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Mapping of Institutional Needs along the 4 RISHII Internationalisation Strategic Lines

WP1 – Laying the Foundation

REPORT

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0.1	10/09/2020	Draft version of the report
0.2	01/10/2020	Additional clarifications on the figures, spelling
1	02/03/2021	Results from self-assessment after Comprehensive Internationalisation course

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1. Executive Summary

The aim of this document is to identify the needs of the Indian partners participating in RISHII around the 4 Strategic Lines defined in the proposal. The results obtained will be very useful for designing the 4 sets for workshops to be implemented along the project life time that will allow partners to achieve their internationalization objectives.

This document explains how the mapping of these needs has been made, including the results obtained.

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2. Introduction

RISHII aims to contribute to the modernization of Indian Higher Education System 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. Partner Country participants will attend a series of workshops in order to increase the internationalization degree of their institutions. To do so, the Indian institution needs have been mapping to better achieve their internationalization objectives.

3. Mapping Indian institutional needs

A questionnaire was designed based on the needs identified at proposal stage as well as taking into account the 4 Strategic lines defined in the project. This questionnaire was sent to all Indian partners using a Google Form.

The answers received have a twofold objective:

- They allow the identification of Indian needs in terms of internationalization of their institutions.
- The results can be used as a baseline to measure the advance of the participants towards their objectives in terms of internationalization.
- The results can be used to identify strategic themes for the workshops.

4. Results from first needs analysis

After analysing the answers received, main conclusions are:

- Most common educational models among Indian partners (almost 75%) are either content based or outcome based.
- Regarding the available structure for internationalization, more than 50% of participants do not have online/distance learning nor quality assurance procedures for internationalization activities.
- In general, few resources are devoted to internationalization purposes and there is a lack in most of the institutions in terms of training received, specifically regarding curriculum development.
- Almost 100% National Government's policies and consider internationalization as a key transversal issue.

The results obtained are shown in the following diagrams:

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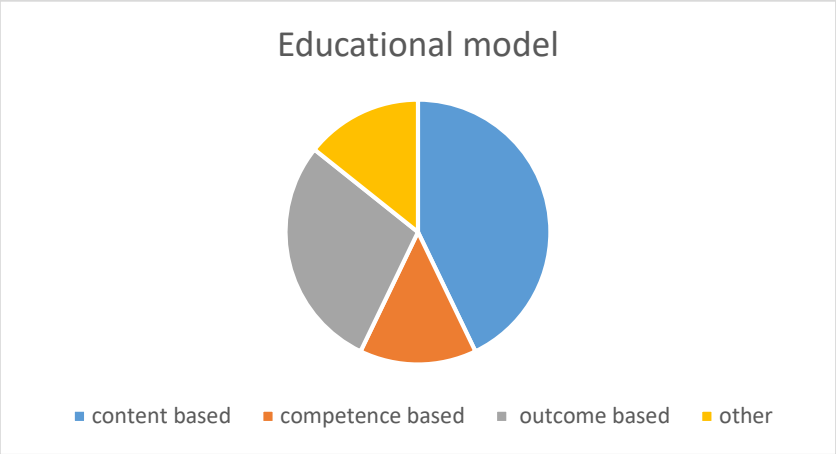

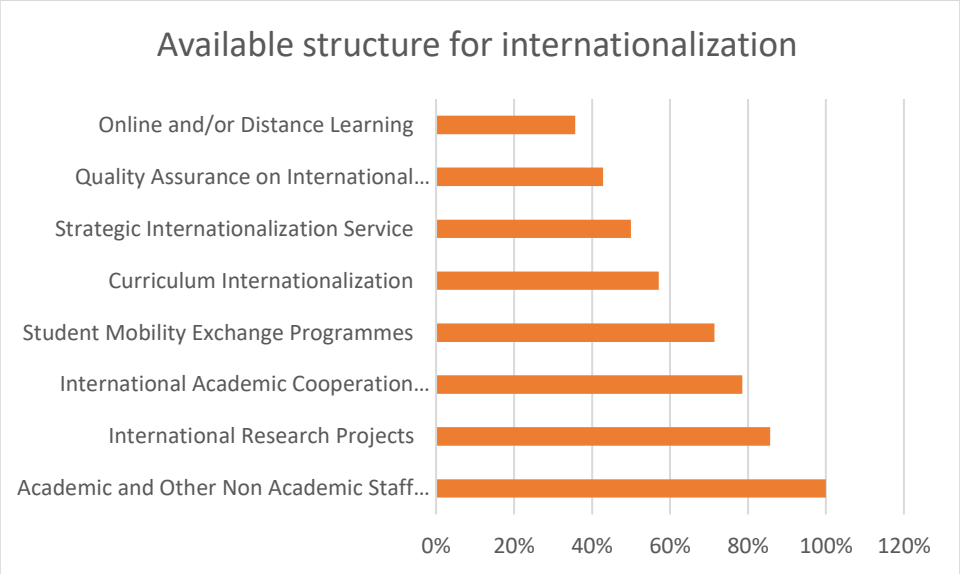

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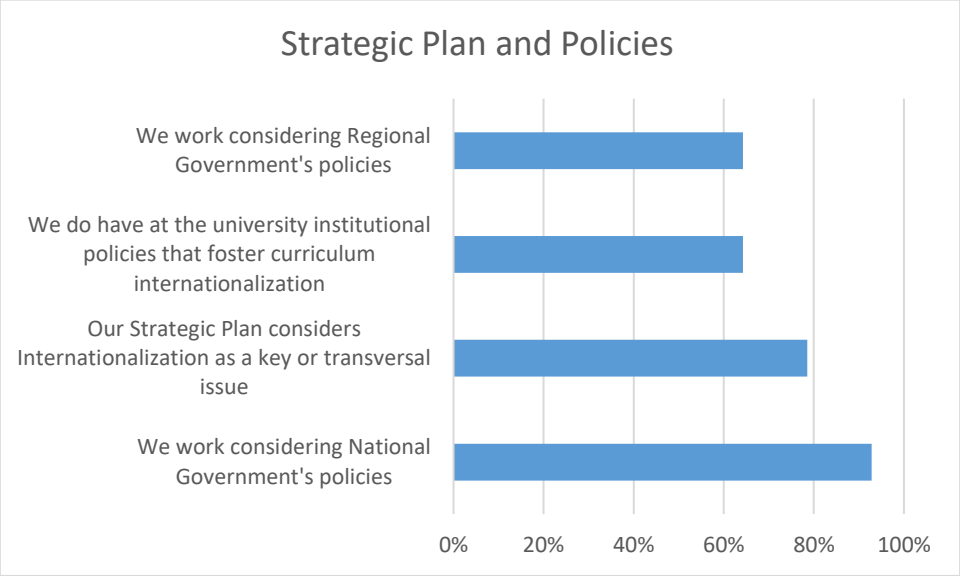

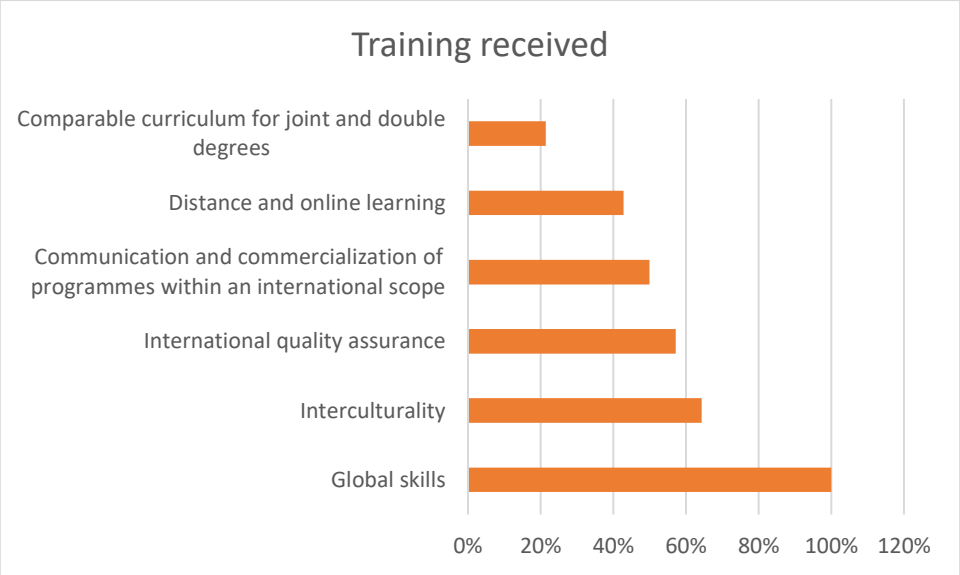

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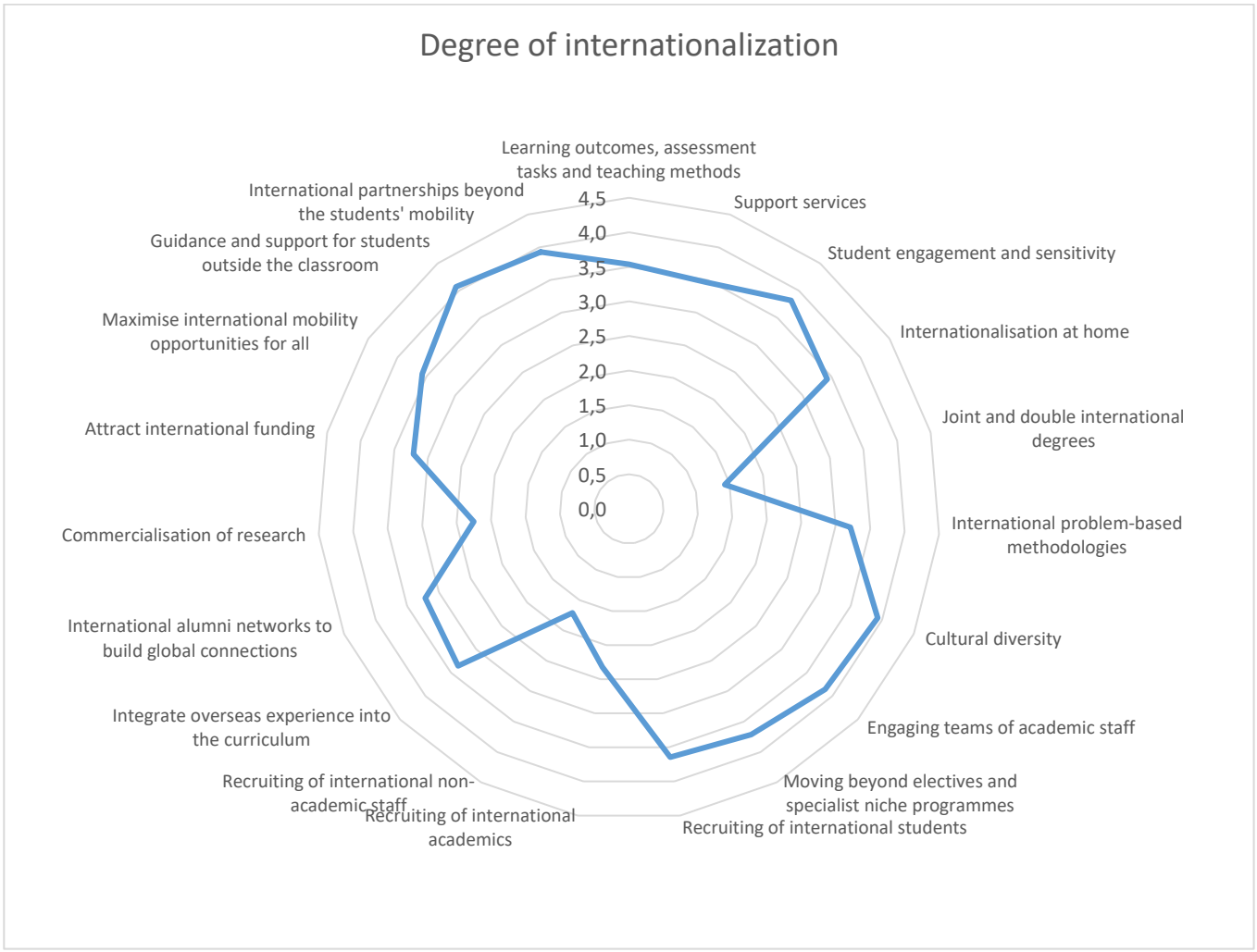

Based on these results, RISHII academic team is designing the Internationally Open Teaching Rubric (Deliverable 2.1), one of the main results of the project. Moreover, this Rubric will be the tool to establish partners' objectives in terms of internationalization of their institution and also to monitor them.

To achieve these internationalization objectives, a series of workshops will be designed and implemented (Deliverable D2.2) based on the Rubric structure. More information on the workshops structure is explained in the Steering Committee Plan (Deliverable 1.1).

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5. Results from Comprehensive Internationalisation (CI)course

After the Comprehensive Internationalisation course that took place on 17 December 2020, the partners completed a series of assignments in the online training platform. Some of these assignments were designed to contribute to this Deliverable and to go deeper on the needs of Indian institutions. Specifically, a reflection on some key aspects regarding internationalisation (goals and results partner country instituions expect) and a self-assessment based on the CI framework (those criteria achieved by each HEI are highlighted in blue). The results are presented in the following sections.

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Partner Nº6 University of Delhi Institutional reflection

The University of Delhi is one of the premier institutions in India and is known for its high standards in teaching-learning processe. It is in its penultimate year before centenary and has left an indelible mark in terms of laying the foundation of higher education in India. It is the front runner University in India as indicated by the national and international rankings. It has been declared as the "Institution of Eminence" by the Ministry of Education and the National Assessment Accreditation Council has accredited it as one of the top universities in the country. The vast array of 504 courses and 343 programmes, run by the University, right from Buddhist Studies to Biomedical Sciences shows the impressive expanse of the knowledge creation and dissemination in the University, which contributes substantially to the nation building. The University caters to over 6.4 lakhs students through its 91 colleges, and 86 postgraduate departments, which makes it one of the largest University in the country.

It is the vision of the University to become an internationally acclaimed University, recognized for excellence in teaching, research and outreach. The mission of the University is to foster an all-round development of students through multi-faceted education and sustained engagement with local, national and global communities, and nurture lifelong inspired learners from across the globe. Indeed, internationalization of higher education is one of the core objectives of the University.

For the curriculum internationalization under the RISHII project, the University of Delhi has identified three departments.

1) The Department of Physics and Astrophysics

It caters to more than 450 faculty members in its constituent colleges, about 50 teachers in the post-graduate department, more than 10,000 undergraduate students, about 700 post-graduate (M. Sc.) students and about 200 Ph.D. students. Research is carried out across a broad range of disciplines from fundamental to interdisciplinary/applied physics.

2) The Faculty of Law (FoL)

The total number of students under FoL is almost 6000. It offers a 3 year post-graduate LLB course through its three Centres (Campus Law Centre, Law Centre-I, and Law Centre-II). The annual intake of students is about 3,000. The courses/programmes directly under the FoL are LLM, Master of Comparative Law (MCL) and Ph.D. in law. LLM is a specialised course spread over 2/3 years and it intakes about 140 students. MCL is reserved for foreign students and offers 10 seats. Ph.D. seats are about 40 per year.

3) The Department of Social Work (DSW)

DSW has a rich legacy built by some of the most eminent social work educators of India and is a trend setter in the realm of social work education in India. It provides educational programmes from the level of the undergraduate and post-graduate to higher research degrees such as M.Phil., Ph.D. and D.Litt. programmes. It attracts students and scholars from all over India and abroad. It has the pride of being the first institution of social work education in the whole of Asia granting degree through University system. It is the second best institute of social work in the country and it prepares human resources for teaching, research and practice.

POINT ONE

The University of Delhi endeavours the internationalisation of curriculum and believes in preparing the graduates to become global professionals. The three chosen departments of the University of Delhi hereby list down the reasons for promoting internationalization.

