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## GLOBALIZATION OF EDUCATION: A STUDY ON LEADING UNIVERSITY

**Md. Jahangir Alam**

Associate Professor

Department of Business Administration

Leading University, Ragibnagar, Sylhet-3112, Bangladesh

E-mail: jalam160@lus.ac.bd

### **Abstract:**

A good number of universities in Bangladesh are producing graduates each year but there has a scarcity of evidence on how these universities are accomplishing in the attainment of globalization of education. In this background, the present study aims to explore the performance of Leading University in promoting the globalization of education along with the activities it executes to do so. Necessary secondary data were collected from the office of the registrar, public relations, and primary data were collected through a Google form using Facebook. The tabular and graphical forms are used to present the data, percentage, total are calculated with Microsoft excel. The study found that the graduates of Leading University are pursuing or pursued higher education in 127 universities over the world, most of them are choosing Europe, more specifically the United Kingdom as their destination. Besides, a good number of them also approached North American countries including Canada and the United States. The university is enhancing its international collaboration through signing Memorandum of Understanding, Articulations, and Agreements, etc. The findings of the study might be implicated in numerous ways, the university can promote itself as a bridge to connect the foreign universities, the education consultant and the policymakers can have input from the study in formulating their strategies in higher education-related issues.

**Keywords:** Education, Globalization, Bangladesh, Private University, Curriculum

### **1. Introduction**

The word "globalization" was originated by Theodore Levitt in 1985 where he describes the changes in the global economy affecting production, consumption, and investment as the interconnectedness and interdependence of people and institutions throughout the world (Spring, 2009). Globalization has become one of the key issues in education since 1990 through which different nations continuously increasing foreign graduate students' populations (Nerad, 2010). The globalization of education has replaced the internationalization of education. It is transforming the higher educational institutions to be exchangeable in an open market to compete for the globally available benefits for their institutions (Altbach, 2004, Slaughter & Rhoades, 2004). Scholars explained the numerous ways through which the globalization of education took places, such as design and implementation of international curriculum, mobility of students and faculties, offering joint degrees by the institutions, enhancing collaboration and cooperation through signing the Memorandum of Understanding (MoU), Articulations and Agreements and through joint research (Ennew & Greenaway, 2012). Though the global education sector is dominated by the developed countries, the others are also trying to contribute. Bangladesh is being mentioned in different dimensions of globalization but there has a scarcity of research in the globalization and education sector of the country. Bangladesh was a British colony for almost 200 years got the education system inherently. Since the liberation from Pakistan in 1971, the country is truly trying to achieve quality education as a tool for development through initiating and implementing various education commissions and policies to adopt the contemporary issues of education (Muhibullah et al., 2021). In parallel to the public educational institutions, the country permits private institutions to provide education services to the nation. As a result, in the last three decades, the country got 107 private universities (UGC, 2020; Rahman et al., 2020), Leading University is one of them. The university was established by renowned philanthropist Danobir Dr. Syed Ragib Ali and started its operation in 2002. It has produced more than 9 thousand graduates so far. At present, there have four million students in tertiary educational institutions, including public and private universities, professional institutions, and affiliated colleges in Bangladesh (Ahmed, 2020), but the Bangladeshi universities failed to ensure quality education (Monem & Bainamin, 2010).

Hence, quality assurance is the most priority, and much literature found on it along with the employability of graduates (Akareem & Hossain, 2012; Islam 2014; Ramirez & Haque 2016; Islam et al., 2017; Lamagna et al., 2017; Parvin 2019; Rahnuma, 2020) but a few literature focus on the performance of the Bangladeshi universities especially the private universities in terms of attaining globalization of education. From this background, it is important to find out the performance of Leading University in terms of globalization of education. In this background, the present study aims to explore the performance of Leading University in the attainment of globalization of education. In line with this, the study will also find out the initiatives of the university to attain the globalization of education.

