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Challenges and Success from Globalization Perspectives: Exploring Global Dimension of Career Building through Internationalization in Higher Education: A Deconstructive Reading

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Challenges and Success from Globalization Perspectives: Exploring Global Dimension of Career Building through Internationalization in Higher Education: A Deconstructive Reading

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Abstract- Two parallel articulated discourses on internationalization, and on higher education are currently involved in a dynamic process. The factors that shape this dimension of internationalizing education in higher education have got its inspiration from the evolving concept, _Globalization' particularly. This essay, however, aims at exploring those dimensions in terms of the rise of new economic powers; regional state alliances; multi-cultural tastes in a given environment; and the accelerating use of academic, and non academic information through accessing more advanced communication technologies. Higher education, as the essay progresses, states that it makes a bridge between a particular entity, and global knowledge sphere. The context of higher education particularizes globalization as being the most important factor that observes challenges and success being greatly visible among many nations. The specializations of higher education reflects on interdisciplinary subjects; academic, and professional knowledge; multilingual learning; research and intercultural skill and attitudes. Exploring these areas of specializations mean responding to the impact of globalization because study resources, and integrating international learning dimension as central to the globalization are set making an infusion that contributes to the making of professionals building careers in teaching, research, service to society, and the like. In this process, I pursue a different approach - deconstructive approach - to illustrate importance of higher education in its focus on students 'pathways strategically. Literally, the greater opportunity in higher education is to get acquainted with students from different parts of the world. This opportunity could, properly, be experienced through being introduced with others' cultures, languages, group works, varied brainstorming, independent, and critical perspectives on any singular topic area though broad discussion can also take place. As a result, rooms for new information, and conceptual ideas in the delivery of education can certainly develop a relationship between students' target, and their desired outcomes.

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I. Introduction

Much has been articulated as discourses are available to define higher education in this global sphere of educational process. A number of critics has plainly defined higher education in three levels of study- Bachelor, Masters, and PhDs while focusing on a theoretical underpinning that higher education helps students being professional in relevant fields. This essay is of the same opinion as placed above, but the process that starts enforcing young talents to give substantial contribution to self, and the society is significantly required to know.

Having the same direction to substantiality of higher education, this paper argues when the term, *higher education* is concerned, *internationalization*, a parallel term should be articulated as same. Internationalization in education is literally a dimension that aims at creating a bridge between an individual entity, and a global step to knowledge. Both higher education, and internationalization are infused as they are made particularized into a single entity through the evolving concept of *Globalization*.

Globalization is the reason that expands the dimension of education in terms of deconstruction of thoughts, language, knowledge, and research. The context of globalization through the process of higher education in cooperation with internationalization literally aims at orienting challenges for learners to succeed to their fullest. From this point of view, this paper will explore internationalization as being a dynamic process of reflection, and action that is core to higher education to embark on a career with advanced knowledge, and competence.

Such career, as integrated in international learning dimension, advances a guarantee of a sustainable development. In fact, this paper considers internationalization as fundamental to professional knowledge, multilingualism, social, and intercultural skills. In this process of argument, I plan to present the case with a different perspective – a deconstructive perspective – to show potential career building triggered by a remarkable diversity of internationalization in higher education. During the making of this case, I see certain potential teachings that a multicultural environment helps learners from different parts of the world to choose pathways in a shared environment.

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Many scholars, and critics might have different opinions on the increasing importance of the degree of internationalization, but I think that it would be logical to say that internationalization in higher education system fueled by globalization can contribute to penetrate, widen, and accelerate worldwide interconnectedness. The purpose of using the deconstructive approach in this case is to redefine viewpoints towards higher education, and endeavor to explain success through higher education with internationalization.

This redefined understanding is central to the concept of globalization as it promotes the exploration of international, and intercultural dimension in a university. The exploration of different slants of internationalization significantly marks the key notion of cultural identities. In short, a particular country's unique history, resources, indigenous culture can be introduced to others. In this way, globalization is working as being a catalyst while internationalization, as a process of response.

