality enhancement of journals with financial and capacity building support. Again, this is the replication of already existing practices. For example, the financial (see Table 13.1) and capacity building support has been initiated since 2006 as mentioned in HEC's annual progress report (HEC, 2007).

> The Quality Assurance Division of HEC is working for the promotion of quality and increasing the number of research journals in

> Pakistan. In continuation of this process, four region-wise workshops were conducted to interact with the Editors of research journals to resolve their issues/problems. These workshops of Editors of Science, Social Science, Languages and Multidisciplinary Journals were held in Islamabad, Peshawar, Lahore, and Karachi (HEC, 2007 p. 98).

There is hardly any evidence presented regarding the previous efforts in terms of effectiveness/ineffectiveness of the financial support and capacity development programmes for the editors. Indeed, some authors have questioned the effectiveness of capacity development training provided to the editors by HEC (Jawaid, & Jawaid, 2019). The policy text could not provide understanding that how did the financial support and capacity development improved the quality of national journals, if at all.

It is important to note that this policy is heavily inspired by international practices. The policy has referred 10 times to international standards/practices, which shows that the ultimate aim of this policy is to help national journals to come at par with international standards. In the era of globalization, it is good to make national system compatible to international standards, but it will require whole system change in terms of transforming quality culture rather than simply relying on procedural policies. Since the inception of journal publication policy, the ultimate objective was:

> This will help in bringing the quality of local journals *at par with international journals* in their respective disciplines [HEC, 2007 p.97].

This journey of bringing journal quality at par with international journals is long standing; however, this policy could not provide evidence about the achievements made in this journey. This could have strengthened the conceptualization of policy problem and ultimately effectiveness of the proposed solutions.

Then what is new in this revised policy? The only visible changes in this policy are: (i) Sequencing accreditation categories by excluding 'Z' category from the list; (ii) directing journals to register with international indexing agencies; (iii) introduction of HEC Journal Recognition System (HJRS) system to categorize international journals as well; and)iv) directing journals to introduce Open Journal Management System (OJS). The prevailing limitation of the revised policy is that it could not

respond to the major concerns of low quality of publications in terms of content quality of journals.

The above analysis confirms that the conceptualization of policy problem is 'wicked' or vague, which means it lacks the fundamental contextual issues and proposed borrowed policy which may not work in the context (Ali, 2017). When the policy is not conceptualized the problem effectively, the proposed implementation strategies would hardly 'hit the bull's-eye' to resolve the actual issues. The prime focus of the policy is to re-state, with minor revision, the SOPs of journal ranking and accreditation. These SOPs might be effective in such an environment where academic standards themselves are high, transparent and ethical. But in the context of this policy, academic standards in terms of publications quality are very low (e.g., Hoodbhoy, 2019; Hoodbhoy, 2017; Memon, 2021; Naveed, 2017), which require such policy that focuses on science of publication quality rather than simply SOPs of accreditation. There is a dire need to move a step forward for introducing policy that deals with science of publication quality (content, impact, novelty and ethics of research) rather than procedures and compliance.

13.4.3 Implementation and Outcomes of the Policy

Generally, implementation is considered the most crucial, yet challenging, stage of any policy as it aims to achieve the intentions of the policy as conceptualized (Ali, 2006). However, effective implementation is largely reliant on proper assessment of policy problem along with accurate policy prescriptions. The HEC publications policy is quite strict, and journals cannot ignore it due to HEC's regulatory power to de-list or de-recognize any journal. The policy warns, "in case of non-performance, a journal can be delisted/derecognized" (HEC, 2020, p.3).

Despite such control, the policy only focuses on procedural aspects of publications rather than qualitative aspects. Putting it differently, the policy prescriptions focus mainly towards improving the procedural aspects of journals (i.e., ranking, recognition, financial support) instead of improving the 'quality of knowledge' of publications (i.e., content quality, impact in terms of contribution to field or practice and methodological expansion). Considering the definition of quality—'fitness for purpose' (Harvey & Green, 1993)—it can be argued that quality of any national journal should be assessed through its contribution to academia, society and overall field. To what extent these national journals have contributed

to the advancement of the field? And how does the current policy consider this aspect in the implementation strategy? A possible response to such questions is given in a recent nationwide study by the British Council (Haque et al., 2019):

> [with some exceptions] faculty in Pakistan view research as an activity that has, at its principal end, journal publication as a requirement for career advancement. Many faculty members across Pakistan feel that research is treated as a 'numbers game' in which quantity is incentivized over quality, and faculty discourse by and large misses the spirit of enquiry and debate, the passion to solve globally or locally meaningful problems, and the frictional camaraderie of belonging to communities of practice. (p.5)

When the focus of research publication confined to personal benefits rather than advancement in the field and/or contributing to national growth, then a visible disconnect between researcher and social/industry demands appear. One possible reason for this disconnect is caused by university professors' lack of connection with industry. They seem to confine themselves to classroom teaching and producing bare minimum research that can just keep them afloat maintaining the number game of publications.

> At present, the business demand for research is not sufficient. The universities have to put in a lot of effort. We must get the professors out of classrooms, encourage them to visit industry bodies and talk to business people (Haque et al., 2019 p.61).

The publications policy assumes that getting the journals indexed with international agencies (e.g., SCOPUS) would automatically ensure the credibility of the knowledge produced in the journals. The localized version of quality yardstick is HEC ranking of the journal—W, X and Y as explained earlier. The analysis of 32 local journals in the field of business education revealed that there is only one journal in the 'X' category, where the remaining are in the 'Y' category—lowest category, and none in the highest category—W. Although there are financial incentives attached to a journal's upgradation to higher categories, most journals are happy to stay at 'X' category satisfied with the bare minimum. As shown in Fig. 13.2, there is a consistent upward trend in the initiation of local journals in the field of business education. Some of the universities have

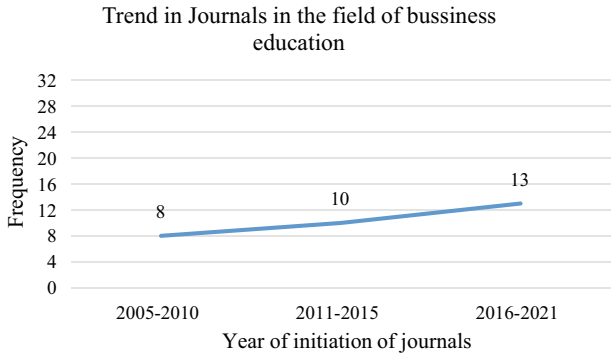

Fig. 13.2 Yearly trend of Journal launched in the field of business education

even introduced two journals in the same field, which could be due to financial incentives rather than contributing to academia.

However, the policy has no mechanisms to ensure that journals strive to move upward in terms of quality and in terms of their responsiveness to the growth of the field and the society at large. In fact, some policies have both short and long-terms negative consequences. Some of the journals charge publication fee from the authors; such journals are mostly managed by private organizations or universities. Broadly, two types of authors can be found in these journals—PhD students and junior faculty members. The former needs publication as a requirement to get their PhD degree, whereas the later gains benefits in terms of promotions. Arguably, this analysis confirms that the proposed policy has deviated from the foundational issues—growth of knowledge and society. HEC by recognising some untrustworthy organizations' journals has initiated a shadowy business of journals, which run them as businesses while compromising the quality of content produced in these publications. There is a dire need to develop an 'active' and 'well-informed' monitoring and evaluation mechanisms for these journals.

13.5 Discussion, Conclusion and Recommendations

In this chapter, we have analysed the publication policy of the HEC Pakistan in order to understand its contextual issues, its discursive formation and its ability to improve the quality of national journals in terms of the quality of scholarly work produced in-line with international standards. The framework used for undertaking analysis (Rizvi & Lingard, 2009) of the policy was useful in terms of looking into the policy from a collection of theoretical resources. The findings revealed that the pressure of internationalization, globalization and emerging quality issues were the key drivers for the introduction of the quality assurance policy for journal publications in 2005. The policy was revised continuously to meet the international quality benchmarks. Further, the discursive formation of the policy problem found that publications is a wicked problem, which makes it difficult to implement and achieve policy objectives. Further, the policy problems seem to be conceptualized as problem of 'procedural quality' rather than 'quality of the content'. The implementation and outcome aspects of the policy analysis further shows that strengthening knowledge economy through publications will remain the distant dream. As the current policy has only been able to increase the quantity of business journals and only a couple have moved up the ladder despite the effort of the past two decades. In this concluding part we try to engage in larger issues with publications building on the analytical work so far.

It is important to ask why the policy seems to be more concerned with meeting international standards, and even within them focusing on just the procedural quality, while ignoring its responsiveness to the local needs. The analysis presented in this chapter suggests that while policy tries to achieve objective of internationalization and quality assurance through introducing the 'procedural quality', it does not pay due attention towards improving the content of publications. Thus, the tall claim of HEC to become knowledge economy would be dashed. Bringing quality of academic journals at par with international standards cannot be achieved simply through bringing transparency in the process, registration, and financial support; rather, it requires development of a holistic academic quality culture which engages with the genuine local challenges that are unique to the business performance in the context. If the policy promotes average performance, there is no incentive for the universities,

journal publishers and researchers to take the difficult route to excellence and originality of the knowledge. The former chairman of HEC stated:

> The voice to protect quality should come from within the universities, not from outside, and once this starts happening, there would be no need for anybody, neither the HEC nor the ministry to keep a check (Express Tribune, 2018).

While we agree that quality voices must come from within the universities, one cannot deny the role of structural factors created by the policy that contribute to malpractices as well as low quality of research publication, particularly in the Southern context.

Demir (2018) conducted a comprehensive study on predatory journals at a global scale. The author found that researchers from the global south have the largest share in publishing articles in predatory journals. The key reasons that lead researchers to publish in such journals include low capacity of the researchers to produce high quality research paper, limited or no awareness of predatory journals, pressure of publish or perish, competition within universities, excessive emphasis on and craze of quantity of publication, promotion policies giving weightage to number of publications instead of quality, etc., (Demir, 2018; Khedkar et al., 2022). Ideally, the publication policy of HEC could have proposed mechanisms to overcome such rooted issues; however, the apparent emphasis of the publication policy remains focused on procedural aspects only.