1) The internationalization efforts in higher education are focussed on developing mobility schemes and to attract foreign students. However, enrollment of international students is merely one manifestation of the process of internationalization. The procedures and mechanisms have to be optimized to bring about a continuous professional development and a proliferating culture of internationalization.

2) Internationalization of the existing curriculum for global appeal shall further the vision and mission of the University. A preliminary look at the current curricula of these chosen departments indicates the following.

- **a)** Owing to the social demand for education, emerging from the needs and aspirations of the modern and developing society, the thrust areas comprise of interdisciplinary subjects, the applied sciences, development of computational and innovative skills. Therefore, a major gap analysis of the curricula with respect to the leading universities is required in the science courses. This is required for theory as well as the experiment component of the curricula.
- **b)** In order to convert India into a hotspot for arbitration/mediation, establish think tank on newer areas of international law, and infuse international and multi-disciplinarian perspectives in the teaching of several areas of law, such as intellectual property rights, international trade, environmental law, etc., a fair

assessment of the existing curricula in light of the desired/relevant curricula is required. Such a step shall increase the mobility of students to and from this University and also add value to the international courses taught here.

c) Social Work has been recognized across the globe as an academic discipline, and is being taught in 145 countries and practiced in many more. As a human service profession, it has paved the way for social change across the globe through its various approaches from scientific charity to empowerment. At the University of Delhi, students from various countries are seeking admissions, both at the graduate level and at the postgraduate level. A large number of students seek employment and higher studies in different universities abroad. The gaps in courses, their structure, parity, competencies required and learned, recognition by respective professional councils, are some issues which demand internationalization of courses and curricula of social work.

3) Pertaining to the students who are one of the major stakeholders in this process,

a) There is a pressing need to prepare a comprehensive strategy and inculcate a value-based education system, which can step up the technical and innovative skills of Indian graduates.

b) If the in-house curriculum is compatible with the international standards, it is expected to make the University more attractive to international students. Likewise, Indian students, after undergoing an internationalized curriculum, will be at an advantageous position for being considered for admission in foreign universities for academic progression.

c) India has a young population which should be trained sufficiently enough for an improved employability. This will help in enhancing the economy of the country.

4) The faculty members are significant implementers of the internationalization process.

a) The University of Delhi believes in inclusive growth with collective effort. Therefore, internationalization (sharing and improvising) of our teaching methodology and knowledge is of vital importance and imbibed in our professional life. Through RISHII, we foresee to share and enrich our knowledge network through research and teaching collaborations in the frontline thrust areas.

b) We propose to assess, analyse and find ways to resolve the administrative and technical challenges experienced by the faculty and the University at large in order to meet the dynamic international standards in classrooms and laboratories.

Through RISHII, we aim to bridge this gap in a time bound manner without disturbing the basic character of the Delhi University eco-system for which the impact of adopted remedial mechanisms need to be thoroughly studied before implementation.

c) Exposing the faculty members to the international perspectives of their field of specialization enhances their competency to work on international projects.

5) Another important dimension of curriculum internationalization is the technical and administrative staff of the institution.

a) Particularly in science subjects, the technical staff plays an important role in the teaching-learning process. Appropriate initiatives and opportunities need to be explored and the technical staff should be trained suitably.

b) There is an imperative need for up-gradation of the laboratories which can match the current pace of innovation.

c) It is also required to train the administrative staff of the University with modern technology and global communication skills.

POINT TWO

In view of the above stated reasons, the three departments of the University of Delhi expect the following deliverables/outcomes from the RISHII project.

1) Formulation of strategic planning for curriculum internationalization. This may include,

a) Development of a self and peer assessment mechanism

b) A conscientious gap analysis of the existing curricula of these three departments of the University vis-à-vis the curricula of the leading international universities, leading to framing of revamped internationalised curricula, which may include introduction of optional papers (such as those based on data analysis and statistical inference in the Physics courses) in the curriculum and adding of prominent decided cases of international forums, courts, commissions, etc. in the relevant papers of law curricula.

c) Exploring the viability of introducing one year post graduate diploma or two years master's programme in the emerging inter-disciplinary areas

d) Commencement of joint Ph.D. programme with research fellowships

e) Organizing joint online/offline intensive workshops, thus facilitating one to one interactions among the faculty

2) Development of institutional partnerships and international research collaboration.

3) Promotion of student exchange programmes for about a semester/year through MoUs with other Universities with possibility of smooth transfer of credits. The interdisciplinary project activities should be encouraged for a better absorption of Indian students in the global market. This requires honing the analytical skills of our students and whetting their problem solving approach.

4) Promotion of active peer-learning and faculty exchange programmes. This will require a consensual teaching pedagogy, followed by an appropriate teacher's workshop.

5) The global ranking of the University is expected to improve if the teaching faculty is equipped with international standards of teaching a globally compatible curricula

a) If the University of Delhi teaches curricula on arbitration/mediation, intellectual property and other globally relevant subjects, equivalent to that of international stature, it is expected that India will soon be the most favoured place for settlement of disputes.

b) The Indian legal system is based on common law. Internationalising the legal studies curricula will help in making students capable of taking up litigations and other legal occupations in Commonwealth Countries.

c) More than 500 Institutions of Social Work Education offer programs in most of India's central, state, private and deemed universities and colleges in most of the states and union territories. Over five lakhs professional social workers are estimated to be currently working with civil society organizations, government and in the corporate sector, as well as with the UN agencies at the state, national and international levels. The development of courses on 'International Social Work' by many universities provides us space and opportunity to expand and enrich our base.

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Partner Nº6 University of Delhi – Self-assessment

		INSTITUTIONAL LEVEL Description	This level describes the inclusion of internationalisation at institutional levels. It will include allocating internationalisation in strategic plans, funding for its implementation, and the signing of multiple cooperation agreements for mutual recognition, mobility exchange and research possibilities between Indian universities and associated partner universities.		
		Highlighted in blue the indicators already achieved by the institution			
	COMPREHENSIVE INTERNATIONALISATION (CI)	**PERFORMANCE CRITERIA**	**STAGE**		
			1. Foundation stage Achievement Indicator	**2. Development stage Achievement Indicator**	**3. Comprehensive Internationalization stage Achievement Indicator**
		CI in University governing bodies	I.AI.N1. There exists a Vice-rectorate for International Relations, or an International Relations Office	I.AI.A1. All faculties/centres have units in charge of promoting international relations.	I.AI.E1. All departments ensure internationalisation objectives are met at their level.
		CI in Institutional Strategic Plan	I.AI.N2.The University has an Institutional Strategic Plan	I.AI.A2.The strategic plan includes agreements/partnerships with international partners (Knight 2004 (cited in Hall 2009)) to strengthens its inter-institutional collaboration	I.AI.E2. 50% of the indicators of internationalisation of the Strategic Plan are achieved.
		CI in Institutional mission and strategy	I.AI.N3. Internationalisation is aligned with the mission and vision of the university.	I.AI.A3. The institution has a strategy, designs its implementation and monitors internationalisation to improve curricula including market needs, and trends in international business (towards increasing employability) (de Boer 2019)	I.AI.E3 The University positions itself according to international rankings, together with the increase of international students enrollement numbers, international positioning, and joint research iniatives regarding the institutional efforts made towards internationalisation.
		CI in Objectives and indicators for internationalisation	I.AI.N4. In the strategic plan of the university the international dimension is considered as something relevant.	I.AI.A4. There exist procedures to monitor the achievement of strategic objectives of internationalisation in faculties and units.	I.AI.E4. 50% of the indicators of internationalisation of the Strategic Plan are achieved.
		CI in Communication	I.AI.N5. The university establishes plans to communicate its internationalisation strategy.	I.AI.A5. The university fosters and monitors the communication of its internationalisation strategy.	I.AI.E5. 50% of people know about the internationalisation strategy of the university.
		CI in Partnerships	I.AI.N6. The institution establishes an International Partnership Strategy (IPS) strategy.	I.AI.A6. The institution signs comprehensive collaboration agreements/partnerships with international partners (Knight 2004 (cited in Hall 2009)) to strengthens its inter-institutional collaboration	I.AI.E6. 75% of the international agreements/partnerships include mobility (student and academic at all levels), teaching, and research possibilities.
		Ci in funding resources allocated for internationalisation	I.AI.N7. 10 % of the university's budget is dedicated to the promotion of internationalisation.	I.AI.A7. The institution has an active seeking strategy for external (domestic and foreign) funding towards internationalisation (Beerkens 2010).	I.AI.E7. 75% of the internationalisation budget is allocated for scholarships, mobility programmes and research funding for students and academics at international levels.
		CI in Curricula definition	I.AI.N8. Half of the curricula have the possibiltiy to be defined for both domestic and international students (OECD (cited in Hall 2009))	I.AI.A8. 25% of credits can be studied and validated at a foreign university within a mobility exchange scheme.	I.AI.E8. The institution offers international joint programmes /degrees (Beerkens 2010)
		CI in Quality	I.AI.N9. The university has a quality control system (such as the Internal Quality Assurance Cell - IQAC)	I.AI.A9. Internationalisation is a tool to enhance quality and quality control procedures include internationalisation KPIs (de Boer 2019).	I.AI.E9. The institution provides internal and external mechanisms to obtain official international accreditation at various levels from education authorities (María José Bezanilla, 2019).
		Ci in Use of digital technologies in international relations strategies	I.AI.N10. The institution uses digital technologies for its international relations, activities and strategy implementation (Beerkens 2010)	I.AI.A10. The university has a specific webpage for International Relations.	I.AI.E10. There is a procedure to monitor, update, and improve internationalisation digital resources at a university level.
		CI use of Digital technologies for classroom and virtual mobility	I.AI.N11.The institution uses an LMS as a supplementary learning and teaching tool	I.AI.A11. All faculties and students access news, international career opportunities, and various academic and extracurricular projects through the university platform	I.AI.E11. The institution has a virtual connected classroom system with international partner universities, and students work on various academic and extracurricular projects.

		OTHER NON ACADEMIC Description	Administrative staff (academic coordinators, international student affairs offices, etc.) will need to create an effective network of interactions with regard to internationalisation, both within their own institution and with colleagues around the world. These should make mobility and internationalisation effective instruments for acquiring new competences and forging international networks of graduates.		
		Highlighted in blue the indicators already achieved by the institution			
	COMPREHENSIVE INTERNATIONALISATION (CI)	**PERFORMANCE CRITERIA**	**STAGE**		
			1. Foundation stage Achievement Indicator	**2. Development stage Achievement Indicator**	**3. Comprehensive Internationalization stage Achievement Indicator**
		CI in IRO	O.AI.N1. The institution opens an International Relations Office (IRO) with a clear strategy towards fostering exchange mobility programmes.	O.AI.A1. The University and the IRO create an International Relations Office's strategy and committee with both faculty and students taking an active part in its decisions.	O.AI.E1. The IRO seeks and develops an international digital strategy to promote and disseminate its international strategy.
		CI in Fostering collaboration with international partners	O.AI.N2. The IRO creates and sends an international newsletter to all partners to enhance and foster links among institutions.	O.AI.A2. The IRO strengthens support between faculty and students (based on students' needs and requirements).	O.AI.E2. The University creates a Global Engagement Office (or an International Collaboration Office) to foster and develop international strategic projects (international and intercultural joint and double degrees, international and inclusive activities (physical and virtual international staff weeks, summer and winter schools, etc.)), that are designed and approved by academic departments and faculties.
		CI in Fostering participation in international projects	O.AI.N3. Channels of internal communication with regard to International Relations are established.	O.AI.A3. All faculties, schools and centres have non-academic staff in charge of internationalisation.	O.AI.E3. The University creates an International Academic Cooperation Office to enhance the University's active participation in international projects to foster the university's internationalisation process and projects and improve the allocation of the resources. (E.g.: to decide whether the project topic is related to the Strategic Plan of the University).
		CI in Diversity awareness	O.AI.N4. 15% of the IRO staff is devoted to ease the academic transition and adaptation of international students (de Boer 2019).	O.AI.A4. The IRO creates and develops cultural sensitivity workshops and development activities. The IRO creates and develops a buddy and orientation programme for international students and academics.	O.AI.E4. The institution provides necessary personal and academic support and an inclusive and safe environment that values diversity (Leask 2012).
		CI in ONA mobility	O.AI.N5. 5% of ONA of the institution takes part in non-academic staff mobility programmes (Knight 2004 (cited in Hall 2009))	O.AI.A5. 15% of ONA of the institution takes part in non-academic staff mobility programmes (Knight 2004 (cited in Hall 2009)) to get acquainted with internationalisation strategies in other partner institutions.	O.AI.E5. 25% of ONA of the institution takes part in non-academic staff mobility programmes (Knight 2004 (cited in Hall 2009)) to get acquainted with and participate in internationalisation strategies in other partner institutions.

		ACADEMIC LEVEL Description	This will ensure that Indian academic staff becomes equipped and involved in internationalisation with skills, knowledge, and attitudes necessary to achieve internationalisation. These will involve trainings, mobility, research and teaching-learning strategies with an internationalisation scope.		
		Highlighted in blue the indicators already achieved by the institution			
	COMPREHENSIVE INTERNATIONALISATION (CI)	**PERFORMANCE CRITERIA**	**STAGE**		
			1. Foundation stage Achievement Indicator	**2. Development stage Achievement Indicator**	**3. Comprehensive Internationalization stage Achievement Indicator**
		CI in Faculty has studied/worked abroad	A.AI.N1. 10% of the faculty has either an international experience or has studied abroad at Bachelor's, Masters or Ph.D. levels.	A.AI.A1. 15% of the faculty has either an international experience or has studied abroad at Bachelor's, Master's or PhD levels.	A.AI.E1. 20% of Academic staff are either originally from, have worked at, or have obtained international universities' qualifications (Breit, 2013).
		CI in Mobility (academics)	A.AI.N2. 5% of academics participate in staff mobility programmes (Knight 2004 (cited in Hall 2009)).	A.AI.A2. 15% of academics participate in staff mobility programmes for teaching and research (Knight 2004 (cited in Hall 2009)).	A.AI.E2. 25% of academics participate in staff mobility programmes for teaching and research (Knight 2004 (cited in Hall 2009)).
		CI in Faculty teaches in international courses	A.AI.N3. 5% of the faculty teaches in international courses, both on-campus or abroad, and adapts materials to international learning necessities (contents and language difficulty) (Borghetti and Zanoni 2020).	A.AI.A3. 15% of the faculty teaches in international courses, both on-campus or abroad, and adapts materials to international learning necessities (contents and language difficulty) (Borghetti and Zanoni 2020).	A.AI.E3. 30% of the faculty teaches in international courses, both in campus or abroad, and adapts materials to international learning necessities (contents and language difficulty) (Borghetti and Zanoni 2020).
		CI in Fostering international research activities	A.AI.N4. At least 10% of academic staff attend international conferences (Breit, 2013).	A.AI.A4. At least 15% of academic staff give papers at international conferences.	A.AI.E4. At least 25% of academic staff publish internationally with impact.
			A.AI.N5. 5% of the faculty is a member of an international research group, or collaborative international research projects as assistants.	A.AI.A5. 10% of the faculty is a member of an international research group, and undertake joint research projects as Chief Investigator (CI) or Principal Inverstigator (PI).	A.AI.E5. 20% of the faculty is a member of an international research group, and undertake international collaborative research projects as CI or PI.
		CI in internationalization of curriculum	A.AI.N6. Academics understand the necessity for international curricula restructure and the continuous quality improvement process.	A.AI.A6. Ability to design the curricula considering the process of internationalisation and the needs of all the stakeholders.	A.AI.E6. The departments or units have assigned an academic committee for the implementation, and the continuous restructure of the curriculum, considering the needs of the diverse involved stakeholders, each programme's core competencies, and the primary learning outcomes.