## 2. Literature Review

Globalization and internationalization are used as synonymous in discussions on higher education (Ennew & Greenaway, 2012). One of the most prolific scholars in this domain, Jane Knight defined globalization of education as the process of integrating an international, intercultural or global dimension of post-secondary education (Knight, 2008). Earlier he explained globalization of education helps students to obtain international skills which shifts them from national to global markets through adopting international courses offered in the domestic universities, which he named as 'internationalization at home' (Knight, 2004). Friedman (1999) elaborated the globalization of education as the replaced global education system that was existed in the condition of the Cold War. He emphasized that mobility and internationalization have increased after the cold war which results from the globalization of education sharply. In other words, globalization of education refers to cross-border education accommodating the mobility of students, teachers, and programs across national boundaries which have become one of the key activities of education providing institutions through attracting thousands of students keen to obtain the education services by global prices (Varghese, 2008). Hans (2011) described globalization of education in two dimensions; one is curriculum-related aspects including international studies, global studies, multicultural education, and intercultural education and another one is mobility-related factors like study abroad, education abroad, and academic mobility. Thus, globalization of education is conveying the knowledge, skills, and attitudes to the students which have appeals and implications over the world.

There have different views on the process of globalization of education; in one end, the bilateral engagement of national cultures and nation-states enhances the globalization of education, on the other end, it occurs through mobility, through a partnership or the curriculum and the student experience and in another view, because of the breadth, depth, and complexity of academic engagements worldwide with much greater integration across and between Higher Education systems globalization of education emerges (Marginson and Wende, 2009; Ennew & Greenaway, 2012). Ennew and Greenaway (2012), explained the globalization of education accomplished through an international curriculum (in terms of both skills and content), student mobility including exchange, joint teaching and learning with dual degrees, split of programs, validations and articulations, study abroad, and fee-paying international students, international mobility of the staffs, engagement with international networks, and global collaborations with universities, businesses, governments, NGOs or others, formal and informal research collaborations with individual and institutional level and international environment. Pennycook (2006) focused on the general globalization properties especially the internationalization of the English language as the key driver to the globalization of education whereas Orozco and Orozco (2006) proposed three components of education globalization-the revolution of international trade & foreign trade, the advent of new information & communication technology and the manifestation of a knowledge-based economy. Cohen and Malin (2009) explained two trends responsible for the globalization of education which is the transformation of the organization of education systems referring to education space in a broad sense that goes similar to the processes of globalization and the transition of education formally, structurally, and substantively on the universal skills platform. A group of Russian academician of Russian Academy of Education including Myasnikov et al., (2009) in their monograph sketched the globalization of education as the function of attraction of the centralized system of education unit, shifts in educational paradigm from individualism to collectivism and joint activities, the combination of different educational approaches and the union of a different dimension of education. Varghese (2008) identified the factors like increasing income level of origin country, the cost of the education, ideological & language likeness, more prestigious and developed academic credentials, better income possibility and easy visa formalities and residence facilities, etc. are responsible for the globalization of education. Similarly, Spring (2009) pointed out ten indicators causing the globalization of education namely: adoption of similar curricula, school organizations, and pedagogies, a global affiliation of the faculties, teachers, and school administrations, the influence of national and local educational policies, and practices, global networks and flow of ideas,

Market and employment opportunities of educational products, marketing of higher education and educational services, the boost of universal information technology, e-learning, and communications, immigration of people, the rise of English as the global language and the model of indigenous education.

Thus, the globalization of education may occur in many ways, such as through designing and implementing the curriculum which accommodates the global knowledge and skills, partnering with foreign institutes' to ensure the mobility of the students and teachers, exchanging knowledge and research, collaborating the joint program and degrees, encouraging and facilitating the students to study abroad, etc.

### **3. The methodology of the Study**

The present study is a descriptive one. The relevant secondary data were collected from the office of the registrar, from the office of the public relations of Leading University while the primary data were collected online using a Google form which was posted on the Facebook profile of the author and asked the graduates of Leading University who are studying or studied abroad from 2015 to fill-up the form, this method is considered as a popular, realistic and dependable research tool (Jahan et al, 2020). The survey was conducted from December 31 2020 to January 18, 2021. Total 297 respondents have filled up the form voluntarily, after scrutinizing the responses based on incomplete information, double-entry, and others, 264 responses are found usable. The data were presented through the tabular and graphical method and analyzed percentage, sum, etc. using Microsoft Excel.