II. The Deconstructive Reading of Globalization

Both are the two major thought processes since the late 1980ies. Like different historical, and literary eras, the concept, _Globalization 'does literally concern the whole infrastructure of a country. Globalization is itself a deconstruction that has deconstructed the established world order designed under fascism with USA's victory. What is the purpose of breaking old world order? Could the new world order bring balance in every sphere of a country's infrastructure? Answers to such question is paradox, but globalization, being a revolutionary phenomenon, brings home interconnectedness around the globe combining changes in societal development, economy, politics, and culture. So, globalization is a kind of a creative destruction through deconstruction to redistribute the common public interests in the ground of social, economical, political, cultural, and educational debates. In certain respects, the development in education sector concentrating on interconnectedness is considered to be one of the central steps to reorder the whole process. According to Marginson and van der Wende (2007), ―In global knowledge economies, higher education institutions are more important than ever as mediums for a wide range of cross-border relationships and continuous global flows of people, information, knowledge, technologies, products and financial capital‖ (p. 4).

Now why globalization should be read from deconstruction perspective is because globalization is an ideology as well as a set of policy decisions. At first, ideology generates itself from creativity, and then creativity generates policies speaking to that ideology as the source. I read globalization as being the rebellion against the constriction that fascism offered to the people under it. Critics are of different opinions with regard to the consequences of globalization as Alain-Marc Rieu (2009) points out that ―Globalization is considered by some as the source of the sickness and by others as its cure‖ (p. 12). I do not want to place any debate here giving full support to globalization as being a *Political theory*, or criticizing by branding it as *Balkanization*. My aim is to deconstruct globalization to show how globalization is different from the time before Second World War. Globalization is the process that encourages international relations around the world, believes in reordering a new world that brings home an idea of *globalizing the world* , meaning all countries shall be into one whole. Alain-Marc Rieu (2009) speaks that ―Globalization supposes ―something‖, a being or an entity, which assembles, encompasses and encloses all phenomena into one whole‖ (p. 13).

Not only that, globalization is an initiating motto that prefers knowledge as being the defining key to social progress; an aspiration to make education to go beyond national boundaries. When racism, and nationalism issues make hostile units of different states, particularly, failed state, rogue state, weak state, globalization comes offering a well-formed state, meaning a state with social stability. Such stability creates opportunities to get to know different nations to reduce hostility, and racial problems. Indeed, globalization, as I have studied, is sheer opposite to fascism, and other capitalistic policy governments. It is, in fact, a market-oriented activity that believes in cross-border higher education to avoid racial segregation, and state marginalization. Interracial marriages, cross-cultural programs, black people assuming higher positions in job, and the like are the key features of the world's getting globalized. At the same time, human rights departments can improve more, past traditions of governments, and bureaucracies, acts of divergence, and the like can operate more efficiently if globalization, a new trend of thought to think out of the frame, is practised by us.

To sum up, the concept of globalization, free from the military hegemony, capitalism, and the like, can be said satisfactory for a good number of reasons. It supports higher education fueled by multi-cultural assimilation, internationalization, cultural toleration, and so like that. In short, globalization is a teaching to make people, and countries united with reforming societies, shaping them into a new fashion, and creating awareness of human's proper rights. It is only a matter of consideration that a large number of people take higher education more seriously for self development while the concept of globalization that paves way to the source concept of such new trend of education, global economic trading system, creative knowledge society, democratic policy, and so like that are getting less importance. UTeichler (2004) remarks that ―it is

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surprising to note how much the debate on global phenomena in higher education suddenly focuses on marketisation, competition, and management in higher education. Other terms, such as knowledge society, global village, global understanding, or global learning, are hardly taken into consideration
(p. 23)‖.

III. The Deconstructive Reading of Higher Education

Before presenting the core analysis of my hypothesis, it is important to be apprised of the defining aspects of deconstruction, and the critical relation that internationalization, and higher education has with the interpretation of deconstruction. What it critically means to be deconstruction is literally a style of interpretation developed by the French philosopher, Jacques Derrida. The core understanding was to throw a critical outlook on the relationship between the text, and the meaning. Later, in this post modern era, deconstruction is understood to set language, thought, and meaning free to take on various approaches, explanation, and definition. In the 1980's, deconstruction is being used to reflect on discourse in a range of theoretical enterprises in the humanities, and social sciences. In fact, what deconstruction speaks about is that there will always take place new knowledge, and interpretation. JD Caputo (1997:31), who was in a Roundtable discussion at Villanova University on October 2, 1994, claims that — ... the very meaning of, and mission of deconstruction, is to show that things — texts, institutions, traditions, societies, beliefs and practices of whatever size and sort you need — do not have definable meanings ... that they exceed the boundaries they currently occupy‖ (Caputo, 1997). Likewise, this paper understands deconstruction to substantiate the interpretation of necessitating internationalization as being a tool of train to the young learners in the sphere of higher education. So, in this process, both higher education, and internationalization shall be read in the light of deconstruction below.