		STUDENT LEVEL Description	Two main principles will be directing this level: (a) curriculum and syllabus design, (b) teaching, learning, and assessment approaches. These will contribute to the diversity of experience being shared in classrooms and the strengthening of cultural sensitivity, extremely relevant for internationalisation purposes. The mobility of students is the most powerful vehicle for internationalisation. This will allow students to profit from new academic knowledge and skills and hone transferable skills such as their communication abilities, intercultural awareness, etc. The large-scale VALERA study (Bracht et al. 2006) revealed that students do not only mature during their mobility stay and gain knowledge of other countries, but they also gain competences often described as soft or key skills like intercultural awareness, adaptability, flexibility, innovativeness, productivity, motivation, endurance, problem-solving abilities and being able to work productively in a team.		
		Highlighted in blue the indicators already achieved by the institution			
	COMPREHENSIVE INTERNATIONALISATION (CI)	**PERFORMANCE CRITERIA**	**STAGE**		
			1. Foundation stage Achievement Indicator	**2. Development stage Achievement Indicator**	**3. Comprehensive Internationalization stage Achievement Indicator**
		CI in Credits in foreign language programmes	S.AI.N1 Students are able to take at least 10% of their credits in a foreign language in Bachelor's programmes (de Boer 2019)	S.AI.A1. Students are able to take at least 50% of their credits in a foreign language in Bachelor's and Master's programmes	S.AI.E1. Students are able to take 100% of their credits in a foreign language in Bachelor's and Master's programmes
		CI in Intercultural skills	S.AI.N2. 10% of students take part in international campus activities (language and awareness) that seek the creation of intercultural contexts. (de Boer 2019)	S.AI.A2. Students organize social networking activities (both online and face-to-face) to foster and develop intercultural and international skills	S.AI.E2. Teaching classes made up of students from diverse linguistic and cultural backgrounds include active student participation instead of traditional lecturing classes (Leask & Wallace, 2011 (cited in Susser 2015))
		CI in International activities	S.AI.N3.Students participate in guest lectures made by international professors or professional guests	S.AI.A3. Students are invited and participate in guest lectures and discussions organized on internationally relevant topics.	S.AI.E3. Student are invited to guest lectures on internationally relevant topics and actively participate in international university or industry-related competitions
		CI in Participation in buddy programmes, language courses…	S.AI.N4. 15% of students take part in buddy programmes as host students for international students.	S.AI.A4. Incoming students take an active role in the support of buddy programmes, accommodation, language courses, and cultural exchange (Green 2008 cited in Beerkens 2010)	S.AI.E4. Students take part in virtual mobility exchange programmes through the online learning modalities provided (tandem sessions, groupwork, etc.) (Borghetti and Zanoni 2020)
		CI in Incoming and outgoing students	S.AI.N5. The institution signs agreements, including a comprehensive number of incoming and outgoing students.	S.AI.A5. The institution seeks a balance between incoming and outgoing students (de Boer 2019, Beerkens 2010)	S.AI.E5. 25% of students at the university are incoming and outgoing students.
		CI in agreements for students' regular mobility and Internship/Graduation projects abroad	S.AI.N6: 10% of international agreements/partnerships include work placement /internship and final degree/master Project' possibilities, besides regular subject validation.	S.AI.A6: 25% of international agreements /partnerships include work placement/internship and Final degree/master Project's possibilities, besides regular subject validation	S.AI.N6. 50% of international agreements /partnerships include work placement/internship and Final degree/master Project's possibilities, besides regular subject validation
		CI in Students' regular mobility and Internship/Graduation projects abroad	S.AI.N7. 5% of students have experience in internship/graduation projects abroad in international companies (de Boer 2019)	S.AI.A7. 10% of students have experience in internship/graduation projects abroad in international companies (de Boer 2019)	S.AI.E7. 15% of students have experience in internship/graduation projects abroad in international companies (de Boer 2019)
		CI in PHD Programmes	S.AI.N7. 25 % of PhD candidates take doctoral courses through English for all the fields except the National related studies (mandatory to be taught in the national language).	S.AI.A7. 10 % Of PhD candidates write their dissertations in English.	S.AI.E7. The institution offers PhD research programmes related to internationalisation and at least 10% of students take part in them (de Boer 2019)
		CI in PhD and Research	S.AI.N8. The doctoral candidates receive training and mentoring in the process of participating in academic conferences and developing peer-reviewed publications	S.AI.A8. The doctoral candidates should meet graduation requirements related to research and are strongly encouraged to participate in academic conferences and to publish in standard indexed journals	S.AI.E8. The Ph.D. study is research-intensive with candidates required to participate in international academic conferences and to publish in international peer-reviewed indexed journals (WOS Clarivate Master Journal List).
		CI in Alumni	S.AI.N9. The institution fosters the participation of students and alumni in international student/alumni associations.	S.AI.A9. International student and alumni associations organise activities in the university and abroad.	S.AI.E9. 10% of students and alumni are members of international student/alumni associations.

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Partner Nº7 The Savitribai Phule Pune University - Institutional reflection

SPPU video

Institutional Reflections

Savitribai Phule Pune University Strategy for Internationalization of Higher Education

Professor (Dr) Vijay Khare

Comprehensive Internationalisation is termed as an Institutional imperative and not a desirability, hence Savitribai Phule Pune University has imbibed Internationalisation in their curricula and also a part of the International centre. At Savitribai Phule Pune University, commitment to international programming involves a spectrum of activities such as attracting and engaging international students and scholars, cross border flow of students, comparative study with other Countries, expanding study abroad, student and faculty exchanges, research projects and collaborations and engaging international development. The Savitribai Phule Pune University (formerly University of Pune), since its foundation in 1949, has been one of the premier institutions of higher learning and research in India. With a picturesque campus sprawling over 400 acres of area, the University is a state university and one of the best universities in India, with jurisdiction over the districts of Pune, Nashik and Ahmednagar in Maharashtra. In recent decades, higher education and learning in India have undergone a significant change. Globalization has opened doors for cross-border higher education. As a result there has been a consistent increase in student mobility across borders. In line with this recent endeavour, the Savitribai Phule Pune University (formerly University of Pune) has been actively involved in the internationalization of higher education through its participation in several collaborative programmes with leading national and international universities and institutes. Since its inception in 1949, the aim of the University has been to achieve a high level of excellence in academics and research to match global standards. It has not only welcomed international students from all corners of the globe but has also encouraged Indian students to go global and take part in different academic and research activities. Savitribai Phule Pune University (formerly University of Pune), has a pivotal department, the International centre providing service to international students who wish to study at the University. Savitribai Phule Pune University is a preferred educational destination for many foreign nationals who come to study in India. The objective of the International Centre is to coordinate between various departments of SPPU and affiliated colleges and institutes. The University has been actively involved in the Internationalization of Higher Education programme, a Government of India initiative under the Twelfth Five Year Plan. The International Centre, SPPU, is a dedicated internationalisation unit and is also responsible for conducting all kinds of international academic

and cultural activities involving the international student community. With the goal of internationalisation, the Savitribai Phule Pune University has entered into global academic partnerships with some renowned international universities. The University has initiated multi-disciplinary collaborative programmes with the Pennsylvania State University (Penn State), USA, for which the Joint Centre for Collaborative Engagements has been set up at the International Centre, SPPU. The University is also the 2013 Grant Recipient of the 'Obama-Singh 21st Century Knowledge Initiative Awards', now known as 'Indo-U.S. 21st Century Knowledge Initiative Awards' and has undertaken a joint research project, 'Inclusive Universities: Linking Diversity, Equity and Excellence for the 21st Century' with the University of Massachusetts, Amherst, USA. Since the last several years, SPPU is involved in several international projects which were funded by the European Commission, under Erasmus Mundus. Students, staff and faculty got tremendous benefits from these projects. Presently, the SPPU is actively involved in the Erasmus + projects wherein a number of windows are open for bilateral thoughts and ideas in selective areas. Apart from hosting Erasmus scholars, faculty and students, SPPU has hosted various international delegates. Savitribai Phule Pune University has signed various memorandums of understanding (MOUs) with international universities from Asia, Europe, Australia and America. Memoranda of Understanding (MoUs) have been signed with universities of high international standing such as the Pennsylvania State University, USA, Udayana University, Bali, Indonesia, Pukyong National University, Korea, George-August University, Gottingen, Germany, Salisbury University, USA, University of Warsaw, Poland, Adam Mickiewicz University of Ponzan, Poland, Geumgang University, Korea, University of Central Florida, USA, Institute Eutdes Politiques de Paris, France, University of Camerino (Italy), University of Bamiyan, Kabul, Afghanistan, Hanyang Univeristy, Seoul, Korea, Ontario University, Canada, Jonkoping University, Sweden, University of Kelaniya, Sri Lanka, Thammasat University, Bangkok, Thailand, Eberhard Karls Universitat Tuibengen, Germany , Dharma Drum Buddhist College, Taiwan, Telemark University, Norway, Fachschule fur Liftfahrzeugfuhrer, flying Institute in Germany, University of Central Florida, USA, Kanazawa University, Japan, Monash University, Australia, the University of Tokushima, Japan, University of Bolonga, Italy, Mount Crest University College (MCU), Ghana, University of Santiago, Spain, WuFeng University, Taiwan, University of Galati, Romania, The Delft, Netherlands and University of Cyprus, Cyprus. Erasmus+ Inter-institutional Agreements have been signed with Universidad de Deusto, UD, (University of Duesto), Spain, University of Applied Sciences, Nysa, Poland, University of Santiago de Compostela, Spain and University of Goettingen,

Germany.Letters of Intent have been signed with Pennsylvania State University, (Penn State University), USA; TVET (Technical Vocational Education and Training) Authority (TVETA), Government of Afghanistan; Indo-European Education Foundation (IEEF), Poland, International Mind Education Institute (IMEI), South Korea and Lincoln University College (LUC), Kuala Lumpur, Malaysia.SPPU is also a partner in the Erasmus + Capacity Building Higher Education [CBHE] Projects, Social Innovation for Local Indian and Israeli Communities and Graduate Entrepreneurs [SILICE] coordinated by IDC Herzliya, Israel and Tuning India project coordinated by University of Deusto (UD), Spain.So far SPPU has been engaged in more than 12 Erasmus Mundus projects, namely, Erasmus Mundus, Erasmus + , EXPERTS4ASIA, Experts Sustain, EMINTE, EUPHRATES, Euro Culture, EXPERTS I, II, III, Strong Ties, INDIA4EU, Lund Lot 13 (EMECW), Erasmus Mundus External Cooperation Window, EuriIndi and three Capacity Building Higher Education [CBHE] Projects with several Indian and European partners. Besides these program, SPPU is also an active partner in the onging EUROCULTURE programme.SPPU also set up a Global Language Park, where new innovative ideas, were received through speaking trees. 100 trees were planted on International Centre premises. Ideas came from our international students. Global Language Park was setup in collaboration with Poets, Essayists, Novelists (PEN) International. It is one of the first language parks where trees will speak. Poets, authors, writers, thinkers from more than 67 countries planted trees on campus.SPPU is a unique and one of the best learning institutions in India. It is called the “Oxford of the East”. While enrolling students from three different districts, the strategy implemented by SPPU is to give more weightage to first learner and second learner generation. 70% first and second generation learners are from marginal sections of the society who are granted admission. Inspite of having such diverse population on campus, SPPU plays an important role not only at national but also international level by setting up new practices in higher education and administration. SPPU as a dynamic and fast-growing Indian state university, is committed to nurturing and developing knowledge and talent and thereby contributing towards the social and economic advancement of the country. We, at the University, work tirelessly together towards the growth and well-being of a global society.SPPU is one of the leading university for internalization of higher education through credit exchange, joint publication, joint international projects, faculty exchange, student exchange and joint collaborative master degree with European Universities and one of the pioneer university for Internalization of Curriculum.

Five top reasons for Internalization of Savtiribai Phule Pune

- Enhance global ranking through curriculum internalization and internalization strategy.
- To provide high quality education to the students and prepare them to live, work and excel at the world of competition
- Connection of Institution to the changing global and local needs of the Higher education through social outreach
- To mould and prepare students for the life and work on the international platform of ideas, services and research
- To enhance research capacity and Institutional recognition in the global education world
- Systematic commitment to Comprehensive Internationalisation through its instructional, research, services and resource allocation.
- Globalisation of higher education through various means such as internationalisation of curriculum and learning, campus internationalisation, faculty and student exchange Programme, collaborative education (Joint degrees) and Joint research, Research Projects, use of technology for exchange of knowledge, cross border exchange programme etc.

- *Results* –
- 1. Globalisation and strengthened higher education with value added teaching, research and academic excellence.
- 2. Cross border flow of knowledge, ideas and learning.
- 3. Enhanced knowledge skills, attributes and careers for the students to become a workforce and an effective human being
- 4. Manifestation of a global higher education system
- 5. Emergence of Institution in the Global ranking system by setting a high standard benchmark

- 6. Internationalising dimensions of every single discipline.

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Partner Nº7 The Savitribai Phule Pune University– Self-assessment

		INSTITUTIONAL LEVEL Description	This level describes the inclusion of internationalisation at institutional levels. It will include allocating internationalisation in strategic plans, funding for its implementation, and the signing of multiple cooperation agreements for mutual recognition, mobility exchange and research possibilities between Indian universities and associated partner universities.		
		Highlighted in blue the indicators already achieved by the institution			
	COMPREHENSIVE INTERNATIONALISATION (CI)	**PERFORMANCE CRITERIA**	**STAGE**		
			1. Foundation stage Achievement Indicator	**2. Development stage Achievement Indicator**	**3. Comprehensive Internationalization stage Achievement Indicator**
		CI in University governing bodies	I.AI.N1. There exists a Vice-rectorate for International Relations, or an International Relations Office	I.AI.A1. All faculties/centres have units in charge of promoting international relations.	I.AI.E1. All departments ensure internationalisation objectives are met at their level.
		CI in Institutional Strategic Plan	I.AI.N2.The University has an Institutional Strategic Plan	I.AI.A2.The strategic plan includes agreements/partnerships with international partners (Knight 2004 (cited in Hall 2009)) to strengthens its inter-institutional collaboration	I.AI.E2. 50% of the indicators of internationalisation of the Strategic Plan are achieved.
		CI in Institutional mission and strategy	I.AI.N3. Internationalisation is aligned with the mission and vision of the university.	I.AI.A3. The institution has a strategy, designs its implementation and monitors internationalisation to improve curricula including market needs, and trends in international business (towards increasing employability) (de Boer 2019)	I.AI.E3 The University positions itself according to international rankings, together with the increase of international students enrollement numbers, international positioning, and joint research iniatives regarding the institutional efforts made towards internationalisation.
		CI in Objectives and indicators for internationalisation	I.AI.N4. In the strategic plan of the university the international dimension is considered as something relevant.	I.AI.A4. There exist procedures to monitor the achievement of strategic objectives of internationalisation in faculties and units.	I.AI.E4. 50% of the indicators of internationalisation of the Strategic Plan are achieved.
		CI in Communication	I.AI.N5. The university establishes plans to communicate its internationalisation strategy.	I.AI.A5. The university fosters and monitors the communication of its internationalisation strategy.	I.AI.E5. 50% of people know about the internationalisation strategy of the university.
		CI in Partnerships	I.AI.N6. The institution establishes an International Partnership Strategy (IPS) strategy.	I.AI.A6. The institution signs comprehensive collaboration agreements/partnerships with international partners (Knight 2004 (cited in Hall 2009)) to strengthens its inter-institutional collaboration	I.AI.E6. 75% of the international agreements/partnerships include mobility (student and academic at all levels), teaching, and research possibilities.
		Ci in funding resources allocated for internationalisation	I.AI.N7. 10 % of the university's budget is dedicated to the promotion of internationalisation.	I.AI.A7. The institution has an active seeking strategy for external (domestic and foreign) funding towards internationalisation (Beerkens 2010).	I.AI.E7. 75% of the internationalisation budget is allocated for scholarships, mobility programmes and research funding for students and academics at international levels.
		CI in Curricula definition	I.AI.N8. Half of the curricula have the possibiltiy to be defined for both domestic and international students (OECD (cited in Hall 2009))	I.AI.A8. 25% of credits can be studied and validated at a foreign university within a mobility exchange scheme.	I.AI.E8. The institution offers international joint programmes /degrees (Beerkens 2010)
		CI in Quality	I.AI.N9. The university has a quality control system (such as the Internal Quality Assurance Cell - IQAC)	I.AI.A9. Internationalisation is a tool to enhance quality and quality control procedures include internationalisation KPIs (de Boer 2019).	I.AI.E9. The institution provides internal and external mechanisms to obtain official international accreditation at various levels from education authorities (María José Bezanilla, 2019).
		Ci in Use of digital technologies in international relations strategies	I.AI.N10. The institution uses digital technologies for its international relations, activities and strategy implementation (Beerkens 2010)	I.AI.A10. The university has a specific webpage for International Relations.	I.AI.E10. There is a procedure to monitor, update, and improve internationalisation digital resources at a university level.
		CI use of Digital technologies for classroom and virtual mobility	I.AI.N11.The institution uses an LMS as a supplementary learning and teaching tool	I.AI.A11. All faculties and students access news, international career opportunities, and various academic and extracurricular projects through the university platform	I.AI.E11. The institution has a virtual connected classroom system with international partner universities, and students work on various academic and extracurricular projects.