The analysis also indicates the hegemony of global standards that push local regulatory agencies like the HEC towards a double jeopardy. On the one hand they must push to attain global standards so as to remain globally competitive. On the other hand, they must this through the local scholars who lag in their abilities to compete globally due to years of weak schooling, university training and neglect of years of low attention and investment towards the higher education sector. Some Southern scholars who move out of the country to get trained in reputed international universities and develop abilities to compete globally often choose not to return and stay in Northern universities. How to come out of this vicious cycle? At least the current HEC policy seems to have neither recognition nor a solution for this double jeopardy.

As indicated in the analysis section, the HEC has initiated a monetary incentives policy to encourage journals to upgrade from Y to X to W categories. However, they seem to have not worked well so far. There

are still no journals in the business and education fields, which are internationally indexed. Learning from the past, there is a high possibility that the current policy will meet the same fate. Perhaps HEC may do a little aggressive handholding of the promising journals to help them get internally indexed. At the same time a more strategic policy push is required by the HEC to improve the 'quality of knowledge' produced in the journal, which has to respond to local needs of industry and society.

There is indeed a need for a more thorough investigation to find out why despite the huge investments and policy efforts the quality of publications has not improved significantly. We know that only external quality assurance and regulatory policies may not work, so perhaps HEC needs to promote internal quality assurance mechanisms for journals through ORIC (Offices of Research and Commercialization) and QECs (Quality Enhancement Cells) to improve the quality of publications.

The chapter also recommends more empirical research to understand the issues and find ways to find pragmatic solutions suitable to our context. We are sure that such issues also hurt various other Southern countries so perhaps a more concerted effort by the South is also needed. It also recommends ways to meet the global and national standards and needs simultaneously. In doing so it highlights some initiatives that are being led by initiatives such as NORRAG and movement of #SouthAlsoKnows, which believe in the partnership of North and South towards a more equal and better world.

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CHAPTER 14

Enhancing Management Education Globally: International Benchmarking Through Accreditations and Rankings

Srikanth Reddy

14.1 Introduction

Management education becomes increasingly globalized; it is essential for institutions to align their programmes with international benchmarks to achieve the accreditations and top position in rankings. The term "internationalisation" often refers to a phenomena that has arisen in the context of higher education over the past 30–40 years. Accreditation plays a crucial role in the internationalisation of educational institutions. Over the past two decades, the involvement of universities in international activities has undergone significant growth in terms of volume, scope, and intricacy (R'boul, 2022). These activities encompass a wide range of initiatives, starting from traditional study abroad programmes that enable students to explore and gain insights into different cultures

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(Altbach & Knight, 2007). Universities are also making higher education more accessible in nations where local institutions are struggling to keep up with the rising demand. Additionally, there is a focus on developing students' global perspectives and abilities, which includes strengthening foreign language curricula and promoting intercultural competence. The expansion of these international activities reflects the recognition of the importance of global engagement and the development of well-rounded graduates equipped to thrive in an interconnected world (Arasteh, 2023; Joshi & Ahir, 2022). The contentment of students is dependent on the presence of four fundamental pillars, which are international faculty, international curriculum excellence, international support services, and a campus environment that is globally inclusive (Li & Xue, 2022).

Internationalisation may touch the entire business school, not just students and faculty (Luijten-Lub et al., 2005). Higher education institutions have made internationalisation a key component of organisational planning, driven by an intricate structure of political, economic, social, cultural, and academic goals and stakeholders (Chakraborty, 2020). The expansion of internationalisation is largely influenced by the institute's vision, mission, strategic plan, and adoption of international accreditations (Reddy et al., 2023a). The research, exchange collaboration, twinning chances, and consultancy operations are all enhanced by the international accreditations and international rankings. The process of internationalising education institutions is of utmost importance in order ensure that graduates possess the necessary knowledge, skills, and attitudes to succeed in a globalised society characterised by cultural diversity.

Educational institutions are able to increase their visibility and provide educational opportunities to students all around the world thanks to the International Accreditations and Rankings. For information sharing, global mobility, and intercultural understanding to advance, international rankings and certification are crucial. It is crucial to understand how to improve the institute's international activity through a variety of initiatives.

The results of this study illustrate the benefits of global benchmarking and accreditation, such as improved programme quality, increased graduate employability, and more international recognition. The results of this study illustrate the benefits of global benchmarking and accreditation, such as improved programme quality, increased graduate employability, and more international recognition. This research expands knowledge

by examining global benchmarking and accreditation in management education.

This study helps educational institutions, policymakers, and accreditation authorities make educated decisions. These consequences include boosting programme quality, graduate employability, worldwide recognition, accrediting standards, research collaborations, diversity, and global management education (Kehm & Teichler, 2007). This research provides concrete suggestions to improve the field. The findings also help national accreditation authorities prioritise internationalisation and revise their standards. Now the question is how do international accreditations and rankings contribute to the quality improvement of management education programmes?

14.2 Internationalisation

The term "internationalisation" refers to the practice of creating products that may be easily adjusted or that are designed to fulfil the needs people have worldwide (de Wit & Altbach, 2020). Internationalisation is a thorough strategy for incorporating a global and multicultural perspective into an institution's teaching, research, and service activities. In order to enhance the global integration of higher education and establish India as a leading destination for academic pursuits, the National Education Policy (NEP) of 2020 proposes several measures. These measures encompass the facilitation of exchanges between faculty and students, the establishment of collaborative research and teaching partnerships, and the formalisation of mutually advantageous Memorandum of Understanding (MOUs) with foreign countries/universities (NEP, 2020).

One of the primary obstacles encountered in the process of internationalising higher education institutions (HEIs) pertains to the aspect of "international education," encompassing curriculum and content. The design of the curriculum, which refers to the planned course of action, is a strategic issue (Chen & Liu, 2011) that necessitates a more deliberate approach to fostering innovation in curriculum development for the purpose of internationalisation (Rabson, 2011).

Business schools are anticipated to develop courses that effectively cater to the needs of the global corporate sphere. It is anticipated that the curricula will undergo quality assurance by a proficient entity specialising in the assessment of knowledge and abilities. Furthermore, it is anticipated that these programmes will be intentionally crafted to foster the

development of skills related to comprehending and appreciating variety within social, cultural, and linguistic contexts (Khalid, 2017).

14.2.1 Enhancing Internationalisation in Higher Education Institutes

In an increasingly interconnected and globalized world, higher education institutions are presented with a unique opportunity to enhance internationalisation efforts. The process of internationalisation involves creating an inclusive and diverse environment that prepares students for global challenges while fostering cultural exchange and collaboration. Rankings and accreditation are quality control procedures that reassure stakeholders that institutions meet or surpass predetermined requirements. An institution's reputation is strengthened through international rankings and esteemed accreditations, which increase its appeal to faculty, students, and employers. The most effective way to establish an international reputation for a small institution with a strong national reputation was to seek international accreditation. A school can gain an international reputation through admissions, research, or graduate placement, but being recognized by an international accreditor is the fastest way to do it (Alphin, 2013).

14.2.2 Role of Accreditation for Growth of Internationalisation

As globalisation continues to transform the educational landscape, benchmarking and accreditation have become indispensable tools for ensuring quality and preserving international standards (Kumar et al., 2020). Institute accreditation is voluntary process, and recognises institutions that satisfy quality requirements. Accreditation assures stakeholders of an institution's excellence and dedication to high standards through continual development. International accreditations places a strong emphasis on the institutional growth of accreditation organisations and their globalisation (Arvi et al., 2018). The various accreditations standards are mentioned in Table 14.1. Accreditation shows your dedication to internationalisation and providing excellent services to international students, faculty, and recruiters. The accreditation addresses curriculum structure and design as well as the local, regional, and global environment. Given its scope, it is a suitable policy instrument to identify factors that influence a globalized curriculum (Khalid, 2017). With global demand for business education,

various national and international accreditation agencies have emerged to meet the need for trustworthy accreditation. Schools seek accreditation from foreign agencies for global recognition. The AACSB, EQUIS, and AMBA are the most well-known international accreditation organisations for management education (Fernandes & Singh, 2021; Roller et al., 2003; Stensaker & Harvey, 2006). Accreditation is crucial to institution internationalisation. It voluntary examines and honours institutions that achieve high-quality requirements. The accreditation standard/criteria of various international accreditations are shown in Table 14.1.

Accreditation functions as a potent driver and propeller for the expansion of internationalisation inside educational institutions (Reddy et al., 2023b). It is a symbol of a dedication to excellence, alignment with global standards, and a commitment to preparing students and teachers for success in a globally interconnected world. Institutions can increase

Table 14.1 Various international accreditation standards

AACSB (9)	*EQUIS (10)*	*AMBA (10)*
• Strategic Planning • Assurance of Learning • Curriculum • Faculty and Professional Staff • Resources • Learner Progression • Physical, Virtual and Financial Resources • Impact of Scholarship • Teaching Effectiveness and Impact • Engagement and Societal Impact	• Context, Governance and Strategy • Programmes • Resources and Administration • Students • Faculty • Research & Development Internationalisation • Executive Education • Connections with Practice • Ethics, Responsibility and Sustainability	• The MBA Portfolio • Institutional Integrity, Sustainability & Distinctiveness • Faculty Quality & Sufficiency • Curriculum Breadth & Depth • Programme Design & Leadership • Competences, Graduate Attributes & Learning Outcomes • Assessment Rigor & Relevance • The Student Cohort Experience • Delivery & Interaction • Impact and Lifelong Learning
Source: (AACSB, 2020)	*Source*: (EQUIS Manuals, 2023)	*Source*: (AMBA SAR Template, 2023)

their global credibility and play a leading role in fostering internationalisation of higher education if they pursue accreditation from renowned international organisations.

14.2.3 Role of Rankings for the Growth of Internationalisation

Globalisation has altered the landscape of education, providing students additional options for where they might pursue their studies (Gupta, 2017). Today, students from all around the world can enrol in a programme in places they never would have thought possible. Additionally, young people are encouraged to investigate famous colleges around the world by the quality of education, employment choices, and exposure to diverse cultures. To draw and support international students, institutions themselves must have a worldwide emphasis, which is reflected in international rankings (QS, 2022).