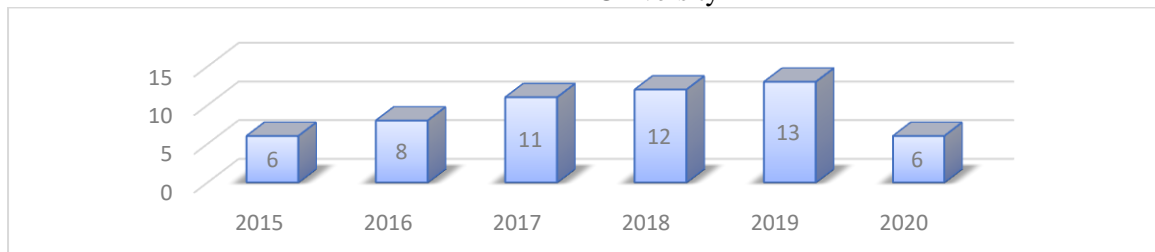
### **4. Analysis, Findings, and Discussion**

In support of the globalization of education, the Leading University regularly executes several activities to keep itself synchronized with global education standards. The notable tasks of the university for attaining globalization of education are analyzed in section 4.1 and the performance in terms of globalization of education of the university are analyzed in section 4.2.

**4.1 Leading University way to attain the globalization of education:** Leading University was established in 2001. Since the inception, University is following the world-standard curriculum. Moreover, to adopt contemporary knowledge and subjects, the academic council of the university is continuously restructuring and developing curriculum. The University conducted a comprehensive assessment of its curriculum and overall performance by the self-assessment process through Institutional Quality Assurance Cell (IQAC) under the Higher Education Quality Enhancement Project (HEQEP) of the University Grants' Commission Bangladesh (UGC) in finance of World Bank and rated 'Very Good.' Presently, the UGC prescribed a uniform curriculum approved by the Ministry of Education (MoE) Bangladesh for all the private universities in Bangladesh and the Leading University is following that curriculum which is more contemporary and integrative. Besides, the university is keen to ensure international collaboration with the universities, research institutions, individual researchers, and other institutions to obtain global exposure of education, knowledge, and education technology. The University signed Memorandum of Understanding with American Institute of Bangladesh Studies (AIBS) for mutually cooperate and develop the academic, research and cultural interchange between the Leading University and the 52 universities of United states under the AIBS, Memorandum of Articulation with Murdoch University, Australia on the basis of 2+2 pathway with the Department of Business Administration where the students completed the 2 year study at Leading University can directly move to Murdoch University and study 2 years there to complete the degree and will get the Murdoch University degree, Higher Education Cooperation Program with Hertfordshire University, United Kingdom by which the graduates of the Department of Business Administration and the department of CSE of Leading University can directly transfer credits to Hertfordshire University, Memorandum of Agreements with Kyung Dong University, Korea under which the students of the Department of Business Administration, Department of CSE and Korean Language & Culture can move directly to the Kyundong University after their 1 year study at LKACC established at Leading University, MoU with Binary University Malaysia to promote and expand international understanding, development and friendship as well as stimulate and support academic pursuits among the students and faculty of Leading University and Binary University, MoU with Institute of Science and Management, Malaysia to ensure the mobility of the students to and from the Leading University and Institute of Science and Management, exchange of researchers and research experiences, exchange pedagogical materials, technological progress etc. and Bangladesh English Language Teachers' Association (BELTA) to ensure the English Language Teaching Training Program for the Department of English, Leading University.

To facilitate the students to study abroad, the authority of the university regularly organizes seminars, symposiums, discussions, showcasing of universities to provide information, encourage and facilitate the students to study abroad. Besides, the Departments, the numerous clubs and career-centric groups of Leading University frequently organize these types of programs on campus and virtually where the students, faculty members from home and abroad, the representatives of foreign universities, guests took part and discuss the potentials, processes and relevant aspects of study abroad programs.