		OTHER NON ACADEMIC Description	Administrative staff (academic coordinators, international student affairs offices, etc.) will need to create an effective network of interactions with regard to internationalisation, both within their own institution and with colleagues around the world. These should make mobility and internationalisation effective instruments for acquiring new competences and forging international networks of graduates.		
		Highlighted in blue the indicators already achieved by the institution			
	COMPREHENSIVE INTERNATIONALISATION (CI)	**PERFORMANCE CRITERIA**	**STAGE**		
			1. Foundation stage Achievement Indicator	**2. Development stage Achievement Indicator**	**3. Comprehensive Internationalization stage Achievement Indicator**
		CI in IRO	O.AI.N1. The institution opens an International Relations Office (IRO) with a clear strategy towards fostering exchange mobility programmes.	O.AI.A1. The University and the IRO create an International Relations Office's strategy and committee with both faculty and students taking an active part in its decisions.	O.AI.E1. The IRO seeks and develops an international digital strategy to promote and disseminate its international strategy.
		CI in Fostering collaboration with international partners	O.AI.N2. The IRO creates and sends an international newsletter to all partners to enhance and foster links among institutions.	O.AI.A2. The IRO strengthens support between faculty and students (based on students' needs and requirements).	O.AI.E2. The University creates a Global Engagement Office (or an International Collaboration Office) to foster and develop international strategic projects (international and intercultural joint and double degrees, international and inclusive activities (physical and virtual international staff weeks, summer and winter schools, etc.)), that are designed and approved by academic departments and faculties.
		CI in Fostering participation in international projects	O.AI.N3. Channels of internal communication with regard to International Relations are established.	O.AI.A3. All faculties, schools and centres have non-academic staff in charge of internationalisation.	O.AI.E3. The University creates an International Academic Cooperation Office to enhance the University's active participation in international projects to foster the university's internationalisation process and projects and improve the allocation of the resources. (E.g.: to decide whether the project topic is related to the Strategic Plan of the University).
		CI in Diversity awareness	O.AI.N4. 15% of the IRO staff is devoted to ease the academic transition and adaptation of international students (de Boer 2019).	O.AI.A4. The IRO creates and develops cultural sensitivity workshops and development activities. The IRO creates and develops a buddy and orientation programme for international students and academics.	O.AI.E4. The institution provides necessary personal and academic support and an inclusive and safe environment that values diversity (Leask 2012).
		CI in ONA mobility	O.AI.N5. 5% of ONA of the institution takes part in non-academic staff mobility programmes (Knight 2004 (cited in Hall 2009))	O.AI.A5. 15% of ONA of the institution takes part in non-academic staff mobility programmes (Knight 2004 (cited in Hall 2009)) to get acquainted with internationalisation strategies in other partner institutions.	O.AI.E5. 25% of ONA of the institution takes part in non-academic staff mobility programmes (Knight 2004 (cited in Hall 2009)) to get acquainted with and participate in internationalisation strategies in other partner institutions.

		ACADEMIC LEVEL Description	This will ensure that Indian academic staff becomes equipped and involved in internationalisation with skills, knowledge, and attitudes necessary to achieve internationalisation. These will involve trainings, mobility, research and teaching-learning strategies with an internationalisation scope.		
		Highlighted in blue the indicators already achieved by the institution			
	COMPREHENSIVE INTERNATIONALISATION (CI)	**PERFORMANCE CRITERIA**	**STAGE**		
			1. Foundation stage Achievement Indicator	**2. Development stage Achievement Indicator**	**3. Comprehensive Internationalization stage Achievement Indicator**
		CI in Faculty has studied/worked abroad	A.AI.N1. 10% of the faculty has either an international experience or has studied abroad at Bachelor's, Masters or Ph.D. levels.	A.AI.A1. 15% of the faculty has either an international experience or has studied abroad at Bachelor's, Master's or PhD levels.	A.AI.E1. 20% of Academic staff are either originally from, have worked at, or have obtained international universities' qualifications (Breit, 2013).
		CI in Mobility (academics)	A.AI.N2. 5% of academics participate in staff mobility programmes (Knight 2004 (cited in Hall 2009)).	A.AI.A2. 15% of academics participate in staff mobility programmes for teaching and research (Knight 2004 (cited in Hall 2009)).	A.AI.E2. 25% of academics participate in staff mobility programmes for teaching and research (Knight 2004 (cited in Hall 2009)).
		CI in Faculty teaches in international courses	A.AI.N3. 5% of the faculty teaches in international courses, both on-campus or abroad, and adapts materials to international learning necessities (contents and language difficulty) (Borghetti and Zanoni 2020).	A.AI.A3. 15% of the faculty teaches in international courses, both on-campus or abroad, and adapts materials to international learning necessities (contents and language difficulty) (Borghetti and Zanoni 2020).	A.AI.E3. 30% of the faculty teaches in international courses, both in campus or abroad, and adapts materials to international learning necessities (contents and language difficulty) (Borghetti and Zanoni 2020).
		CI in Fostering international research activities	A.AI.N4. At least 10% of academic staff attend international conferences (Breit, 2013).	A.AI.A4. At least 15% of academic staff give papers at international conferences.	A.AI.E4. At least 25% of academic staff publish internationally with impact.
			A.AI.N5. 5% of the faculty is a member of an international research group, or collaborative international research projects as assistants.	A.AI.A5. 10% of the faculty is a member of an international research group, and undertake joint research projects as Chief Investigator (CI) or Principal Inverstigator (PI).	A.AI.E5. 20% of the faculty is a member of an international research group, and undertake international collaborative research projects as CI or PI.
		CI in internationalization of curriculum	A.AI.N6. Academics understand the necessity for international curricula restructure and the continuous quality improvement process.	A.AI.A6. Ability to design the curricula considering the process of internationalisation and the needs of all the stakeholders.	A.AI.E6. The departments or units have assigned an academic committee for the implementation, and the continuous restructure of the curriculum, considering the needs of the diverse involved stakeholders, each programme's core competencies, and the primary learning outcomes.

		STUDENT LEVEL Description	Two main principles will be directing this level: (a) curriculum and syllabus design, (b) teaching, learning, and assessment approaches. These will contribute to the diversity of experience being shared in classrooms and the strengthening of cultural sensitivity, extremely relevant for internationalisation purposes. The mobility of students is the most powerful vehicle for internationalisation. This will allow students to profit from new academic knowledge and skills and hone transferable skills such as their communication abilities, intercultural awareness, etc. The large-scale VALERA study (Bracht et al. 2006) revealed that students do not only mature during their mobility stay and gain knowledge of other countries, but they also gain competences often described as soft or key skills like intercultural awareness, adaptability, flexibility, innovativeness, productivity, motivation, endurance, problem-solving abilities and being able to work productively in a team.		
		Highlighted in blue the indicators already achieved by the institution			
	COMPREHENSIVE INTERNATIONALISATION (CI)	**PERFORMANCE CRITERIA**	**STAGE**		
			1. Foundation stage Achievement Indicator	**2. Development stage Achievement Indicator**	**3. Comprehensive Internationalization stage Achievement Indicator**
		CI in Credits in foreign language programmes	S.AI.N1 Students are able to take at least 10% of their credits in a foreign language in Bachelor's programmes (de Boer 2019)	S.AI.A1. Students are able to take at least 50% of their credits in a foreign language in Bachelor's and Master's programmes	S.AI.E1. Students are able to take 100% of their credits in a foreign language in Bachelor's and Master's programmes
		CI in Intercultural skills	S.AI.N2. 10% of students take part in international campus activities (language and awareness) that seek the creation of intercultural contexts. (de Boer 2019)	S.AI.A2. Students organize social networking activities (both online and face-to-face) to foster and develop intercultural and international skills	S.AI.E2. Teaching classes made up of students from diverse linguistic and cultural backgrounds include active student participation instead of traditional lecturing classes (Leask & Wallace, 2011 (cited in Susser 2015))
		CI in International activities	S.AI.N3.Students participate in guest lectures made by international professors or professional guests	S.AI.A3. Students are invited and participate in guest lectures and discussions organized on internationally relevant topics.	S.AI.E3. Student are invited to guest lectures on internationally relevant topics and actively participate in international university or industry-related competitions
		CI in Participation in buddy programmes, language courses…	S.AI.N4. 15% of students take part in buddy programmes as host students for international students.	S.AI.A4. Incoming students take an active role in the support of buddy programmes, accommodation, language courses, and cultural exchange (Green 2008 cited in Beerkens 2010)	S.AI.E4. Students take part in virtual mobility exchange programmes through the online learning modalities provided (tandem sessions, groupwork, etc.) (Borghetti and Zanoni 2020)
		CI in Incoming and outgoing students	S.AI.N5. The institution signs agreements, including a comprehensive number of incoming and outgoing students.	S.AI.A5. The institution seeks a balance between incoming and outgoing students (de Boer 2019, Beerkens 2010)	S.AI.E5. 25% of students at the university are incoming and outgoing students.
		CI in agreements for students' regular mobility and Internship/Graduation projects abroad	S.AI.N6: 10% of international agreements/partnerships include work placement /internship and final degree/master Project' possibilities, besides regular subject validation.	S.AI.A6: 25% of international agreements /partnerships include work placement/internship and Final degree/master Project's possibilities, besides regular subject validation	S.AI.N6. 50% of international agreements /partnerships include work placement/internship and Final degree/master Project's possibilities, besides regular subject validation
		CI in Students' regular mobility and Internship/Graduation projects abroad	S.AI.N7. 5% of students have experience in internship/graduation projects abroad in international companies (de Boer 2019)	S.AI.A7. 10% of students have experience in internship/graduation projects abroad in international companies (de Boer 2019)	S.AI.E7. 15% of students have experience in internship/graduation projects abroad in international companies (de Boer 2019)
		CI in PHD Programmes	S.AI.N7. 25 % of PhD candidates take doctoral courses through English for all the fields except the National related studies (mandatory to be taught in the national language).	S.AI.A7. 10 % Of PhD candidates write their dissertations in English.	S.AI.E7. The institution offers PhD research programmes related to internationalisation and at least 10% of students take part in them (de Boer 2019)
		CI in PhD and Research	S.AI.N8. The doctoral candidates receive training and mentoring in the process of participating in academic conferences and developing peer-reviewed publications	S.AI.A8. The doctoral candidates should meet graduation requirements related to research and are strongly encouraged to participate in academic conferences and to publish in standard indexed journals	S.AI.E8. The Ph.D. study is research-intensive with candidates required to participate in international academic conferences and to publish in international peer-reviewed indexed journals (WOS Clarivate Master Journal List).
		CI in Alumni	S.AI.N9. The institution fosters the participation of students and alumni in international student/alumni associations.	S.AI.A9. International student and alumni associations organise activities in the university and abroad.	S.AI.E9. 10% of students and alumni are members of international student/alumni associations.

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Partner Nº8 Goa University - Institutional reflection

Goa University

RISHII Project First Assignment

Goa University (GU) recognizes the significance of "Internationalisation of Higher Education" in India and therefore has established two Directorates for effectively coordinating its Internationalization programme: Directorate of Foreign Students (DFS) deals with managing all issues about the international students once they are offered admission at GU, the DFS helps the International students in settling down on campus, to complete all formalities with the registration of foreign nationals at the concerned office of the Government of India (FRRO), as well as networking amongst the International students on campus. DFS works closely with the ICCR, Government of India in promoting foreign students enrolment at GU. DFS also organizes the "Study India Programme" with the Nihon University, Japan and Sciences Po Lyon, France.

The Directorate of International Cooperation and Exchange (DICE) looks after the "internationalisation strategy" at GU. The DICE actively pursues international collaboration with foreign Universities and Institutions and GU has established about 20 MoUs to foster international collaboration in research as well as faculty and student exchanges in the last couple of years, partnering with prestigious Universities in the USA, Australia, Europe and South America. Under these exchange programmes some of the faculty members at GU have received the ERSMUS+ Teaching Mobility Awards to be at Universities like the University of Porto (Portugal), University of Aveiro (Portugal), and the University of Malta (Malta). GU faculty has also been awarded visiting professorships at the Sciences Po Lyon (France), University of Palermo (Argentina) Duale Hochschule Baden-Württemberg, Ravensburg (Germany). GU students have been to Nihon University, Japan; Sciences Po Lyon, France and Duale Hochschule Baden-Württemberg, Ravensburg in recent years.

I. Student Outreach:

The state of Goa in general and GU in particular, seeks to position itself as a hub for international students, in tune with the Government of India policy of encouraging "Study in India". At GU, the focus on international students has been operationalized under the following programmes/schemes;

1. **The ICCR scholarship Scheme of Government of India:** The Indian Council of Cultural Relations, ICCR, is the premier Indian institution under the Ministry of External Affairs, which has sought to encourage international students taking up higher studies in India through its various scholarship schemes. Under this scheme hundreds of students have graduated from across affiliated colleges and the post-graduate departments of GU. The scholarship also involves research scholarships for M. Phil and Ph. D. For this ICCR has set up a full-fledged regional Office in Goa to streamline issues relating to Admission and scholarship disbursement.

2. **Bilateral Credit Exchange transfer:** With specifically designed MoUs with Universities in Asia and Europe, international students opt to study a semester/specific credits that they carry back to their parent institution. Apart from the usual academic courses, these students are also exposed to India's cultural and social diversity by organizing a number of filed-

based programmes. Japan and France are at present two focus areas under this programme. Under the Easmus+ Mobility, GU students have been to the University of Porto, Portugal for a Semester during their Master's programme.

3. **Self-funded students:** This is the third category under which self-funded students decide to do a full course at Goa University under the regular programmes that are offered. The Office of Director of Foreign Students in collaboration with the Directorate of International Collaboration and Exchange oversees the day to day affairs of international students at GU.

II. Curriculum Internationalisation:

The curriculum at Goa University has a fair proportion of the International dimension. Students of the Faculty of Social Sciences have the opportunity to widen their understanding of Political Economy (IPE) as an emerging area within International Relations and Political Science, which seeks to bring an interdisciplinary approach to understanding the complexities of global politics. The IPE course outline focuses on the integrated manner in which politics and economics overlap and influence each other in the shaping of international developments relating to trade, investment, aid and technology. Students of this course, many of them from foreign countries are exposed to international scholarship in the area through both classroom and virtual interaction by some of the leading experts in the area from India and abroad. The course teachers are part of global IPE scholarly networks like International Political Economy Society and International Political Economy Group which add value to the conduct of the course.