Higher education is, primarily, thought to be a training program to achieve an academic degree to provoke oneself thriving for a job. To be a graduate is expected to be the outcome of taking higher education, and the purpose is achieved in this sheer process of educating oneself in the university level. Higher education can rather be realized as an outcome of a processed thought, and practice of squeezing out the real practitioner out of a learner through this higher training I am continuously speaking of. It is possible when the sense of higher education shall be appreciated properly, and the traditional structuralist's view of higher education must be stopped.

In opposition to, since higher education is purposefully modeled on possibilities of creating career paths, such possibilities - that I think - are to be worked on from perspectives of Derridian text of connecting deconstruction to educational discourse. From Derridian text, I present the idea that higher education is to produce graduates not by giving degrees only; but bringing profound change in understanding higher education as a structure to build a desired career. In this way, it is a continuous flow of success tips to pass to next learners to understand higher education as formerly stated. Thus a significant degree of development, upon true understanding of higher education, and application, shall be observed in the sphere of society, economy, politics, and culture.

Literally by education, we understand knowledge, or competency achieved through a learning process, but the application of that earned knowledge for social development determines the practitioner's achievement. So, education has a direct connection with development project. It starts from individual development, and then it moves to collective development what I can term *a knowledge society*. Andrew Thomson in his article, *Exploring the Relationship Between Higher Education and Development: A Review and Report* argues that —Development is not a stage to be attained or a goal to aim for. Rather, it is a constant process of improvement in which education, research, and service play prominent roles in creating positive change in the self, the people around us, our communities, and the institutions and structures that support us‖ (Thomson, 2008). So, I reasonably think that the context of higher education speaks about standardizing, empowering, and raising life to an upper grade by people through progressing their knowledge, and competence. In addition to this, it is about learning for a social change as a whole as Edgar Faure sums up, —learning to know, learning to do, learning to be, and learning to live together‖ (Faure 1972). Such contribution of higher education to societal change can be termed as a deconstructive overview of the provision of higher education.

Now, how higher education helps a country's economy shall be concentrated on. Firstly, to initiate an economic development, education is one of the most important tools. A conscious person can clearly be aware of the fact that higher education is the central to the mainstream economy; and UN also views higher education as being fundamental to all aspects of a country's economy. Higher education is such a system of processed learning that brings about scope, values, and perception issues that inevitably expedites awareness, and sustainable economy. How this process of learning works towards creating economic growth might be subjected to different perceptions. In one perception, universities, in particular, are the places where researches, trainings on use of technologies, leadership skills, knowledge, and the like turn a general

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learner into, what in economic terms, a human capital. To be more precise, universities install competency as well as capacity development in a learner's mind that can surely help increase the economic growth of his/her country. In this respect, to support this above argument from deconstructive viewpoint, three mechanisms of education that may prove it's influence on economic growth; the quotes are given below:

> First, education can increase the human capital inherent in the labor force, which increases labor productivity and thus transitional growth toward a higher equilibrium level of output (as in augmented neoclassical growth theories, cf. Mankiw et al. (1992)).
>
> Second, education can increase the innovative capacity of the economy, and the new knowledge on new technologies, products, and processes promotes growth (as in theories of endogenous growth, cf., e.g., Lucas (1988), Romer (1990), Aghion and Howitt (1998)).
>
> Third, education can facilitate the diffusion and transmission of knowledge needed to understand and process new information and to successfully implement new technologies devised by others, which again promotes economic growth (cf., e.g., Nelson and Phelps, 1966; Benhabib and Spiegel, 1994).

In fact, I present my opinion that the larger the number of population is engaged to higher education, the greater the chances for economic growth to thrive.