Figure 1: Numbers of Seminar/Symposiums/Discussions on higher education abroad organized at Leading University



Source: Office of the Public Relations, Leading University

The above figure shows that the Leading University organized 6, 8, 11, 12, 13, and 6 seminars, symposiums, and discussions on higher education abroad respectively in the year 2015, 2016, 2017, 2018, 2019, and 2020. The authority also continuously provide some other administrative supports and documents they need, like an official reference letter, medium of instruction certificate, the studentship certificate, grade certificate, and equivalence, credits completed and credit hour certificates and documents, the copy of curriculum and course outlines, etc to the students and the foreign universities directly where students wish to pursue the higher educations. To ensure the teachers' development the authority of the university always encourages the faculty members to attain higher degrees from abroad. The university has a study leave policy for studying abroad at different levels with financial and other administrative supports. Currently, there are 14 faculty members of the university from different departments are pursuing their higher education abroad and gaining international knowledge, experiences and standards.

**4.2 Performance of Leading University in Globalization of Education:** To assess the performance of the university, results of the online survey are presented in this section.

**4.2.1 Gender and Number of graduates of Leading University studying or studied abroad:** The first consideration in analyzing the data is the gender of the graduates of Leading University who are studying or studied abroad. Among the respondents, the gender distribution is presented in the figure-2.

Figure 2: Gender and number of graduates of Leading University studying or studied abroad

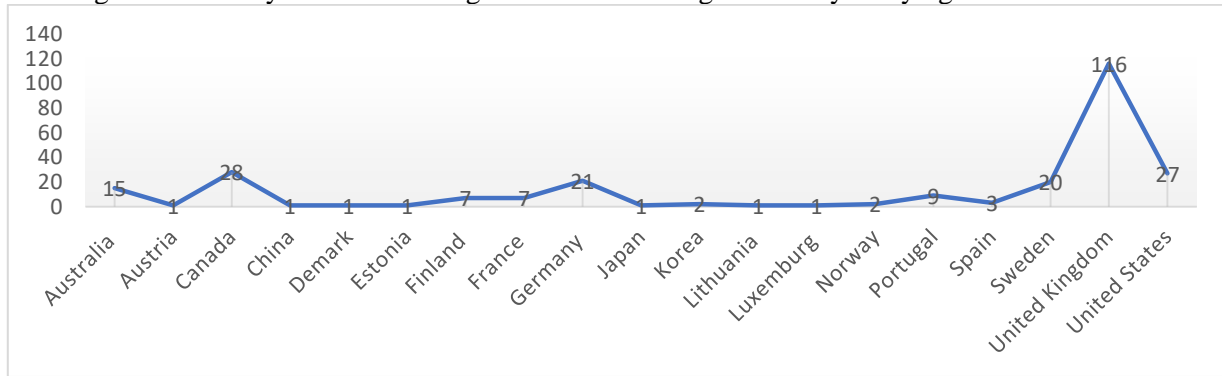


Source: Online Survey

Figure 2 shows that among the 264 respondents, 216 were male and 48 were female graduates of Leading University studying or studied abroad. This indicates that though the numbers of female graduates are less than the males studying or studied abroad, their number is not insignificant.

**4.2.2 Country and number of graduates of Leading University studying or studied abroad:** Figure 3 represents the country and number of graduates of Leading University studying or studied abroad and shows that the respondent graduates of Leading University are studying or studied in the 19 countries so far. Among them, the United Kingdom has 116, United States of America 27, Australia 15, Canada 28, Germany 21, Sweden 20, Portugal 9, China, Denmark, Lithuania, Estonia, Japan and Luxemburg 1 in each, Finland 7, France 7, Norway 2, South Korea 4, and Spain 3. The figure shows the highest number of students belongs to the United Kingdom and Canada holds the second position, United States of America holds the third position.

