Internationalization of Quality Assurance in Indian Higher Education System

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Internationalization of Quality Assurance in Indian Higher Education System

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Abstract: Internationalization and quality assurance (QA) in educational institutions has become the main consideration for most policymakers worldwide. Internationalization becomes crucially important in the development of societies and economies across the globe. The internationalization of the QA policies of higher education creates knowledge-based economies, citizens, and countries. Knowledge-based economies, countries stand at high in providing sustainable employment opportunities, with world-class living standards. This study aims to examine current trends in internationalization addressing the main drivers of QA policy in the Indian educational institutions' system. Further, the study highlights the internationalization impact on QA policies of Indian higher education. The study applies the exploratory cum descriptive research methodology. Various research papers, articles, online interviews, discussion, speeches, brainstorming sessions of key policymakers of Indian higher education are reviewed**.

Keywords: Internationalization; Quality Assurance; Indian Higher Education

1. Introduction

The ancient Indian Education was based on the Vedic learning system, and this system defined education as follows:

Na chorharyam ("No one can steal it"), Na cha raj haryam ("No authority can snatch"),Na bhratubhajyam ("Not divided among brothers"),Na cha bharkari ("Not heavy to carry"),Vyayekrutevardhartev nityaam ("As you consume or spend, it increases; as you share, it expands"), Vidya dhanam sarva dhane pradhanam ("Education (Vidhya) is the best wealth among all the wealth anyone can have"), Vidya dadati vinayam ("Education gives Humility"),Vinaya dadati paatrataam ("Humility gives Character"), Paatratva dhanamaapnoti ("From character one gets wealth"), Dhanaat dharmam tatatsukham ("From wealth one gets righteousness in righteousness there is a joy") (Anchita, 2019).

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Hence, due to traditional Vedic belief still, in most parts of India, the educational institutions are treated and respected like a temple, and all the temples strictly follow certain rules and quality standards guidelines to maintain purity. In the case of education, the meaning quality stands for an education system which majorly focuses on the development of whole society, family and child regardless of religion, gender, race, geographic location, economic status, social status and develops social, emotional, mental, physical, and cognitive skills among them. The actual meaning of education is to prepare a child to develop his individuality and fulfils his possibility with the help of knowledge, and it is the knowledge that has enabled humanity to make progress. As Bacon said that the "Knowledge is power," and to check the level of power, certain guidelines and standards exist. Similarly, "Quality" is a worldwide standard to evaluate and check the outcomes of education.

Quality Assurance (QA): QA is a systematic and planned review process in an educational institution or a program to improve its quality, equity, and efficiency. All over the world, educational institutions adopt different models of quality assurance focused on regional, national, and institutional models, e.g., the USA Malcolm Baldrige National QA process, "ISO 9000-2000", US Capability Maturity Model, Motorola's Six Sigma QA model, and Total Quality Management process. In the Indian context, "National Board of Accreditation" (NBA), the "National Assessment and Accreditation Council" (NAAC), the "Distance Education Council" (DEC), and The Indian Agricultural Research Council (ICAR) are recognized as one quality assurance process model, which is primarily process-oriented and emphasizes the application of the quality assurance framework. We will further discuss the NBA. NAAC, DEC, and ICAR quality assurance models only as the study focused on the Indian educational system.

"National Board of Accreditation" (NBA) was constituted by the "All India Council for Technical Education" (AICTE), India "to conduct periodic assessment and evaluation of technical institutions or programs in India (NAAC, 2004). The NBA evaluated all technical institutions based on eight main criteria such as Organization and Governance, Financial Resources, Allocation and Usage, Physical Resources, Faculty Staff, Students, Teaching-Learning Processes, Complementary Processes, and Research and Development. On the other hand, the National Assessment and Accreditation Council (NAAC) evaluated education institutions based on seven criteria: Curriculum Dimensions, Teaching-Learning and Evaluation, Research, Consultancy and Extension, Facilities and Learning Services, Student Support and Advancement, Governance, Leadership and Management, and Innovation and Best Practices (NAAC, 2005; ICAR, 2002). The third model, the Indian Agricultural Research Council (ICAR), was developed to evaluate and accredit higher education institutions and programs in agriculture and agricultural sciences. The ICAR

evaluation process follows a four-step process: Submission of the self-study report, the peer team visits the institution to review and verify the self-study report, the peer team shall send a comprehensive report with suggestions to the ICAR, and on the final step, the ICAR shall decide on accreditation. The Distance Education Council (DEC) was established under the IGNOU act approved by the Parliament of India to promote, organize and maintain its standards in Open and Distance Learning (ODL) in India (IGNOU, 2006). The DEC follows the five steps of assessment: Institutions needs to apply for approval of the institution and programs through submitting the self-study report, the report and learning materials review by the experts, a team of experts visit the institution to examine the claims made in the self-study and validate them, the expert team submits the report to DEC, and in final, DEC will decide on recognition.

