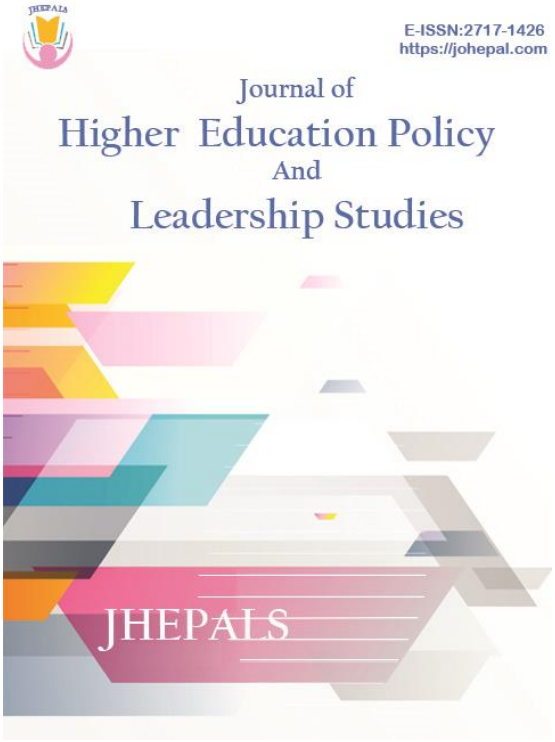
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Book Review: **Reimagining Border in Cross-border Education**

Pushkarni Panchamukhi

School of Economics, RV University, Bangalore, INDIA

Email: pushkarnip@rvu.edu.in

https://orcid.org/0009-0001-5882-7962

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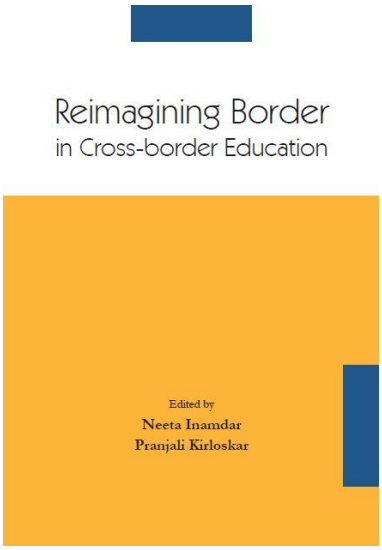
Book Review

Reimagining Border in Cross-border Education

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Pushkarni Panchamukhi *

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Published during times when globally borders were shut across countries responding to the COVID 19 pandemic, the book 'Reimagining Border in Cross-border Education' is an opportune collection of work by academicians, seasoned as well as novice; by educational administrators of reputed universities from both India and the European Union (EU). Offering diverse perspectives through the lens of senior researchers, graduate and doctoral students, and administrators, the book upholds the underlying theme of inclusivity in research and education across borders. The book that is an outcome of the India-EU Higher Education Meet, organized by the Manipal Centre for European Studies in October 2021, is

* **Corresponding author's email:** pushkarnip@rvu.edu.in

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thematically divided to study the impact of globalization, impact of changing international relations, and finally the impact of digital learning and alternative pedagogies on international higher education.

The first theme, titled as 'Cross-border Education, Globalization and Asymmetries', consists of six chapters, with each chapter hollowing out a distinctive feature of our complexly connected world, how the pandemic unveiled this complexity further, all in the context of international higher education. The first chapter under this theme highlights the facet of globalization in the context of international student mobility and particularly focusses on the Central and Eastern European Countries (CEECs) emerging as a popular international destination for higher education. Through an intricate presentation of historical events in that region that were socially, politically and culturally surcharged, the chapter elucidates its case through Latvia and some prominent strategies it undertook to attract international students thus becoming a noticeable player in the 'centre-periphery' discussion.

The second chapter highlights the outbound mobility of Swedish students in the backdrop of COVID 19 and provides compelling reasons on how though virtual online education became the norm for all students, including Swedish, during the pandemic and how distance education achieved greater outreach, it will not replace physical mobility of students.

The third chapter invites us to an engaging deliberation on the dynamics of knowledge transfer between the global north and global south. Through the partnership case of the University of Gottingen (UGOE) in Germany with the Indian partner institutions, the authors argue that internationalization of higher education is a win-win situation for both developing and developed countries where fair transfer of knowledge becomes a potential reality. They highlight their case in the context of growing academic competitiveness and setting up of student and staff mobility policies in India.

Among firms, globalization is said to have induced an uneasy triangle with competition, collaboration and cooperation situated at the end points (Polenske, 2004). Globally, universities face a similar situation and their ability to internationalize or reap benefits therefrom depends on a myriad factors including their economic development, political standing and stability, etc. The fourth chapter of the book provides a detailed discussion on how globalization along with Europeanization impacted the Higher Educational Institutions (HEIs) in Southeast European countries that are heterogeneous in many ways. Internationalization, it is argued, will help HIEs break many boundaries, necessitate increased collaboration and push them to cooperate with each other thereby inducing healthy competition.

The fifth chapter brings a fresh dimension of gender in the arena of internationalization of higher education by offering us a detailed discussion as well as empirical evidence on international student enrolments across countries. Based on the statistics provided by the Organization for Economic Co-operation and Development (OECD), the author presents compelling evidence on gender gap at all levels of higher education across countries. Expanding frontiers in doctoral education, chapter six of the book gives a detailed account of how an international academic gathering involving deans, funders of doctoral education, university administrators and doctoral candidates across six

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continents enunciated significant policy recommendations to enhance doctoral education. The Hannover Policy Recommendations 2019 on doctoral education, listed in this chapter, are an outcome of this innovative and inclusive gathering that focus on embracing diversity and originality in research.