Figure 3: Country and number of graduates of Leading University studying or studied abroad

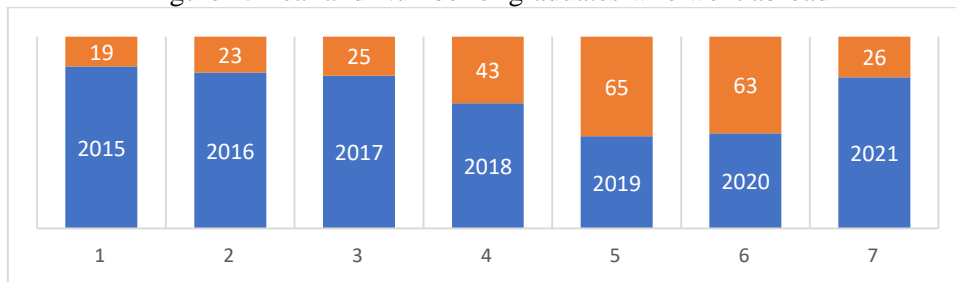


Source: Online Survey

The overall trends show that the students are choosing their destination to the continent of Europe most, then the continent of America, Australia, and Schengen countries but few of the respondents are selecting the Asian countries for higher studies.

4.2.3 *Year and Number of graduates went abroad:* The year respondents went to the foreign countries since 2015 are presented in the figure-4 which shows that 19 respondents went abroad in the year 2015, 23 in the year 2016, 25 in the year 2017, 43 in the year 2018, 65 in the year 2019, 63 in the year 2020 and 26 in the year 2021 as on January 18.

Figure 4: Year and Number of graduates who went abroad

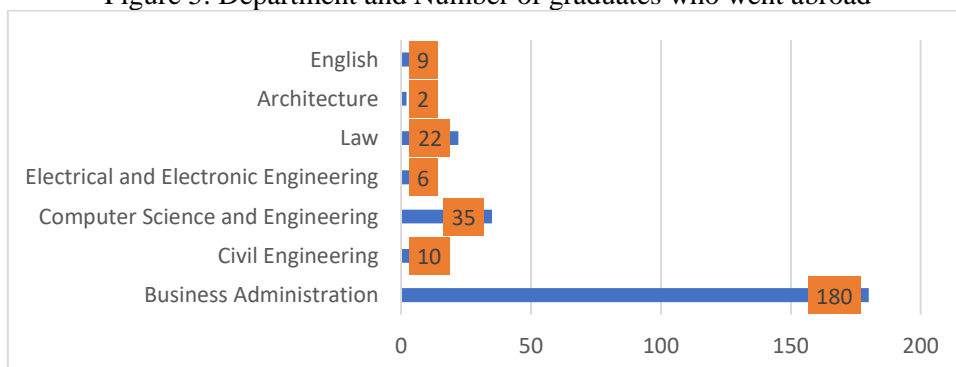


Source: Online Survey

The trends of approaching abroad are increasing since 2015 and a maximum of 65 respondents went abroad in the year 2019. Among the respondents, 63 went abroad in the year 2020 despite the Corona pandemic outbreaks this year. If the situation was normal, the increasing trend indicates that the number would have the possibility to increase more and in the first half of January 2021, 26 graduates moved abroad which again reflects that the actual number would be much more.

4.2.4 *Department and Number of graduates who went abroad:* Figure 5 represents the department-wise number of graduates who went abroad since 2015. It is mentionable here that under the department of Business Administration, the BBA, MBA, and EMBA degrees are offered, the numbers of graduates of this department normally supposed to go higher.

