



Second Policy Forum

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



**Dr. Sonia B. Nagarale
Online, 30, September 2021**

INTRODUCTION

- The Tuning India (TI) is a project initiated by the TUNING ACADEMY with the aim of implementing Bologna Tools in Indian universities.
- 15 Indian universities (both private and public), along with 5 EU partners came together for this Project.
- Focus on four selected subject areas – Law, Information and Communication Technology (ICT), Medicine and Teacher Education.
- The Subject Areas Group – Law (SAG – Law) consists of six partner universities (both private and public) in India and one expert from the University of Deusto, Spain.

PARTNER UNIVERSITIES

(in alphabetical order) (SAG-LAW)

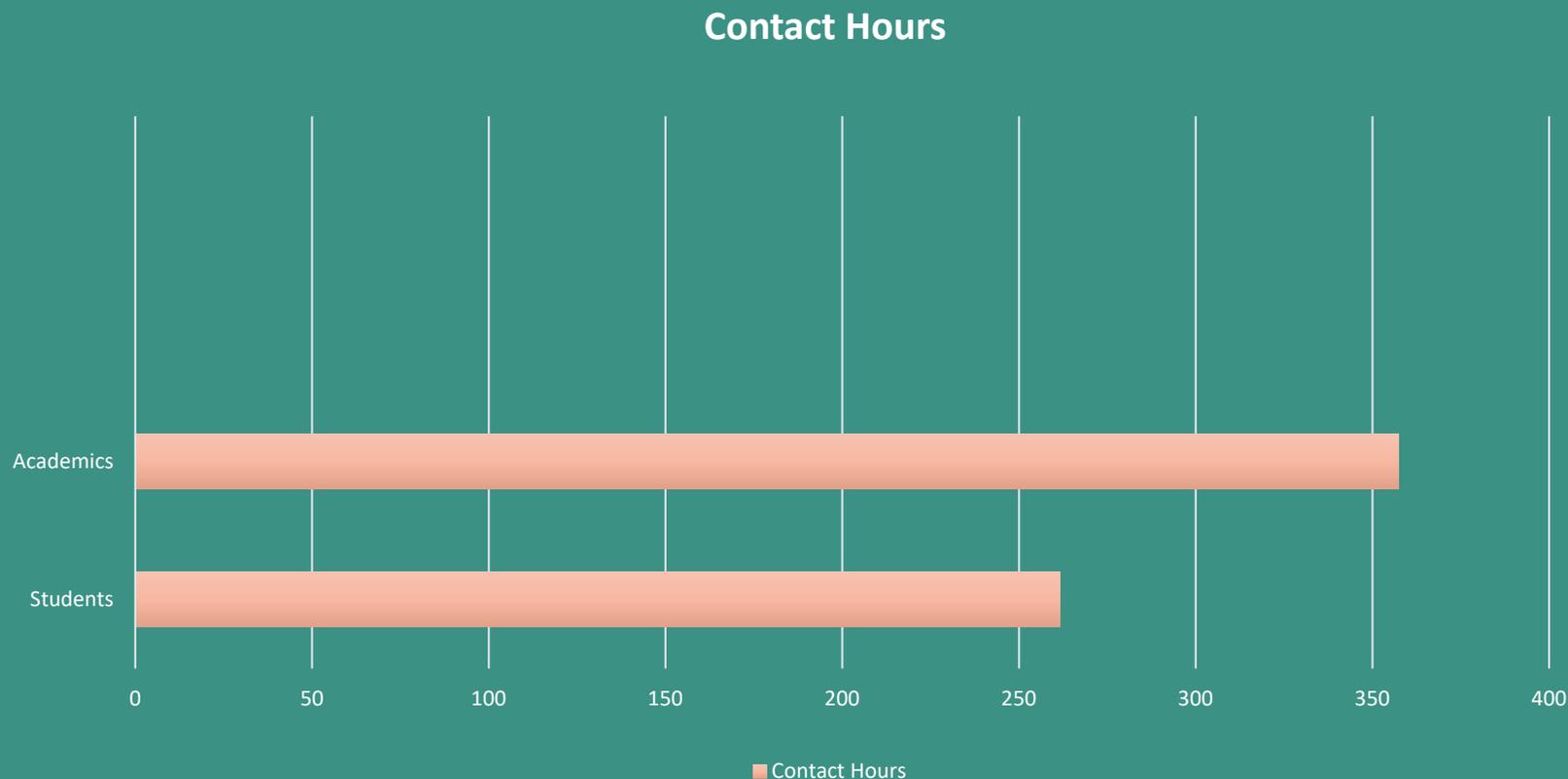
- Adamas University, Kolkata, India, initially represented by Dr. Silla Ramsundar and later by Dr. Ripon Bhattacharjee
- GD Goenka University, Gurgaon, India, represented by Prof. Sanjeevi Shanthakumar
- Jagran Lakecity University, Bhopal, India, represented by Prof. Yogendra Kumar Srivastava and Mr. Abhishek Kumar Jain
- Jawaharlal Nehru University, New Delhi, India, represented by Dr. P. Puneeth
- Savitribai Phule Pune University, Pune, India, represented by Dr. Sonia Nagarale and Prof. (Dr.) Naresh Waghmare
- Vinoba Bhave University, Hazaribagh, India, represented by Dr. Jaydip Sanyal
- European Partner: Prof. Marian Alaez, University of Deusto, Bilbao, Spain

