Chapter 5

Materials and Methods: Research Design
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The focus of this study is to examine how key stakeholders envision their contributions in shaping internationalization strategies and how higher educational institutions should engage them in more effective, future-oriented ways. The researcher begins with the development of the concept of internationalization at higher educational institutions operational in India from stakeholder perspectives using multiple frames (e.g. academic, structural, political and cultural) and future tools to assist with recommendations and policies towards entire spectrum of interests of the stakeholders based on following primary & secondary data. The collective experiences of this study may subsequently form the basis of a model for national policy formulation.

Primary Data:
The primary data was obtained from international students of various countries studying in Pune India through structured questionnaires (Annexure Annexure ‘A’, Annexure ‘B’, Annexure ‘C’, Annexure ‘D’ and Annexure ‘E’). The same responses were analyzed using the appropriate statistic tool.

The primary data was also obtained from faculty members of institutions, Vice Chancellors of Universities and Directors of various institutions by giving them a structured questionnaire (Annexure Annexure ‘F’, Annexure ‘G’ and Annexure ‘H’). The responses were analyzed to find out the level of internationalization in their institutions.

A questionnaire was also given to the CEO’s, Managers and Assistant Managers of companies to find out the expectations from the corporate world (Annexure ‘I’).

Also, personal interactions were done with various authorities like UGC, MHRD, AICTE, NAAC, Dept. of Higher Education, Govt. of Maharashtra etc. (Annexure ‘J’).
In order to obtain a global perspective and understanding the Internalization strategies prevalent in other higher educational institutions and to share with likeminded researchers / organizations involved in a similar research study, a blog (Annexure ‘K’) was created on the internet. The blog presented a basic introduction of the research study undertaken and invited/solicited sharing of views from the global community.

The researcher personally participated in many National & International Conferences addressing various subjects on higher education & Internationalization of higher education (Annexure ‘L’).

The researcher has written to various National & International higher educational institutions & Government authorities to understand their perspective towards Internationalization of Higher Education & learn their model operational in their higher educational institutions & countries.

Thus, the sources of primary data were:

a. International students of various countries studying in India

b. Personal interviews with various higher educational institutions & government authorities.

c. Blog hosted on the Internet

d. Participation in various National & International Conferences.

e. Personal correspondence with various National & International higher educational institutions & Government authorities

f. Interactions with faculty members, Directors and Vice Chancellors of various Universities

g. Interactions with CEOs, Managers and Assistant Managers of corporate
Secondary Data:
Secondary data analysis is defined as “second-hand” analysis. It is the analysis of data or information that was either gathered by someone else (e.g., researchers, institutions, Government agencies, other NGOs etc.) or for some other purpose than the one currently being considered, or often a combination of the two (Cnossen, 1997).

With above background, in the secondary data, published literatures, relevant to the Higher Education/ universities were identified. Publications accessed include articles / reports focusing on higher education, internationalization of higher education etc. Publications referred to include the Five Year Plan reports, Planning Commission, Ministry of Human Resource Development (MHRD), National Knowledge Commission (NKC), University Grants Commission (UGC) reports, Indian Council or Cultural Relations (ICCR) & other government reports related to higher education & internationalization of higher education, Government of India etc.

In addition, journals such as Higher Education, the Journal of Further and Higher Education (www.tandf.co.uk/journals/titles/0309877X.asp), Journal of Studies in International Education (www.sagepub.com), International Journal of Higher Education (http://www.sciedu.ca) Journal of Studies in International Education (www.jsi.sagepub.com) etc were accessed. Literature was identified through electronic literature searches using higher education, Internationalization of higher education etc. search terms used to identify potentially useful articles published included college(s), university(ies) etc.

Websites of various HEIs & organizations / agencies / initiatives, both public and private, committed to the development of higher education were also accessed.

The researcher in her capacity as an educationist found excellent opportunities to conduct surveys at the focal institute of the researcher. These surveys form the foundational basis of primary data, which was utilized in arriving at the key findings and the inferences.
Thus, the Secondary Data Sources:

- Government Documents related to HE & Internationalization of HE
- Official Statistics
- Technical Reports
- Scholarly Journals
- Reviewed Articles
- Reference Books
- Research Institutions
- Reports on internationalization of higher education
- National & International Universities
- Libraries, Library Search Engines
- Computerized Databases
- The World Wide Web

Research Design:
A pilot study was undertaken in the year 2009. This study was done to find out the impact of internationalization of higher education in Pune City with reference to management education. Students from management institutions were given a questionnaire which was then analyzed by using appropriate statistical tools. Management institutions were specifically chosen for the pilot study as the impact of internationalization could be better judged in these institutions. However, the responses given by the responders were ambiguous and non-committal and had very limited research value. Therefore, the researcher decided to take a modified approach by expanding the topic of research to Internationalization of Higher Education in India. This topic had many stakeholders including higher educational institutions and universities in India, Foreign students studying in India, faculty members, Vice Chancellors, Directors of institutions, members from the corporate world, Government officials and other policy makers. It was relatively easy for the researcher to obtain responses from the stakeholders due to the fact that the researcher conducted the said study mainly in the city of Pune which is known as the ‘Oxford of the East’ and has highest number of higher educational institutions in the country, highest number of foreign students and a large corporate base (Deccan Herald, 2009). It was relatively easy to access data from Government institutions as the researcher
was at an advantage being a member of the University Grants Commission (2006 to 2012) and is a member of Indian Council for Cultural Relations (ICCR). The researcher was a member of several committees constituted by UGC to discuss internationalization of higher education

The secondary data helped the researcher to frame hypothesis and recommendations.