After deconstructive reading of economic development, it is time now to throw a critical light onto the discussion of how higher education powerfully increase political participation, political knowledge, and so forth. It is widely considered that education is a powerful explanatory variable that is badly needed to run a state. A question may arise how education can play such a strong role to control, and rectify democratic behavior. If studies on the link between higher education, and political development are read carefully, explicit analyses of democratic facets in politics, various characteristics of democratic laws, and behavior shall be found that are unmistakably influenced by the engagement of higher education. D. Sunshine Hillygus is of the opinion below:

> The most prominent explanation for the link between education and political participation can be called the civic education theory. The civic education hypothesis is rooted in the belief that education provides both the skills necessary to become politically engaged and the knowledge to understand and accept democratic principles‖ (Hillygus2005).

In addition to this, people might understand that politics is the matter of creating skilled people, better bureaucratic affairs, good democratic behavior, and the like to participate in bringing harmony in a country. In this process, they need higher education to make such a difference in politics, and also participate in any political turnout. Philip Converse describes the overwhelming significance of formal education on political participation by concluding that education is everywhere the universal solvent, and the relationship is always in the same direction''(Converse 1972). In the same tone of agreement, Warren E. Miller, and J. Merril Shanks lament by saying We simply need a better understanding of the many ways in which education makes such a difference to rates of turnout on Election Day‖ (Miller and Shanks 1996).

One of the most attractive features in higher education is to be introduced with diversified cultures, and traditions. Universities, having a cross-cultural environment, foster a cultural assimilation that can be a unique experience for the learners' studying in a multi-cultural classroom. For many, multi-cultural classrooms may have less importance on developing minds of the learners; but I think if the universities, their policies, and their body of students are diversified, a genuine connectivity as well as interaction among students shall be fostered. This is very important for the university beginners as this is their first experience to work with diverse peers. There are two common terms popular in many of our communities – cultured', and uncultured'. Literally these two terms mean two different contexts of thoughts- the former indicating a person's being too socially identified while the later carries thought in opposition to the former. So, the discussion does not end here; rather it is crucial to the growth of students to be socially developed. This should not be erroneous to say that a student in higher education level must be informative culturally to live a life rich in wisdom. This is possible, in most cases, in higher education cross-culturally assimilated, because a greater degree of opportunities students can avail in the institutes. In Diversity and Higher Education: Theory and Educational Outcomes, Patricia Gurin, Eric L.Dey, Sylvia Hurtado, and Gerald Gurin support various racial and ethnic interactions in universities while opining that students should have experiences with diverse peers to get good learning outcome in return. They place their opinion as given below: Higher education is especially influential when it's social milieu is different from students' home and community background and when it is diverse and complex enough to encourage intellectual experimentation and recognition of varied future possibilities‖ (p. 335).

In fact, higher education from Derrida's program of deconstruction can be said to communicate the possibilities for a great deal of pathways to be created. At the same time, it has to be understood that higher education system is designed to be a philosophical framework for academic discourse. Such sophisticated system to provide quality, and capacity to the students to overcome complex situations in any environment is not an easy reality to face. Speaking

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clearly, such structured level of education to be engaged into is a concept to figure out, but the point is that this higher educational concept is like Caputo's use of a metaphor - like a nutshell- that has a firm boundary around. If a student has to take the true taste of higher education, he/she has to break the hard cover like one has to break the shell to eat the nut inside. Here I quote Caputo (1997) again with one of his metaphorical expressions about nutshell that —It is a gathering into a unity, a presence, a logo-centrism. Deconstruction is an effort to crack open the nut, to go beyond the boundary, to disrupt the presence and allow the other as difference to come about‖ (p. 170). To sum up here, the deconstructive reading of higher education, how he/she can take the maximum benefit, and enrich his/her career shall be elucidated in the analysis part in detail.

IV. The Deconstructive Reading of Internationalization

Like I previously have said that in deconstruction, meaning cannot be defined; it is rather socially constructed. Similarly, in the case of *internationalization* from general point of view, it might have many different understandings, and facets to describe. From a specific standpoint, *internationalization* is next to being considered when we talk about higher education because it is a keyword that defines policies of universities throughout Europe. I think that internationalization should be a priority because universities are badly in need of a global flow of education, and research for to walk with the post modern era. From the deconstructive perspective, it should not be wrong to opine that internationalization is a strategy powered by globalization. It is necessary in the sense that internationalization is an opportunity to create assimilation throughout a learning environment while becoming a part of the whole process of higher education system. The context is identified different in the current scenario after finding a good number of educational environments not being internationalized to a considerable extent. So, the underlying claim of universities' not being properly internationalized, to some, can be a paradox; but the degree of expected internationalization in some parts of Asia, Europe, and in some other parts, as I experienced, reality talks otherwise. Why I emphasize on internationalization is because it is a processed framework that should have three particular aspects to work on - pluralism, intercultural connectivity, and understanding as well as competitiveness.