Figure 5: Department and Number of graduates who went abroad

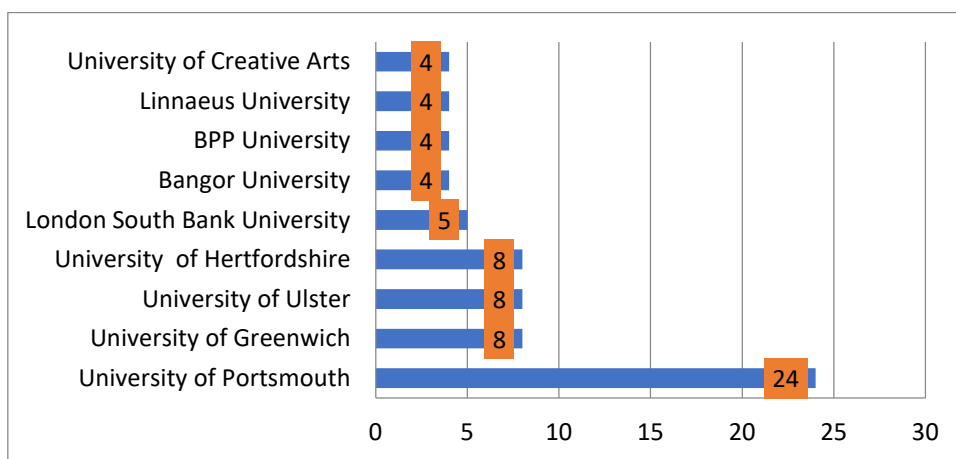


Source: Online Survey

The above figure shows that among the total respondents, the graduates from the Department of Business Administration are 180, from the Department of CSE are 35, Department of Law 22, Department of Civil Engineering 10, Department of English 9, Department of Electrical and Electronic Engineering 6 and Department of Architecture 2. This scenario reflects that the highest numbers of graduates of the Department of Business Administration are studying or studied abroad which is almost five times to the Department of CSE, eight times to the Department of Law, eighteen times to the Department of Civil Engineering, and twenty times to the department of English.

4.2.5 *Top universities as per the students' destination:* Figure 6 presents the top nine universities as per the number of students who went from Leading University. As it is revealed in figure-3 that most of the students went to the United Kingdom for further study, 8 of the top 9 universities are from there according to the number of students. Among the respondents, 24 graduates went to the University of Portsmouth, 8 students in each of the University of Greenwich, the University of Hertfordshire, and University of Ulster, 5 to the London South Bank University, and 4 in each of the Bangor University, BPP University, University of Creative Arts and University of Linnaeus. It is noted here that the University of Linnaeus, Sweden is the only university where the graduates are going for higher study except the universities of the United Kingdom.

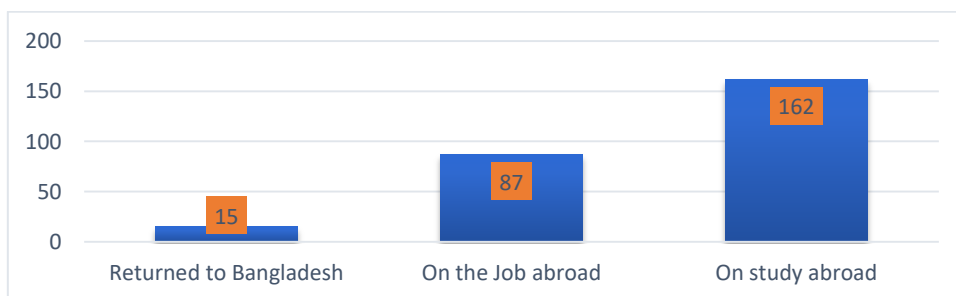
Figure 6: Top universities as per the number of students'



Source: Online Survey

4.2.6 *Status of the graduates went abroad:* The status of the graduates of Leading University went abroad for studies are categorized into three: returned to Bangladesh, on the study in abroad and on the job in abroad.

Figure 7: Status of the graduates who went abroad



Source: Online Survey

The figure shows that among the respondents 15 graduates returned to Bangladesh, 87 of them are on the job after completing their study in foreign countries and 162 of them are on study abroad. These statistics indicate that the number of graduates who returned to Bangladesh is insignificant; most of the expatriate students prefer to stay in foreign countries. On the Other hand, 87 of them are employed in the job in different countries. That means the graduates found them fit the job in the foreign countries.