Rankings provide as a valuable point of reference for students and parents seeking to identify the most esteemed universities and colleges in India. This has the potential to enhance the global standing of Indian institutions, hence fostering greater prospects for collaboration and partnerships with renowned universities and research institutes around the globe. The renowned international rankings exists for across the globe are QS World University Rankings, FT Rankings, and THE World University Rankings. These all rankings focus on internationalisation of the institute. In order to secure the position in World rankings, the institution need to enhance the internationalisation activities. The higher education institutes (HEI) in India have already begun to take part in the World University Rankings. It is crucial that many more HEI launch initiatives that could improve internationalisation.

A strategic approach that is in line with the important criteria and weights of reputable rankings like THE World University Rankings, QS Global MBA Rankings, QS World University Rankings, and Financial Times Global MBA Rankings is required to improve internationalisation at the institute using international rankings methodology shown in Table 14.2. All of the components of the ranking system are both directly and indirectly connected to the internationalisation initiatives. In order to receive the highest possible score, the institutions need to step up their internationalisation efforts. The facts presented in Table 14.2 demonstrated that international ranking agencies are placing a greater emphasis on the internationalisation efforts of the institute. We can

create a roadmap for internationalisation using these rankings parameters (weightage):

14.3 Strategies to Enhance Internationalisation Within Higher/ Management Education Institutions

14.3.1 Institutional Perspective

14.3.1.1 Strategic Plan, Vision, and Mission

Enhancing internationalisation within an institution necessitates a cohesive alignment of its vision, mission, and strategic plan. These foundational elements should clearly express the institution's commitment to global engagement, and the strategic plan should outline actionable steps to transform this commitment into reality. By integrating internationalisation into its core principles and strategies, the institution can create a dynamic and inclusive environment that prepares students to thrive in an interconnected world. The strategic plan for obtaining international accreditations and actively engaging with international rankings plays a pivotal role in advancing internationalisation efforts.

It is possible for the institution to improve its internationalisation efforts, strengthen its global reputation, and attract a varied and accomplished academic community if it aligns its strategic plan with the standards and weightages of international accreditations and rankings. This strategic strategy guarantees that the institution is well-positioned to prosper in a higher education landscape that is becoming increasingly interconnected and competitive.

14.3.1.2 International Members on the Institute Board and Other Committees

Board involvement in higher education enriches student learning by embracing varied global viewpoints, developing cross-cultural understanding, and supporting global collaborations. The addition of individuals from other countries to the boards and committees of academic institutions is one strategy for increasing globalisation in higher education. This inclusive approach brings varied perspectives from around the world, which enriches decision-making processes and fosters collaboration across cultural boundaries. Institutions may widen their academic horizons, develop international collaborations, and better prepare students for a

Table 14.2 International Rankings parameters and weightage

THE World university rankings	*QS Global MBA rankings*	*QS World university rankings*	*Financial times global MBA rankings*
Teaching (30%) Staff to Student ratio (4.50%) Reputation (15%) Doctorates awarded to academic staff ration (6%) Doctorate to bachelor ration (2.25%) Institutional Income (2.25%) **International Outlook (7.5%)** Proportion of International staff (2.50%) Proportion of International students (2.50%) International Collaboration (2.50%) **Research (30%)** Research Productivity – (6%) Reputation Survey- (18%) Research Income – (6%) **Citations – 30%** **Industry Income (2.50%)**	**Employability (40%)** Employment Rate (5%) QS Global Employer Survey (35%) **Entrepreneurship & Alumni Outcome (15%)** Entrepreneurship (10%) Alumni (5%) **ROI (Rate on Investment) (20%)** 10 Year ROI (15%) Payback Month (5%) **Thought Leadership (15%)** Research Impact (2.50%) QS Academic Reputation (10%) Percentage of faculty PhD (2.50%) **Student & Faculty Diversity (10%)**	**Academic Reputation (40%)** **International Research Network (10%)** **Research Citations per paper (20%)** **H-Index (20%)** **Employer Reputation (10%)**	**Salary Paid & Career progression (57%)** Weighted salary (20%) Salary increase (20%) Value for money (3%) Career progress (3%) Aims achieved (3%) Careers service (3%) Employed at three months (2%) Alumni recommend (3%) **Diversity (15%)** Female Faculty (2%) Female students (2%) Women on board (1%) International faculty (4%) International students (4%) International board (2%) **International Connect (10%)** International mobility (6%) International course experience (3%) Extra languages (1%) **Faculty Qualification & FT research (15%)** Faculty with doctorates (5%) FT research rank (10%) **ESG rank (3%)**
Source: (THE Rankings, 2023)	*Source*: (QS Global MBA Rankings, 2023)	*Source*: (QS WU Rankings, 2023)	*Source*: (FT Rankings, 2023)

Source: Created by Author

globally interconnected society by actively engaging international knowledge. Additionally, it boosts the reputation of the university, encourages a multicultural learning environment, and facilitates innovative solutions to global concerns, thereby placing the institution as a leader in global education and research.

14.3.1.3 School's Website in Different Languages

Creating a website in different languages is one way to improve internationalisation in higher education. This useful action enhances stakeholder participation, communication, and accessibility internationally. A multilingual website is an important tool for building worldwide relationships and cooperation since it improves an institution's reputation internationally and greatly impacts its overall success.

14.3.1.4 Visibility Internationally

Seeking international accreditation is the method that will be the most successful in establishing an international reputation for a small school that already has a solid reputation on a national level. It is possible for a school to earn an international reputation through student enrolment, scholarly contributions, or graduate job placement; however, receiving accreditation from an international body is the quickest approach to achieve this goal. Develop and enhance the academic standing of the university by promoting a culture of excellence in both teaching and research.

To boost institutional credibility, highlight academic accomplishments and research findings. The institution's perspective may be enhanced by its international standing, which aids in moving up the rankings. Incorporate global citizenship education into the curriculum, emphasising values of empathy, cultural competence, social responsibility, and ethical leadership. Graduates should be equipped to engage as responsible global citizens.

14.3.2 Teaching, Learning, and Curriculum Perspective

14.3.2.1 Teaching (the learning environment)

The quality of instruction, as well as faculty-to-student ratios, doctorate programmes, and other aspects of the learning environment, should be given priority. Improve the qualifications of the personnel, and give faculty members with doctorates promotion opportunities. Investing in

the growth of the faculty as well as resources for research can help support high-quality teaching. The institute will be able to provide students with an educational experience that is more welcoming, interactive, and relevant to the wider world if it places more emphasis on these components of the learning environment. This not only contributes to the institution's increased internationalisation but also provides students and faculty with the knowledge, abilities, and views that are essential for succeeding in today's increasingly multicultural and interdependent world.

14.3.2.2 Language programmes

Enhancing internationalisation through language programmes is vital. By offering courses in languages pertinent to students' areas of study, institutions empower them with valuable skills. Proficiency in foreign languages fosters effective cross-cultural communication and cultural understanding, preparing students to engage confidently in a global context. This not only enriches their educational experience but also enhances their global competence and employability.

Provide comprehensive support services for international students, including orientation programmes, language support, academic advising, and cultural adjustment resources. Creating a welcoming and inclusive environment fosters a sense of belonging.

14.3.2.3 International Collaborations

Foster partnerships with universities and research institutions from around the world. Collaborative research projects, student exchanges, and joint degree programmes provide students and faculty with exposure to different educational systems and approaches, promoting cross-border learning and cooperation. The institutes need to develop policies for international collaboration for faculty and students. The collaborations may explore between the international accredited and ranking institutions. Encourage academics and students to travel internationally so they can engage with partners from around the world. Engage in collaborative research projects, attend international conferences, and take part in programmes that facilitate the flow of knowledge. The international research collaboration may enhance the impact and quality of the research (Bond et al., 2021).

14.3.2.4 Organizing Joint Conferences

Organising joint conferences and fostering collaborations with internationally accredited institutes are essential strategies for increasing participation and facilitating the dissemination of knowledge. These initiatives not only promote knowledge exchange but also strengthen academic networks and enhance the institution's global presence. Through these collaborative efforts, institutions can expand their reach and contribute significantly to the advancement of knowledge in their respective fields, ultimately benefiting the broader academic community.

14.3.2.5 International Research and Consultancy Collaborations

Encourage faculty to engage in international research collaborations, attend international conferences, and publish in international journals. Collaborative research and consultancy efforts contribute to knowledge exchange and global problem-solving (Li & Xue, 2022).

Through the promotion of a culture of international research collaboration and the provision of the appropriate support and incentives, academic institutions have the potential to make substantial contributions to the dissemination of information and the resolution of global issues, so eventually enhancing their standing within the global academic community.

14.3.2.6 Mandatory Policy for International Guide

International guidance for Ph.D. scholars, fostering cross-border research collaboration, and maintaining a steadfast commitment to quality, the institution can create a comprehensive approach to internationalisation that not only enhances its global profile but also elevates the overall academic excellence and impact. Therefore, it is imperative for the institute to establish a compulsory policy that mandates the inclusion of an international advisor from an accredited institution outside the country, in addition to the national advisor for Ph.D scholars.

14.3.2.7 Sustainability and ESG (Environmental, Social, Governance)

Leveraging sustainability and ESG (Environmental, Social, Governance) principles is an effective way to further enhance the internationalisation of the institute. By incorporating sustainability and ESG principles into the institution's operations and curriculum, the institute not only contributes

to global efforts to address critical issues but also enhances its internationalisation efforts. This approach prepares students to become responsible global citizens, equipping them with the knowledge and skills needed to address pressing global challenges in an interconnected world.

14.3.3 Student and Faculty Development Perspective

14.3.3.1 Student Exchange or Twinning Programmes

Develop robust student exchange programmes that allow students to study abroad for a semester or year. These programmes expose students to new cultures, languages, and academic environments, helping them develop cross-cultural competencies and a broader worldview. Elevating their institution's position in international accreditations and rankings enhances its attractiveness to high-calibre international students (Marconi, 2013). Implementing a twinning programme can significantly contribute to the internationalisation efforts of the institution by enhancing cultural diversity, providing internship opportunities outside the country, and facilitating international placements for students (Steagall et al., 2021).

