

INNOVATIONS: AN ACTION TOWARDS INTERNATIONALIZATION IN HIGHER EDUCATION

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Abstract

Higher Education has now become a real part of the globalization process: the cross border matching of demand and supply. As a result, higher education can no longer be viewed in a strictly national perspective. This calls for a broader definition of internationalization, which embraces the entire functioning of higher education and not merely a dimension or aspect of it, or the actions of some individuals who are part of it. Innovation is an important driver of internationalization at the education level. Innovation and internationalization of the education sector are two of the most important factors determining educational success today. This paper will contribute to the debate on innovation as a helpful tool in the hands of various stakeholders working in the field of internationalization of higher education. It will argue that there are limits to internationalization of innovation systems due to their national distinctiveness and their path dependence. This article discusses the dynamic and mutual interdependency in the innovation and international expansion of Higher education.

Introduction

Innovation is an important driver of internationalization at the education level. Innovation and internationalization of the education sector are two of the most important factors determining educational success today. Innovation is the mother of Globalization, Universalization and Internationalization of Education. It is only Innovation or the Technology who gives the birth to Internationalization of Higher Education. Degree of novelty and technological advancement is basically associated with the innovation.

Higher Education has now become a real part of the globalization process: the cross border matching of demand and supply. As a result, higher education can no longer be viewed in a strictly national perspective. This calls for a broader definition of internationalization, which embraces the entire functioning of higher education and not merely a dimension or aspect of it, or the actions of some individuals who are part of it. Internationalization is broadening from its initial and almost exclusive focus on student exchange, it has developed into a concept including curricular reform, improvement of quality in education and research and institution-wide strategic development. An international dimension is integrated into the teaching, research and service functions by introducing international cooperation, student and staff exchange,

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recognition measures, internationalized curricula, etc. International mobility of the workforce, the globalization of the economy and the use of information and communication technology (ICT) are among the most important factors that give rise to the internationalization of education. It is ICT which enables institutions to deliver their programmes and services internationally and on a large scale to a virtual and borderless world.

Why innovations for Internationalization of Higher Education?

Internationalization promotes from brain drain to brain circulation with the help of innovations.

Innovation reduces migration of human resources on the name of higher education.

Innovation also reduces educational cost and distance factor

The literature of national innovation systems has addressed the national level as a significant framework for interaction between knowledge institutions and industry striving to learn and innovate.

Internationalization depends upon capacity of innovation or degree of novelty of university or institutions product and processes such as innovation is dependent on a network of organizations and institutions.

Technology transfer, knowledge exchange and collaboration across borders depend on national specific contexts and international integration.

Technological linkages include both formal collaboration and informal networks.

Innovation and internationalization boost employment and productivity growth.

Innovation is an important driver of internationalization at any level.

Innovation develops scientific attitude or outlook in international relationship.

Innovation helps in maximum coverage and mass coverage in any field A traditional university or higher education institute has 3 basic functions: discovery, memory, and mentoring. While executing in all 3 functions universities requires enormous financial resources to maintain vertical integration. Only a few elite universities have enough financial resources to function all 3 basic functions at the high levels. However, over the last 62 years many universities have tried to follow the vertical integration Harvard model. Many universities found themselves either unable to execute or executing poorly in their key mission areas. This is especially true for public universities associated with cash short of money and depend on central and states government.

The rapidly increasing cost of Higher education comparative to inflation has led many to increasingly question the cost to value of that education, and the increasing opportunities for lower cost disturbing solutions. With the help of innovation or technology future universities

operate all year without interruption; include more students from all over the world; develop more focused curriculum with ICT; enhance their mentoring or teaching and learning process ; With higher accessibility and equality; establishing more community; combine in-class/off-line classes; award 3 year degrees; More efficient and trained staff; Excellence in education; Diversify Source of Faculty and Students and lower operational costs.

University success will be changed in the future and move more towards the measurement of quality and the cost of education, and less on numbers such as faculty prestige, publications, merit scholars, etc. Universities that survive the renovation will need to innovate in terms of areas where they focus their decreasing resources.

Types of Innovation in Education System

Innovation in infrastructure.

Innovation in medium of instruction, Teaching –Learning processes.

Teaching Methods and Techniques

Innovation in mode of instruction like use of ICT.

Innovation or restructuring of Curriculum.

Innovation in Courses or Launching new degree or diploma programme.

Innovation in selection of teaching staff (multicultural and trained staff).

According to Levine (1980) there are five basic types of innovation, each of which has its own advantages and disadvantages as well as its own rationale.

