A Conceptual Framework of University of the Future-Domestic and International Students' Perspective

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Abstract— There is much discussion these days about the fundamental changes of universities and higher education (HE). That is why they need to shape themselves the way of delivering methods as well as whole model of conducting their services because of that we propose a model for the university of the future based on Business Model Canvas. This is mainly a conceptual paper where literature reviews were conducted and initial model of University-of-the-Future (UotF) was established; and surveys based on structured questionnaire were conducted involving 30 participants on their preference of future universities. Also we make interview with some of the participants of those thirty to find out several factors like value proposition, key resources, key partners, key activities, and so on. After this survey and interview, we propose a model of future universities where we find some important points which can make universities more dynamic and successful such as MOOC, hologram, website for discussion, involving industry leader to make curriculum, those are crucial factors which universities must need to adopt. Moreover, there are some other points which need more attention like flexible curriculum, part-time jobs within universities in different forms, and selling research products. Even though we find some important points, this paper is not enough to get the whole idea about UotF as we only focus on two customer segments: undergraduate and post graduate. Also, our survey participants are limited in numbers and most of them are undergraduates' students. Still it is a great joy for us that people are thinking universities need to be changed and it should give more importance on collaboration with industry and other parts of the world.

Index Terms— Higher Education, Higher Education System, Future-of-the- University, Business Model Canvas, VPD, EM

I. INTRODUCTION

Education plays a great role in the life of everyone all through the life because it is just like food is necessary for healthy body. In another way we can say that proper education is very necessary to get success and happy life as it develops personality of the people. In such a modern, technological and competitive world, Education is seen as the key to solve all the social, personal and professional problems of the people. In addition, "Education is increasingly seen by governments as a major contributor to national wealth and economic development. Moreover, the increasingly competitive external environment has called for continuous improvement of countries' quality assurance standards and international criterion of their education systems. In order to maintain global relevance, internationalizations of both teaching and research have become critical objectives for most tertiary institutions" (British Council Analysis, 2012, p.1). Since the undergoing change of the economy, students need new skill and should be taught in different ways. Therefore, the best education system is the one which provide appropriate knowledge, skills, and experiences needed to be successful, productive, and engaged members of society. Unfortunately, the current reality of education system indicates a need and a desire to transform education system considering the improvement of student engagement in school as the main goal and outcome of the transformation. It is believed that students who are fully engaged reach their full potential. Apart from this, there are many reasons to transform our education system. According to Tony Wagner "Today knowledge is ubiquitous, constantly changing, growing exponentially… Today knowledge is free. It's like air, it's like water. It's become a commodity… There's no competitive advantage today in knowing more than the person next to you. The world doesn't care what you know. What the world cares about is what you can do with what you know" (Swallow, 2012, para. 4). This idea is also supported by Ernst and Young research group. They said that "the higher education sector is undergoing a fundamental transformation in terms of its role in society, mode of operation, and economic structure and value" (Ernst & Young, 2012).

II. PROBLEM STATEMENT

The higher education sector is undergoing a fundamental transformation in terms of its role in society, mode of operation, and economic structure and value (Ernst & Young's). A recent report from the Foundation of Young Australians said that between 60-70% of our students are being educated in jobs that won't exist by the time they graduate (Brookes, 2015). Jack Delosa said that universities are not producing human resources according to market needs means that students are lack of entrepreneurial mind set which include the capacity to tolerate failure, self-awareness and the ability to act courageously and take risks (Brookes, 2015). To unleash our students' entrepreneurial skills which is in accordance with the market needs universities require a great transformation. Apart from this many reasons are being identified by the scholars. Among those drivers five important drivers are being identified by Ernst & Young's team which are Democratization of knowledge and access, Digital

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technologies, Integration with industry, Global mobility, and Contestability of markets and funding. The report sees five "mega-trends" that will transform the sector — globalization, declining government funding and so on — but the only one that's genuinely transformational is: "MOOCs and the rise of online learning".

III. PURPOSE OF THE STUDY

This conceptual paper is intended to identify and understand the factors that affect the universities. Therefore, an extended review and analysis of literature is made and based on literature we try to make initial model.