Leverage technology to facilitate virtual exchange programmes and online collaborations with partner institutions abroad. This approach expands access to international experiences for students who may face barriers to physical mobility. It has been established that scholarship opportunities directed towards students from a variety of socioeconomic backgrounds have the ability to improve involvement in internationalisation activities, which suggests that additional support can kindle a stronger interest in student exchange or twinning programmes (Van Mol & Perez-Encinas, 2022).

14.3.3.2 Faculty Exchange

Programmes for faculty exchange are essential for higher education to become more globally minded. Through these programmes, educators can exchange knowledge, work together on research projects, and build cross-cultural understanding. The academic atmosphere is enriched by these exchanges, which also improve teaching standards, encourage international cooperation, and ultimately benefit students and institutions (Avolio & Benzaquen, 2020).

Provide training and professional development opportunities for faculty and staff on topics related to internationalisation, intercultural communication, and teaching diverse student populations. Well-prepared

educators can create inclusive learning environments and mentor students effectively.

14.3.3.3 International Internships and Placements

Facilitate opportunities for students to gain international experience through internships, research projects, and fieldwork in different countries. Practical experiences enhance students' global competence and employability.

Recruiters are progressively inclined toward institutions that own esteemed international accreditations and commendable rankings, as they acknowledge that these distinctions augment an institution's prominence and allure high-calibre pupils. In order to enhance their exposure and establish themselves as frontrunners in the field of international education, universities are carefully incorporating foreign placement programmes. These programmes not only offer students significant opportunities for global experiences but also contribute significantly to the greater internationalisation of higher education, enhancing the attractiveness of institutions to recruiters searching for exceptional talent on a global scale.

14.3.3.4 Cultural Activities and Clubs

Higher education institutions can significantly benefit from increased internationalisation if they encourage their students to participate in cultural activities and clubs. These platforms develop cross-cultural connections, encourage global awareness, and create opportunity for students to share their different origins. As a result, the students' overall educational experience is enhanced, and they are more prepared for a globalized world.

14.3.3.5 Alumni Connect

The involvement of alumni is a valuable tool that can be used to improve internationalisation in educational institutions of higher learning. By maintaining connections with former students all around the world, educational institutions are able to tap into a global network of working professionals who are able to provide current students with guidance, support, and insights. This connection makes it easier for foreign relationships, career opportunities, and collaborations to form, which in turn helps to increase the institution's reputation and reach on a worldwide scale. Alumni also serve in the capacity of ambassadors, highlighting

the institution's dedication to educating students for success in a global context that is becoming increasingly interconnected.

Any higher education institution benefits greatly from its alumni. A vibrant alumni association can help with academic issues, student support, and resource mobilisation. Both foreign-born alumni and alumni who currently reside abroad can play a significant part in elevating institutions' brands and creating a destination for international students. In order to encourage alumni to sustain their ongoing participation, a distinct alumni office must be established.

14.4 Conclusion

This chapter has examined the value and effects of global benchmarking in management education through accreditations and rankings. The importance, advantages, and best practices of this technique have all been covered in detail. The results of this study shed light on the many benefits of using accreditations and rankings as a global benchmark, including enhanced programme quality, greater graduate employability, and elevated global recognition.

Higher education institution internationalisation is a comprehensive and systematic process. The vision, mission, and strategy plan of an institution must be in line with global standards and accreditations. This connection acts as a catalyst for boosting global participation and empowering students to succeed in a globally interconnected society. Additionally, including international viewpoints at different levels, such as the board of directors and committees, strengthens an institution's commitment to diversity and global participation.

Accreditations are extremely significant in ensuring that higher education institutions meet both domestic and international quality requirements. These voluntary processes provide assurance to stakeholders regarding an institution's excellence and continuous improvement. By seeking accreditation from renowned international organisations like AACSB, EQUIS, and AMBA, institutions can enhance their global credibility and contribute to the internationalisation of higher education.

International rankings, such as QS World University Rankings and Financial Times Global MBA Rankings, serve as reference points for students and parents seeking prestigious institutions. To improve their rankings, institutions must strategically focus on factors like teaching quality, research output, international outlook, and employability. These

rankings can act as catalysts for institutions to enhance their internationalisation efforts and attract students and faculty from diverse backgrounds.

Also, explored a comprehensive range of strategies aimed at enhancing internationalisation within higher and management education institutions. Initially, an institutional perspective, aligning strategic plans, fostering international representation in leadership, multilingual websites, and global visibility are key steps. Secondly, in the teaching and curriculum realm, focusing on teaching quality, language programmes, international collaboration, and sustainability principles greatly advances internationalisation. Lastly, in the student and faculty development domain, programmes like student exchanges, faculty exchanges, and global internships, along with fostering cultural inclusivity and strong alumni connections, create a holistic environment that empowers students and faculty to excel in an interconnected world.

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PART V

Challenges and Solutions

CHAPTER 15

Internationalization of Higher Education: Trends, Challenges, and Implications in Kamrup District of Assam

Aruna Dev Rroy and Baishalee Rajkhowa

15.1 Introduction

The internationalization of higher education has become a significant global phenomenon in recent years, driven by the increasing interconnectedness of the globalized world. It refers to the process of integrating international perspectives, experiences, and collaborations into higher education institutions and programmes (Knight, 2012; Teichler, 2014). This expansion is aimed at providing students and faculty members to look beyond the "Zeitgeist" to overcome the idiosyncrasies with global

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competencies and fostering cross-cultural understanding of the current educational scenario (Altbach, 2017; Marginson, 2016). The internationalization of higher education involves the integration of an international or global dimension into various aspects of higher education institutions and programmes (De Wit, 2011). It encompasses dimensions such as student mobility, curriculum internationalization, research collaboration, and institutional partnerships. By embracing internationalization, universities and colleges aim to prepare students for a globalized world, promote cross-cultural understanding, and contribute to global knowledge creation and dissemination. National Education Policy (NEP, 2020) envisages to revamp and revitalize the higher education system through the process of accessibility, equity, quality, affordability, and accountability by making reforms to equip the learners and the teachers (UGC, 2021).

15.1.1 Dimensions of Internationalization

Student Mobility: While cross-border education was traditionally more through the mobility of the student community, institutional and programme mobility through online and correspondence courses have become more visible in the present educational context. Student mobility is a crucial dimension of internationalization. It involves the movement of students across national boundaries to pursue academic studies, gain cultural experiences, and develop a global perspective. This can include various forms of mobility, such as incoming and outgoing exchange programmes, study abroad opportunities, joint degree programmes, and international internships. This twinning programme helps to equip learners to complete part of their programme at an international or partner institute based in another country. It will also help the students to explore the best approaches, practices, and methods of learning in international institutions. Student mobility also enhances students' intercultural skills, expands their worldview and fosters international collaboration and understanding.

Curriculum Internationalization: Curriculum internationalization refers to the incorporation of international and intercultural content, perspectives, and experiences into the curriculum of higher education institutions. It involves the development of globally focused courses, modules, or programmes that expose students to diverse cultural, social, economic, and political perspectives. Curriculum internationalization aims

to broaden students' understanding of global issues, promote intercultural competence, and prepare them to engage with global challenges and opportunities. Technological advancement has encouraged the introduction of online courses through MOOCs. The flexibility in learning has opened pathways that are fast changing the higher education practices.

Research Collaboration: Research collaboration plays a significant role in internationalization. It involves establishing partnerships and collaborations between researchers, institutions, and organizations from different countries. International research collaboration fosters knowledge exchange, promotes interdisciplinary approaches, and addresses global research challenges. It facilitates the sharing of resources, expertise, and data, leading to innovative solutions and advancements in various fields of study. Research collaboration also enhances the reputation and visibility of higher education institutions on the global stage.

Institutional Partnerships: Institutional partnerships are strategic alliances between higher education institutions from different countries. These twinnings can take various forms, including student and faculty exchange programmes, joint research projects, dual degree programmes, and collaborative curriculum development. Institutional partnerships promote mutual understanding, cultural exchange, and knowledge sharing. There can be facilities provided by universities through branching of campuses and twinning. They provide opportunities for faculty and staff mobility, facilitate the transfer of best practices, and encourage collaboration in areas such as teaching, research, and community engagement. Institutional partnerships contribute to the internationalization of higher education by fostering global networks and promoting cross-border cooperation.

Purpose: As the world becomes increasingly unified, internationalization has emerged as a key concern for higher education institutions seeking to enhance their global standing, foster cross-cultural understanding, and prepare students for the challenges of a globalized workforce (Altbach et al., 2019, Huang et al., 2020). It can be seen as a contemporary global trend to bring into focus a diverse outlook at the various levels of higher education (Beck et al., 2007; Van der Wende, 2017).

The empirical study examines the various dimensions of internationalization, including student mobility, curriculum internationalization, research collaboration, and institutional partnerships. It has been observed that cross-border education has become a source of future

supply of work force to developed countries as majority of them choose to settle there instead of returning to their home countries (Beelen et al., 2015; Knight, 2012). The practice of internationalization would also help in fostering of an immersive and inclusive academic environment that would help to integrate, improve, and share the diverse cultures and practices of different countries (Beck, 2009, Fozdar et al., 2020). The literature review will provide a foundation for understanding the current state of knowledge on internationalization in higher education. Since the findings of a systematic study of research reviews can never provide a complete oeuvre of the whole phenomenon, so a comprehensive study will be done which will encompass scholarly articles, reports, and relevant publications from international organizations and educational institutions.

15.1.2 Objectives of the Research

I. Exploring the strategies and approaches used by institutions to internationalize their campuses and curricula.
II. Investigating the benefits and challenges associated with internationalization efforts.

15.2 Methodology

To achieve these research objectives, a comprehensive and multi-faceted methodology is employed.

8 universities were taken as samples for the purpose of study. These 8 universities covered both private and public universities across the Kamrup metro District of Assam. So whole universe is the population for the purpose of study the method adopted for study is census survey.

Data is gathered by circulating questionnaire through Google forms and face-to-face structured interview is also conducted with various stakeholders, including students, faculty, administrators, and policymakers.

Research limitations: The study will be delimited to 8 Higher Education Institutes (both Private and Public) in Kamrup District (Metro) of Assam.