The second theme on "Cross-border Education and the Dynamics of International Relations", consists of six chapters and each chapter attempts at capturing the role of politics and international relations in influencing significant trends and policies in cross-border education.

Setting the theoretical underpinning for 'knowledge' as a 'distorted public good', chapter seven discusses the dynamics of a knowledge economy and how universities, driven by politics, have reformed their internationalization policies to conform to global standards of knowledge production and dissemination. The author makes a compelling argument on how most 'peripheral' universities, that are key actors in the process of creating knowledge economies, are grappling to participate and catch up with a few 'core' universities thus introducing a layered regime, biased flow of knowledge and not necessarily diversity or uniformity.

Chapter eight provides a comprehensive account of the emerging 'regionalism' in the global higher education landscape primarily as a consequence of intense global competition. Given its complexity, the authors explicate the literature on the theoretical basis for this competition and proceed to contend the central role of higher education institutions in region-building through the creation of knowledge economy. Highlighting the cases of Higher Education Regionalism (HER) in Europe, Asia and Africa, the chapter very deftly exposes the acute competition among regions, closing their borders or creating new spatial borders, even as they strive to collaborate within the region. The chapter concludes with questioning the purpose of higher education that is blurred behind the political agenda and the neoliberal approach to higher education thus excessively commodifying it. The systematic articulation and orderly presentation of a complex theme with its manifold dimensions, makes for a scholarly read. In cohesion with the discussion in the previous chapter, chapter nine invites us to the long-standing global north-south divide in knowledge production and dissemination and the role of knowledge diplomacy in narrowing the gap. Classified as a component under 'Track II Diplomacy', the chapter positions knowledge diplomacy as a key tool to not only collaborate in higher education, research and innovation but ensure a fair exchange of knowledge between the global north and south. Citing many collaborative efforts between India and the European Union, the chapter offers an optimistic picture to bridge the north-south knowledge divide.

Britain's exit from the European Union (EU), famously called the 'Brexit', attracted many studies and surveys to study the impact. Chapter ten explores how Brexit influenced UK's internationalization of education policies in relation to India. Tracing UK's policies on Internationalization of Higher Education (IHE), through its policies on visas for Indian students to the populist sentiments and perceptions about international students from 2013 up to 2021, post Brexit, the chapter chronicles the diplomatic strategies adopted by the UK to safeguard its economy post Brexit through mobilizing or rather remobilizing the Indian, African and Latin American markets to 'sell' 'knowledge'.

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Chapter eleven once again discuss regionalism in higher education but more specifically regional higher education cooperation in the context of Europe, compared and contrasted with the Indo-Pacific. Presenting a historical account of initiatives taken by Europe for regional cooperation since the 1940s up to 2020, the chapter traces the regional cooperation in Indo-Pacific and highlights some conspicuous differences in the manner of this cooperation along with a discussion on the probable causes. There is a notable and repeated mention of China and its inclination to promote its own Sino-centric, sub-regional initiatives rather than cooperate with others in the region.

Offering a fresh dimension, chapter twelve attempts to capture the role of higher education in the EU Development Cooperation Policy. With knowledge economy acting as the precursor, the chapter sets the stage by underlining the role of universities in economic growth and development. This is followed by a critical appraisal of EU's contribution to the development of emergent nations by analysing the schemes and funds earmarked for this purpose.

The final theme of the book, 'Digital Learning and Alternative Pedagogies', offers a unique dimension on inclusive pedagogy and teaching strategies in cross border education. Chapter twelve proposes Critical Global Pedagogy (CGP) model as a solution to the anomalies created by the hegemony of English language in global academia, the ubiquitous feature of neoliberalism in the knowledge systems and finally the global dominance of western pedagogies. Through an engaging discussion the pedagogic principles and approaches of the CGP model, the chapter proffers to disrupt power dynamics of the global north and south.

Founded on the COVID- 19 experience of online learning, chapter thirteen analyses the readiness of Indian Higher Education Institutions (HEIs) for virtual learning. Employing quantitative techniques, the authors construct an Online Learning Readiness Scale (OLRS) through a survey of Indian students from different HEIs and provide a sound conceptual basis to explain their findings that could have significant policy implications. Continuing the same theme of the pandemic but employing qualitative techniques, the last chapter fourteen discusses how virtual learning, that came suddenly under the spotlight, modified and revamped higher education and research in the EU. The chapter does not provide definite conclusions on the impact of this new development due to lack of evidence but through autoethnographic method, the author lauds digital learning on scores of fronts.

In conclusion, the book scrutinises the trends and developments in cross border education providing substantial matter for universities and policy makers globally. Profound discussions, multiple dimensions offered and the unique research methods employed make the book an erudite read.

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Book Review

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Dr. Pushkarni Panchamukhi has done her PhD from the University of Mumbai as a Senior Research Fellow under the RBI Chair of Political economy. Her area of specialization is Economics of Education. She is currently with the School of Economics, RV University, Bangalore, as the Assistant Dean. Prior to this she was with the Manipal Center for European Studies where she taught subjects like Education Planning, Strategic Management and European Business Environment. Pushkarni has diverse experience in the field of education with a multi-disciplinary perspective that recognises the impact of political economy on policy-making. Her dominant area of interest is economics of education with a specific focus on higher education. She also has keen interest in innovative teaching practices for all levels of education and has given several trainings to practitioners, administrators and researchers on best practices in teaching and curriculum building. She brings in the much- needed insights and analyses of grassroots practice into the larger macroeconomic policy framework.

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