4.2.7 *Graduates of the different Departments of Leading University studying or studied in foreign countries and the number of University:* The graduates of Leading University are studying or studied in a good number of universities in foreign countries. The table shows the scenario.

Table 1: Number of University in each Country by studying/studied the Graduates of Different Department of Leading University

Country	Number of University in each country by Department							Total
	Business Administration	CSE	CE	EEE	Law	Arch	English	
Austria		1						1
Australia	6	1					1	8
Canada	16	3		1				20
China	1							1
Denmark	1							1
Estonia	1							1
Finland	2	2						4
France	1							1
Germany	4	4	2	1		2		13
Japan	1							1
Luxemburg			1					1
Lithuania	1							1
Norway	1							1
Portugal	2	1						3
South Korea	2							2
Spain	1							1
Sweden	5	1	2		2			10
United Kingdom	24	8	2	1	9		3	47
United States	8			1	1			10
Total	77	21	7	4	12	2	4	127

Source: Online Survey

The table-1 represents that the graduates of the Leading University are studying or studied a total of 127 universities around the world of which 47 universities in the United Kingdom, 20 universities in Canada, 13 universities in Germany, 10 universities in both Sweden and the United States, 8 universities in Australia and rest are in other countries. Among the total number of universities, the graduates of the department of business administration are studying or studied over 77 universities of which 24 of United Kingdom, 16 of Canada, 8 of United States, 6 of Australia, 5 of Sweden, 4 of Germany, Finland, Portugal and South Korea 2 in each and China, Japan, Denmark, Estonia, Lithuania, Norway and Spain 1 in each, CSE departments 21 universities of which 8 of UK, 4 in Germany, 3 of Canada, 2 in Finland and 1 in each country of Austria, Australia, Portugal and Sweden, Law department 12 universities of which 9 from the UK, 2 in Sweden and 1 in the United States, Civil Engineering 7 universities of which Germany, Sweden and UK 2 in each, other 1 of Luxemburg, English, 3 of UK and 1 of Australia, EEE, Canada, Germany, UK and United States 1 from each and Architecture 2 Universities in Germany.

##### 5. Managerial Implication of the study:

There have some managerial implications to different stakeholders. The findings of the study can help the university in several ways such as, the authority can go for exploring the opportunity to expand its global network by approaching different methods of cooperation like signing the Memorandum of Understanding (MoU), Memorandum of Agreements or Articulations, students and faculty exchange programs, can offer joint degrees, etc.

With the host universities, the university can promote itself as a bridge with host universities abroad as a good number of graduates are studying and getting employed overseas after completing of their education from here, can attract the potential students as a center of excellence as it practices world-class curriculum and other facilities through which the graduates obtain global skills and become fit to adopt the global environment. The present students can be helped by this study in building their morale and confidence that they are studying in such a university which has a global acceptance. Moreover, they also can find a way to study abroad by communicating with their seniors. The findings also encourage the education consultants and immigration specialists as it shows the trends of choosing foreign universities as the destination of higher studies and can design their marketing and other strategies. The government and the policymakers should also get input in formulating strategies and arranging the related regulation and support services for the higher study seekers in foreign countries as there have some trends in choosing some specific countries for obtaining the higher studies. As the number of returns to Bangladesh is poor, it is also a matter of concern for the country, the policymakers should find the reasons and ways to get back them to the country.

## 6. Conclusion and future research agenda:

Globalization of education is one of the most discussed issues in the contemporary world. The globalization of education is dominated by the developed world, but the less developed countries also taking part in the process by disseminating their scholars and students to foreign countries to obtain the higher education of the developed world. In this sequence, Bangladesh is participating and contributing also. The country has more than 150 universities of which 107 are private; Leading University is one of these. The university was established in the year 2001 and since then, it is focusing on promoting quality education to the students. To get the international teaching-learning experiences and practice of world standard curriculum, the university has signed different MoUs, agreements, and contracts with different university and institutions of United Kingdom, United States, Australia, Malaysia, etc. and encouraging as well as facilitating the students to obtain a foreign degree by proving the support services. As a result, the university is promoting the globalization of education; meanwhile, the graduates of the university are studying or studied 127 universities of 19 countries of the world so far. As the findings shoes that the graduates prefer the European countries, particularly the United Kingdom, future researchers may have the opportunity to find out the reasons behind this. Moreover, why the students are approaching the particular universities (top universities presented in figure 6) also should be explored.