IV. SIGNIFICANCE OF THIS STUDY

This conceptual paper is significant because it will explore a number of factors that affect the current Universities. After that based on BMC model this paper will examine those factors, make new conceptual model for universities of the future and finally make recommendations for future research.

V. SUMMARY OF THEORETICAL FRAMEWORK

This conceptual paper uses BMC and VPD model to guess first how future university should be like based on literature. Because in larger organizations we've also seen the canvas being used for strategic planning per business unit, because it gives us an overview of what the different business units are doing. The BMC works as a shared language across business units and provides you with a snapshot of our organization's business model portfolio (Garner, 2015).

After that a structured questionnaire, consisting of two sections with 14 questions, and survey are developed to collect data from several participants to find out their perception about the university of the future, no other methods like observation and others are not used in this paper. And finally based on the data collected by survey and interview we try to make our final business model. The model is appropriate for this inquiry because it allows the reader to understand how future universities would be like based on nine building blocks.

VI. LITERATURE REVIEW

A. The Concept of Education

The term 'education' is a very common and a popular word and as a student of education, it is essential for us to understand the meaning of education, its conceptual features and different perspectives that have shaped its meaning over time. Understanding the concept of education will help us to develop insights about universities. Different people defines education in different ways. "Some people refer to it as formal schooling or to lifelong learning. Some others refer to it as acquisition of knowledge, skills and attitudes. Some say that education is nothing, but training of people's mind in a particular direction to bring about desired changes" (Goel et al., 2014 p.14). According to Mahatma Gandhi education is the life long process.

> I hold that true education of the intellect can come only through a proper exercise and training of the body, hands, feet, eyes, ears, nose, etc. In other words, an intelligent use of the bodily organs in a child provides the best and quickest way of developing his intellect. But unless the development of the body, and mind goes hand in hand with a corresponding awakening of the soul, the former alone would prove to be a poor lop-sided affair.

Jiddu Krishnamurthi, a philosopher and one of the 20th century's most influential teacher, says that "Intelligence is the capacity to perceive the essential, the what is; and to awaken this capacity, in oneself and others, is education" (basics in education, p.25).

B. Education in Islam

From the first time angel Jebril came to prophet Muhammad to start the Islamic religion said to him "iqraa" means read and angel Jibril read the first 5 ayah from sura al-a`alak to show this religion established base on the knowledge and refuse the Delusion and delusions, so it was clear that the knowledge is the key to understand this religion and to understand whole life (1). Also if we see the Islamic history we will find the strong interest in education started from prophet Muhammad.

الَّذِي * الأكْرَمُ وَرَبُّكَ اقْرَأ * عَلَقٍ مِنْ الإنْسَانَ خَلَقَ * خَلَقَ الَّذِي رَبِّكَ بِاسْمِ اقْرَأ)
العلـــق سـورة (يَعْلَم لَمْ مَا الإنْسَانَ عَلَّمَ * بِالْقَلَم عَلَّمَ

C. Education Institutions during the Islamic era

In fact ,the Islamic civilization concerned about the education started from prophet Muhammad in Bader battle he ask the non –Muslim Prisoners to teach the writing and reading to 10 Muslim men as a condition to be free. Also Muslims were going to the masjid to learn religious principles related to Islam which children and adult were sitting as a ring shape around the shikh to get the knowledge .then improved to Maktabs and the teacher was called moallem and the children were learn Islamic principles and some mathematics. Beytolhekma and Darolelm came "were science and research institutes at which a group of scholars and translators of scientific but non-Islamic fields, dealt with research and translations."(Yahyaei & Mahini, 2012)

Finally, muslims started establish the first school from 150-217 hijri in Bukhara city by Imam Abu hafis AL-Bukhari then in Damascus 391 hijri then the establishing of school continuous during the Islamic civilization (2). In the golden era from 8th to 13th centuries was the high achievement in the field of mathematics, philosophy, astronomy and medicine in the Islamic world (modanlou HD.2015), and here some scientist with their achievement in that era:

Abubakr Muhammad Ibn Zakaria Razi or Rhazes (865–925 AD)

He discovered alcohol , chemical substances , build hospital and monograph on smallpox and measles he distinguished smallpox from measles and noted the complications of these illnesses some books in medicine (kitab al hawi fi altibb) (kitab fi al jadari wa al hasba). (modanlou HD.2015).