15.2.1 Analysis and Findings

I. Exploring the strategies and approaches used by institutions to internationalize their campuses and curricula.

Global Student Mobility Trends: Global student mobility refers to the movement of students across borders for educational purposes. Here are some trends in global student mobility:

1. *Increased numbers:* The number of students studying abroad continues to rise. As more countries invest in higher education and offer scholarships, students are taking advantage of opportunities to study abroad. By expanding the scope of studying abroad and by promoting student inflow, it has been an important strategy to promote knowledge economy of a country at a faster rate.
2. *Emerging destinations:* While traditional study destinations like the United States, the United Kingdom, and Australia remain popular, there is a growing trend of students exploring alternative destinations. Countries such as Canada, Germany, China, and South Korea are attracting more international students.
3. *Diversification of source countries:* Previously, most international students came from a handful of countries. However, there is now a more diverse range of source countries. Students from Asia, particularly China and India, continue to dominate the numbers, but there is an increase in students from Africa, Latin America, and the Middle East.
4. *Short-term mobility:* Short-term programmes, such as summer schools, internships, and exchange programmes, are gaining popularity. These programmes provide students with valuable international experiences without requiring a long-term commitment.
5. *Employability and immigration factors:* Many students view studying abroad as a pathway to enhance their employability and explore immigration opportunities. They seek countries with favourable post-study work options and immigration policies.

Curriculum Internationalization Trends: Curriculum internationalization involves integrating global perspectives, intercultural competence, and international content into the curriculum. Here are some trends in curriculum internationalization:

1. *Globalized course offerings:* Universities are expanding their course offerings to include more globally relevant subjects. This includes adding courses on global issues, international relations, cross-cultural communication, and sustainability.
2. *Study abroad and exchange programmes:* Institutions are encouraging students to participate in study abroad and exchange programmes to gain international exposure. This allows students to experience different educational systems, cultures, and languages.
3. *Virtual mobility:* With advancements in technology, virtual mobility is becoming increasingly popular. Online courses, virtual exchange programmes, and international collaborations through digital platforms enable students to engage with international content and interact with peers from around the world.
4. *Language learning:* Institutions are placing more emphasis on language learning to enhance students' ability to communicate and engage with diverse cultures. Language programmes and opportunities for language immersion are being explored and expanded.
5. *Global citizenship education:* Many universities are integrating global citizenship education into their curricula. This includes fostering an understanding of global challenges, promoting social responsibility, and encouraging active participation in addressing global issues.

Research Collaboration Trends: Research collaboration across borders is crucial for advancing knowledge and addressing global challenges. Here are some trends in research collaboration:

1. *Interdisciplinary collaborations:* Researchers from different disciplines are coming together to address complex global problems. Collaborative research projects involving scientists, engineers, social scientists, and humanities scholars are becoming more common.
2. *International research networks:* Institutions are establishing research networks and partnerships with universities and research institutions in other countries. These networks facilitate collaborative research, knowledge exchange, and access to funding opportunities.

3. Funding for *international* research: Funding agencies and governments are increasingly supporting international research collaborations. They provide grants and funding schemes specifically designed to promote collaborative research between institutions from different countries.
4. *Open access and data sharing:* There is a growing emphasis on open access to research findings and data. Researchers are encouraged to share their findings openly, fostering collaboration and accelerating scientific progress.
5. *Global research infrastructure:* International research infrastructure projects are being developed to tackle grand challenges that require large-scale collaboration. Examples include projects related to climate change, health, and space exploration.

II Investigating the challenges, benefits, and its implications associated with internationalization efforts of HEI's.

15.2.2 Challenges and Considerations

Quality Assurance and Accreditation: One of the significant challenges in the field of international education is ensuring quality assurance and accreditation standards. When students choose to study abroad, they expect a high standard of education that is recognized and respected globally. Institutions need to establish mechanisms to assess and maintain the quality of their programmes, curriculum, and faculty. They must also ensure that their degrees and certifications are accredited and widely accepted in the students' home countries and other educational institutions worldwide.

Language and Cultural Barriers: Language and cultural differences can pose a considerable challenge for international students. Many students face difficulties in adapting to a new language and may require additional support to improve their language skills. Institutions can help by providing language courses and resources to aid in language acquisition. Cultural differences can also create barriers in terms of social integration, understanding academic expectations, and adapting to new social norms. Universities should offer cultural orientation programmes, mentorship initiatives, and support services to help international students navigate these challenges.

Financial Implications: The financial implications of studying abroad can be a significant concern for many students. Tuition fees, living expenses, and travel costs can create financial burdens. Scholarships, grants, and financial aid options play a crucial role in enabling students to pursue international education. Institutions should explore ways to provide financial support and guidance to international students, helping them navigate the complex financial landscape and explore available funding opportunities.

Brain Drain Concerns: Brain drain refers to the loss of skilled individuals from their home countries due to emigration for educational or employment opportunities abroad. While international education can contribute to the personal growth and professional development of students, it can also lead to a loss of talent and skills in their home countries. Institutions and governments need to consider policies and strategies to mitigate brain drain effects, such as encouraging students to return after completing their education by offering incentives or creating opportunities for them to apply their skills locally.

Social Integration and Student Support: International students often face challenges related to social integration and may experience feelings of loneliness and isolation in a new environment. Institutions should prioritize creating a supportive and inclusive campus environment. This can include initiatives like buddy programmes, cultural events, and student organizations that promote cross-cultural interactions. Additionally, offering comprehensive student support services, including counselling, academic assistance, and career guidance, can help international students navigate the academic and personal challenges they may encounter during their studies.

While international education offers numerous benefits, it also comes with various challenges and considerations. By addressing quality assurance, language and cultural barriers, financial implications, brain drain concerns, and social integration, institutions can enhance the overall experience of international students and contribute to their academic success and personal growth.

15.2.3 Benefits

Academic and Pedagogical Benefits: Internationalization brings numerous academic and pedagogical benefits to educational institutions and students alike. Here are some key advantages:

a. Enhanced Learning Opportunities: Internationalization promotes access to a diverse range of educational resources, including research materials, teaching methodologies, and perspectives from different cultures and regions. This exposure broadens students' knowledge and understanding, fostering critical thinking and intellectual growth. Establishing of offshore campuses would also lead to reaching of international students.
b. Collaboration and Networking: Internationalization encourages collaboration and networking among academic institutions globally. It facilitates partnerships, joint research projects, and exchange programmes, enabling students and faculty members to engage in cross-cultural academic interactions and share expertise.
c. Quality Improvement: By participating in international collaborations, educational institutions can benchmark themselves against global standards and best practices. This exposure helps them identify areas for improvement, update their curriculum, and enhance the quality of education they provide.

Cultural and Global Competence Development: Internationalization plays a crucial role in developing cultural and global competences, which are essential skills for the increasingly interconnected world. The benefits in this area include:

a. Intercultural Understanding: Interacting with people from different cultures helps students develop empathy, respect, and appreciation for diversity. It enhances their ability to navigate multicultural environments, collaborate effectively, and overcome cultural barriers.
b. Language Skills: Internationalization provides opportunities to learn and practice different languages, fostering linguistic diversity and proficiency. Proficiency in multiple languages enhances students' communicative competence which will open doors for international job opportunities.
c. Global Awareness and Perspective: Internationalization broadens students' understanding of global issues, such as environmental challenges, social inequalities, and economic interdependencies. It encourages them to think critically about these issues and develop a global perspective, preparing them to be responsible global citizens.

Economic Benefits: Internationalization offers significant economic advantages to educational institutions and the wider economy. The economic benefits include:

a. *Increased Enrolments:* International students contribute to the financial sustainability of educational institutions by paying higher tuition fees. Attracting a diverse student body from different countries can help institutions expand their enrolment and diversify their revenue streams. With a section of the student community enrolled in different countries across the world, it will eventually lead the enrolment of other students based on the word of mouth.
b. *Research Funding and Collaboration:* International collaborations often lead to joint research projects, which can attract funding from various sources, including governments, foundations, and industry partners. These research initiatives contribute to innovation and knowledge creation, fostering economic growth and competitiveness.
c. *Workforce Development:* Internationalization equips students with skills and knowledge that are highly valued in the global job market. Graduates with international exposure and intercultural competence are sought after by employers, enhancing the employability and earning potential of individuals.

Social and Diplomatic Advantages: Internationalization brings social and diplomatic advantages that extend beyond the educational realm:

a. *Cultural Exchange and Tolerance:* Through internationalization, students and faculty members engage in cultural exchange, fostering mutual understanding and tolerance. This interaction helps break down stereotypes and promotes peaceful coexistence in an interconnected world.
b. *Diplomatic Relations:* Educational collaborations between countries often lead to stronger diplomatic relations and partnerships. Academic exchanges and research collaborations can serve as platforms for diplomatic dialogue, promoting peaceful relations and fostering international cooperation.
c. *Soft Power and Influence:* By establishing themselves as international education hubs, countries can enhance their soft power and global

influence. Education becomes a means to project cultural values, attract international talent, and strengthen diplomatic ties with other nations.

Thus, internationalization brings a multitude of benefits, including academic and pedagogical advantages, cultural and global competence development, economic benefits, and social and diplomatic advantages. These benefits contribute to the personal growth of students, the institutional development of educational organizations, and the overall progress of societies in an increasingly interconnected world.

15.3 Implications for Higher Education Institutions

Enhancing Institutional Reputation and Rankings: Higher education institutions strive to enhance their reputation and rankings to attract top-quality students, faculty, and research collaborations. The implications for institutions include investing in faculty recruitment and development, fostering a vibrant research environment, and promoting academic excellence. By improving their reputation and rankings, institutions can attract more funding, partnerships, and talented individuals, leading to further growth and success.

Strengthening Research and Innovation Capacities: Research and innovation are essential for the advancement of higher education institutions. By investing in research infrastructure, faculty support, and collaboration networks, institutions can strengthen their research capacities. This involves promoting interdisciplinary research, securing research grants and funding, and fostering a culture of innovation. By enhancing research and innovation capacities, institutions can contribute to scientific advancements, solve societal challenges, and attract high-calibre researchers and students.