Quality can be represented in multiple domains of information in different ways. Quality assurance models NBA, NAAC, ICAR, and DEC are improvements drawn from the Baldrige model, ISO 9000:2000, Capacity Maturity Model, Six Sigma, and Total Quality Management models developed to address unique needs in particular contexts. The core principle of all these models is self-assessment and external quality assessment.

2. Review of Literature

The top 10 trends in the internationalization of higher education in India were nicely listed and explained with government contribution and active participation in this process by introducing various schemes and sectorial skill development centers with international collaborations (Parri, 2006). Nicely discussed the specific issues of internationalization of Indian higher education, the available opportunities, challenges, way forward (Vijay, 2014). Investigated various models, and the process of measuring the quality of higher education also discussed value and shortcomings and contributions to higher education's assessment procedure (NAAC, 2018). Vijay Sunder nicely explained how to achieve quality excellence in higher education using the six-sigma model: a student engagement model shown in his research work (MHRD, 2020). Gunjan covered and explained how various GOI and autonomous agencies are accrediting and regularizing higher educational institutions in India (AICTE, 2004).

2.1. An Overview of the "Indian Higher Education System"

Indian HES is mainly regularizing at the tertiary/state level by the University Grants Commission (UGC), an independent authority under the control of the ministry of human resource development, Government of India. India's higher education system stands after the USA, China, as the third-largest higher education system globally. As mentioned by "William S. Burroughs, the aim of education is gaining knowledge, not of facts, but values," the Indian HES seriously focused on using higher education as one of the

powerful tools to establish or develop a knowledge-based high-tech and information society during the 21st Century. Now all higher education passed out graduates are considered among the best in the world, and the demand for them is constantly increasing, reflecting the improvement that happened in terms of quality in Indian higher education. The systems have grown from the ancient Guru Kul system, and the European rulers brought the major changes. Later the HES was rapidly grown after independence. Now, India's total HEIs are four times more than both in the USA and entire Europe and stand as the third largest HES in the world (Kaajal et al., 2019). At present, due to COVID-19, the internationalization of higher education is facing unprecedented changes.

2.2. Current Internationalization Trends in Indian HES'

As per MHRD (The Ministry of Human Resources Development), the Government of India's report, the higher educational institutions are broadly categorized in three forms as Universities, Colleges, and Standalone Institutions. There are 993 Universities, 39931 Colleges, and 10725 stand-alone institutions. From the 993 universities, 385 universities are in private management, and 394 universities are in rural areas (Rajkhowa, 2017). Coming to the trends in the internationalization higher education in India, we can describe as follows. Higher education is one of the rapidly growing industries in Indian economies. The number of students opting for international mobility programs is increasing day by day in India. These students opt for global universities and academic excellence centers to study their required programs to enhance their skills. These international mobility programs are in the name of Study Abroad Programs, Dual Degree/Masters Programs, Graduation Programs, Semester Exchange, Short Term Internship or Research Projects, Summer School Programs, Research Programs, and et., Mostly top destinations of these students' lot in the U.S.A., Canada, Australia and UK For a few years i., e., during Trump Government, due to stringent and tightened inbound policies by them, now students are started opting the universities based in Germany, Singapore, New Zealand, Ireland, Italy, China, France, U.A.E. and Bulgaria. Hence as mentioned above, there is a trend of continuous growth in international mobility programs in India.

To achieve a 500 million skilled force by 2022, now the Government of India (GOI) started many skill enhancements programs. Suppose any private institutions are spending on skill development programs for their employees with international or national collaborations, GOI started approving those spending under corporate social responsibility spending. GOI itself launched sectorial skill development councils with various collaborations with international skill development agencies, institutes, and universities. Few of them named as "National Skill Development Corporation" (NSDC), UPSDM ("Uttar Pradesh Skill Development Mission"), a state-level skill development council, "Construction Industry Skill Development Council" (CIDC), Sector-wise skill

development councils, "Prime Minister Skill Development Program" (PMKVY), "Scheme for Higher Education youth in Apprenticeship and skills" (SHREYAS) and many more. Encouraging international skill development institutions to establish they are developing centers in India in the form of NGOs, Collaborated Universities, Institutions, etc.