Abu Ali al-Husayn ibn Abd Allah ibn Sina or Avicenna (980–1037 AD)

He composed 270 different treatises and wrote (kitab –al qanun fi al tabb) that is talking about care of new born, the

important of breastfeeding and appropriate nutrition. (modanlou HD.2015).

D. Education Method during the Islamic Civilization

Umayyah era
    1. Indoctrination
The teacher prepare the subject and explain to the student this method depend on repetition
    2. Dictation
The teacher tells the Hadith and the students write it
    3. Story telling
It consider as indirect method. Teachers tell the story about fact, certain information or about certain leader to help the student understanding the lesson easily.

Al-Ghazali and his method in education

First he divided the branch of knowledge into three levels (elementary, intermediate and advanced)and assign the books that the students should study during these levels and he point out the climate of teaching as a teacher should be model also to link between the various branches and to ensure that students understand the subject then they can move to another one .whereas the student must consider the teachers as a father .in addition he believes that education can be effective when we put it into practice ,so it impress the right habit rather than memorizing   .on anther hand , in religious education he follow the Islamic traditions of education that the basic of Islam should be memorizing repetition then the second stage involves explanation ,understanding and practice. (Nofal, 2000).

Othman empire on education
Primary school

In these schools boys and girls were studying together in separating tables .moreover thy follow one learning style it was memorizing (quran ,sulah .. etc.)without knowing the meaning .in addition students can finish their primary school depend on their memorizing if two students start together it could be one finish before the other base on his ability in memorizing .so reading without any mistake means they succeed.(sonmez, 2013).

E. Contemporary issue of Higher Education

Deep, radical and urgent transformation is required in higher education. The biggest risk is that as a result of complacency, caution or anxiety the pace of change is too slow and the nature of change is too incremental. The models of higher education that marched triumphantly across the globe in the second half of the 20th century are broken

According to Barber, Donnelly and Rizvi (2013), Changing and suffering global economy, faster increasing cost of higher education, falling value of a degree program, ubiquitous Content, intense competition are the main reason of transforming higher education. They also suggest that Massive Open Online Courses (MOOCs) which can prevent this avalanche should provide for broader, deeper and more exciting education. In addition, different models are introduced by them with crucial features such as

- A strong endowment with global brand
- Learning through technology
- Partnership with other global universities and business
- Establishing remote campus
- Robust ecosystem of extra-curricular and incubated real-world experiences
- Variety of courses and learning opportunities
- Extend into the realm of real-world workplace skills
- A more personal learning experience' with staff committed to helping you achieve your academic, professional and personal potential
- Video lecturers supported by debate and discussion
- Playing key roles in the local and international economy

In the view of Schwartz and Thille "Exams will no longer be the primary tool for judging student performance, rather assessments should measure students' will and ability to continue learning. Also, students will be presented with new content – material they haven't been taught in class – and evaluated by how well they learn from that content. A virtuous cycle of rapid feedback and revision to pedagogical innovations will permit the continuous improvement of both instruction and the scientific theories behind it". Moreover, to create innovative solutions to major societal problems Universities' several departments will collaborate. And this combination of factors is likely to challenge the 20th-century university paradigm. Steven Schwartz, former vice-chancellor of Macquarie University and Murdoch University in Australia, and of Brunel University London, universities are social institutions designed to make students wise which they acquire it from one another. In addition, some institutions offer the opportunity to create a portfolio degree and also universities will values a broader range of characteristics such as wisdom, tolerance, and emotional intelligence, ethical understanding and cultural literacy than those linked to subject knowledge or employability skills. Most importantly, students will be willing to "go" to university, to be part of a community of learners, educators and scholars exploring, disassembling and co-creating knowledge which will leads to the actual cognitive development. Therefore, the definition of the university will be changed. The future universities will be demonstrated the engagement of a community of teachers and scholars.