Diversifying Revenue Streams: Higher education institutions often face financial challenges due to declining government funding or changing economic conditions. Diversifying revenue streams becomes crucial to ensure financial sustainability. Institutions can explore various strategies such as developing partnerships with industry, offering continuing education programmes, expanding online learning offerings, and commercializing research outcomes. By diversifying revenue streams, institutions can

mitigate financial risks and invest in enhancing academic programmes and infrastructure.

Promoting Social Responsibility and Global Engagement: In an increasingly interconnected world, higher education institutions have a responsibility to address social issues and engage with global communities. Institutions can promote social responsibility through community outreach programmes, sustainable practices, and promoting diversity and inclusion on campus. Global engagement involves establishing international partnerships, offering study abroad opportunities, and hosting international conferences and symposiums. By actively participating in social responsibility and global engagement, institutions can contribute to societal development, enhance cultural understanding, and prepare students for global citizenship.

15.3.1 Implications for Students

Education abroad experiences offer a multitude of implications for students, influencing various aspects of their lives. These implications range from enhancing employability and career prospects to expanding cultural horizons, fostering personal growth and self-development, and equipping them with the skills to navigate challenges while maximizing the benefits of their international experiences.

15.3.1.1 Enhancing Employability and Career Prospects

Studying abroad can significantly enhance a student's employability and career prospects. When students immerse themselves in a foreign educational environment, they gain exposure to different teaching methods, cultural perspectives, and academic systems. This exposure fosters adaptability, resilience, and cross-cultural communication skills, all of which are highly valued by employers in today's globalized job market.

Additionally, studying abroad provides students with opportunities to network with professionals and experts in their field of study, both locally and internationally. They can participate in internships, cooperative education programmes, or research projects, gaining practical experience and developing a professional network that can be invaluable when seeking job opportunities in the future.

15.3.1.2 Expanding Cultural Horizons:
One of the most transformative aspects of studying abroad is the opportunity to expand cultural horizons. Students are exposed to different customs, traditions, languages, and perspectives, providing them with a deeper understanding and appreciation of diverse cultures. This exposure fosters tolerance, empathy, and intercultural competence, which are crucial skills in today's interconnected world.

Living in a foreign country also allows students to experience firsthand the daily life of another culture, enabling them to break stereotypes, challenge preconceived notions, and develop a more global mindset. This expanded cultural awareness not only enriches their personal lives but also equips them with the ability to work effectively in multicultural teams and navigate diverse environments.

15.3.1.3 Fostering Personal Growth and Self-Development:
Studying abroad offers students the opportunity for personal growth and self-development. Leaving their familiar environment and immersing themselves in a new culture forces students to step outside their comfort zones, confront challenges, and adapt to new situations. This experience cultivates resilience, independence, and problem-solving skills, as they learn to navigate unfamiliar surroundings and overcome obstacles.

Living in a foreign country also encourages self-discovery and self-reflection. Students have the chance to explore their own identities, values, and beliefs, often reevaluating their priorities and goals. They gain a sense of self-confidence and self-reliance, as they learn to rely on themselves and make decisions in unfamiliar contexts. These personal growth experiences contribute to their overall development as well-rounded individuals.

15.3.1.4 Navigating Challenges and Maximizing Benefits:
While studying abroad offers numerous benefits, it is not without its challenges. Students may encounter language barriers, cultural differences, homesickness, or academic adjustments. However, these challenges provide valuable opportunities for personal growth and resilience-building. By overcoming obstacles, students develop problem-solving skills, adaptability, and the ability to thrive in diverse environments.

To maximize the benefits of their international experiences, students must actively engage with the local community, participate in cultural activities, and seek out opportunities for cultural exchange. By immersing

Table 15.1 List of Universities

University name	*Status*	*Stake Holders*				*Total*
		Faculty	*Staff*	*Student*	*Alumni*	
Gauhati University	Public	6	4	10	5	25
Cotton University	Public	6	4	10	5	25
Assam Science and Technology University	Public	6	4	10	5	25
Krishna Kanta Handiqui State Open University	Public	6	4	10	5	25
The Assam Royal Global University	Public	6	4	10	5	25
Assam Don Bosco University	Public	6	4	10	5	25
Girijananda Chowdhury University	Public	6	4	10	5	25
The Assam Down Town University	Public	6	4	10	5	25

themselves fully in the host culture, students can deepen their understanding and appreciation of their surroundings. They can also take advantage of support services offered by their educational institution or local organizations to navigate challenges effectively and make the most of their study abroad experience.

Thus, studying abroad has far-reaching implications for students. It enhances their employability and career prospects, expands their cultural horizons, fosters personal growth and self-development, and equips them with the skills to navigate challenges while maximizing the benefits of their international experiences. By embracing the opportunities and challenges that come with studying abroad, students can broaden their horizons and become global citizens ready to contribute to an interconnected world (Tables 15.1, 15.2, 15.3, 15.4, 15.5).

15.4 Recommendations

15.4.1 Policy Recommendations for Effective Internationalization

Developing Comprehensive Internationalization Strategies to enhance the effectiveness of internationalization efforts, it is crucial for institutions to develop comprehensive strategies. These strategies should encompass all aspects of internationalization, including student mobility, curriculum internationalization, research collaborations, and institutional partnerships. The strategies should be aligned with the institution's mission and

Table 15.2 Challenges in internationalization of HEIs

Challenges	*Faculty (%)*	*Staff (%)*	*Students (%)*	*Alumni (%)*
Quality Assurance and Accreditation	90	97	92	90
Language and Cultural Barriers	84	82	68	100
Financial Implications	78	87	72	89
Brain Drain Concerns	96	75	75	85
Social Integration and Student Support	99	62	69	80

Table 15.3 Benefits in internationalization of HEIs

Benefits	*Faculty (%)*	*Staff (%)*	*Students (%)*	*Alumni (%)*
Academic and Pedagogical Benefits	96	95	68	78
Cultural and Global Competence Development	70	91	75	75
Economic Benefits	84	88	77	67
Social and Diplomatic Advantages	86	88	60	65

Table 15.4 Implications of internationalization on HEIs

Implication for HEIS	*Faculty (%)*	*Staff (%)*	*Students (%)*	*Alumni (%)*
Enhancing Institutional Reputation and Rankings	100	100	89	92
Strengthening Research and Innovation Capacities	98	92	72	96
Diversifying Revenue Streams	85	97	65	82
Promoting Social Responsibility and Global Engagement	85	95	73	87

goals and should involve key stakeholders from various departments and disciplines. Developing a clear roadmap with specific objectives, timelines, and resource allocation will enable institutions to effectively implement and monitor their internationalization initiatives.

Table 15.5 Implications of internationalization for students

Implications for Students	*Faculty (%)*	*Staff (%)*	*Students (%)*	*Alumni (%)*
Enhancing Employability and Career Prospects	95	95	100	100
Expanding Cultural Horizons	90	96	93	78
Fostering Personal Growth and Self-Development	93	92	100	97
Navigating Challenges and Maximizing Benefits	97	89	87	92

Strengthening Support Structures for International Students International students face unique challenges when studying abroad, including language barriers, cultural adjustments, and social integration. To ensure their success and well-being, it is important for institutions to strengthen their support structures. This can be achieved by establishing dedicated offices or centres for international student services, offering orientation programmes, providing academic and career advising tailored to their needs, and promoting cross-cultural engagement activities. Moreover, institutions should consider implementing financial aid and scholarship programmes specifically for international students to alleviate their financial burdens.

Facilitating Faculty and Staff Mobility Faculty and staff mobility plays a crucial role in internationalization, as it fosters knowledge exchange, research collaborations, and curriculum development. Institutions should establish mechanisms to facilitate international mobility, such as sabbatical programmes, research grants, and partnerships with international institutions. It is important to provide support for faculty and staff members, including assistance with visa processes, housing arrangements, and cultural integration. Encouraging international experiences for faculty and staff will not only enrich their professional development but also enhance the global perspectives within the institution. In order to make education sustainable, there should be more focus on teacher education, teacher-student ratio, and infrastructural facilities in all higher institutions.

Promoting Ethical and Equitable Partnerships International partnerships are essential for effective internationalization, but they should be established and maintained based on ethical and equitable principles. Institutions should conduct thorough due diligence before entering

into partnerships, ensuring compatibility in terms of academic standards, values, and objectives. Collaboration should be based on mutual benefit, respect, and shared responsibilities. Institutions should also prioritize diversity and inclusion in their partnerships, promoting collaborations with institutions from diverse geographic regions and underrepresented communities. Regular evaluations of partnerships should be conducted to ensure their alignment with institutional goals and values.

Investing in Language and Intercultural Training Effective communication and intercultural competence are crucial for successful internationalization. Institutions should invest in language and intercultural training programmes for both domestic and international students, faculty, and staff. Language training should focus on improving proficiency in the languages commonly used in international academic and professional contexts. Intercultural training should promote cultural awareness, sensitivity, and competence, helping individuals navigate cross-cultural interactions effectively. These programmes can be offered through language departments, dedicated language centres, or specialized institutes, both on-campus and through online platforms.

Practical Implications: The research paper explored the internationalization of higher education, analysing its current trends, challenges, and implications for institutions, students, and society. Furthermore, it discussed the potential benefits and drawbacks associated with internationalization efforts and will present a comprehensive plan of recommendations for effective implementation in an ever-changing educational landscape.

Therefore, this study envisages to make significant contributions to the field by investigating and analysing various aspects of the research topic. The key findings have provided valuable insights, which can be used to inform decision-making, policy development, or theoretical frameworks. However, it is important to acknowledge the limitations of this study.

Researchers and stakeholders will be able to consider the implications of these findings in practical applications and future endeavours. By continuing to explore the suggested future directions for research, we can uncover new knowledge, refine existing theories, and address emerging challenges within the field.

Ultimately, the findings and conclusions of this study serves as a stepping- stone for further exploration and inquiry, fostering a continuous cycle of knowledge generation and advancement. It can also help us

to think critically, to rethink and reorder practices that are in alignment with educational goals and values.

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CHAPTER 16

A Case Study on International Business Education Practices in Canada and India

Jyoti Kukreja and Kritin Khanna

"Education is the passport to the future, for tomorrow belongs to those who prepare for it today." - Malcolm X.