Initial measures have been taken by India's government to use artificial intelligence (AI) technologies in the education sector. Digital education, online platform education, and AI technologies are encouraged. NITI Ayog has developed a national strategy document on using AI technologies and how to adopt at higher educational institutions and research centers. EduTech start-ups started their AI-enabled centers in India to strengthened India's higher education system.

The policymakers of Indian higher education have started focusing more on internationalizing their educational institutions to make the graduate ready for global requirements by emphasizing an interdisciplinary curriculum to meet the global standards and industry requirements. Collaborations have been increased in merged programs, pathway programs, combined teaching of courses, and programs at higher education institutions by the abroad based faculty and subject experts. GOI collaborated with international institutes and universities under the VAJRA (Visiting Advanced Joint Research Academics) to invite overseas research scientists to promote India as a destination for quality research. Another scheme by the name of SPARC (Scheme for Promotion of Academic Research and Collaborations) was launched to encourage Indian universities to collaborate with international universities worldwide. Private research foundations like Infosys Science Foundation, Azim Premji Foundation, and the Wadhwani Foundation and private universities like O.P Jindal Global University, Amity University, Amrita Vishwa Vidyapeetham, and Ashoka University are few of them who are playing a substantial role in the internationalization process of Indian higher education.

GOI introduced various schemes to internationalize the public higher educational institutions. "RUSA (Rashtriya Uchchatar Shiksha Abhiyan)" helps collaborate between state universities and foreign universities to improve the higher education curriculum with global standards. The Study India program was introduced by India's HRD ministry to keep the focus on attracting international students from selected more than 30 south-east Asian countries. The program enables foreign students to choose renowned Indian institutes and universities by providing seats at an affordable level and a fee exemption for qualifying foreign students ranging from 100 to 25 percent. Similar to this, other significant schemes are implemented by the Indian government, one of which is the "SPARC (Scheme for the Promotion of Academic and Research Collaboration)," which focuses on enhancing the research environment in Indian universities by facilitating academic and research partnerships between Indian institutions and the best institutions in

the world."Ministry of Human Resources Development (MHRD)" also implemented "NIRF (National Institutional Ranking Framework)" national ranking systems to rank national universities on the criteria of Teaching, Learning and Resources, Study and Professional Practice (RP), Graduation Outcomes (GO), Outreach and Inclusivity (OI) and Peer Perception. At the same time, in order to enhance the standard of Indian institutions, the MHRD launched the Institutions of Eminence scheme to grant autonomous status to ten public and ten private institutions to be listed as world-class educational and research institutions. Otherworld ranking agencies like "QS (Qacquarelli Symonds)," "THE (Times Higher Education)" and "US News," etc., have frequently ranked Indian HEIs, which highlights them into the global market.

2.3. QA Momentum in Indian HES

Quality means a timely effort that can state as fitness for society and industry, and at the same time, it should be at minimum cost and effort to society. We can also define quality using various terms such as quality as exceptionality or excellence or quality at zero errors. Few people also tried to define quality as transformation or reshaping the process, threshold, enhancement, etc. The main objective of higher education QA is to ensure that higher education standards and quality are enhanced in order to meet the needs and requirements of key stakeholders, students, business, community, government (in the face of upcoming administrative challenges), parents, teachers, and institutions. India is a developing country, and from the last decade, quality in higher education is a top priority of the policymakers. However, at the same time, while efforts are making to achieve quality, it is important for all key stakeholders that they should construct the common meaning and consider the different challenges related to achieve it at an institutional level, such as the relevance of the curriculum to industry and society needs, cost which is one of the important factors for both learners and management. At the same time, institutions should maintain international quality standards in higher education. During the current pandemic situation, distance education and online education are playing a crucial role for achieving this by offering the quality higher education with a concept of 'fitness for the purpose at minimum cost to society' QA systems in higher education also have to meet the same criteria by helping the HEIs evolving towards the culture of quality.

Coming to the momentum of QA in the Indian HES, the following aspects were placed in front as major drivers. They include public demand keeps on increasing for better performance and quality educational services at higher educational institutions. Due to a revolution in digital and online technologies, situations are improved to widen access and have a clear call from key stakeholders for high efficiency, high quality, high performance, and accountability. There is a need, to say in straight, this is a high time to shape the

national economies with the help of highly qualified, well knowledge, highly skilled graduates to survive and sustain in the present competitive and dynamic world.