1. *The establishment of new institutions*

The establishment of new colleges or institutes is the easiest way to establish a non-traditional institutional mission. Internationalization strategies aim to diffuse the international dimension throughout entire institutions and their various programmes, this model can definitely be observed, for example those institutions or colleges which are established as separate institutional structures in order to contain international programmes.

Advantages:

- Avoids the effort that would be needed to change the existing structures within the university.
- Avoids the effort to reorient its faculty and students to the international dimension.
- Avoids the effort for legal formalities to international programmes.
- Related to the fact that they are taught in a different language.
- They are leading to an international degree.

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Disadvantages:

- The formation of new colleges is costly.
- High expectations imposed there on.
- It can be incompetent, when over- or under-capacity cannot be compensated for due to separate organizational structures and administrative mechanisms between the college and the parent organization.
- These institutions especially meant for foreign students, in that case, opportunities for integration with domestic students and for mutual, cross-cultural learning are not exploited.
- Also, other forms of synergy between faculty and programmes may become more difficult when the innovation takes place outside the existing institutional context.

2. *Innovative enclaves within existing organizations*

Introduce a specific location, unit or experimental programme within the institution in which the innovation is to be implemented. It is a quite popular way of introducing the international dimension into higher education. A special programme or unit within the institution is created in order to accommodate international courses for international groups of students, sometimes involving international faculty as well.

Advantage:

- Room/Unit/Cell for experimenting with international activities is created in a relatively inexpensive.
- Easy to implement without changing the status and mainstream processes of the institution.
- Such special units allows the university to respond to developments as they reach across Traditional university boundaries and link up with outside organizations and groups.
- It also enables a link between new units and the traditional organizational structure in order to anticipate new scientific and social developments.
- Such units may also exist for cooperation with industry, continuing education, knowledge transfer, etc.

Disadvantage:

- Such international programmes or units may become isolated from the rest of the institution.
- Prevent the institution from making the organizational change needed to adopt an international dimension throughout the institution.

3. *Holistic changes within existing organizations:*

Holistic change means the adoption of a major institutional innovation with a unified and logical purpose. In spite of the many mission statements that declare that institutions are truly international in spirit, mission and profile, and notwithstanding that many internationalization strategies are so ambitious as to internationalize the institution's major functions such as research, teaching and service.

Advantages:

- This type of innovation is very infrequently observed in the context of internationalization.
- Established higher education institutions get the first place, nationally based organizations, that perform international activities in addition to their national role and mission.
- Institutions get national importance that integrates an international dimension into their national mission.

Disadvantages:

- This type of innovation is the least common in higher education.
- It is most difficult to gain acceptance.
- It is the least likely to reach the institutionalization stage.
- The risks are high in this type of innovation the old is replaced by the new thus nothing to fall back on.

4. ***Piecemeal changes within existing organizations***

These innovations are the most common forms of change in higher education and easy to implement. They do not affect the institutional mission, function or its organizational principles. Without affecting the basic structures and mission of the institution, many small and non-mainstream activities can be developed, such as exchange arrangements, international courses, excursions and intensive programmes. These series of smaller international activities are plan to develop an institution-wide internationalization strategy has ultimately emerged. However, it should be noted that in some cases such an institutional strategy is nothing more than a series of separate and small activities.

Advantages:

- It is generally done at a 'grass roots' level.
- It is quite dependent on an individual staff member responsible for it.
- These innovations can produce more substantial change within the institution

5. ***Peripheral changes outside existing organizations***

This innovation as 'the establishment of institutions or changes within institutions that are not traditionally associated with higher education, but that have an effect on the activities of existing colleges and universities', for example establishment of degree-granting programmes by commercial corporations to become competitors with traditional higher education institutions. At present, this type of innovation seems in the form of virtual universities. Virtual universities operate trans-nationally easily; mode of delivery of programmes is supported by ICT. Fast growing of virtual university, distance and open

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learning emerge threat and have an impact on present higher education. These mode provide flexible delivery (distance learning) in order to reach out to international students while seeking enhanced cooperation with other higher education institutions and/or corporate. These peripheral changes are among the most important pushes for new developments in the internationalization area for the future. It is most interesting to see how traditional higher education institutions are responding to this challenge and to speculate on what types of innovations will result from within these organizations.

Conclusion

Mostly, innovative efforts focus on the first three stages and in many cases it is believed that the third stage (implementation) is the conclusion of the innovation process, as by then the adoption of something new, which was the aim of the innovation, has been achieved. However, institutionalization is the most critical phase for any innovation and the organization adopting it. Innovations in higher education institutions may arise easily and often, but their diffusion will be difficult and will mainly take place through communication between colleagues.

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