To make sure of these three aspects, state governments must be aspiring to be ambitious to bring quality graduates home. Through creating higher education internationalized, mobility will take place that is closely linked to internationalization, and shall obviously unleash personal development, and ability to the students' knowledge to be highly employable. In this regard, the following quote from a conference of European ministers in 2009 on —The Bologna Process 2020—The European Higher Education Area in the new decade‖ can be a precise illustration that supports arguments I have placed above:

> We believe that mobility of students, early stage researchers and staff enhances the quality of programmes and excellence in research; it strengthens the academic and cultural internationalization of European higher education. Mobility is important for personal development and employability, it fosters respect for diversity and a capacity to deal with other cultures. It encourages linguistic pluralism, thus underpinning the multilingual tradition of the European Higher Education Area and it increases cooperation and competition between higher education institutions. Therefore, mobility shall be the hallmark of the European Higher Education Area. (Communique´ of the Conference of European Ministers Responsible for Higher Education, Leuven and Louvain-la-Neuve, 28–29 April 2009)

In practice, however, the current picture is effective what it is said in the conference. Actually, the globalization has already taken place, and that is why there should have a sharp distance from what has been believed about higher education in the past. I support the movement of such progressive thought of creating real young professionals enriched with knowledge socially, economically, politically, and culturally through internationalization in higher education. Breaking the old forms of getting locally, and regionally diversified, it is essential to head to be harmonized internationally because it paves more pathways, and capacity to deal with other cultures. In fact, it is widely accepted that knowledge has no bound to be limited to; rather how much knowledge a student can hold of is the matter of concern. That is why, room for learning is a must so that with resources possessed by universities, linguistic pluralism, technological knowledge, and so other facilities may not be in vain to achieve it's purpose to turn students to manpower.

Finally, the idea of internationalization is a subjective experience, but for an objective contribution. My research shall extend this matter of fact in the later part of the paper by refereeing four specific factors as mentioned next. These factors are, in particular, as recognized multicultural diversity by (Barkema and Vermeulen, 1998), international experience by (Barkema et al., 1997), absorptive capacity and motivation by (Gupta and Govinda rajan, 2000), and finally cultural distance by (Simonin, 1999). I have found a clear match between these four factors, and the connection with what I have already discussed - the necessity of the emergence of internationalization to turn students marketable professionally. These factors are crucial to

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the mainstream analyses. In the light of deconstruction, such factors are central to higher educational discourse, and the mechanism of globalization. However, internationalization can be elucidated from many angles, interpretations, and perspectives; but what I see is that each delivery of idea son internationalization is discourse that has various social contexts as well as meanings. Since the meaning is indefinite, I sum up deconstruction reading of internationalization with the following as Philip Higgs lets the readers know that understanding of any piece of writing is literally a constant process, and it can get contextualized differently from how one pays attention to the writing(s):

> To place a word under erasure, therefore, is to say that the meaning signified by the words which we use cannot easily be pinned down. Meaning and essence can never be fully present in any one sign. This implies that meanings have histories of textual relations. All meanings are necessarily occupied by residual traces of other meanings. No meaning is ever simply present or present; every meaning is derived from and owes its significance to meanings that exceed the immediacy of any setting. With the question of meaning there is, therefore, always a difference, an occurrence of *différance*. (p.170-171)

V. The Theoretical Interpretation of Globalization

One of the known facts of globalization is it's refashioning of what have been the fashioned socially, politically, economically, and culturally before the end of the Second World War. Globalization has revolutionized as a transitional process of what William I. Robinson (2007) identifies - that is- four particular characteristics which are as follows:

> One was the emergence of a globalized economy involving new systems of production, finance and consumption and worldwide economic integration. A second was new transnational or global cultural patterns, practices and flows, and the idea of global culture(s)'. A third was global political processes, the rise of new transnational institutions and, concomitantly, the spread of global governance and authority structures of diverse sorts. A fourth was the unprecedented multidirectional movement of peoples around the world involving new patterns of transnational migration, identities and communities. (p. 125).