Highly talented human executives must protect public resources and use them for higher education better and efficiently. To go and have global skills, cross-border provisions, to gain abroad quality educational services.

2.3.1. The University Grants Commission of India (UGC)

From the Government side, GOI has introduced statutory body accordance with the UGC act of 1956. The University Grants Commission (UGC) is an independent, autonomous body to regularize all higher educational institutions (Universities and Colleges) in India. Stand-alone autonomous institutions are regularizing by UGC and MHRD (Ministry of Human Resource and Development) Government of India.

2.3.2. National Assessment and Accreditation Council (NAAC)

Like various international accreditation agencies for higher educational institutions named with AACSB, ACBSP, IACBE, EFMD, SAQUS AMBA, etc., An independent, autonomous body NAAC (The National Assessment and Accreditation Council) was established in the year of 1994 by UGC to assess and accredited the higher educational institutions in India. Accreditation is a five years' comprehensive assessment of a higher education institution, and it will give an absolute grade. NAAC accredits 304 Universities, 5119 Colleges, and 129 autonomous institutions (NIRF, 2020). In addition to NAAC, the following agencies also accredit and regularize the higher educational institutions in India. They are UGC ("University Grants Commission"), AICTE ("All India Council for Technical Education"), "AIU. ("Association of Indian Universities"), ICAI("Institute of Chartered Accountants of India"), ICSI ("Institute of Company Secretaries of India"), FTII ("Film and Television Institute of India"), AIMA ("All India Management Association"), BCI ("Bar Council of India"), DCI ("Dental Council of India"), DEC ("Distance Education Council"), NIELIT and AKADOEACC, INC ("Indian Nursing Council"), MCI ("Medical Council of India"), NCTE ("National Council for Teacher Education"), PCI ("Pharmacy Council of India"), VCI. ("Veterinary Council of India") NCHRH ("National Council for Human Resource in Health") (AICTE, 2004).

2.3.3. The National Institutional Ranking Framework (NIRF)

In 2015, NIRF was approved by MHRD, India, to encourage national institutions to enhance the level of quality at the institutional level. The system sets out the requirements for the ranking of institutions across the world. The approach is concerned with the overall suggestions of a shared understanding adopted by the MHRD Core Committee to determine requirements for the ranking of various universities and institutions. The criteria

primarily include 'Teaching, Learning and Resources, "Research and Professional Standards,' 'Graduation Results,' 'Outreach and Inclusion,' and 'Perception. The institution will get a standard overall rank and a discipline-specific rank as appropriate, like *"Engineering, Management, Pharmacy, Colleges, Architecture, Law, Medical and Dental "* (UGC, 2020).

2.3.4. Institute of National Importance (INI)

Like Ivy League Universities in the U.S.A., Imperial Universities in Japan, Russell Group of Universities in the United Kingdom, Golden Triangle Universities in Oxford, Cambridge, and London, S.K.Y. Universities in South Korea, TU9 Universities in Germany, C9 league Universities in China, In India also, by an act of Parliament of India, GOI has conferred status with the title of "Institute of National Importance" (INI). The institute serves as a pivotal player in developing highly skilled and talented personnel within its specified region or state. These institutes will get special recognition and funding support from GOI through MHRD. As of June 2020, the Government of India declared 155 institutes with the status of INI, and these all include 23 IITs ("Indian Institutes of Technology"), 15 AIIMSs ("All India Institute of Medical Sciences"),20 IIMs ("Indian Institute of Management Sciences"), 31 NITs ("National Institute of Technology"), 25 IIITs ("Indian Institute of Information Technology"), 7 IISERs ("Indian Institute of Science Education and Research"), 7 NIPERs ("National Institute of Pharmaceutical Education and Research")," 5 NIDs ("National Institute of Design"), 3 SPAs (School Planning and Architecture), 5 CUs ("Central University"), 4 Medical research institutes and ten other specialized institutes (Gunjan, 2020).

2.3.5. Institution of Eminence (IoE)

UGC also introduced a special recognition scheme in India in 2016 in the name of Institution of Eminence (IoE) to give a special status and recognition to 20 institutions in India. These recognized IoE institutions are granted more autonomy, both academically and administratively, and can enjoy more collaboration across the world with universities, research institutions, and colleges. Public institutions got 160 $ million as development grants from India's Government (NAAC, 2003).