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Appendix-1: Graduates of the Leading University studying or studied in foreign country, the university and the degree

Country	Department wise graduates of Leading University studying/studied abroad						
	Dept. of BuA	CSE	CE	EEE	Law	Architecture	English
Austria		Vienna University of Technology					
Australia	Central Queensland University	Central Queensland University					Murdoch University
	Murdoch University						
	Holmes Institute, Melbourne						
	Western Sydney university						
	ICMS						
	University of Southern Queensland						
Canada	Aviron Technical Institution	CDI COLLEGE		University of Windsor	University of Regina		University of Regina
	Lake head University	Northern Lights College					
	Acenda School of Management	University of Alberta					
	University of Seneca						
	Royal Roads University						
	York University						
	Farleigh Dickinson University						
	University Canada West						
	Centennial College						
	CBU						
	University of Regina						
	University of Windsor						
	Central College Canada						
	George Brown College						
University of							

	Manitoba						
	Okanagan College						
China	Taiyuan University of Technology						
Denmark	University of Southern Denmark						
Estonia	Estonian Business School						
Finland	University of Eastern Finland	Tampere University					
	Nord University	Helsinki University					
France	French National University						
Germany	Rhine-Waal University of Applied Sciences	University of Potsdam	Technical University of Dresden	Technische University		Universit y of Nartinge n- Geisling en (HFWU)	
	Ludwig Maximilian University of Munich	TechnischeHoc hschuleMittelhe ssen	Brandenbur g Technical University, Cottbus			Anhalt Universit y of Applied Science	
	Lancaster University Leipzig	Universiti Des Saarlande					
	Ludwig Maximilian University of Munich	Leibniz University					
Japan	?						
Lithuania	AleksandrasStu lginskisUnivers ity						
Luxembo urg			University of Luxembour g				
Norway	Nord University						
Portugal	European University	Nova University					
	Lisbon University						
South Korea	Woosong University						
	University of Ulsan						

Spain	Autonomous University of Barcelona						
Sweden	Stockholm University	Stockholm University	Chalmers University of Technology		Linnaeus University		
	Linnaeus University		Linnaeus University		Swedish University of Agricultural Sciences		
	Hogskolan i Gävle						
	Umeå University						
	Karlstad University						
United Kingdom	Rotterdam University of Applied Science	University of Hertfordshire	University of Portsmouth	University of South Wales	BPP University		University for the Creative Arts
	University of Dundee	Greenwich University	Northumbria University		University of Portsmouth		University of Westminster
	University of Portsmouth	University of Portsmouth			Coventry University		Brunel University
	University of Greenwich	Ulster University			University of Hertfordshire		
	Cardiff Metropolitan University	University of South Wales			Canterbury Christ Church University		
	London South Bank University	London South Bank University			Bangor University		
	University of Brighton	Cardiff Metropolitan University			Ulster University		
	Aston University	University of the Creative Arts			Any university		
	Anglia Ruskin University				UWE Bristol		
	Ulster University						
	Bangor University						
	Kingston University						
	University of the West of						

	Scotland						
	Birmingham City University						
	University of Hertfordshire						
	Northumbria University						
	Loughborough University						
	University of South Wales						
	University of Essex						
	Bournemouth University						
	University of East Anglia, UK						
	University for the Creative Arts (UCA)						
	Carshalton College						
	York St John University						
USA	Lincoln University, CA			University of South Dakota	St. John's University School of Law, New York, USA		
	Wellington University						
	University of Houston						
	CUNY School of Professional Studies						
	University of South Dakota						
	The City College of New York						
	Stony Brook University						
	People N Tech						

Source: Online Survey