Although I. Robinson speaks about the new order of globalization in the society, and so on, he also finds problems of new social hierarchies, forms of inequality, and, relation of domination (p.125), which I shall investigate, and approach to fix. Hierarchies, inequality, power relation are literally problems originated of social ego, and not practicing socialization. Globalization, on a global scale, is structured by a new economy plan through producing a knowledge based community; global networks of interaction; and globalization of science; and technology. Today, higher education is the significant feature of excellence that can turn any society, economy, politics, and culture into what M. Castells (1996) defines as *networked enterprise*. When interaction among people takes place, opportunities also take place to create mass development. Thus a community is designed for personal as well as collective development.

Governmental policy is very important in this regard. To sustain a sound social bonds through globalization, government has to work being in the same community by agreeing to treaties, acceptance of norms, and traditions, a networked whole. In this case, Christopher Marsh and Daniel P. Payne (2007) have the following remarks:

> Although these agreements are significant because they for a nation-state to formally accept human rights as the norm, and for the citizenry to socialize the norm, the true globalization of human rights is a proliferation of the idea that human rights exist, that government must not infringe upon the rights of their citizens, and that governments must protect these rights from other members of society. (p. 665-6)

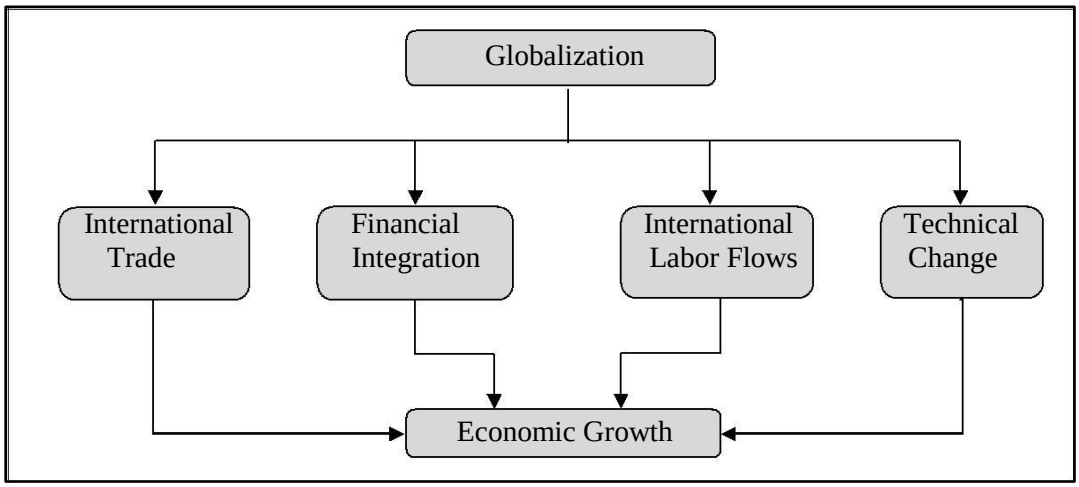
So, it becomes clear that agreeing on, and application of the process should come under same umbrella to avoid conflicting worldviews, and ultimately lead to a better career building. It has to be understood that globalization is not a concrete shaped thing to see; rather it is a curricula to run all states together in harmony. In the words of Aleya Abdel-Hadi (2012), it is a focus on the rich diversity and plurality of the world and how to interact with others‖ (p. 12). Actually, interaction is great quality to achieve balanced thought while aggressive criticism breeds aloofness, and conflict what we see in the time before Second World War under fascism. Interaction helps growing scientific knowledge, motivation, and then prioritizes a sustainable development. Therefore, despite of some negative critical understanding of globalization, a great number of research shows respect to this new form of thinking with believing that such new changes, and challenges within the current pattern of global architecture triggered societies to get into a new sustainable development.

Theorizing globalization, the concept of culture has also a great significance upon understanding it in it's wide ethnographic sense. It is a body of process that combines custom, habits, morals, knowledge, art, and belief that define the whole way of life. From globalization perspectives, in certain respects, culture gets two meanings of civilizations, and the way mass behaves, thinks, and acts to signify ethnic, and cross-cultural harmony in action while teaching collectivism to be emphasized on. Moreover, collective cultural identity

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does, certainly, reduce the debate on masculine, and feminine issues to increase cultural tolerance. Frankly speaking, globalization reforms culture with it's whole governing spirit to fill the gaps within that means the nature of globalization is to prioritize culture to be inevitable also. Emery and Tian (2009) note that —if the globalization is an inevitable process, then the cross-culturalization will also be inevitable‖ (para. 3). They are also of the opinion that —It provides a learned, shared, and interrelated set of symbols, codes, and values that direct and justify human behavior‖ (para. 8).