2.4. QA Policy and Internationalization of Indian HES

To face competition with the globalized, digitalization and tech-savvy higher educational systems all over the world, at the nation and at the region, to provide maximum satisfaction to key stakeholders in the higher education market, to maintain world-class quality standards at learning, teaching areas, to establish accountability, responsibility culture at all levels of the higher educational institutions, to improve employee morale and

motivation at HEIs, to aim for credibility, prestige, and status for HEIs, to get a prestigious image in the market and visibility quality atmosphere at HEIs, conscious and continuous quality assurance and enhancement practices are must and essential. The broad aim of quality assurance and enhancement practices at HEIs is to aim for fitness for zero effect. Capacity building at all levels and all departments will become the biggest challenge at HEIs, particularly to establish QA.

QA is a continuous process to improve the quality in every aspect of institutions, and it should not be considered a one-time activity or only to secure respective accreditation. The involvement and participation of all stakeholders are required for developing effective and successful QA processes at the institution level. QA is a holistic approach that covers all the processes at a higher educational institution to serve the key stakeholders of higher education includes students, parents, management, industry, government, and society. Across the world, QA practices are executing at HEIs in different ways. They are including, self-evaluation process, peer review by a panel of senior academics and administrative experts through one or more site visits. Peer review committees will analyze and evaluate the provided statistical information, performance indicators, and some best practices adopted in learning and teaching at HEIs. Peer team members will check through conducting surveys at graduate students from the HEI, employers, those who have employed the institute's graduates, and professional bodies. They will also test some students to see their knowledge, skills, competencies, etc., process flow charts, fishbone diagrams, and the brainstorming sessions will be used as QA assessment tools HEIs. Will also use control charts, check sheets, Pareto analysis if required.

"Baldrige Criteria," "ISO 9000:2000", "Capability Maturity Model," "Six Sigma Quality Assessment model," "Total Quality Management Model," towards quality care model, "ABET (Accreditation Board for Engineering and Technology)," "NBA (National Board of Accreditation) Model, NAAC model," "ICAR (The Indian Council of Agriculture Research") model, "DEC (The Distance Education Council)," etc., innovative quality assessment models are using by the NAAC at HEIs to assess the quality and QA practices in India.

2.5. Internationalization of QA Policy in India

NBA and NAAC have established professional networks and collaboration with international quality assurance and accreditation agencies to internationalize the quality assurance practices in India's higher education system. Also, to gain practical knowledge on international quality assurance practices, through this kind of network and collaborations, Indian higher educational institutions will opt for successful quality practices to resolve on-ground issues like credit transfer, course mapping, and grading also

support Indian institutions to establish research collaborations, faculty exchange, student exchange, and short immersion collaborations. The two tire accreditation systems followed in the USA through USDE/CHEA by local regional and international private accreditation bodies similar features in the accreditation process. This includes self-study, peer review, site visit, accrediting organization intervention, and ongoing external review.

There in the USA, they will confer accreditation or deny but not like NAAC accreditation grades. In the UK, the quality assurance agency was established in 1997 to establish quality assurance systems at their higher educational institutions by accrediting them. The system of QA in the UK is like India's QA philosophy.

However, their practices and reporting mechanisms slightly differ from QA practices. In Australia, Universities and Colleges are self-accrediting bodies. However, in 2000, the Ministerial Council on Education, Training, and Youth Affairs established an "Australian Universities Quality Agency" (AUQA) to promote quality, audit quality assurance, and report on higher educational institutions' quality Government and Public. Based on the reviewed literature, researchers decided to study the trends in the internationalization of higher education, list the key drivers of QA momentum in higher education and study the QA Policy and the Internalization of the HES in India.

3. Methodology

Since the present research study is a systematic and replicable process which is identifying series of issues defining them, explaining them in detail to establish relevance with the subject area and to find answers to the below-listed objectives, the researchers have opted an Exploratory, descriptive research methodology in the present study at their convenience. Reviewed various articles, research papers, visited various websites, noted points from the speeches and deliveries of various international subject experts, and reports released by the various government regulating bodies, ranking institutions, both national and international.

4. O.P. Jindal Global University (JGU): A Case Study

JGU is an international non-profit university established in 2009 under the University Grants Commission (UGC). The university achieved the highest grade 'A' from the National Accreditation and Assessment Council (NAAC). The Government of India granted the prestigious 'Institution of Eminence' status to JGU for its high quality of teaching, research, innovation, and transparent admission scheme to ensure meritorious

students' participation in internationalization activities (O.P. Jindal Global University: About us).