Most of the courses offered at the GU are internationally relevant. The theories and models covered in the syllabi are globally accepted, and reference books followed are of international standards and from reputed International Publishers like Taylor & Francis, Routledge, Wiley, Springer, Pearson Education, Oxford University Press, Cambridge University Press, etc. Courses like International Trade, International Finance, Econometrics, Economic theory, International Management, Financial Management, etc. in the Goa Business School of GU are at par with the Universities' courses in other parts of the world. The courses and the curriculum at the School of International and Area Studies (SIAS) have been designed to best showcase the International Studies programme. The courses are designed in a manner that it would attract students and researchers from around the world and provide them with an Indian perspective on International Relations, India's foreign policy, International Law, International Organisation as well as International Political Economy. Besides, the course also caters to the contemporary interests in Area Studies focusing on areas like the Middle East, Israel, China, Russia, South-East Asia, Indo-Pacific, Africa, Europe, Latin America and the Caribbean, Central Asia and in India's immediate neighbourhood of South Asia.

Students at GU are encouraged to opt for elective courses in foreign languages like French, Portuguese, Spanish, German and Japanese. In all programmes other than the foreign and Indian language courses, the medium of instruction is English. GU also has a strong teaching and research programme in Area Studies, focusing on Latin America and the Caribbean. At the SIAS, GU has instituted a Brazilian

Lectureship on Society, Culture and Brazilian Portuguese. GU is now in the process of introducing the teaching of Sanskrit at master's level through its newly formed School of Sanskrit, Philosophy and Indic Studies (SSPIS). GU would like to attract international students who wish to learn Sanskrit language and literature, Indian Philosophy and other Indic knowledge systems in the coming years. In many of these Schools and Departments of GU, International Students from various nations like Botswana, Uzbekistan, Afghanistan, Iraq, South Africa, Kazakhstan, Tajikistan, Ghana, Thailand, Yemen, Nigeria, Brazil, Hungary, Serbia and Mongolia have pursued a Master's degree.

III. Faculty Exchanges and Research Collaboration:

Some of our faculty colleagues have taught at foreign Universities like University of Zagreb, Croatia; Chinese University of Hong Kong and the University of West Indies, Jamaica where they had taught for a semester or more under the ICCR Awards. Some other colleagues have been the recipients of Erasmus+ Teaching Mobility Awards that enabled them to be at the University of Porto, Portugal; University of Aveiro, Portugal; and the University of Malta, Malta. Under existing MoUs with some of the foreign Universities, our colleagues have been given visiting professorships at the University of Palermo, Argentina; Nihon University, Japan; Sciences Po Lyon, France. GU also has strong research collaborations, particularly in Natural sciences with many Universities abroad. Very recently, GU is identified as a member of the Electron-Ion Collider (EIC) project that will be located at Brookhaven National Laboratory, USA. In this collaborative research, Goa University will participate in silicon tracking and vertexing detector development/construction and EIC software development and validation. GU also receives faculty from abroad under the Fulbright fellowship schemes (for scholars from the USA) as well as Shastri Indo-Canadian fellowships (for scholars from Canada) besides Erasmus+ Teaching mobility awards. GU also has few faculty members from abroad on a fixed-term appointment to teach foreign languages like Portuguese, Spanish, and French.

IV. Top 5 Reasons for Internationalisation at GU:

1. GU wishes to prepare its students to take up assignments abroad and believe that Comprehensive Internationalization is integral to this mission.

2. GU, the only State University in Goa, has the onus to respond to the public's growing demands in training the required human resources in service sector related to the Tourism and Hospitality industries in Goa. Comprehensive Internationalisation at GU would add value to these programmes.

3. As an institution of higher education, GU looks forward to attracting many international students on its campus. Comprehensive Internationalisation is a necessity to meet this goal.

4. Goa has a rich "cosmopolitan" culture due to its past. To better appreciate this legacy, the new generation must imbibe the value of other cultures and civilizations. Comprehensive Internationalisation would be an essential requirement for the same.

5. As one of India's top small Universities, GU is at the forefront of innovative research and teaching. To bolster the same, GU encourages International collaboration between faculty and researchers. To

develop and sustain such an ecosystem, GU appreciates the need for Comprehensive Internationalisation.

V. Main Expectations from Internationalisation at GU:

1. As a result of Comprehensive Internationalisation, GU expects its students and faculty to be more familiar with the developments in the global scenario with regard to higher education.

2. GU expects that the Comprehensive Internationalisation would create through its programmes of study, an internationally competent workforce in hospitality and tourism industry for the State of Goa.

3. Through Comprehensive Internationalisation GU expects to attract more students from other nations and reputed foreign Universities on its campus.

4. Comprehensive Internationalisation at GU would bring in more sensitivity among its stakeholders regarding the cultural ethos of other nations and cultures.

5. Through Comprehensive Internationalisation, GU expects to augment its research collaborations with internationally reputed institutions and to increase its research outputs through joint research projects.

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Partner Nº8 Goa University – Self-assessment

		INSTITUTIONAL LEVEL Description	This level describes the inclusion of internationalisation at institutional levels. It will include allocating internationalisation in strategic plans, funding for its implementation, and the signing of multiple cooperation agreements for mutual recognition, mobility exchange and research possibilities between Indian universities and associated partner universities.		
		Highlighted in blue the indicators already achieved by the institution			
	COMPREHENSIVE INTERNATIONALISATION (CI)	**PERFORMANCE CRITERIA**	**STAGE**		
			1. Foundation stage Achievement Indicator	**2. Development stage Achievement Indicator**	**3. Comprehensive Internationalization stage Achievement Indicator**
		CI in University governing bodies	I.AI.N1. There exists a Vice-rectorate for International Relations, or an International Relations Office	I.AI.A1. All faculties/centres have units in charge of promoting international relations.	I.AI.E1. All departments ensure internationalisation objectives are met at their level.
		CI in Institutional Strategic Plan	I.AI.N2.The University has an Institutional Strategic Plan	I.AI.A2.The strategic plan includes agreements/partnerships with international partners (Knight 2004 (cited in Hall 2009)) to strengthens its inter-institutional collaboration	I.AI.E2. 50% of the indicators of internationalisation of the Strategic Plan are achieved.
		CI in Institutional mission and strategy	I.AI.N3. Internationalisation is aligned with the mission and vision of the university.	I.AI.A3. The institution has a strategy, designs its implementation and monitors internationalisation to improve curricula including market needs, and trends in international business (towards increasing employability) (de Boer 2019)	I.AI.E3 The University positions itself according to international rankings, together with the increase of international students enrollement numbers, international positioning, and joint research iniatives regarding the institutional efforts made towards internationalisation.
		CI in Objectives and indicators for internationalisation	I.AI.N4. In the strategic plan of the university the international dimension is considered as something relevant.	I.AI.A4. There exist procedures to monitor the achievement of strategic objectives of internationalisation in faculties and units.	I.AI.E4. 50% of the indicators of internationalisation of the Strategic Plan are achieved.
		CI in Communication	I.AI.N5. The university establishes plans to communicate its internationalisation strategy.	I.AI.A5. The university fosters and monitors the communication of its internationalisation strategy.	I.AI.E5. 50% of people know about the internationalisation strategy of the university.
		CI in Partnerships	I.AI.N6. The institution establishes an International Partnership Strategy (IPS) strategy.	I.AI.A6. The institution signs comprehensive collaboration agreements/partnerships with international partners (Knight 2004 (cited in Hall 2009)) to strengthens its inter-institutional collaboration	I.AI.E6. 75% of the international agreements/partnerships include mobility (student and academic at all levels), teaching, and research possibilities.
		Ci in funding resources allocated for internationalisation	I.AI.N7. 10 % of the university's budget is dedicated to the promotion of internationalisation.	I.AI.A7. The institution has an active seeking strategy for external (domestic and foreign) funding towards internationalisation (Beerkens 2010).	I.AI.E7. 75% of the internationalisation budget is allocated for scholarships, mobility programmes and research funding for students and academics at international levels.
		CI in Curricula definition	I.AI.N8. Half of the curricula have the possibiltiy to be defined for both domestic and international students (OECD (cited in Hall 2009))	I.AI.A8. 25% of credits can be studied and validated at a foreign university within a mobility exchange scheme.	I.AI.E8. The institution offers international joint programmes /degrees (Beerkens 2010)
		CI in Quality	I.AI.N9. The university has a quality control system (such as the Internal Quality Assurance Cell - IQAC)	I.AI.A9. Internationalisation is a tool to enhance quality and quality control procedures include internationalisation KPIs (de Boer 2019).	I.AI.E9. The institution provides internal and external mechanisms to obtain official international accreditation at various levels from education authorities (María José Bezanilla, 2019).
		Ci in Use of digital technologies in international relations strategies	I.AI.N10. The institution uses digital technologies for its international relations, activities and strategy implementation (Beerkens 2010)	I.AI.A10. The university has a specific webpage for International Relations.	I.AI.E10. There is a procedure to monitor, update, and improve internationalisation digital resources at a university level.
		CI use of Digital technologies for classroom and virtual mobility	I.AI.N11.The institution uses an LMS as a supplementary learning and teaching tool	I.AI.A11. All faculties and students access news, international career opportunities, and various academic and extracurricular projects through the university platform	I.AI.E11. The institution has a virtual connected classroom system with international partner universities, and students work on various academic and extracurricular projects.

		OTHER NON ACADEMIC Description	Administrative staff (academic coordinators, international student affairs offices, etc.) will need to create an effective network of interactions with regard to internationalisation, both within their own institution and with colleagues around the world. These should make mobility and internationalisation effective instruments for acquiring new competences and forging international networks of graduates.		
		Highlighted in blue the indicators already achieved by the institution			
	COMPREHENSIVE INTERNATIONALISATION (CI)	**PERFORMANCE CRITERIA**	**STAGE**		
			1. Foundation stage Achievement Indicator	**2. Development stage Achievement Indicator**	**3. Comprehensive Internationalization stage Achievement Indicator**
		CI in IRO	O.AI.N1. The institution opens an International Relations Office (IRO) with a clear strategy towards fostering exchange mobility programmes.	O.AI.A1. The University and the IRO create an International Relations Office's strategy and committee with both faculty and students taking an active part in its decisions.	O.AI.E1. The IRO seeks and develops an international digital strategy to promote and disseminate its international strategy.
		CI in Fostering collaboration with international partners	O.AI.N2. The IRO creates and sends an international newsletter to all partners to enhance and foster links among institutions.	O.AI.A2. The IRO strengthens support between faculty and students (based on students' needs and requirements).	O.AI.E2. The University creates a Global Engagement Office (or an International Collaboration Office) to foster and develop international strategic projects (international and intercultural joint and double degrees, international and inclusive activities (physical and virtual international staff weeks, summer and winter schools, etc.)), that are designed and approved by academic departments and faculties.
		CI in Fostering participation in international projects	O.AI.N3. Channels of internal communication with regard to International Relations are established.	O.AI.A3. All faculties, schools and centres have non-academic staff in charge of internationalisation.	O.AI.E3. The University creates an International Academic Cooperation Office to enhance the University's active participation in international projects to foster the university's internationalisation process and projects and improve the allocation of the resources. (E.g.: to decide whether the project topic is related to the Strategic Plan of the University).
		CI in Diversity awareness	O.AI.N4. 15% of the IRO staff is devoted to ease the academic transition and adaptation of international students (de Boer 2019).	O.AI.A4. The IRO creates and develops cultural sensitivity workshops and development activities. The IRO creates and develops a buddy and orientation programme for international students and academics.	O.AI.E4. The institution provides necessary personal and academic support and an inclusive and safe environment that values diversity (Leask 2012).
		CI in ONA mobility	O.AI.N5. 5% of ONA of the institution takes part in non-academic staff mobility programmes (Knight 2004 (cited in Hall 2009))	O.AI.A5. 15% of ONA of the institution takes part in non-academic staff mobility programmes (Knight 2004 (cited in Hall 2009)) to get acquainted with internationalisation strategies in other partner institutions.	O.AI.E5. 25% of ONA of the institution takes part in non-academic staff mobility programmes (Knight 2004 (cited in Hall 2009)) to get acquainted with and participate in internationalisation strategies in other partner institutions.

		ACADEMIC LEVEL Description	This will ensure that Indian academic staff becomes equipped and involved in internationalisation with skills, knowledge, and attitudes necessary to achieve internationalisation. These will involve trainings, mobility, research and teaching-learning strategies with an internationalisation scope.		
		Highlighted in blue the indicators already achieved by the institution			
	COMPREHENSIVE INTERNATIONALISATION (CI)	**PERFORMANCE CRITERIA**	**STAGE**		
			1. Foundation stage Achievement Indicator	**2. Development stage Achievement Indicator**	**3. Comprehensive Internationalization stage Achievement Indicator**
		CI in Faculty has studied/worked abroad	A.AI.N1. 10% of the faculty has either an international experience or has studied abroad at Bachelor's, Masters or Ph.D. levels.	A.AI.A1. 15% of the faculty has either an international experience or has studied abroad at Bachelor's, Master's or PhD levels.	A.AI.E1. 20% of Academic staff are either originally from, have worked at, or have obtained international universities' qualifications (Breit, 2013).
		CI in Mobility (academics)	A.AI.N2. 5% of academics participate in staff mobility programmes (Knight 2004 (cited in Hall 2009)).	A.AI.A2. 15% of academics participate in staff mobility programmes for teaching and research (Knight 2004 (cited in Hall 2009)).	A.AI.E2. 25% of academics participate in staff mobility programmes for teaching and research (Knight 2004 (cited in Hall 2009)).
		CI in Faculty teaches in international courses	A.AI.N3. 5% of the faculty teaches in international courses, both on-campus or abroad, and adapts materials to international learning necessities (contents and language difficulty) (Borghetti and Zanoni 2020).	A.AI.A3. 15% of the faculty teaches in international courses, both on-campus or abroad, and adapts materials to international learning necessities (contents and language difficulty) (Borghetti and Zanoni 2020).	A.AI.E3. 30% of the faculty teaches in international courses, both in campus or abroad, and adapts materials to international learning necessities (contents and language difficulty) (Borghetti and Zanoni 2020).
		CI in Fostering international research activities	A.AI.N4. At least 10% of academic staff attend international conferences (Breit, 2013).	A.AI.A4. At least 15% of academic staff give papers at international conferences.	A.AI.E4. At least 25% of academic staff publish internationally with impact.
			A.AI.N5. 5% of the faculty is a member of an international research group, or collaborative international research projects as assistants.	A.AI.A5. 10% of the faculty is a member of an international research group, and undertake joint research projects as Chief Investigator (CI) or Principal Inverstigator (PI).	A.AI.E5. 20% of the faculty is a member of an international research group, and undertake international collaborative research projects as CI or PI.
		CI in internationalization of curriculum	A.AI.N6. Academics understand the necessity for international curricula restructure and the continuous quality improvement process.	A.AI.A6. Ability to design the curricula considering the process of internationalisation and the needs of all the stakeholders.	A.AI.E6. The departments or units have assigned an academic committee for the implementation, and the continuous restructure of the curriculum, considering the needs of the diverse involved stakeholders, each programme's core competencies, and the primary learning outcomes.