16.1 Introduction/Purpose of the Study

Indian students are increasingly drawn to Canada for higher education due to a combination of several compelling factors such as quality education, diverse course options, global recognition, multicultural environment, safety, quality of life, post-study work opportunities Lam and Triandafyllidou (2024), enhancing dexterity in multilinguality including excellence in English (as English is a second language in India) and

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other international language skills, research opportunities, scholarships and financial aid, and most importantly global perspective.

Canada is known for its high-quality education system that supports an inclusive environment (Buckner et al., 2021). Canadian universities consistently rank among the top in global university rankings. Indian students are attracted to the world-class education offered in various fields of study. Canada offers a wide range of academic programs and courses, catering to diverse interests and career aspirations. Whether students are pursuing STEM (Science, Technology, Engineering, and Mathematics) fields, social sciences, business, or the arts, Canada has a program to suit their needs (Areepattamannil, 2011). Vosko (2020) revealed essential insights on international mobility of those who had completed their course from abroad. He corroborated the same citing the high median salary of those who had traveled miles across the borders and furnished necessary skills that prepared them for the global landscape. The concept of TFWP (Temporary Foreign Worker Program) raised the issue of national competition. The in-built approach comes with the challenge of the colonial contexts of migration and mobility. An educational credential from a Canadian institution holds value in the global job market, making it an attractive option for Indian students seeking an international career (Crossman et al., 2022). Hamza et al. (2021) through their test retest validity mentioned improvement of mental health of the female students during the COVID-19 era. Christine and Stern (2022) researched into the transitional aspects of the respondents. Universities adopted new technologies that prompted collaborative learning for both the teachers and learners (Li et. al., 2021). Indian students find a welcoming environment where people from various backgrounds coexist harmoniously. This multicultural atmosphere fosters cross-cultural experiences and enriches the overall education and life experience (Yu, 2023). Canada's emphasis on environmental sustainability also contributes to a clean and healthy living environment. Canada offers generous post-graduation work permit programs (PGWPP) that allow international students, including Indians, to work in Canada after completing their studies (Marom, 2023). This provides valuable work experience and the opportunity to apply for permanent residency. Canada has established immigration pathways, such as the Express Entry system, that make it easier for international students to transition to permanent residency. This appeals to Indian students who see Canada as a long-term destination for both education and career growth. Studying in Canada provides an excellent opportunity for Indian

students to improve their English language skills, as English is one of the official languages (Kubota et. al., 2023). Additionally, students studying in Quebec have the chance to enhance their French language proficiency. Canadian universities are known for their research programs and opportunities. Indian students interested in research and innovation find Canada an ideal place to pursue their academic and research ambitions. Canadian universities offer a range of scholarships, grants, and financial aid options to international students. These opportunities can help alleviate the financial burden of studying abroad. Studying in Canada exposes Indian students to a global perspective, helping them broaden their horizons and develop a more comprehensive understanding of international issues (More, 1984).

Students worldwide are attracted to Canada for its top-notch education, diverse and inclusive society, post-graduation work opportunities, and the potential for a high-quality of life. Canada's immigration policies and emphasis on safety and multiculturalism make it a favored destination for Indian students seeking a well-rounded and enriching educational experience. In a world where borders are becoming increasingly porous, the pursuit of higher education and career opportunities has transcended geographical boundaries (Jampaklay et. al., 2022). One such inspiring journey is that of an Indian student who embarks on a life-changing adventure to Canada. This case study explores the story of two students: Raman and Suman (names changed) who had no qualms of making a move abroad. Raman suffered through the low-self-esteem due to repetitive social and emotional embarrassment. Facing the ugly issue of body shaming in his own native land as he was short and fat made him mentally both disturbed and strong. Though he tried medication, nothing seemed to have an impact on him. A family acquaintance of his mentioned that due to a good AQI (Air Quality Index) his excess weight could be off beaten due to waterfalls and other scenic beauty which necessarily propels an individual to stroll and not stick to homes playing indoor games. India due to bad climatic conditions forces people to stay at home. Thus, increasing their metabolism and putting to rest gastrointestinal issues.

They are both interested to expand their learning horizons and undergo a real-time ground exposure of sitting in a foreign land and both put to test and hone their skills set of communication, networking, etc. These had been from the same batch of BBA and were from a good school background. Inspired by their dreams and to challenge their

comfort zones they started to explore not only themselves on the international landscape but the universities to opt for too. The qualification criteria included the reviews of the existing Indian students, curriculum, fee structure, accommodation, other cost of living indices, etc.

This is a case of Raman who is a diligent and ambitious student, recently graduated with a Bachelor of Business Administration (BBA) degree from a reputed university of India. Fueled by a desire to broaden his horizons and equipped with dreams of a global career, Raman made the life-altering decision to pursue a Master of Business Administration (MBA) in Canada. This case study chronicles Raman's journey, shedding light on the challenges and triumphs he encountered in the pursuit of higher education on foreign soil. Cultural adaptation, homesickness, and financial pressures are part of the journey. Navigating complex immigration rules while balancing academics with work permits, language barriers, and building a social network are constant hurdles. Seeking campus support services and fostering resilience become crucial for overcoming these challenges and thriving in this new academic and cultural environment.

Canada has become a popular destination for Indian students seeking higher education and career opportunities abroad. While the country offers a welcoming environment and excellent education, Indian students often face several challenges during their stay in Canada. There are significant soft skills issues which makes it cumbersome for the students to prevail happily and successfully escalate in their career trajectories (Molodynski et. al., 2021). One of the primary challenges for Indian students in Canada is cultural adjustment (Roberts, 2023). The stark differences in language, customs, and social norms can be overwhelming. Adapting to a more liberal and diverse society can take time, and some students may feel homesick or isolated during the initial stages. Cultural adaptation, homesickness, and financial pressures are part of the journey. Navigating complex immigration rules while balancing academics with work permits, language barriers, and building a social network are constant hurdles. Seeking campus support services and fostering resilience become crucial for overcoming these challenges and thriving in this new academic and cultural environment.

Kalervo Oberg's Culture Shock Theory describes the psychological and emotional disorientation experienced by individuals when they encounter a new and unfamiliar culture. According to Oberg, culture shock involves a series of stages or phases through which individuals typically progress

when exposed to a different cultural environment. The emotional experiences traverse from mimicry of cultural norms intertwined in the web of anxiety attacks and a subconscious mode of avoidance (Nguyen, 2024). Both Rajesh and Suman felt socially and emotionally conscious and ill-at-ease in the group conversations. The longing for long and emotionally rich conversations was replaced with short mindful discussions marked by skepticism. Sinha et al. (2000) reported through their empirical work that Indian students scored low on self-esteem and social support as they have emotions focused upbringing patterns.

Further, to make the matters more challenging issues of **acclimatization** were also experienced. Canada is known for its harsh winters, and Indian students, particularly those from regions with milder climates, struggle to cope with the cold, snowy weather. Adapting to the harsh winters, with extremely cold temperatures and heavy snowfall in many regions, has been a notable adjustment, especially coming from a warmer climate. This adjustment can affect their physical and emotional well-being, making it essential to invest in suitable winter clothing and learn to navigate the challenges of winter.

Both the students found themselves swept under the **academic pressure.** The rigorous academic standards in Canadian universities were reported demanding for Indian students. The transition from the Indian education system, which often emphasizes rote learning, to a more research-based and analytical approach in Canada is most definitely challenging. It is difficult to keep up with coursework, leading to stress and academic pressure.

Fiscal inflexibility is another challenge that students face while they try to step in the independent cultural system scenario. The social structure of the western part of the world is to cultivate productive and objective workplaces with high levels of emotional intelligence. Studying in Canada can be expensive, with tuition fees, living costs, and healthcare expenses. Indian students often rely on scholarships, part-time jobs, or loans to finance their education. Managing finances can be stressful, and many students struggle to find suitable employment and sustain in the same.

Balancing work and studies can be a significant challenge. While Canada offers opportunities for part-time employment during studies and full-time work after graduation, managing both can lead to burnout. Juggling work, academics, and personal life can be exhausting and impact mental health.

Finding suitable and affordable housing in Canada's major cities, such as Toronto and Vancouver, can be a significant challenge. Indian students may face stiff competition for limited rental properties, and the cost of living in these cities can be high. This can lead to overcrowded living situations or long commutes. Canada's treatment of Indigenous peoples reveals ongoing issues like land rights disputes, systemic discrimination, and inadequate living conditions, demanding urgent attention.

Access to healthcare can be a concern, especially for international students who may not be familiar with the Canadian healthcare system. While most universities offer health insurance plans, navigating the healthcare system and understanding the coverage can be daunting. While Canada boasts a publicly funded healthcare system, significant wait times for certain medical procedures and specialist appointments can be a reality.

Feelings of isolation and loneliness are common among international students, including those from India. Being away from family and friends in a foreign country can take an emotional toll. It's essential for students to actively seek out social support networks and engage in extracurricular activities.

Some Indian students may encounter cultural stereotypes or biases, although Canada is generally considered a tolerant and diverse society. Dealing with preconceived notions about one's culture or background can be challenging and emotionally draining.

Navigating visa regulations, renewals, and work permits can be complex and time-consuming. Students must stay updated on immigration rules to ensure they remain compliant with Canadian law (Chand, 2024). The cost of living, especially in major cities like Toronto and Vancouver, can be overwhelming. Housing, in particular, poses a significant financial challenge, making affordable accommodation hard to find.

Education outcomes are especially oriented for high end paying jobs. As an international student, the hurdles include the demand for Canadian work experience and recognition of foreign qualifications. While Canada offers numerous opportunities for Indian students, they also face various challenges during their academic journey. These challenges, ranging from cultural adjustment to financial burdens, can be demanding, but they can also lead to personal growth and resilience. Many Indian students successfully overcome these obstacles and go on to build successful careers and fulfilling lives in Canada. Support networks, both within the Indian

community and among Canadian institutions, can play a vital role in helping students navigate these challenges effectively.

Raman and Suman both underwent a strenuous academic journey in Canada which was filled with challenges and opportunities. Adapting to a new educational system, he had to adjust to different teaching methodologies and a diverse cultural environment. However, he soon found himself thriving in the inclusive and intellectually stimulating atmosphere of his university. The multicultural classroom provided a unique perspective, enriching his academic experience.

