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Tuning India

**Resources for
Internationalisation
of Higher Education
Institutions in India**

“Internationalisation of Curriculum for Quality Higher Education in India”

First Policy Forum

Online, 12 July 2021

**09:15 – 12:30 (Central European Summer Time)
12:45 – 16:00 (India Standard Time)**

Zoom Webinar

<https://deusto.zoom.us/j/86234619606>

CONCEPT NOTE

Tuning India project is aimed to support the **internationalization process in India through building of a framework of comparable, compatible and transparent degree programmes**. To make sure all the students who enrol in Higher Education institutions across the country benefit from **comparable high-quality educational experience**, Indian Higher Education needs to **develop comparable and compatible degree programmes** (curriculum development) and build the capacity of university teachers (improving the quality of education and teaching).

Tuning India project is applying the Tuning methodology **in ICT, Law, Medicine and Teacher Education**. The wide **consultation on competences and students' workload** has been conducted in India with key stakeholders – academics, students, graduates and employers. The information received during these consultations is relevant not only for the project aims but also for the discussion in wider academic community.

RISHII project focuses on management approaches and modus operandi necessary to **plan and implement curriculum internationalisation**. The focus is also on improving communication and collaboration between the different agents (who should be) involved in curriculum internationalisation. Through **adopting the tools and procedures** proposed by RISHII, Indian Higher Education Institutions will be able to significantly improve their management and operation.

RISHII is also focuses on equipping project participants with **skills in strategic planning and globally open pedagogy**. It works on common needs of all Higher Education (HE) programmes and chose to work with diverse programmes exactly to help Indian Partners see that **Curriculum Internationalisation principles** are generic, applicable to any area of studies and, therefore, once mastered can be cascaded to ALL programmes offered by a Higher Education Institutions (HEIs).

Both Tuning India and RISHII projects are specially designed to promote **regional and international cooperation** between universities. The **involvement of policy makers and decision makers** in the discussion of projects' findings is extremely important for sustainability of results and overall impact.

Policy Forum serves as a **platform** that allow participants to discuss **current strategies and future trends** in higher education **in India and worldwide**, to **share their experience, knowledge and vision** in related areas, to discuss the **project findings** and its impact in the modernisation of higher education in India. The Policy Forum is also aimed to support **informed decision-making** in higher education policy of India, provide **evidence-based contemporary data** on competence-based approach, and present **good practices in the implementation** of the project results.

BACKGROUND

The **three biggest challenges** identified for Indian Higher Education for the upcoming years are those of **expansion, excellence and equity**. To make sure all the students who enrol in Higher Education institutions across the country benefit from **comparable high-quality educational experience**, Indian Higher Education needs to develop comparable and compatible degree programmes (**curriculum development**) and build the capacity of university teachers (**improving the quality of education and teaching**). In other words, high-quality learner-centred degree programmes whose structure is clear, which are comparable and compatible across the different institutions at the national (as well as international) level and that permit students to develop transferable skills are the answer India wants.

The **National Education Policy-2020 (NEP-2020)**¹ is grounded on the principles of **Access, Equity, Quality, Affordability and Accountability** (Ministry of Education, 2020). The NEP-2020 provides a ‘new’ and ‘forward-looking’ vision for India’s HES and its quality. The policy emphasizes, among other, on:

- Enabling faculty and institutional autonomy;
- **Revamping of curriculum, pedagogy, assessment and student support;**
- Enabling **increased access, equity, and inclusion** through a range of measures, including greater opportunities for outstanding public education;
- Moving towards a more **multidisciplinary undergraduate education;**

In this backdrop, the NEP-2020 proposes to revise and revamp **all aspects of the education structure**, including its **regulation and governance**, to create a new system that is aligned with the aspirational goals of 21st-century education. The NEP-2020 recommends that all undergraduate and graduate programmes be developed on an underlying foundation of holistic education, which enhances the intellectual, social, ethical, analytical, and aesthetic capacities of all students.

According to the NEP-2020, **teachers and faculty are at the heart of the learning process** – their recruitment, **continuous professional development**, positive working environments and service conditions are an important aspect of **quality and excellence in higher education**. The policy further states that it is critical to empower the faculty with high competence and deep commitment to energize them for excellence in teaching and research. It recognizes that the most crucial factor for the **success of higher education institutions** is the **quality and engagement of its faculty**. Hence, the NEP-2020 makes critical interventions in reforming the current state-of-affairs to energize and **engage faculty members towards excellence in teaching and research**.

Modernisation of Indian Higher Education is also seen through equipping Indian Higher Education Institutions with procedures, tools, **human resources and continuous professional development** mechanisms necessary for **Curriculum Internationalisation** and **creating institution-wide thriving cultures of Internationalisation** for all.

¹ M.K. Sridhar and Chetan Singai. “NATIONAL EDUCATIONAL POLICY-2020, A Mandate for Quality Higher Education in India.” In *Quality Mandate for Higher Education Institutions in India*, 1-26. New Delhi: University Grant Commission, 2021.