		STUDENT LEVEL Description	Two main principles will be directing this level: (a) curriculum and syllabus design, (b) teaching, learning, and assessment approaches. These will contribute to the diversity of experience being shared in classrooms and the strengthening of cultural sensitivity, extremely relevant for internationalisation purposes. The mobility of students is the most powerful vehicle for internationalisation. This will allow students to profit from new academic knowledge and skills and hone transferable skills such as their communication abilities, intercultural awareness, etc. The large-scale VALERA study (Bracht et al. 2006) revealed that students do not only mature during their mobility stay and gain knowledge of other countries, but they also gain competences often described as soft or key skills like intercultural awareness, adaptability, flexibility, innovativeness, productivity, motivation, endurance, problem-solving abilities and being able to work productively in a team.		
		Highlighted in blue the indicators already achieved by the institution			
	COMPREHENSIVE INTERNATIONALISATION (CI)	**PERFORMANCE CRITERIA**	**STAGE**		
			1. Foundation stage Achievement Indicator	**2. Development stage Achievement Indicator**	**3. Comprehensive Internationalization stage Achievement Indicator**
		CI in Credits in foreign language programmes	S.AI.N1 Students are able to take at least 10% of their credits in a foreign language in Bachelor's programmes (de Boer 2019)	S.AI.A1. Students are able to take at least 50% of their credits in a foreign language in Bachelor's and Master's programmes	S.AI.E1. Students are able to take 100% of their credits in a foreign language in Bachelor's and Master's programmes
		CI in Intercultural skills	S.AI.N2. 10% of students take part in international campus activities (language and awareness) that seek the creation of intercultural contexts. (de Boer 2019)	S.AI.A2. Students organize social networking activities (both online and face-to-face) to foster and develop intercultural and international skills	S.AI.E2. Teaching classes made up of students from diverse linguistic and cultural backgrounds include active student participation instead of traditional lecturing classes (Leask & Wallace, 2011 (cited in Susser 2015))
		CI in International activities	S.AI.N3.Students participate in guest lectures made by international professors or professional guests	S.AI.A3. Students are invited and participate in guest lectures and discussions organized on internationally relevant topics.	S.AI.E3. Student are invited to guest lectures on internationally relevant topics and actively participate in international university or industry-related competitions
		CI in Participation in buddy programmes, language courses…	S.AI.N4. 15% of students take part in buddy programmes as host students for international students.	S.AI.A4. Incoming students take an active role in the support of buddy programmes, accommodation, language courses, and cultural exchange (Green 2008 cited in Beerkens 2010)	S.AI.E4. Students take part in virtual mobility exchange programmes through the online learning modalities provided (tandem sessions, groupwork, etc.) (Borghetti and Zanoni 2020)
		CI in Incoming and outgoing students	S.AI.N5. The institution signs agreements, including a comprehensive number of incoming and outgoing students.	S.AI.A5. The institution seeks a balance between incoming and outgoing students (de Boer 2019, Beerkens 2010)	S.AI.E5. 25% of students at the university are incoming and outgoing students.
		CI in agreements for students' regular mobility and Internship/Graduation projects abroad	S.AI.N6: 10% of international agreements/partnerships include work placement /internship and final degree/master Project' possibilities, besides regular subject validation.	S.AI.A6: 25% of international agreements /partnerships include work placement/internship and Final degree/master Project's possibilities, besides regular subject validation	S.AI.N6. 50% of international agreements /partnerships include work placement/internship and Final degree/master Project's possibilities, besides regular subject validation
		CI in Students' regular mobility and Internship/Graduation projects abroad	S.AI.N7. 5% of students have experience in internship/graduation projects abroad in international companies (de Boer 2019)	S.AI.A7. 10% of students have experience in internship/graduation projects abroad in international companies (de Boer 2019)	S.AI.E7. 15% of students have experience in internship/graduation projects abroad in international companies (de Boer 2019)
		CI in PHD Programmes	S.AI.N7. 25 % of PhD candidates take doctoral courses through English for all the fields except the National related studies (mandatory to be taught in the national language).	S.AI.A7. 10 % Of PhD candidates write their dissertations in English.	S.AI.E7. The institution offers PhD research programmes related to internationalisation and at least 10% of students take part in them (de Boer 2019)
		CI in PhD and Research	S.AI.N8. The doctoral candidates receive training and mentoring in the process of participating in academic conferences and developing peer-reviewed publications	S.AI.A8. The doctoral candidates should meet graduation requirements related to research and are strongly encouraged to participate in academic conferences and to publish in standard indexed journals	S.AI.E8. The Ph.D. study is research-intensive with candidates required to participate in international academic conferences and to publish in international peer-reviewed indexed journals (WOS Clarivate Master Journal List).
		CI in Alumni	S.AI.N9. The institution fosters the participation of students and alumni in international student/alumni associations.	S.AI.A9. International student and alumni associations organise activities in the university and abroad.	S.AI.E9. 10% of students and alumni are members of international student/alumni associations.

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Partner Nº9 Jawaharlal Nehru University - Institutional reflection

RISHII PROJECT
Comprehensive Internationalisation (CI): Definition and its Role in HEIs

First Task: Institutional Reflection (Group Assignment)

Comprehensive Internationalisation (CI) is an organizing paradigm to think holistically about higher education internationalisation and how internationalisation is evolving in the twenty-first century in the world over to involve widening sets of objectives and people on and off campus. Basically, a diversity of approaches to CI can be recognised that allows each institution to choose its own path and its particular contribution consistent with its missions, clientele, programs, resources, and values.

The concept of comprehensive internationalisation can be understood in terms of its being a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education. The role it plays in higher education institutions is very important in the current scenario and is relevant for our institution (JNU) as well. This is more so because it shapes institutional ethos and values and touches the entire higher education enterprise. It is essential that it has to be embraced by institutional leadership, governance, faculty, students, and all academic service and support units. Hence, there is no doubt in saying that it is an institutional imperative, not just a desirable possibility.

Moreover, comprehensive internationalisation not only impacts all of campus life but also the institution's external frames of reference, partnerships, and relations. The global reconfiguration of economies, systems of trade, research, and communication, and the impact of global forces on local life, dramatically expand the need for comprehensive internationalisation and the motivations and purposes driving it.

At numerous institutions across the world, there has been a growing interest in and commitment to international programming involving a range of activities such as attracting and engaging international students and scholars, expanding study abroad and student and faculty cross-border exchanges, building cross-border research collaborations, expanding language learning and area and regional studies, as well as engaging international development.

However, in recent times powerful new factors have reinvigorated the international dimensions of higher education and the cross-border flow of students, scholars, and ideas as well as global growth in higher education. Ideas remain the key to the business of higher education institutions, particularly the universities, i.e., the creation of ideas through research and the dissemination of ideas through education and application. Increasingly, the business of universities is as much across as it is within borders, and not just in the free flow of ideas but in the global flow of students and scholars who generate them. JNU is not behind, and remains constant in creating and disseminating ideas through its research and innovation. But still comprehensive internationalisation is very much required for JNU to strengthen its global outreach further.

The 5 top reasons for internationalising JNU:

- To harness its research energies for a wide set of purposes including security at home and abroad and economic, social, and cultural development in an increasingly borderless and interdependent world.

- Since internationalisation connects institutions to the global marketplace of ideas, brains, and discovery, JNU needs to enhance research capacity and institutional recognition in the global knowledge society.

- JNU believes in putting emphasis on global partnerships, joint degrees, branch campuses, and long-term development partnerships with NGOs abroad.

- Since globalisation of higher education is the demand of the day, JNU wants to place itself within a global higher education system, though it has been doing so for quite some time now.

- Lastly, it is the necessity for higher education institutions like JNU to be globally engaged while remaining usefully connected locally.

The 5 top results JNU expects from internationalisation:

- Internationalisation will help lowering boundaries to the international trade of ideas and people (students and faculty) and an opening of access to national higher education systems for a global population.

- It will increase the stakes for cross-border collaborations which in turn will generate competition to produce envelope-pushing research, thus enhancing JNU's reputations in terms of feeding the growing needs of a knowledge-based society.

- Internationalisation will deliver globally informed content into the vast majority of courses, curricula, and majors JNU offers.

- Internationalisation will help integrate comparative and global perspectives into research and scholarship of stakeholders in JNU so as to take benefits of cross-cultural and comparative understanding of learnings.

- Internationalisation will provide JNU an opportunity to carry out bilateral/ multinational research projects and research supervision in producing new knowledge catering to rapidly evolving needs and new normals.

Submitted by: Prof. Sharad K Soni
Contact Person, RISHII Project, JNU

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Partner Nº9 Jawaharlal Nehru University – Self-assessment

		INSTITUTIONAL LEVEL Description	This level describes the inclusion of internationalisation at institutional levels. It will include allocating internationalisation in strategic plans, funding for its implementation, and the signing of multiple cooperation agreements for mutual recognition, mobility exchange and research possibilities between Indian universities and associated partner universities.		
		Highlighted in blue the indicators already achieved by the institution			
	COMPREHENSIVE INTERNATIONALISATION (CI)	**PERFORMANCE CRITERIA**	**STAGE**		
			1. Foundation stage Achievement Indicator	**2. Development stage Achievement Indicator**	**3. Comprehensive Internationalization stage Achievement Indicator**
		CI in University governing bodies	I.AI.N1. There exists a Vice-rectorate for International Relations, or an International Relations Office	I.AI.A1. All faculties/centres have units in charge of promoting international relations.	I.AI.E1. All departments ensure internationalisation objectives are met at their level.
		CI in Institutional Strategic Plan	I.AI.N2.The University has an Institutional Strategic Plan	I.AI.A2.The strategic plan includes agreements/partnerships with international partners (Knight 2004 (cited in Hall 2009)) to strengthens its inter-institutional collaboration	I.AI.E2. 50% of the indicators of internationalisation of the Strategic Plan are achieved.
		CI in Institutional mission and strategy	I.AI.N3. Internationalisation is aligned with the mission and vision of the university.	I.AI.A3. The institution has a strategy, designs its implementation and monitors internationalisation to improve curricula including market needs, and trends in international business (towards increasing employability) (de Boer 2019)	I.AI.E3 The University positions itself according to international rankings, together with the increase of international students enrollement numbers, international positioning, and joint research iniatives regarding the institutional efforts made towards internationalisation.
		CI in Objectives and indicators for internationalisation	I.AI.N4. In the strategic plan of the university the international dimension is considered as something relevant.	I.AI.A4. There exist procedures to monitor the achievement of strategic objectives of internationalisation in faculties and units.	I.AI.E4. 50% of the indicators of internationalisation of the Strategic Plan are achieved.
		CI in Communication	I.AI.N5. The university establishes plans to communicate its internationalisation strategy.	I.AI.A5. The university fosters and monitors the communication of its internationalisation strategy.	I.AI.E5. 50% of people know about the internationalisation strategy of the university.
		CI in Partnerships	I.AI.N6. The institution establishes an International Partnership Strategy (IPS) strategy.	I.AI.A6. The institution signs comprehensive collaboration agreements/partnerships with international partners (Knight 2004 (cited in Hall 2009)) to strengthens its inter-institutional collaboration	I.AI.E6. 75% of the international agreements/partnerships include mobility (student and academic at all levels), teaching, and research possibilities.
		Ci in funding resources allocated for internationalisation	I.AI.N7. 10 % of the university's budget is dedicated to the promotion of internationalisation.	I.AI.A7. The institution has an active seeking strategy for external (domestic and foreign) funding towards internationalisation (Beerkens 2010).	I.AI.E7. 75% of the internationalisation budget is allocated for scholarships, mobility programmes and research funding for students and academics at international levels.
		CI in Curricula definition	I.AI.N8. Half of the curricula have the possibiltiy to be defined for both domestic and international students (OECD (cited in Hall 2009))	I.AI.A8. 25% of credits can be studied and validated at a foreign university within a mobility exchange scheme.	I.AI.E8. The institution offers international joint programmes /degrees (Beerkens 2010)
		CI in Quality	I.AI.N9. The university has a quality control system (such as the Internal Quality Assurance Cell - IQAC)	I.AI.A9. Internationalisation is a tool to enhance quality and quality control procedures include internationalisation KPIs (de Boer 2019).	I.AI.E9. The institution provides internal and external mechanisms to obtain official international accreditation at various levels from education authorities (María José Bezanilla, 2019).
		Ci in Use of digital technologies in international relations strategies	I.AI.N10. The institution uses digital technologies for its international relations, activities and strategy implementation (Beerkens 2010)	I.AI.A10. The university has a specific webpage for International Relations.	I.AI.E10. There is a procedure to monitor, update, and improve internationalisation digital resources at a university level.
		CI use of Digital technologies for classroom and virtual mobility	I.AI.N11.The institution uses an LMS as a supplementary learning and teaching tool	I.AI.A11. All faculties and students access news, international career opportunities, and various academic and extracurricular projects through the university platform	I.AI.E11. The institution has a virtual connected classroom system with international partner universities, and students work on various academic and extracurricular projects.

		OTHER NON ACADEMIC Description	Administrative staff (academic coordinators, international student affairs offices, etc.) will need to create an effective network of interactions with regard to internationalisation, both within their own institution and with colleagues around the world. These should make mobility and internationalisation effective instruments for acquiring new competences and forging international networks of graduates.		
		Highlighted in blue the indicators already achieved by the institution			
	COMPREHENSIVE INTERNATIONALISATION (CI)	**PERFORMANCE CRITERIA**	**STAGE**		
			1. Foundation stage Achievement Indicator	**2. Development stage Achievement Indicator**	**3. Comprehensive Internationalization stage Achievement Indicator**
		CI in IRO	O.AI.N1. The institution opens an International Relations Office (IRO) with a clear strategy towards fostering exchange mobility programmes.	O.AI.A1. The University and the IRO create an International Relations Office's strategy and committee with both faculty and students taking an active part in its decisions.	O.AI.E1. The IRO seeks and develops an international digital strategy to promote and disseminate its international strategy.
		CI in Fostering collaboration with international partners	O.AI.N2. The IRO creates and sends an international newsletter to all partners to enhance and foster links among institutions.	O.AI.A2. The IRO strengthens support between faculty and students (based on students' needs and requirements).	O.AI.E2. The University creates a Global Engagement Office (or an International Collaboration Office) to foster and develop international strategic projects (international and intercultural joint and double degrees, international and inclusive activities (physical and virtual international staff weeks, summer and winter schools, etc.)), that are designed and approved by academic departments and faculties.
		CI in Fostering participation in international projects	O.AI.N3. Channels of internal communication with regard to International Relations are established.	O.AI.A3. All faculties, schools and centres have non-academic staff in charge of internationalisation.	O.AI.E3. The University creates an International Academic Cooperation Office to enhance the University's active participation in international projects to foster the university's internationalisation process and projects and improve the allocation of the resources. (E.g.: to decide whether the project topic is related to the Strategic Plan of the University).
		CI in Diversity awareness	O.AI.N4. 15% of the IRO staff is devoted to ease the academic transition and adaptation of international students (de Boer 2019).	O.AI.A4. The IRO creates and develops cultural sensitivity workshops and development activities. The IRO creates and develops a buddy and orientation programme for international students and academics.	O.AI.E4. The institution provides necessary personal and academic support and an inclusive and safe environment that values diversity (Leask 2012).
		CI in ONA mobility	O.AI.N5. 5% of ONA of the institution takes part in non-academic staff mobility programmes (Knight 2004 (cited in Hall 2009))	O.AI.A5. 15% of ONA of the institution takes part in non-academic staff mobility programmes (Knight 2004 (cited in Hall 2009)) to get acquainted with internationalisation strategies in other partner institutions.	O.AI.E5. 25% of ONA of the institution takes part in non-academic staff mobility programmes (Knight 2004 (cited in Hall 2009)) to get acquainted with and participate in internationalisation strategies in other partner institutions.