One of the most significant aspects of Rajesh's journey was cultural assimilation. They were exposed to a diverse and inclusive society where people from various backgrounds coexisted harmoniously. Engaging with Canadians and fellow international students helped him develop a global perspective and cross-cultural communication skills. They found several work opportunities irrespective on gender basis and biases. Canada's flexible policies allowed both Raman and Suman to work part-time during their studies, helping them gain valuable work experience while sustaining their living expenses. The post-graduation work permit program (PGWPP) enabled them to work full-time after completing their degree, kickstarting their career in Canada. Raman's determination and dedication paid off as he secured a job with a renowned technology company in Toronto but Suman being brought up in the timid environment of family due to the country used to feel under-confident and started with an executive profile while trying hard to beat her own emotional battles. Their quality of life significantly improved though. Canada's excellent healthcare system provided them with peace of mind, knowing that they both had access to world-class medical care. Additionally, Canada's commitment to environmental sustainability and safety contributed to a safe and clean living environment. Hailing from the country which is characterized by severe competition due to the problem of overpopulation led to building soft skills battles such as low self-worth, lack of self-acceptance, low self-acceptance among many other social discomforts experienced from time to time. Further, from the weather perspective, the bitter Canadian winters were a stark contrast to the mild Indian climate, requiring him to adapt to extreme weather conditions. Furthermore, adjusting to the high cost of living in cities like Toronto was a financial challenge. Nonetheless, Rajesh's resilience and resourcefulness helped him overcome these obstacles.

16.2 Design/Approach/Methodology

A comparison of the curriculum of Degree level courses of a recognized Government University/Body (ies) in India vs that of Canada is drawn. The rationale of how internationalization of curriculum has been incorporated is adumbrated along with the critical key success factors of the best students moving abroad to enhance their intellectual contours. Alam and Mohanty (2023) recommends through their research on engineering students that a module on happiness maintenance be included in the curriculum of all scholarly students. To make the case comprehensive, inclusion of selection tests which facilitate shortlists and scholarship from universities abroad is identified. Further, a comparison of teaching and learning methods of the course in India vs Canada as the main crux of the case shall be the substantial discussion in the chapter discussion. The learning pedagogy of the various international universities is not necessarily based on the physical presence in the class but evaluation of conceptual understanding is done in the form of timely submission of assignments. He was contacted for his superior communication skills and his excellent work experience of working with best companies in India and abroad.

16.2.1 Methodology

Twenty three focus in depth interviews who aspire to study abroad and those not were conducted with the Indian students who have opted to study or have studied in Canada and their experiential analysis is reported. The study delves at both program level competencies and employment level competencies of these courses. A student of today is a global citizen.

This is a case of the students who have graduated from India and have been granted admission in the various private universities of Canada. Those who have scored well and groomed themselves have developed their dreams into reality of securing for them a future on the global landscape. Marom (2022) mentioned that students undergo various transformations that are inside out. Changes such as mental transformation, emotional well-being in a social context are significant as learning is a memory-based outcome of the various instructions followed.

Indian students in Canada face a range of challenges related to work and study, but they also develop strategies and seek support to overcome

these obstacles. Following is how Indian students typically deal with these challenges:

Indian students often face the challenge of balancing their academic commitments with part-time work to support themselves financially. To manage their time effectively, they create schedules, prioritize tasks, and set clear goals for both work and study. Time management skills are essential for staying on top of coursework while earning a living.

When dealing with academic pressure, Indian students in Canada seek academic support resources provided by universities. These may include tutoring, writing centers, and study groups. They also engage with professors and teaching assistants to clarify doubts and seek guidance.

Indian students work on adapting to Canadian culture by actively participating in cultural exchange programs, joining multicultural clubs, and forming friendships with local and international students. This helps them gain a better understanding of Canadian society and develop a more inclusive worldview (Han et al., 2022).

To handle financial challenges, Indian students create budgets to track expenses, explore scholarship opportunities, and often work part-time jobs within the limits of their study permits. They may also seek financial advice from student services or local banks to make informed decisions about managing their finances. Earning by working for trivial random jobs is a need for students. Further, owning a car is not a luxury but a necessity for all the residents. To top it all, not only the car but its insurance is also almost mandatory. Such financial responsibilities make living a complex task.

Navigating the Canadian healthcare system can be challenging, but Indian students typically educate themselves about the healthcare services available to them through their university's health plan. They also seek advice from university health services or local clinics when needed, ensuring they understand their coverage and how to access healthcare.

Indian students address housing issues by starting their search for accommodation early, exploring various options such as on-campus housing, shared apartments, or homestays. They may also consult with university housing services or student housing associations for assistance in finding suitable housing.

Maintaining a work-life balance is crucial for Indian students. They set boundaries for their work and study hours to avoid burnout. Additionally, they engage in extracurricular activities and social events to relax and build a support network, which helps alleviate stress.

Indian students often connect with the Indian community in Canada, either through student associations, cultural festivals, or religious groups. These connections offer a sense of familiarity and a support system for students to share experiences and seek advice.

Building professional networks is essential for career growth. Indian students attend networking events, career fairs, and workshops organized by their universities or industry associations. They also leverage platforms like LinkedIn to connect with professionals in their field of interest. To deal with visa and work permit challenges, Indian students stay informed about immigration rules and regulations. They may consult immigration advisors at their universities or seek legal counsel if needed to ensure they comply with Canadian immigration laws.

16.2.2 Limitations

The case is bound with the limitations such as restricted geography, types of educational institutions experience and subjective perception of students, access to digital infrastructure and the set of respondents.

16.3 Results/Findings

The case discussed the common areas of teaching and the best practices that can be learnt from each other. The case is an excellent eye opener to the various strategic aspects as well as modus operandi of key deliverables. Over the years, both Raman and Suman's career blossomed as he climbed the corporate ladder. Canada's meritocratic society rewarded their hard work and dedication. They continued to engage in lifelong learning, taking advantage of professional development opportunities and networking events. Eventually, they became a valuable asset to their company, contributing to the Canadian tech industry's growth. This overall and real-time development went missing during the term of COVID-19 (Firang & Mensah, 2022).

The concurrent economic challenges cannot be overruled but a perspective to manage through them is essential. A formation of the Indian community is essential to help the new immigrants and not only for India but for Asia and other such parts of the world. Significantly, the consultants who process documents of transition should provide not a rosy but a realistic picture. This is essential to absorb the cultural shock

that an individual may experience. India as a country culture rears sensitivity and dependence while the other part of the world makes objective and not emotional decisions. Thus, the country in order to assimilate the people from different geographies must advertise the cost of living well beforehand so as to facilitate economic ease and not economic pressure.

16.3.1 Practical Implications

The study is an essential guide who foresees their future studies abroad and the challenges, policies, and opportunities they are ignorant of. This case shall be useful for supporting policy makers to develop a curriculum which gears students for international work and living opportunities. Awareness and implication of such policy changes for the demographics, psychographics, and lifestyle patterns changes.

16.3.2 Policy/Social Implications

The present case is an essential read for gearing students to become global citizens for understanding the various geography-based populace perspectives. The social coagulation perspectives and patterns will help the decision makers such as students, parents, banks assisting educational loans to know the pattern of changes and challenges.

16.3.3 Theoretical Implications

This study provides valuable insights which are essential for all stakeholders who support education, especially the paradigm shifts of the geographical context and the demographic changes. Further, the set of factors that lead to changes in curriculum policy development to improve international mobility experience, international teaching partnerships, international research partnerships, internationalization of the Indian and Canadian curriculum and nevertheless preparation of educators and leaders for schools and educational systems. The case adds to the existing body of knowledge the various compelling infrastructural elements that aid foreign land transition, especially Canada.

16.4 Conclusion

Integration into Canadian society, despite its reputation for inclusivity, comes with challenges. In summary, Indian students in Canada tackle the challenges related to work and study through a combination of time management, academic support, cultural adaptation, financial planning, and seeking out various support networks. These strategies enable them to not only overcome obstacles but also thrive academically and personally during their time in Canada.

Cultural differences, language barriers, and the need to build a new social network can be isolating for newcomers. Rajesh's journey from India to Canada for higher education and work is a testament to the power of determination, adaptability, and hard work. His story exemplifies the opportunities available to international students in Canada and the nation's commitment to fostering a diverse and inclusive society. Rajesh not only achieved his academic and career aspirations but also enriched his life through cultural experiences, ultimately becoming a contributing member of Canadian society.

This case study serves as an inspiration to countless other aspiring students who dream of pursuing their educational and career goals in a foreign land. It highlights the transformative power of international education and the potential for personal and professional growth that comes with embracing new experiences and challenges in a globalized world. It highlights critical factors influencing the experiences of Indian students in Canada, including academic motivation, cultural transitions, identity negotiations, and coping mechanisms. The studies collectively underscore the need for institutions to provide comprehensive support systems that address the unique challenges faced by international students. By fostering inclusive environments and offering targeted interventions, educational institutions can help students navigate the complexities of studying abroad and achieve their full potential.

Integration into Canadian society, despite its reputation for inclusivity, is not without its challenges. Cultural differences, language barriers, and the need to build a new social network can be isolating for newcomers and for the natives too (Campbell, 2021). Austen (2021) brings forth the point of native Canadians losing their indigenous identity. Rajesh's journey from India to Canada for higher education and work is a testament to the power of determination, adaptability, and hard work. His story simply epitomizes the opportunities present for international

students in Canada and their commitment to enhancing a diverse inclusive society. A lot more was achieved by this young man within his academic goals and career success but also lived through cultural influences that enriched the life of one who eventually joined the Canadian public.

This case study is indeed an inspiration for many other aspirant students who dream of continuing their education and furthering their professional horizons in a foreign land. It showcases the extent of transformation brought about by international education and, indeed, pushes one's limits in terms of personal and professional expansion with such new exposures and challenges in this globalized world. It points out critical factors that influence the experiences of Indian students in Canada, such as academic motivation, cultural transitions, identity negotiations, and coping mechanisms. The studies collectively underscore the need for institutions to provide comprehensive support systems that address the unique challenges faced by international students. In this way, educational institutions can help students navigate the complexities of studying abroad and reach their full potential by fostering inclusive environments and offering targeted interventions.

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