Moreover, if we consider today's world recognized universities like MIT, Stanford, Yale, National University of Singapore and many others already offer several values to the students. MIT offers Open Course Ware, MIT CoLab launches partnership with Banco Palmas, it Brings Israel into the classroom … and the classroom to Israel, Internships to Israel, Global Teaching Labs, and beyond all of these MIT takes many International initiatives for example: Solving global problems with MIT in Brazil, Israel and MIT: Celebrating eight years of growth at the Institute, MIT Professional Education launches its first program in Taiwan, MIT joins collaboration to bring connected learning experiences to Indian students and teachers, Going off grid: Tata researchers tackle rural electrification, New insights on political participation in Sub-Sahara Africa, MIT-France: Bolstering connections between MIT and the world, MIT Professional Education trains South African managers from the manufacturing sector, United Nations and MIT

collaborate on climate change resilience, Marshall Scholar Kirin Sinha is motivating young women to pursue math through dance, and so many. In addition,

Yale offers Parenting Center for making Families Stronger, emotional intelligence program, and online learning courses on a variety of platforms including Coursera (link is external), iTunes U (link is external), YouTube (link is external), and through Open Yale Courses. Not only Yale but also UCI, Columbia, and Stanford join YouTube to offer online courses. Also Bozeman Science and Khan Academy join YouTube so that they can offer courses to the students. Most importantly, it is quite surprising that Yale joins iTunes U to make Yale faculty, visitors, and performers more enjoyable. Also Yale entered into a partnership with Cornell and Columbia in which the three universities constitute one virtual synchronous class. The most important factor among all of these is Piazza which used in class to involve online discussion where the students post questions, and then anyone, student or professor can answer and/or mark a given answer as correct. It also arrange Digital Education Innovation Grant Competition and obviously Global Network such as Asia, Europe, and South America for Advanced Management.

On the other hand, National University proposes something different for the prospective students. It offers flexible curriculum options which enable students to immerse themselves in the academic study of South Asia.

Apart from this, NUS has partnered Sciences Po, France's leading university in the social sciences and for the betterment of the students it has part-time work scheme namely Student Service Ambassadors which is open to all full-time NUS students who have at least two more years of study left who wants to improve interpersonal skills, make new friends and tap onto the NUS Alumni network.

Malaysia offers MY ASEAN Internship program in collaboration between the Ministry of International Trade and Industry (MITI) and Talent Corporation Malaysia Berhad (TalentCorp), which seeks to increase overall awareness on ASEAN among the youth in Malaysia.

Currently, there are 12 partner organisations participating in the initiative, which are AirAsia, Axiata, BDO, CIMB, Digi, GE, Maybank, Nestle, Securities Commision Malaysia, Sime Darby, Sunway, and ZICOlaw.

F. Pain of the students

According to Ronald Alsop (2015) who mentioned the story of a graduate, Catherine Nguyen-Cat, in The University of Westminster. She said "employers have these expectations that an applicant must bring a mid-level professional's work experience and technical skills — even though it's only an entry-level job". Also in her point of view, her job was secured not because of her academic qualification but because of her web skills and ability to speak Vietnamese fluently. She also said that they rate young applicants as deficient in such key workplace skills as written and oral communication, critical thinking and analytical reasoning. In addition, all of those she said about online job search site CareerBuilder which "surveyed employers in the UK and India this year and found that they believe recent graduates are most lacking in problem-solving skills (60% India, 40% UK), creative

thinking (56% India, 39% UK), and interpersonal skills (50% India, 49% UK)". Director of the Georgetown University Center on Education and the Workforce, Anthony Carnevale, said that "the job is still the best teacher for critical thinking and interpersonal skills".

However, the good news is that some universities like Bentley University in Waltham, and Massachusetts in the US introduce an introductory career development class and a skills assessment to get a better sense of their aptitudes, as well as weaknesses and in the class companies such as Fidelity and TJ Maxx visit the class and provide feedback on resumes, elevator pitches and interview skills. Moreover, Bentley also gets input from businesses about the curriculum. For example, EMC broached the idea of a professional sales major, Gloria Larson, Bentley's president said Mike McGuiness, executive director of Jopipedia.org.

