

Tuning

India

“Synergy of Tuning Initiatives for Comprehensive Internationalization of Higher Education in India”

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**Second Policy Forum
“Synergy of Tuning Initiatives for Comprehensive
Internationalization of Higher Education in India”**



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Agenda



- Relevance of Tuning Initiatives for IHE in India.
- Reference Points



PART - I

Relevance of Tuning Initiatives for Internationalization of Higher Education in India



How Tuning Initiatives in India are best suited for IHE in “at home”?

- Two dimensions of IHE – “at home” and “cross boarder”.
- Tuning’s current focus in India is on IHE “at home”.
- Tuning with its focus on Outcome/Competence Based Education (CBE) is the best suited model for IHE in India.

Tuning Initiatives (Cont....)



- **Holistic focus – Generic and specific competences in terms of knowledge, understanding, skills, abilities and attitudes.**
- Tuning Initiatives pave way for IHE by promoting adoption of Bologna tools for building a framework of **comparable, compatible, and transparent** programs of studies within each country by involving the universities and higher educational institutions of the respective countries.

Tuning Initiatives (Con...)



- It allows participating universities to “tune” their degree programmes and curricula in accordance with the tuning methods without losing their autonomy.
- It, thus, paves way for Internationalization without compromising the autonomy of Indian Universities.

PART - II



Reference Points for the Design and Delivery of Degree Programmes in Law

Reference Points...

- Developed in accordance with the Tuning Methodologies.
- It is a complete guide for design and delivery of Bachelor's Degree Programme in Law (both 3 Years and 5 Year Programmes)

Reference Points...

I Introduction

- Details of the partner universities
- Relevance of the Tuning methodologies for Universities Imparting Legal Education in India
- 'Convergences' and 'Divergences' between the Law programmes offered by the partner universities in India.

Reference Points...

II Generic Competences – Thematic Perspectives

- Process followed for development of 'GCs'.
- Factors considered in developing 'GCs' by SAG – Law.
- List of 'GCs' prepared by SAG – Law.
- Final list of 'GCs'.

Reference Points...

III Formulation of Specific Competences for Law Programme

- Process followed for development of 'SCs'.
- Factors considered in developing 'SCs'.
- Final list of 'SCs'.

Reference Points...

IV Consultation and Reflections

- Details of survey conducted.
- Categories of stakeholders consulted and number of respondents in each category.
- Analysis of the survey results to determine the 'importance', 'ranking' and 'level of achievement' of each of the GCs and SCs.

Reference Points...

V Meta – Profile for Law

- Clustering of SCs and GCs.
- Final Meta – Profile prepared by taking into account the survey results.

Reference Points...



VI Contrast of Meta – Profile at National Level

- ‘Coincidences’ and ‘differences’ between the meta – profile and the existing degree programmes of the Partner Universities in order to understand the gaps that need to be bridged.

Reference Points...

VII Students Workload Reflections

VIII Examples of Revised/New Programmes

IX Implementing Universities



Thank you!