STUDENT WORKLOAD REFLECTION

- Ground level feedback mechanism was opted to better identify, assess and implement any input or suggestion
- Feedback was taken from students about the Course and the workload by way of Google-forms at the end of one semester and after the conclusion of one year LLM Programme in the year 2019-2020
- An Internal Quality Assurance Cell (IQAC) has been set up at both the implementing universities (Jagran Lakecity University and Savitribai Phule Pune University), respectively, to assure that the data received through feedback is considered and applied in the best manner possible.
- The Analysis of the Survey done for assessing the Students' workload was done by Prof. Jon Paul LAKA MUGARZA, University of Deusto.
- The data collected for Sample Distribution - Law is as follows:
 - Students: 338, and Academics: 27

How many CONTACT HOURS in total were you given to study this unit/course/module along the SEMESTER?*

- The students of law calculate the hours given to them for the completion of the said unit/course/module to be 261.54 hours, whereas the Academics calculated the same at 357.44 hours.



Specify the types of INDEPENDENT WORK you use to learn the unit/course/module along the SEMESTER

➤ Type of independent work performed by students for the completion of the unit/course/module:

ACTIVITY	TIME SPENT (in hours)	%
Reading texts or literature including search and work with Internet sources (in hours)	49.55	23.28
Fieldwork: site visits, etc. - not supervised	9.07	4.26
Laboratory work: not supervised and not counted in contact	12.68	5.96
Preparation of assignments: essays, reports, design work, modelling, interviews, presentations, etc.	69.48	32.65
Preparation and follow-up work for scheduled classes	25.07	11.78
Preparation for assessment, final examinations, tests, etc.	46.97	22.07
Total independent work hours per semester	212.83	100