		ACADEMIC LEVEL Description	This will ensure that Indian academic staff becomes equipped and involved in internationalisation with skills, knowledge, and attitudes necessary to achieve internationalisation. These will involve trainings, mobility, research and teaching-learning strategies with an internationalisation scope.		
		Highlighted in blue the indicators already achieved by the institution			
	COMPREHENSIVE INTERNATIONALISATION (CI)	**PERFORMANCE CRITERIA**	**STAGE**		
			1. Foundation stage Achievement Indicator	**2. Development stage Achievement Indicator**	**3. Comprehensive Internationalization stage Achievement Indicator**
		CI in Faculty has studied/worked abroad	A.AI.N1. 10% of the faculty has either an international experience or has studied abroad at Bachelor's, Masters or Ph.D. levels.	A.AI.A1. 15% of the faculty has either an international experience or has studied abroad at Bachelor's, Master's or PhD levels.	A.AI.E1. 20% of Academic staff are either originally from, have worked at, or have obtained international universities' qualifications (Breit, 2013).
		CI in Mobility (academics)	A.AI.N2. 5% of academics participate in staff mobility programmes (Knight 2004 (cited in Hall 2009)).	A.AI.A2. 15% of academics participate in staff mobility programmes for teaching and research (Knight 2004 (cited in Hall 2009)).	A.AI.E2. 25% of academics participate in staff mobility programmes for teaching and research (Knight 2004 (cited in Hall 2009)).
		CI in Faculty teaches in international courses	A.AI.N3. 5% of the faculty teaches in international courses, both on-campus or abroad, and adapts materials to international learning necessities (contents and language difficulty) (Borghetti and Zanoni 2020).	A.AI.A3. 15% of the faculty teaches in international courses, both on-campus or abroad, and adapts materials to international learning necessities (contents and language difficulty) (Borghetti and Zanoni 2020).	A.AI.E3. 30% of the faculty teaches in international courses, both in campus or abroad, and adapts materials to international learning necessities (contents and language difficulty) (Borghetti and Zanoni 2020).
		CI in Fostering international research activities	A.AI.N4. At least 10% of academic staff attend international conferences (Breit, 2013).	A.AI.A4. At least 15% of academic staff give papers at international conferences.	A.AI.E4. At least 25% of academic staff publish internationally with impact.
			A.AI.N5. 5% of the faculty is a member of an international research group, or collaborative international research projects as assistants.	A.AI.A5. 10% of the faculty is a member of an international research group, and undertake joint research projects as Chief Investigator (CI) or Principal Inverstigator (PI).	A.AI.E5. 20% of the faculty is a member of an international research group, and undertake international collaborative research projects as CI or PI.
		CI in internationalization of curriculum	A.AI.N6. Academics understand the necessity for international curricula restructure and the continuous quality improvement process.	A.AI.A6. Ability to design the curricula considering the process of internationalisation and the needs of all the stakeholders.	A.AI.E6. The departments or units have assigned an academic committee for the implementation, and the continuous restructure of the curriculum, considering the needs of the diverse involved stakeholders, each programme's core competencies, and the primary learning outcomes.

		STUDENT LEVEL Description	Two main principles will be directing this level: (a) curriculum and syllabus design, (b) teaching, learning, and assessment approaches. These will contribute to the diversity of experience being shared in classrooms and the strengthening of cultural sensitivity, extremely relevant for internationalisation purposes. The mobility of students is the most powerful vehicle for internationalisation. This will allow students to profit from new academic knowledge and skills and hone transferable skills such as their communication abilities, intercultural awareness, etc. The large-scale VALERA study (Bracht et al. 2006) revealed that students do not only mature during their mobility stay and gain knowledge of other countries, but they also gain competences often described as soft or key skills like intercultural awareness, adaptability, flexibility, innovativeness, productivity, motivation, endurance, problem-solving abilities and being able to work productively in a team.		
		Highlighted in blue the indicators already achieved by the institution			
	COMPREHENSIVE INTERNATIONALISATION (CI)	**PERFORMANCE CRITERIA**	**STAGE**		
			1. Foundation stage Achievement Indicator	**2. Development stage Achievement Indicator**	**3. Comprehensive Internationalization stage Achievement Indicator**
		CI in Credits in foreign language programmes	S.AI.N1 Students are able to take at least 10% of their credits in a foreign language in Bachelor's programmes (de Boer 2019)	S.AI.A1. Students are able to take at least 50% of their credits in a foreign language in Bachelor's and Master's programmes	S.AI.E1. Students are able to take 100% of their credits in a foreign language in Bachelor's and Master's programmes
		CI in Intercultural skills	S.AI.N2. 10% of students take part in international campus activities (language and awareness) that seek the creation of intercultural contexts. (de Boer 2019)	S.AI.A2. Students organize social networking activities (both online and face-to-face) to foster and develop intercultural and international skills	S.AI.E2. Teaching classes made up of students from diverse linguistic and cultural backgrounds include active student participation instead of traditional lecturing classes (Leask & Wallace, 2011 (cited in Susser 2015))
		CI in International activities	S.AI.N3.Students participate in guest lectures made by international professors or professional guests	S.AI.A3. Students are invited and participate in guest lectures and discussions organized on internationally relevant topics.	S.AI.E3. Student are invited to guest lectures on internationally relevant topics and actively participate in international university or industry-related competitions
		CI in Participation in buddy programmes, language courses…	S.AI.N4. 15% of students take part in buddy programmes as host students for international students.	S.AI.A4. Incoming students take an active role in the support of buddy programmes, accommodation, language courses, and cultural exchange (Green 2008 cited in Beerkens 2010)	S.AI.E4. Students take part in virtual mobility exchange programmes through the online learning modalities provided (tandem sessions, groupwork, etc.) (Borghetti and Zanoni 2020)
		CI in Incoming and outgoing students	S.AI.N5. The institution signs agreements, including a comprehensive number of incoming and outgoing students.	S.AI.A5. The institution seeks a balance between incoming and outgoing students (de Boer 2019, Beerkens 2010)	S.AI.E5. 25% of students at the university are incoming and outgoing students.
		CI in agreements for students' regular mobility and Internship/Graduation projects abroad	S.AI.N6: 10% of international agreements/partnerships include work placement /internship and final degree/master Project' possibilities, besides regular subject validation.	S.AI.A6: 25% of international agreements /partnerships include work placement/internship and Final degree/master Project's possibilities, besides regular subject validation	S.AI.N6. 50% of international agreements /partnerships include work placement/internship and Final degree/master Project's possibilities, besides regular subject validation
		CI in Students' regular mobility and Internship/Graduation projects abroad	S.AI.N7. 5% of students have experience in internship/graduation projects abroad in international companies (de Boer 2019)	S.AI.A7. 10% of students have experience in internship/graduation projects abroad in international companies (de Boer 2019)	S.AI.E7. 15% of students have experience in internship/graduation projects abroad in international companies (de Boer 2019)
		CI in PHD Programmes	S.AI.N7. 25 % of PhD candidates take doctoral courses through English for all the fields except the National related studies (mandatory to be taught in the national language).	S.AI.A7. 10 % Of PhD candidates write their dissertations in English.	S.AI.E7. The institution offers PhD research programmes related to internationalisation and at least 10% of students take part in them (de Boer 2019)
		CI in PhD and Research	S.AI.N8. The doctoral candidates receive training and mentoring in the process of participating in academic conferences and developing peer-reviewed publications	S.AI.A8. The doctoral candidates should meet graduation requirements related to research and are strongly encouraged to participate in academic conferences and to publish in standard indexed journals	S.AI.E8. The Ph.D. study is research-intensive with candidates required to participate in international academic conferences and to publish in international peer-reviewed indexed journals (WOS Clarivate Master Journal List).
		CI in Alumni	S.AI.N9. The institution fosters the participation of students and alumni in international student/alumni associations.	S.AI.A9. International student and alumni associations organise activities in the university and abroad.	S.AI.E9. 10% of students and alumni are members of international student/alumni associations.

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Partner Nº10 University of Calcutta - Institutional reflection

University of Calcutta video

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Partner Nº10 University of Calcutta – Self-assessment

		INSTITUTIONAL LEVEL Description	This level describes the inclusion of internationalisation at institutional levels. It will include allocating internationalisation in strategic plans, funding for its implementation, and the signing of multiple cooperation agreements for mutual recognition, mobility exchange and research possibilities between Indian universities and associated partner universities.		
		Highlighted in blue the indicators already achieved by the institution			
	COMPREHENSIVE INTERNATIONALISATION (CI)	**PERFORMANCE CRITERIA**	**STAGE**		
			1. Foundation stage Achievement Indicator	**2. Development stage Achievement Indicator**	**3. Comprehensive Internationalization stage Achievement Indicator**
		CI in University governing bodies	I.AI.N1. There exists a Vice-rectorate for International Relations, or an International Relations Office	I.AI.A1. All faculties/centres have units in charge of promoting international relations.	I.AI.E1. All departments ensure internationalisation objectives are met at their level.
		CI in Institutional Strategic Plan	I.AI.N2.The University has an Institutional Strategic Plan	I.AI.A2.The strategic plan includes agreements/partnerships with international partners (Knight 2004 (cited in Hall 2009)) to strengthens its inter-institutional collaboration	I.AI.E2. 50% of the indicators of internationalisation of the Strategic Plan are achieved.
		CI in Institutional mission and strategy	I.AI.N3. Internationalisation is aligned with the mission and vision of the university.	I.AI.A3. The institution has a strategy, designs its implementation and monitors internationalisation to improve curricula including market needs, and trends in international business (towards increasing employability) (de Boer 2019)	I.AI.E3 The University positions itself according to international rankings, together with the increase of international students enrollement numbers, international positioning, and joint research iniatives regarding the institutional efforts made towards internationalisation.
		CI in Objectives and indicators for internationalisation	I.AI.N4. In the strategic plan of the university the international dimension is considered as something relevant.	I.AI.A4. There exist procedures to monitor the achievement of strategic objectives of internationalisation in faculties and units.	I.AI.E4. 50% of the indicators of internationalisation of the Strategic Plan are achieved.
		CI in Communication	I.AI.N5. The university establishes plans to communicate its internationalisation strategy.	I.AI.A5. The university fosters and monitors the communication of its internationalisation strategy.	I.AI.E5. 50% of people know about the internationalisation strategy of the university.
		CI in Partnerships	I.AI.N6. The institution establishes an International Partnership Strategy (IPS) strategy.	I.AI.A6. The institution signs comprehensive collaboration agreements/partnerships with international partners (Knight 2004 (cited in Hall 2009)) to strengthens its inter-institutional collaboration	I.AI.E6. 75% of the international agreements/partnerships include mobility (student and academic at all levels), teaching, and research possibilities.
		Ci in funding resources allocated for internationalisation	I.AI.N7. 10 % of the university's budget is dedicated to the promotion of internationalisation.	I.AI.A7. The institution has an active seeking strategy for external (domestic and foreign) funding towards internationalisation (Beerkens 2010).	I.AI.E7. 75% of the internationalisation budget is allocated for scholarships, mobility programmes and research funding for students and academics at international levels.
		CI in Curricula definition	I.AI.N8. Half of the curricula have the possibiltiy to be defined for both domestic and international students (OECD (cited in Hall 2009))	I.AI.A8. 25% of credits can be studied and validated at a foreign university within a mobility exchange scheme.	I.AI.E8. The institution offers international joint programmes /degrees (Beerkens 2010)
		CI in Quality	I.AI.N9. The university has a quality control system (such as the Internal Quality Assurance Cell - IQAC)	I.AI.A9. Internationalisation is a tool to enhance quality and quality control procedures include internationalisation KPIs (de Boer 2019).	I.AI.E9. The institution provides internal and external mechanisms to obtain official international accreditation at various levels from education authorities (María José Bezanilla, 2019).
		Ci in Use of digital technologies in international relations strategies	I.AI.N10. The institution uses digital technologies for its international relations, activities and strategy implementation (Beerkens 2010)	I.AI.A10. The university has a specific webpage for International Relations.	I.AI.E10. There is a procedure to monitor, update, and improve internationalisation digital resources at a university level.
		CI use of Digital technologies for classroom and virtual mobility	I.AI.N11.The institution uses an LMS as a supplementary learning and teaching tool	I.AI.A11. All faculties and students access news, international career opportunities, and various academic and extracurricular projects through the university platform	I.AI.E11. The institution has a virtual connected classroom system with international partner universities, and students work on various academic and extracurricular projects.

		OTHER NON ACADEMIC Description	Administrative staff (academic coordinators, international student affairs offices, etc.) will need to create an effective network of interactions with regard to internationalisation, both within their own institution and with colleagues around the world. These should make mobility and internationalisation effective instruments for acquiring new competences and forging international networks of graduates.		
		Highlighted in blue the indicators already achieved by the institution			
	COMPREHENSIVE INTERNATIONALISATION (CI)	**PERFORMANCE CRITERIA**	**STAGE**		
			1. Foundation stage Achievement Indicator	**2. Development stage Achievement Indicator**	**3. Comprehensive Internationalization stage Achievement Indicator**
		CI in IRO	O.AI.N1. The institution opens an International Relations Office (IRO) with a clear strategy towards fostering exchange mobility programmes.	O.AI.A1. The University and the IRO create an International Relations Office's strategy and committee with both faculty and students taking an active part in its decisions.	O.AI.E1. The IRO seeks and develops an international digital strategy to promote and disseminate its international strategy.
		CI in Fostering collaboration with international partners	O.AI.N2. The IRO creates and sends an international newsletter to all partners to enhance and foster links among institutions.	O.AI.A2. The IRO strengthens support between faculty and students (based on students' needs and requirements).	O.AI.E2. The University creates a Global Engagement Office (or an International Collaboration Office) to foster and develop international strategic projects (international and intercultural joint and double degrees, international and inclusive activities (physical and virtual international staff weeks, summer and winter schools, etc.)), that are designed and approved by academic departments and faculties.
		CI in Fostering participation in international projects	O.AI.N3. Channels of internal communication with regard to International Relations are established.	O.AI.A3. All faculties, schools and centres have non-academic staff in charge of internationalisation.	O.AI.E3. The University creates an International Academic Cooperation Office to enhance the University's active participation in international projects to foster the university's internationalisation process and projects and improve the allocation of the resources. (E.g.: to decide whether the project topic is related to the Strategic Plan of the University).
		CI in Diversity awareness	O.AI.N4. 15% of the IRO staff is devoted to ease the academic transition and adaptation of international students (de Boer 2019).	O.AI.A4. The IRO creates and develops cultural sensitivity workshops and development activities. The IRO creates and develops a buddy and orientation programme for international students and academics.	O.AI.E4. The institution provides necessary personal and academic support and an inclusive and safe environment that values diversity (Leask 2012).
		CI in ONA mobility	O.AI.N5. 5% of ONA of the institution takes part in non-academic staff mobility programmes (Knight 2004 (cited in Hall 2009))	O.AI.A5. 15% of ONA of the institution takes part in non-academic staff mobility programmes (Knight 2004 (cited in Hall 2009)) to get acquainted with internationalisation strategies in other partner institutions.	O.AI.E5. 25% of ONA of the institution takes part in non-academic staff mobility programmes (Knight 2004 (cited in Hall 2009)) to get acquainted with and participate in internationalisation strategies in other partner institutions.