To talk about economic development, at first, it is necessary to know that globalization being a multi-dimensional concept, economical development is crucially central to the core of this concept. It is not possible to define exactly how many areas globalization covers through it's multi-dimensional components. A well-formed state does thoroughly depend on it's economy that has direct effect upon the infrastructure to the core development of the country. However, after globalization has come into operation, the effects it has on a country's economy can be observed more clearly. Researches show that the economic growth is influenced by globalization through the medium of different channels. The following figure is going to show this relation:



Source: Husain (2000, pp.2)

Fig.1: Relation between globalization and economic growth.

Now, from the information above, the four channels are international trade, financial trade, international labor force, and technology change respectively through which the economic growth of a country runs. So, these four channels have one thing in common, that is, all of them mean a congregation, and business beyond national boundaries. This is the benefit of globalization that brings home unity if really worked on.

The rise of popular interest in globalization has a very clear influence on politics today. If observed closely, the rise, and popularity of democracy - the particular system of government inspired by globalization - is remarkably felt throughout the world. Migration, racial assimilation, cross-border trade, and business, transportation, and communication have undergone a crucial transformation since the birth of globalization movement. Moreover, for a large public readership, globalization has become a buzzword to write on for sure, but it's effect on politics is less realized throughout. A number of critics of liberal-peace theory believe that territorial conflicts get gradually lessened due to the global interdependence that brings contentment, and prosperity in the community. In today's politics, as higher education, and internationalization being popular, people are more aware of their fundamental as well as democratic rights. In fact, people are now transforming into the political animals. In stronger sense, civil societies are now doing free association without any infringement from the government's side.

Literally, the influence of globalization through higher education is creating a greater degree of interconnectivity that politics are now becoming *networked politics*. Besides, identity politics are paving way to more that considerable amount of possibilities for a communication based global democracy. The popularity of the theory of capitalism, though some capitalistic businesses are still operating, is getting reduced to a greater extent. Overall, governments are now formed through a process of debate, interview, and a selection round. Ambitious politicians are coming into politics through the process of higher education that opens up knowledge with unlimited bounds. To sum up, globalization is a transitional process that promotes peace, and social integration empowering common people, and the same time, favoring good governance.

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In short, globalization is a shift from wars, and conflicts that the world experienced in the past.

VI. A Critical Interpretation of the Benefits of Higher Education

Education is to be the backbone of a nation. From a general perspective, if one has a degree, can he be said to have a backbone in their back? I think self development through education is very important to achieve. It can be achieved through a process of earning social, economic, political, and cultural knowledge going beyond the established frame of nationality. Now, the first question that may come to a student's mind is why does he/she need higher education? What is the use of it? Finally, how does higher education help him/her? I would like to conclude my first answer in one sentence, that is, higher education is not only an education known by achieving a higher degree; it is an education one learns through processing ideas to better knowledge. Then, it creates better employment opportunities, higher salaries, and a sense of responsibilities to serve one's own country. Finally, technological, cultural, research capacity and leadership skills after getting trained through higher education shall intact him/her productive till the rest.

A critical reading explores one of the most striking characteristics of higher education, that is to say, *networking* among students from various cultures that help them building capacity of knowledge dissemination to facilitate economic, and social development of their own. The next attractive feature of higher education, as I experience, is to learn creativity through exploration, and critical interpretation. Precisely speaking, creativity is an art that has to be realized by the learners through a continuous knock of inspiration, and patrolling motivation. At the same time, environment designed for learning is also a prerequisite. What I want to mean here is only university, recognized by multi-cultural assimilation, can surely pursue creativity in students because they can be able to exchange knowledge, research, and accept new visions. Students shall spontaneously come out to participate in creative learning being inspired by others' endeavors.