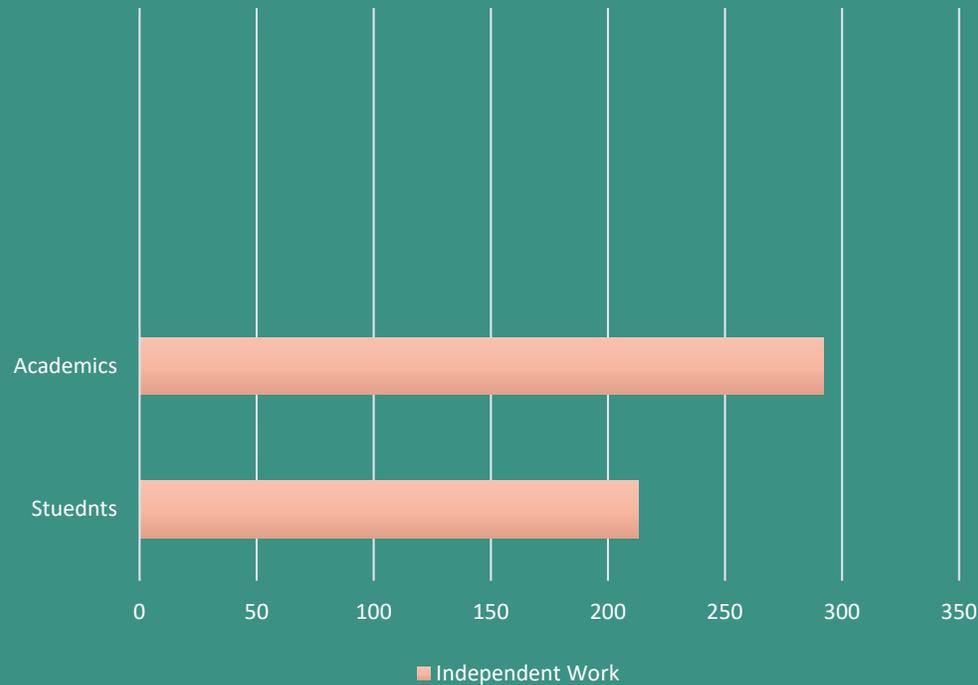
Specify the types of INDEPENDENT WORK you promote in the unit/course/module along the SEMESTER.

- The kind of Independent work that the Academics encouraged their students to perform

ACTIVITY	TIME SPENT (in hours)	%
Reading texts or literature including search and work with Internet sources (in hours)	78.08	26.74
Fieldwork: site visits, etc. - not supervised	0.00	0.00
Laboratory work: not supervised and not counted in contact	30.73	10.52
Preparation of assignments: essays, reports, design work, modelling, interviews, presentations, etc.	65.45	22.41
Preparation and follow-up work for scheduled classes	50.29	17.22
Preparation for assessment, final examinations, tests, etc.	67.48	23.11
Total independent work hours per semester	292.03	100

- The time spent by students on independent work to learn the unit/course/module is estimated at 212.83 hours, whereas the Academics put the average time for Independent Work at 292.03 hours.

Independent Work



The tables show a huge difference in how students have actually spent their time and how academics promote the independent work distribution

ACTIVITY	TIME SPENT (%) (STUDENTS)	TIME SPENT (%) (ACADEMICS)
Reading texts or literature including search and work with Internet sources (in hours)	23.28	26.74
Fieldwork: site visits, etc. - not supervised	4.26	0.00
Laboratory work: not supervised and not counted in contact	5.96	10.52
Preparation of assignments: essays, reports, design work, modelling, interviews, presentations, etc.	32.65	22.41
Preparation and follow-up work for scheduled classes	11.78	17.22
Preparation for assessment, final examinations, tests, etc.	22.07	23.11
Total independent work hours per semester	100	100

- Total number of hours per semester(Contact Hours + Independent Work): Students estimate 474.36 hours for completion of the said course, and the Academics estimate it at 649.47 hours

Average time given for completion of unit/course/module



- On being questioned, students spent an average of 67.23 hours in a week for completion of all requirements, whereas the academics estimated that 59.17 hours were required on average by a student to complete all the requirements of the unit/course/module