Another pain involves in cultural discrepancies. Tech Degrees Are Not Putting More Blacks and Hispanics Into Tech Jobs; that is why the culture and recruiting methods of tech companies seem to have a lot to do with it (Bui & Miller, 2016)

Deputy Education Minister Senator Chong Sin Woon said "a university degree is not a ticket to get jobs and it may even be a stumbling block at times". The main reason of this digester is the "mismatch between the supply of the types of graduates and the availability of jobs relevant to their qualifications and not many people in Malaysia turn to vocational or technical training. They do not see such courses as a choice but a last resort".

"Up to 40% of public university graduates in Malaysia are either jobless or are stuck in mismatched occupations" (Ji, 2013)

Haggag, Manpower Staffing Services (M) Sdn Bhd country manage, noted several lickings for job failed in Malaysia: lack of proficiency in English, institutions producing graduates with lack of real work skills, system focuses highly on individual achievement and less on team performance; that is why they don't have interactive skills (Education system not producing thinking graduates, say experts, 2012).

On the other hand, Hong Leong Bank chief human resources officer Ramon Chelvarajasingam said that students have lack of critical thinking skills, whereas "In our competitor nations, the young professionals are more advanced in critical thinking, innovation, thinking out of the box and have continuous development initiatives compared within Malaysia". He also added "These new graduates won't give you textbook answers, but will, through their answers, display a global mindset and show understanding of moving trends in the world" (Education system not producing thinking graduates, say experts, 2012).

Prospect Consulting Sdn Bhd director Nina Adlan, who provides advisory services to educational institutions aiming to set up branch campuses in Malaysia, said she has observed "a disconnect between what graduates put down on their curriculum vitae and what they are like in reality. She also mentioned Malaysia to produce more employable graduates, all parties involved in education should work together to create a culture that places a high value on critical thinking and creativity to replace the current one which focuses on information transfer and academic results" (Education system

not producing thinking graduates, say experts, 2012).

Based on these literature reviews, we make a conceptual BMC model for our University of The Future.

It is quite important that before making BMC model we must understand our customers. Therefore, we made a value proposition model where we are analyzing our customers based on their pain and what values they would like to acquire.

Figure 1: Initial value proposition canvas for customers (undergraduate's students) of University of The Future
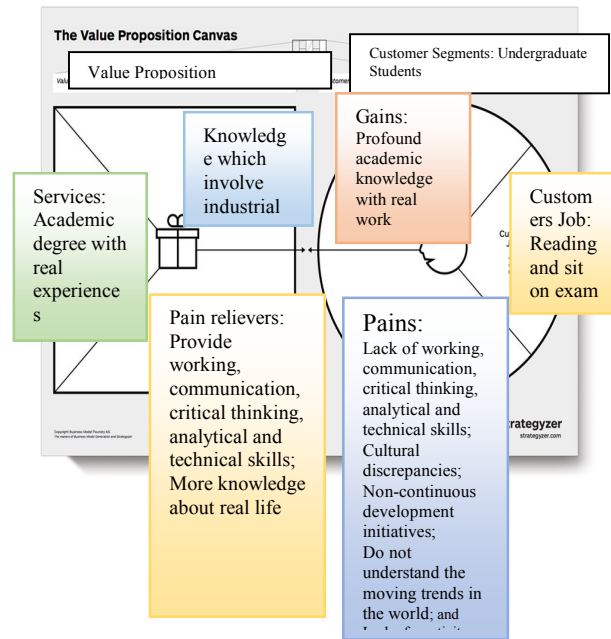