Following, higher education is an engagement in three facets of professional dimension. They are *knowledge creation*, *knowledge transfer*, and *community development*. In fact, any development trend starts from individual to collective. So, the math is clear; one can contribute to the better forming of a society when one has the capacity to bring changes. University does not construct social orders - an important point to consider - directly; it provides resources, motivates, and initiates standard-setting activities to the learners with a purpose to help country's development through the active participation of the learners. What I claim here that higher education is a clear call to get involved to learn, and use effectively to serve the community. Knowledge, in political engagement, is another important characteristic in higher education to learn. Higher education offers skills, knowledge, and diplomatic competency so that one can navigate policies in the realm of politics. Clearly speaking, such knowledge in politics is inevitable for political preferences, debate for change in politics, and participation in politics. Herrnstein and Murray (1994) from an American politics perspective argue that __Why does education matter so much [in explaining political participation]?.. .education predicts political involvement in America because it is primarily a proxy for cognitive ability''(p. 253).

One of the demanding expectations from university graduates is that he/she should be culturally educated, and has culture fostering disposition. This is a great chance to grab in higher education. It is directly connected to one's historical knowledge development being apprised of particular art, music, local, and regional histories, and behavioral pattern. The vision of higher education project is to pursue an inclusive learning, and teaching different cultures to create minds that can understand potentials with regard to achieve professionalism.

To sum up, new social, and economical structures are always replaced by a new ideal. Information, knowledge, and education are the driving forces that can reform, break, and reconstruct societies. Today, many people are taking education, but their roles to improve their communities are less observed throughout. Higher education is useless in this sense that it cannot force learners to take it in their mind, start developing others. Higher education is like globalization being *a catalyst*, and we have to *respond* to it. Knowledge is something that cannot be inherited; it can rather be earned. My purpose is to tell the readers to create career to create jobs; not just getting a jobs for themselves only. In this case, to make career, higher education is a must to enrich human faculties through creating, and applying.

VII. A Critical Interpretation of the Benefits of Internationalization

We have a set of assumption that internationalization is a core of the higher education; and universities have to foster it. I must say that it is not a paradox; it should be in the heart of higher education philosophy to mobilize students to mobilize the world in balance. *Mobility*, an integral part of internationalization, gives international standard to increase academic excellence, and cultural internationalization. It gives student strength for personal development. Literally, racial knowledge is so important that it reduces

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possibilities of clash, and conflicts. Globalization has made this easier for us because we can now transmit, and accept various personal stories, cultures, and have intercultural understanding. In this way, confusions, misunderstanding, ignorance can be eradicated.

Moreover, another significant aspect of internationalization is the open door to discussion. It is a great opportunity to brainstorm various ideas, concepts, place ways of thinking, and sharpen knowledge. It is widely accepted that innovativeness, and productive individuals can always provide the foundation of success. In addition to this, such experience in internationalization gives one ability to function in any international environment. Research is matter of thinking critically, discuss logically in a text. It is a skill that gets the root in extensive amount of discussion channeled through establishing link with mobilized concept. Not only that, international mobility renders with providing opportunities to work, and connects to experts in relevant subject field. It also helps learners to participate in higher seminars, to be introduced with highly classified ideologies, ideas, and methodologies. Studying in internationalization gives learners immense chances to improve debating, and other language skills, and get solid understanding of global responsibility, and at the same time, solve global problems. In short, it is an ideological process that can help learners understand, and work with local, regional, national, and international communities.

VIII. Conclusion

Today's world needs experts to lead from the front. It needs mobility to powerfully turn society, economy, politics, and culture to the end of prosperity. Only higher education, if internationalized multi-culturally, can make that mobility with proper training. In this paper, I have endeavored to show how universities, being properly internationalized, can create professionals socially, culturally, politically informed, and occupied. I feel that challenges are everywhere, but the location of success is a bit ahead of the challenge. To reach that point where success lies, merely education is not enough; we have to assume the role of what it really means to be responsibility. I mean that —‗yearn to learn, and interested to serve'‖ should be the ultimate urge of one's career. So, I am drawing a veil over my discourse by noting that along with subject knowledge, scope of internationalization in universities is inevitable to make distance from racial conflicts, promoting new knowledge, increase general, and global knowledge, grow tolerance, and finally, a moral understanding among nations. This is what I term, *challenge*, and, *success* is not utopia to reach to in this period of globalization. Higher education is the only policy that has to create a sphere to transmit, and share knowledge among nations from various nationalities. Only being successful creating that sphere can be the sign of a new dimension of education.

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