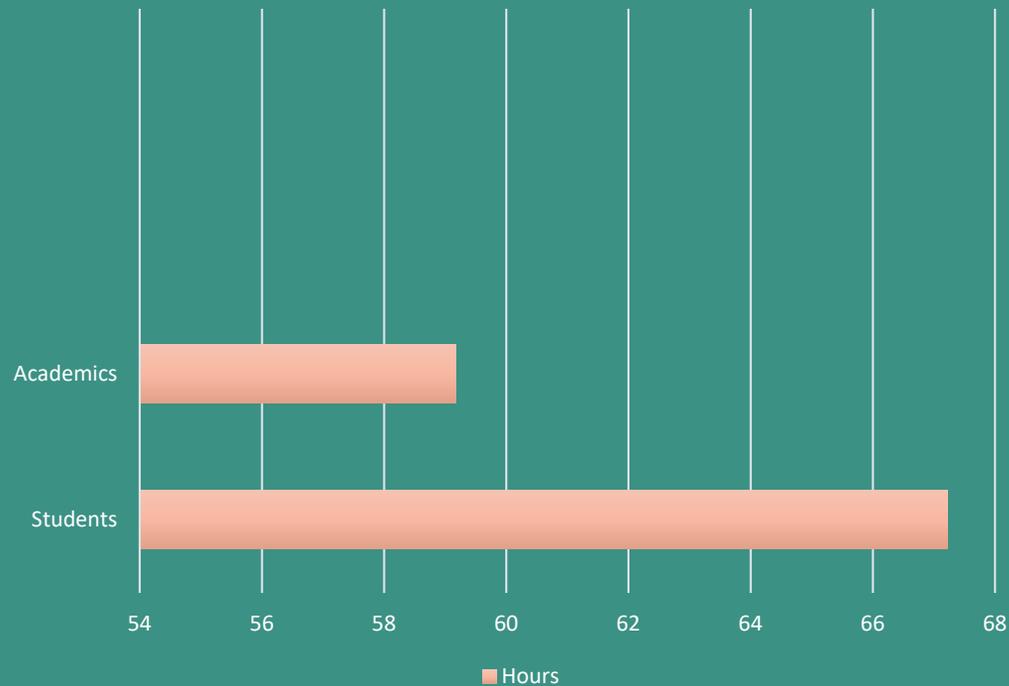
How many hours does an AVERAGE student need to complete all the requirements of the unit/course/module in this Semester?

➤ Academics answered 406.28 hours

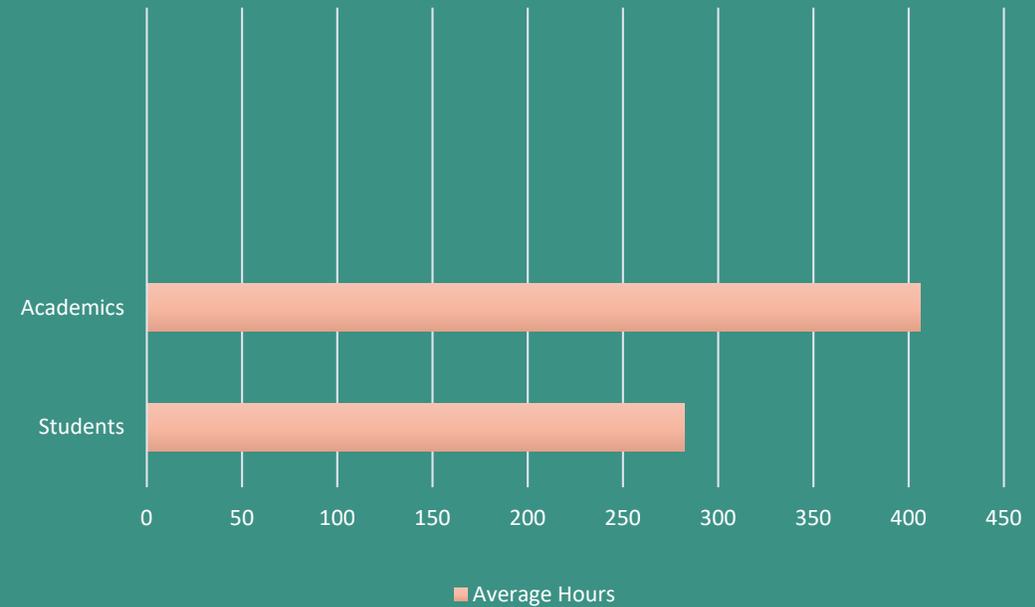
How many hours did you spend in the SEMESTER to complete all the requirements of the unit/course/module in this Semester?