Figure 2: Initial value proposition canvas for customers (Postgraduate's students) of University of The Future
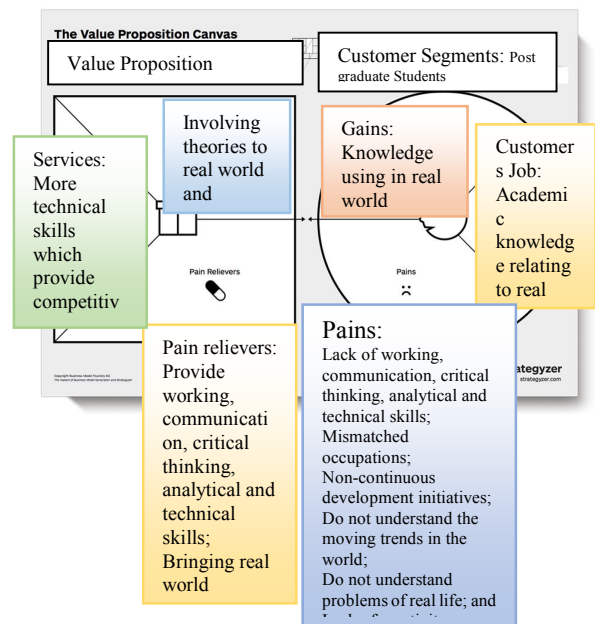

Table 1: The initial BMC Model for University of The Future

Key Partners	Key Activities	Value Proposition	Customer Relationships	Customer Segments
Lecturers (worldwide); Industry leader, Employees; Professionals; Governments;	Making good relation to the Key partners	Up to date high quality academic knowledge related to real experience'	Direct Online	**Academic** Fresh Students Year gap Students Students with work experience Transfer PHD research Professional doctorates
	Key Resources IT Online library Physical infrastructure	Academic knowledge Competitive Advantages (Strong physical and mental competencies)	**Channels** Lecture content Videos, Audios Website for storytelling, Q & A, (KM) based on subject, time e.g. Slide share, ted talk, YouTube,	**Non academic** Technical Professionals Industry wise Law MBA Parents Teen Non PHD research

Cost Structure	Revenue Streams
• Finance • HR • IT • R and D • Other	• Tuition fees • Industrial work • Short term courses • Extra curriculum activities e.g. campaigning • Giving rent to others

VII. DATA ANALYSIS FOR SURVEY

After making an initial model based on literature, we conducted survey and interview among students from IIUM for the purpose of seeing the real scenario of the future universities. That is why, the analysis of this conceptual paper is based on the data collected from interview and survey questionnaire. . It is logical to adopt such an approach, as the analysis of the data is key to understanding the information collected from questionnaire and survey at each stage of the nine building blocks of BMC Model.

BMC Model and value proposition canvas is used to analyse the data collected through the survey and interview. Data is analysed through two analysis methods:

• Descriptive Analysis, and
• Inferential Analysis.

Descriptive Analysis is mainly adopted to know the characteristics of the respondents that are related to the research topic. More specifically, this analysis is used to gain understanding of the respondent's profile, whereas inferential analysis is mainly used to answer the customer (students) pains and gains.

A. Descriptive Analysis

The demographic information includes the following characteristic of participants; gender, age, level of education, year of education, nationality, and employment status. The

demographics information shown in Table 2 is based on frequency distributions and percentage. From the 30 respondents in this study, 16 (53.3%) were male and 14 (46.7%) were female. In terms of age groups, the majority of the students were 18-34 years old (46.7%). Most of the respondents' year of education were in the first year level (36.7%), followed by second year level (23.3%), who are mainly from bachelor's and master's degree. In addition, more than half of the students are Malaysian and unemployed.

Table 2. Demographic data of the sample (N = 30)

Variables		N	%
Gender	Male	16	53.3
	Female	14	46.7
Age	18-24 years old	14	46.7
	25-34 years old	14	46.7
	35-44 years old	2	6.7
Level of education	Bachelor's degree	14	46.7
	Master's degree	13	43.3
	Professional degree	1	3.3
	Doctorate degree	2	6.7
Year of study	First year	11	36.7
	second year	7	23.3
	third year	4	13.3
	fourth year	3	10.0
	fifth year	3	10.0
Nationality of students	Malaysian	18	60.0
	International	12	40.0
Employment status	employed	13	43.3
	unemployed	17	56.7

B. Inferential Analysis

To measure students' perception on future universities, we merely focus some specific areas which are working, communication, critical thinking, analytical and technical skills; continuous development initiatives; understanding moving trends in the world; creativity; curriculum; industry involvements and so on. In general, more than eighty percentage students think that academic education is necessary to combine with real experience and critical thinking is extremely important for students to cope up with real world, whereas they do not show much interest on even though participants want Leadership skills to combines with courses curriculum. And obviously, students have strong in favour of online courses: three fourth of the whole participants' wants global online courses.