4.1. Internal QA and Internationalization process at JGU

JGU has an active quality assurance office that consistently improves the internal quality standards in teaching, learning, and evaluation at the university level. The office shared the responsibility of the entire university community. And the secret behind its success lies in the full support and cooperation of management, teaching and non-teaching staff, and students (O.P. Jindal Global University: Quality Assurance).

JGU maintains the high-quality standards mandated by national regulatory authorities and continuously improves efforts to meet global standards for teaching, research, and other institutional aspects and promotes internationalization to provide a transnational learning experience to its students.

As most of the previous studies already stated that Internationalization and Quality assurance in higher education are interrelated. The internationalization has been the pillar of JGU's core vision from a very early point in its history. It is a crucial area of continuous focus at JGU and social and community service (O.P. Jindal Global University: International Office). JGU's attempts to internationalize the curriculum catalyze changing coursework and curricular practices and allow the faculty to cultivate global understanding, tolerance, and cross-cultural expertise in the educational experience.

JGU has collaborated with more than 250 universities/institutions spread across 50+ countries in the world focused on ten different forms of international activities such as Academic exchange, Student Mobility, Joint teaching, Joint research, Joint Conference, Joint Publications, Dual degree programs, Joint Executive Education Programmes, Summer Schools, and Study Abroad/Immersion Programmes.

4.2. Outcomes of JGUs Internationalization and QA Process

JGU has improved its internalization efforts and overall quality improvement process by adopting a proactive approach to staff preparation and development for quality teaching, learning, and evaluation. Each stakeholder in the university accepts and implements an international dimension at every level of activities at the university level; thus, these approaches help JGU develop a holistic and individual perspective towards internationalization. Overall, JGU's internationalization approach is dynamic, which implants the global perspective into all students' academic experience.

6. Findings and Suggestions

The primary question that is the core of this study is how higher education's internationalization impacts the quality assurance process in Indian higher education. The study highlights that it is no longer conceivable to think about internationalizing the institutions without raising the quality and quality assurance standards. It is also unthinkable to reflect on current challenges to quality assurance in institutions without imparting internationalization in the learning and teaching process.

The study also highlights that the internationalization in Indian higher education initially has been implemented without much concern for the quality. Most internationalization activities are activity-specific and promote student mobility through different government programs and schemes and deliberately neglect the quality issues and institutions' demand to overlook queries related to quality and quality assurance. The adverse consequences of this negligence in quality assurance can bring various difficulties for the students and other stakeholders.

The study recommends that policymakers should not be short-sighted about quality and quality assurance issues, and understand that internationalization and quality processes are interrelated and cannot be treated separately. In the current competitive international market in higher education, quality has become a dominating characteristic guiding the institutions' strategies. Until the policymakers do not put a focus on quality and integrate all the quality dimensions in internationalization policies, further programs and schemes will risk being at the expense of quality. Further, as quality in higher education has directly linked with available resources, it is a time to improve the resource allocation to improve the qualitative changes in higher education. The government should loosen its regulating systems on higher educational institutions at the same time to compete with global topmost educational systems. Suggesting establishing an alumni network to get academic expectations as well as for financial resources support is necessary. It is easy method to offer new e-books online and digital mode to the students to study, that at a time more students can access a single book. Teaching forces should regularly revise the teaching curriculum with industrial and market standards to meet their global needs and requirements. Hence, they must focus on making the curriculum more dynamic to enhance competitiveness in students with global skills and knowledge. In addition to the launch of tech-savvy innovative teaching methods in teaching, there is a strong necessity to encourage each student's individuality.

6. Conclusion

We can draw conclusions based on the above discussions and reviewed facts that continuous evaluation, brainstorming sessions, and networking meetings are needed. To

establish world-class quality assurance practices, strengthen the HEIs across the world, and develop them to compete with global practices and standards, networking and internationalization of quality assurance practices are essential. Then only HEIs can send their students confidently to their collaborated universities, institutions, and HEIs that can confidently invite students from partners' schools. Credit transfer system, mapping of course and program curriculum, institutional evaluation and quality assurance practices, learning, and teaching methodologies will be in uniform mode worldwide at HEIs if all the HEIs follow the mentioned suggestions and networking in the Internationalization Process of quality assurance practices and policies

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