AIM

The First Policy Forum aims at **identifying problems, solutions and perspectives for the internationalisation of higher education in India**. Although higher education institutions respond to such international challenges, they have to be attentive to national policy objectives at the same time. These objectives can be disparate - such as using the Tuning methodology as a Bologna implementation tool; quality assurance as a steering mechanism for the higher education sector; structuring the communication between the state and the higher education institutions for joint planning; using the competence/learning outcomes based approach in designing degree programmes in rapidly growing and diversifying systems; and/or strengthening the management capacity of institutions for internationalisation and improvement.

PROGRAMME

CEST		IST		
09:15	09:30	12:45	13:00	Registration
				Welcome and Opening
09:30	09:45	13:00	13:15	<p>Kuldeep K RAINA, Vice Chancellor, <i>M. S. Ramaiah University of Applied Sciences, Gokula Education Foundation (M), Bengaluru, India</i></p> <p>José M GUIBERT, Rector, University of Deusto, Spain</p> <p>Giordana BRUNO, Project Adviser, European Education and Culture Executive Agency (EACEA), Brussels, Belgium</p>
				Round Table “Internationalisation of Higher Education in India: Problems, Solutions and Perspectives”
09:45	10:45	13:15	14:15	<p>Facilitator: Chetan SINGAI, Associate Professor, School of Social Sciences, Ramaiah University of Applied Sciences, Gokula Education Foundation (M), Deputy Director, Ramaiah Public Policy Centre, Bengaluru, India</p> <p>Speakers: Pankaj MITTAL, Secretary General at Association of Indian Universities, New Delhi, India Gopalkrishna JOSHI, Executive Director, Karnataka State Higher Education Council, Government of Karnataka, Bengaluru, India Adrian VEALE, Policy Officer - Asia, International Cooperation, Directorate General for Education, Youth, Sport and Culture, European Commission</p>
10:45	11:00	14:15	14:30	Coffee Break

		<p>Panel I “Internationalisation of Curriculum as a Key Factor for Quality Comprehensive Internationalisation in India”</p> <p>Facilitator: Asier ALTUNA, <i>Vice Dean for Internationalisation, Head of Department of Modern Languages and Basque Studies, Faculty of Social and Human Sciences, University of Deusto, Spain</i></p> <p>Presentations: “Comprehensive Internationalization of Higher Education in India” Neeta INAMDAR, <i>Professor and Head, Manipal Centre for European Studies, Jean Monnet Centre of Excellence, Manipal Academy of Higher Education, Manipal, India</i></p> <p>11:00 11:40 14:30 15:10 “Institutional Performance and Strategic Planning” Vijay KHARE, <i>Senior Professor and Head, Department of Defence and Strategic Studies, Founder Director and Head, Department of Dr. Babasaheb Ambedkar Studies, Director, Office for International Affairs (formerly International Centre), Savitribai Phule Pune University, Pune, India</i></p> <p>“Staff Development and Internationalisation of Curriculum” Raakhi GUPTA, <i>Rector and Registrar, The IIS University, Jaipur, India</i></p> <p>Reflection: Robert WAGENAAR, <i>Professor of History and Politics of Higher Education, Faculty of Arts, Director, International Tuning Academy Groningen, University of Groningen, Groningen, The Netherlands</i></p>
<p>11:40 12:20 15:10 15:50</p>		<p>Panel II “Tuning as a Practical Approach for the Internationalisation of Curriculum”</p> <p>Facilitator: Ivan DYUKAREV, <i>T-India Project Manager, University of Deusto, Spain</i></p> <p>Presentations: “Internationalisation of Curriculum: Challenges and Achievements” Puneeth PUTTAIAH, <i>Associate Professor of Law, Centre for the Study of Law and Governance, Jawaharlal Nehru University, New Delhi, India</i></p>

		<p>“Building an Internationalised Degree Profile” <i>Shyamala HANDE, Professor, Dept of Anatomy, Melaka Manipal Medical College, Manipal Academy of Higher Education, Manipal, India</i></p> <p>“Quality Enhancement at Programme Level” <i>Vaibhav JADHAV, Assistant Professor, Department of Education & Extension, Savitribai Phule Pune University, Pune, India</i></p> <p>Reflection: <i>Julia GONZALEZ, President, Education for an Interdependent World, Tuning Senior Adviser, Brussels, Belgium</i></p>
<p>12:20 12:30</p>	<p>15:50 16:00</p>	<p>Summing Up <i>Chetan SINGAI, Associate Professor, School of Social Sciences, Ramaiah University of Applied Sciences, Gokula Education Foundation (M), Deputy Director, Ramaiah Public Policy Centre, Bengaluru, India</i> <i>Ivan DYUKAREV, T-India Project Manager, University of Deusto (Spain)</i></p> <p>Closing</p>