➤ A student, on average, spent 282.20 hours for the completion of all requirements

Time Spent Weekly



Average time actually taken for completion of unit/course/module



• Interpretation of the Data:

- A stark contrast between the estimates and the actual practices between the students and the academics.
- Reason for the gaps: the respondents are not used to the timeframe way of thinking, even though they are consistent in performing their work.
- Discrepancies and gaps in the estimates of the hours as calculated by the academics and the students are huge, but the percentages of the distribution of time spent are not that different.
- Requirement: it is important to use a fresh set of eyes for analysing this data.

- The discrepancies are a valuable tool to find the end result, and a clear indicator of the effort put forward by both the students and the academics.
- It is important to not just look into the hours, but focus more on the percentages presented.
- The Student Learning Guide (SLG) can be shaped to eradicate the discrepancies found in the data.
- The SLG is one of the most important tool in bridging the gaps.

IMPLEMENTING UNIVERSITIES

- The two implementing Universities are Jagran Lakecity University and Savitribai Phule Pune University.
- the Task of 10 Steps was made by both the Universities which was presented and then approved by the European counterparts.
- Benefits of implementation
 - Better understanding of concepts of law
 - Improved research skills
 - Developed court crafts and etiquette
 - Ability to do pro bono advocacy and to take up socio-legal outreach
 - Ability to work as a legal expert in a trans-disciplinary team
 - Capacity to act honestly, diligently and transparently in all professional endeavours
 - Commitment to justice and fairness in all situations

EXAMPLES OF REVISED/NEW PROGRAMMES

- An example of a revised Programme can be seen at Jagran Lakecity University, where the Project was introduced in the B.A., LL.B. (Hons) Five Year Integrated Programme in Law
- The Degree Programme was revised to enhance the generic and specific competences of students.
- An example of a new Course is the introduction of “Competence Development Programme in Law and Practice” as an additional mandatory Course at the Department of Law, SPPU.
- A new additional mandatory 2 Credit Course was introduced in tune with the objectives of the Tuning India Project

JAGRAN LAKECITY UNIVERSITY

- Implemented the Project in their B.A., LLB. (Hons) five year Integrated Programme in Law.
- The Degree Programme was re-analysed and re-visited to produce the desired learning outcomes as part of the Tuning India Project.
- The University has Credit Courses such as Communication Skills I & II, Client Interviewing, Counselling and Advocacy skills etc, to further help the students enhance their practical knowledge and skills in pursuance of their legal careers.
- While assessing the students, 60 (Sixty) percent weightage is given to end-term examination, 20 (Twenty) percent to mid-term examination, and 20 (twenty) percent to internal assessment (assignments).

SAVITRIBAI PHULE PUNE UNIVERSITY

- At Department of Law at Savitribai Phule Pune University, an additional mandatory 2 Credit Course “**Competence Development Programme in Law and Practice**” was introduced in place of the earlier existing Skill Development Programme in the one year LL.M. Degree Programme
- Focus on development of law specific competences, such as research and analysis.
- Various Workshops, Lectures, Study visits were also organised under the Tuning India Project.
- At Department of Law, at SPPU, external assessment for **Competence Development Programme in Law and Practice** carries 12 marks and internal assessment carries 13 marks per Credit per Semester.

CONCLUSION

The Tuning India Project has helped universities recognise and reanalyse their strategies in helping students achieve their career goals better. It has been implemented and completed successfully at Universities, and it still continues to equip students with competences that make them a better asset to themselves and others, while furthering their careers.

This Project is a brilliant example of interaction and collaboration among Universities at an international level, and the benefits that can be derived from such internationalisation of education.

This has been a learning experience, not just for the students but for all the stakeholders involved in making this Project a success. It has opened avenues for other Universities as well, to implement such Programmes in their curriculum so as to create better professional avenues for their students and further their personal growth.

Thank you