Moreover, Information provided by students in Table 3 shown that half of the student think that curriculum should be changed based on industry requirements and it is quite important that seventy percent students wants industry leaders to be part of their academic curriculum though small number of participants prefer not to make compulsory industry visit. In addition, along with the involvement of industry leaders in making curriculum, online courses score high in the preference list followed by critical thinking which is around sixty four percentages. Other factors such as Vocational education and training, and job score more or less same, more than one fourth goes to agree and Somewhat agree

respectively.

Table 3: Measuring services provided by the University of the Future

No	Statement	Strongly disagree	Disagree	Somewhat disagree	Neither agree or disagree	Somewhat agree	Agree	Strongly agree
Q.1	Curriculum should be changed based on industry requirements				3 (10.0%)	4 (13.3%)	8 (26.7%)	15 (50.0%)
Q.2	Industry leaders should be participated in making curriculum					3 (10%)	6 (20%)	21 (70%)
Q.3	Industry based competition				4 (13.3%)	4 (13.3%)	8 (26.7%)	12 (40%)
Q.4	Industry visit must be mandatory	3 (10%)			5 (16.7%)	6 (20%)	6 (20%)	10 (33.3%)
Q.5	Critical thinking analysis should be mandatory				1 (3.3%)		10 (33.3%)	19 (63.3%)
Q.6	Globalized online courses					3 (10%)	6 (20%)	21 (70%)
Q.7	Students must entered part time jobs in universities after second year	5 (16.7%)			9 (30%)		11 (36.7%)	5 (16.7%)
Q.8	Vocational education and training are mandatory	5 (16.7%)	6 (20%)		6 (20%)	10 (33.3%)	3 (10%)	

C. Data Analysis from Interviews

This is an extract from the short interview of a small portion of the participants who contribute to build the nine building block of BMC model. In particular we try to focus on how values which universities are going to provide to the customers can affect the other blocks of the BMC model and also what are those factors. After this interview, we found several new factors e.g. hologram, 3d effect as channels; industry leaders as key partners who will contribute to make curriculum, parents and whole community. Among all those factors participants give more emphasis on marketing, branding and IT infrusture. They also added that by doing work with industry and selling research project universities can make revenue.

Table 4: Proposed BMC Model for University of the Future after survey and interview

Key Partners	Key Activities	Value Proposition	Customer Relationships	Customer Segments
• Lecturers (worldwide) • Industry leader, Employees • Professionals • Industry, Firms, • Parents • Governments • Whole community e.g. Retired persons, society leaders, Trainers from different fields,	• Making good relation to the Key partners • Focus on Marketing, Brand Management, and R and D • Having strong skills on IT	• High quality education with real experience • Academic knowledge with vocational training • Competitive advantages (Strong physical and mental competencies)	• Direct • Off line e.g. Social media, apps • Online • 3D virtual	Under graduates, and Post graduates students
	Key Resources • IT • Online library • Physical infrastructure		**Channels** • Lecture content • Videos, Audios • Website for story telling (KM) based on subject, time e.g. Slide share, tedtalk, toutube, • Video conferencing • 3D story telling method • Online service • Hologram	
Cost Structure • R and D • Different departments • IT infrusture • Other		**Revenue Streams** • Tuition fees • Industrial work • Selling of research paper • Selling of research product • Short term courses • Extra curriculum activities e.g. campaigning • Giving rent to others		

Description of the BMC Model

There are many reasons for choosing BMC model as analytic tools. One reason is that the conventional tools do not provide value to the customers. Good innovation are those which can create value to the customers and BMC is the best in this perspectives and also it helps to understand types of jobs, pains, and gains which mattered to the customers through the use of Value Proposition Canvas (Guppta, 2016). In another way we can say that "The Business Model Canvas, is a strategic management and entrepreneurial tool. It allows us to describe, design, challenge, invent, and pivot our business model" (The Business Model Canvas, 2009). The following are the description of the nine building blocks:

Customer Segments

Initially we enlisted several customer segments under academic and non-academic section; but after that we choose two customer segments for easy analysis which are undergraduates and postgraduates students.

Value Proposition

We know that Value Propositions Building Block describes the bundle of products and services that create value for a specific Customer Segment. It the main reasons for customer turning because it is innovative and represents what customer wants (Osterwalder & Pigneur, 2009). In our final BMC model, the values we are going to offer to the customers are mainly customer preference collected from survey.

Channels and Customer Relationships

Channel is the way of delivering values to the customers that is why it is really crucial for an organization to choose write channels to deliver its services to the proposed customers. For this reason we choose different channels, for example: content; videos, audios; website for story telling (KM) based on subject, time; video conferencing; 3D story

telling method; and twenty four hours online service. There are many new items add here after conducting interview to the students. The reasons why we choose 3d story telling method is students every now and then feel bored if all the times they need to read books; therefore, it is better to make the study creative, interesting and easy to understand or we can use hologram. Also we propose to offer online service website for discussion and taking notes would be better for all over the students who join from different places through online.

Obviously, good relationship with customers helps employees to understand customers better at the same time it will boost sales. To make effective relationship with customers there are several methods offered such as: Direct relation, off line, Online, and the very new one 3D virtual.

Key resources, Key partners, and Key activities

Every business requires resources and among those resources some are crucial to provide value to the customers those are the key resources for the organization. Key resources can be owned or leased by the company or acquired from key partners (Osterwalder & Pigneur, 2009). For the BMC of University of the future the key resources are IT; online library; and obviously physical infrastructure. In addition, about key partners, participants choose several partners like: Lecturers (worldwide) who are also resources; Industry leader, Employees as they will be participated on making curriculum and share their experiences to the students; ; Professionals; Industry and Firms since university need to collaborate with those to provide real work experience to the students; Parents who are high position holders from the universities can also be benefited; definitely Governments for making the rules compile with universities and also for many other services; lastly Whole community e.g. Retired persons, society leaders, Trainers from different fields and so on.

To make business successful and to provide values to Customers organization must operate successfully; that is why some activities must need to do those are key activities. The activities universities must do are good relation to the Key partners; focusing on marketing, brand management as today's world without band name no organization can survive, and obviously R & D to make improve; and most importantly strong skills on IT without it organization can do anything.

Revenue Streams and Cost Structure

There are many sources universities can earn profit for example: tuition fees; Industrial work like provide IT services to industry; selling of research paper; selling of research product; short term courses; extra curriculum activities e.g. campaigning; and giving rent to others. And the cost are from different departments, IT infrusture, R and D, and Other.

CONCLUSION

To be sustainable in the long run universities must need to change its activities. According to Shamima Khan (2013):

The current education system, perfect in meeting the needs of the age of industrialization, is now becoming obsolete. In the age of globalization, population increase, resource scarcities, and the abundance of readily available information are raising issues that call for a new way to

educate.

She also added "Students can no longer be fed information. They need to learn to be leaders equipped with the appetite and the cross-disciplinary skills to solve unknown problems. With rising tuition and student loans, inflation in academic degrees and lingering high unemployment rate, students are increasingly invested in Massive Open Online Courses (MOOC) (Millennials Believe the Future of Education Will Be Virtual, 2013)".

In addition, globalization also leads universities to great competition.

In conclusion, we can say that globalization will lead universities in benchmarking, collaboration, competition and the growth of knowledge economics. It is also prove that collaborative system serves community better than any other systems. Saleh, Ma-Key, Dahlan, and H.Osman, (2013) in their conceptual paper "MyMukim2Cloud Collaborative System a Mosque Collaborative Network for Serving the Societal Needs in Malaysia" mention that collaborative system will be enhanced the quality of social life. It is also said by another group of authors. According to Dahlan, Dahan, and Saman (2013), collaborative, interactive and information sharing process in an organization improve individuals as well as the organization itself. Barber, Donnelly and Rizvi (2013) said in the new world the learner will be in the driver's seat and the institutions which deciding to embrace this new world will be able to protect; that are why this model is proposed for those universities.

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