		ACADEMIC LEVEL Description	This will ensure that Indian academic staff becomes equipped and involved in internationalisation with skills, knowledge, and attitudes necessary to achieve internationalisation. These will involve trainings, mobility, research and teaching-learning strategies with an internationalisation scope.		
		Highlighted in blue the indicators already achieved by the institution			
	COMPREHENSIVE INTERNATIONALISATION (CI)	**PERFORMANCE CRITERIA**	**STAGE**		
			1. Foundation stage Achievement Indicator	**2. Development stage Achievement Indicator**	**3. Comprehensive Internationalization stage Achievement Indicator**
		CI in Faculty has studied/worked abroad	A.AI.N1. 10% of the faculty has either an international experience or has studied abroad at Bachelor's, Masters or Ph.D. levels.	A.AI.A1. 15% of the faculty has either an international experience or has studied abroad at Bachelor's, Master's or PhD levels.	A.AI.E1. 20% of Academic staff are either originally from, have worked at, or have obtained international universities' qualifications (Breit, 2013).
		CI in Mobility (academics)	A.AI.N2. 5% of academics participate in staff mobility programmes (Knight 2004 (cited in Hall 2009)).	A.AI.A2. 15% of academics participate in staff mobility programmes for teaching and research (Knight 2004 (cited in Hall 2009)).	A.AI.E2. 25% of academics participate in staff mobility programmes for teaching and research (Knight 2004 (cited in Hall 2009)).
		CI in Faculty teaches in international courses	A.AI.N3. 5% of the faculty teaches in international courses, both on-campus or abroad, and adapts materials to international learning necessities (contents and language difficulty) (Borghetti and Zanoni 2020).	A.AI.A3. 15% of the faculty teaches in international courses, both on-campus or abroad, and adapts materials to international learning necessities (contents and language difficulty) (Borghetti and Zanoni 2020).	A.AI.E3. 30% of the faculty teaches in international courses, both in campus or abroad, and adapts materials to international learning necessities (contents and language difficulty) (Borghetti and Zanoni 2020).
		CI in Fostering international research activities	A.AI.N4. At least 10% of academic staff attend international conferences (Breit, 2013).	A.AI.A4. At least 15% of academic staff give papers at international conferences.	A.AI.E4. At least 25% of academic staff publish internationally with impact.
			A.AI.N5. 5% of the faculty is a member of an international research group, or collaborative international research projects as assistants.	A.AI.A5. 10% of the faculty is a member of an international research group, and undertake joint research projects as Chief Investigator (CI) or Principal Inverstigator (PI).	A.AI.E5. 20% of the faculty is a member of an international research group, and undertake international collaborative research projects as CI or PI.
		CI in internationalization of curriculum	A.AI.N6. Academics understand the necessity for international curricula restructure and the continuous quality improvement process.	A.AI.A6. Ability to design the curricula considering the process of internationalisation and the needs of all the stakeholders.	A.AI.E6. The departments or units have assigned an academic committee for the implementation, and the continuous restructure of the curriculum, considering the needs of the diverse involved stakeholders, each programme's core competencies, and the primary learning outcomes.

		STUDENT LEVEL Description	Two main principles will be directing this level: (a) curriculum and syllabus design, (b) teaching, learning, and assessment approaches. These will contribute to the diversity of experience being shared in classrooms and the strengthening of cultural sensitivity, extremely relevant for internationalisation purposes. The mobility of students is the most powerful vehicle for internationalisation. This will allow students to profit from new academic knowledge and skills and hone transferable skills such as their communication abilities, intercultural awareness, etc. The large-scale VALERA study (Bracht et al. 2006) revealed that students do not only mature during their mobility stay and gain knowledge of other countries, but they also gain competences often described as soft or key skills like intercultural awareness, adaptability, flexibility, innovativeness, productivity, motivation, endurance, problem-solving abilities and being able to work productively in a team.		
		Highlighted in blue the indicators already achieved by the institution			
	COMPREHENSIVE INTERNATIONALISATION (CI)	**PERFORMANCE CRITERIA**	**STAGE**		
			1. Foundation stage Achievement Indicator	**2. Development stage Achievement Indicator**	**3. Comprehensive Internationalization stage Achievement Indicator**
		CI in Credits in foreign language programmes	S.AI.N1 Students are able to take at least 10% of their credits in a foreign language in Bachelor's programmes (de Boer 2019)	S.AI.A1. Students are able to take at least 50% of their credits in a foreign language in Bachelor's and Master's programmes	S.AI.E1. Students are able to take 100% of their credits in a foreign language in Bachelor's and Master's programmes
		CI in Intercultural skills	S.AI.N2. 10% of students take part in international campus activities (language and awareness) that seek the creation of intercultural contexts. (de Boer 2019)	S.AI.A2. Students organize social networking activities (both online and face-to-face) to foster and develop intercultural and international skills	S.AI.E2. Teaching classes made up of students from diverse linguistic and cultural backgrounds include active student participation instead of traditional lecturing classes (Leask & Wallace, 2011 (cited in Susser 2015))
		CI in International activities	S.AI.N3.Students participate in guest lectures made by international professors or professional guests	S.AI.A3. Students are invited and participate in guest lectures and discussions organized on internationally relevant topics.	S.AI.E3. Student are invited to guest lectures on internationally relevant topics and actively participate in international university or industry-related competitions
		CI in Participation in buddy programmes, language courses…	S.AI.N4. 15% of students take part in buddy programmes as host students for international students.	S.AI.A4. Incoming students take an active role in the support of buddy programmes, accommodation, language courses, and cultural exchange (Green 2008 cited in Beerkens 2010)	S.AI.E4. Students take part in virtual mobility exchange programmes through the online learning modalities provided (tandem sessions, groupwork, etc.) (Borghetti and Zanoni 2020)
		CI in Incoming and outgoing students	S.AI.N5. The institution signs agreements, including a comprehensive number of incoming and outgoing students.	S.AI.A5. The institution seeks a balance between incoming and outgoing students (de Boer 2019, Beerkens 2010)	S.AI.E5. 25% of students at the university are incoming and outgoing students.
		CI in agreements for students' regular mobility and Internship/Graduation projects abroad	S.AI.N6: 10% of international agreements/partnerships include work placement /internship and final degree/master Project' possibilities, besides regular subject validation.	S.AI.A6: 25% of international agreements /partnerships include work placement/internship and Final degree/master Project's possibilities, besides regular subject validation	S.AI.N6. 50% of international agreements /partnerships include work placement/internship and Final degree/master Project's possibilities, besides regular subject validation
		CI in Students' regular mobility and Internship/Graduation projects abroad	S.AI.N7. 5% of students have experience in internship/graduation projects abroad in international companies (de Boer 2019)	S.AI.A7. 10% of students have experience in internship/graduation projects abroad in international companies (de Boer 2019)	S.AI.E7. 15% of students have experience in internship/graduation projects abroad in international companies (de Boer 2019)
		CI in PHD Programmes	S.AI.N7. 25 % of PhD candidates take doctoral courses through English for all the fields except the National related studies (mandatory to be taught in the national language).	S.AI.A7. 10 % Of PhD candidates write their dissertations in English.	S.AI.E7. The institution offers PhD research programmes related to internationalisation and at least 10% of students take part in them (de Boer 2019)
		CI in PhD and Research	S.AI.N8. The doctoral candidates receive training and mentoring in the process of participating in academic conferences and developing peer-reviewed publications	S.AI.A8. The doctoral candidates should meet graduation requirements related to research and are strongly encouraged to participate in academic conferences and to publish in standard indexed journals	S.AI.E8. The Ph.D. study is research-intensive with candidates required to participate in international academic conferences and to publish in international peer-reviewed indexed journals (WOS Clarivate Master Journal List).
		CI in Alumni	S.AI.N9. The institution fosters the participation of students and alumni in international student/alumni associations.	S.AI.A9. International student and alumni associations organise activities in the university and abroad.	S.AI.E9. 10% of students and alumni are members of international student/alumni associations.

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Partner Nº11 G D Goenka University - Institutional reflection

Assignment

Each group has to prepare a reflection (short video or 1-2 page text) on the concept of Comprehensive Internationalisation and the role it plays in their institution. Please, indicate the 5 top reasons for internationalising your institution and the 5 top results your institution expects from it. This information will be used in the Strategic Curriculum Internationalisation Plan.

This is a group assignment. Please, work with colleagues from your own institution in this activity.

One reflection per institution.

Part 1: Concept of Comprehensive Internationalization and the role it plays in GDGU

GD Goenka University, although only established in 2013, has adopted a comprehensive internationalization strategy. The emphasis is on providing students and academic staff a good teaching-learning and research ecosystem through selectively working with global partners and drawing on the curriculum, assessment structure, pedagogical tools and other essential best practices from top-tiered global universities. The strategy encapsulates facilitating international mobility for students and academic staff through summer schools, study abroad, articulation, staff exchange programmes, collaborative workshops, seminars and conferences with the global partner institutions.

As discussed hereunder, G D Goenka University has taken several important actions in all key areas to advance its philosophy of establishing a strong and comprehensive internationalisation perspective in all its endeavours. The University is globally oriented and internationally connected.

Part 2: Top 5 reasons for internationalizing GDGU

The five key reasons for focusing on Internationalization as an institutional strategy are summed up below:

1. **Achieve Global Recognition and Standing:** Although it was established only seven years ago, the University has introduced a contemporary teaching-learning ecosystem. It was awarded ‘Diamond Rating’ in the QS I-Gauge Rating for Teaching-Learning and a ‘Gold Rating’ overall.
2. **Adapting Best Practices from Global Universities:** GD Goenka University has established strategic partnerships with higher education institutions in Europe, South America, North America, Asia and Australia. Strong engagement with these global partners informs teaching-learning practices through mapping course content and pedagogy. This enables a seamless transition for articulation and study abroad opportunity for students. Case in point being the recent articulation agreement signed with University of Kent, UK. The entire exercise involved an intricate process of mapping courses at the undergraduate level. Discussions are currently underway with Deakin University, Australia.

3. **Foster Global Exposure for Students:** GDGU aspires to offer best-in-class learning outcomes through opportunities of cultural immersion, teaching-learning exposure and opportunities for research collaboration under the tutelage of senior academics at top ranked global institutions. GDGU Students avail opportunities to immerse in the global culture of Lancaster University and Istanbul Aydin University every year through the summer school programme. Concomitantly, GDGU encourages inward mobility of students to its campus through reciprocal arrangements.

4. **Facilitate collaborative R&D and Faculty Mobility:** Faculty members of GD Goenka make periodic visits to institutions worldwide to strengthen alliance for collaborative research and develop academic partnerships. Recent examples of Goenka academic staff on global visits are cited below:

- Professor Kim Anne Menezes, Dean – School of Management (University of Kent, United Kingdom) and (University of Cincinnati, USA)
- Professor Rohit Dutt, Dean – School of Medical and Allied Sciences (Bukhara State Medical Institute, Uzbekistan)
- Professor Tanuja Kaushik – Dean Student Welfare (Lancaster University, United Kingdom)
- Dr Priyanka Khanna (Istanbul Aydin University, Turkey)

5. **Enhance Learning Ecosystem by facilitating lectures by Top International Scholars:** Academic staff from global institutions e-deliver topics in several courses across several discipline clusters (Table 1). This initiative was actioned so as to provide our students and academic staff an international perspective in the teaching-learning landscape and also exposure to teaching-learning practices in leading institutions worldwide. Students and academic staff have provided excellent feedback in regard to their learning experience. We propose to comprehensively make this an important component in our teaching-learning ecosystem.

Table 1
Foreign Faculty Delivering Our Courses

Topic	Discipline Cluster	Person Delivering Course	Affiliation
Role of Feedback to Stakeholders and to improve Teaching-Learning Process	Education	Dr. Edd Pitt	Kent University, UK
International and Comparative Law: Content and Methodology	Law	Dr. Colin Picker	University of Wollongong, Australia
Supervised/Unsupervised	Computer Science	Dr. Raymond Chiong	Newcastle

Machine Learning Techniques and their Applications	Engineering		University, Australia
Financial Statements for Profit Organizations- An Overview	Finance	Dr. Harminder Singh	Deakin University, Australia
Innovation and Entrepreneurship Mindsets	Entrepreneurship	Dr. Gonzalo Jimenez Seminario	Universidad Catolica De Chile
Innovation and Entrepreneurship Mindsets	Entrepreneurship	Dr. Magdalena Diaz Le Fort	Universidad Catolica De Chile
Managing Workforce Diversity: An Experiential View	Management	Dr. Barry O' Mahony	Abu Dhabi University, UAE

5 Top results GDGU expects from it

1. **Internationalized curriculum:** The University has mapped some of its courses with universities in some countries so that the curriculum aligns with that of its partner institutions (Table 2). For example, the course 'Business Environment' now, based on working with the University of Kent (UK) has been modified to incorporate business environments in other countries. The course nomenclature has been changed to 'Global Business Environment'.

Table 2
Course Mapped with International Partner Institutions

Discipline	Course Name	Course Name (International University)	International University
Management	Business Environment-GMT1703	Global Business Environment-CB343(Kent University)	University of Kent
Management	Principles & Practices of Management-GMT1702	Business Organisation Issues & Skills-CB391	University of Kent

2. **Diversity in the Campus**: The University is putting concerted efforts to promote diversity in the campus. This is achieved by encouraging inward mobility of students

to its campus. The most recent example of this was an expression of interest from a student at the Universite Grenoble Alpes, France for pursuing her studies at School of Basic and Applied Sciences at GD Goenka. Currently, the subjects she will pursue during the semester at Goenka are being finalised**.**

The increased diversity is expected to further aid the cross cultural sensitivity of students.

3. **Quality Research Publications:** With an opportunity to collaborate with the best in the world, the university is encouraging its academic staff to produce publications in quality journals across the globe. It's also trying to develop a research intensive culture in its campus through international conferences and seminars. The University recently conducted two joint conferences: (i) 'International Conference on Sustainable Cities and Communities' with Arizona State University (USA); and (ii) 'Recent Developments in Science, Engineering and Technology (REDSET)' with the University of Arkansas.

4. **Community Engagement:** Giving back to the society is an integral part of Goenka's mission statement. Currently, G D Goenka University's 'School of Humanities and Social Science' and 'School of Management' are in discussions with the University of Cincinnati (USA) to undertake a community development project in the rural belt of the country.

5. **International Mobility for GD Goenka's Academic Staff:** The University constantly strives to nurture the global competencies of its academic staff. Partnership with top-tier universities worldwide offers a pathway for academics to attain global exposure through staff training and staff exchange programmes.

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Partner Nº11 G D Goenka University – Self-assessment

		INSTITUTIONAL LEVEL Description	This level describes the inclusion of internationalisation at institutional levels. It will include allocating internationalisation in strategic plans, funding for its implementation, and the signing of multiple cooperation agreements for mutual recognition, mobility exchange and research possibilities between Indian universities and associated partner universities.		
		Highlighted in blue the indicators already achieved by the institution			
	COMPREHENSIVE INTERNATIONALISATION (CI)	**PERFORMANCE CRITERIA**	**STAGE**		
			1. Foundation stage Achievement Indicator	**2. Development stage Achievement Indicator**	**3. Comprehensive Internationalization stage Achievement Indicator**
		CI in University governing bodies	I.AI.N1. There exists a Vice-rectorate for International Relations, or an International Relations Office	I.AI.A1. All faculties/centres have units in charge of promoting international relations.	I.AI.E1. All departments ensure internationalisation objectives are met at their level.
		CI in Institutional Strategic Plan	I.AI.N2.The University has an Institutional Strategic Plan	I.AI.A2.The strategic plan includes agreements/partnerships with international partners (Knight 2004 (cited in Hall 2009)) to strengthens its inter-institutional collaboration	I.AI.E2. 50% of the indicators of internationalisation of the Strategic Plan are achieved.
		CI in Institutional mission and strategy	I.AI.N3. Internationalisation is aligned with the mission and vision of the university.	I.AI.A3. The institution has a strategy, designs its implementation and monitors internationalisation to improve curricula including market needs, and trends in international business (towards increasing employability) (de Boer 2019)	I.AI.E3 The University positions itself according to international rankings, together with the increase of international students enrollement numbers, international positioning, and joint research iniatives regarding the institutional efforts made towards internationalisation.
		CI in Objectives and indicators for internationalisation	I.AI.N4. In the strategic plan of the university the international dimension is considered as something relevant.	I.AI.A4. There exist procedures to monitor the achievement of strategic objectives of internationalisation in faculties and units.	I.AI.E4. 50% of the indicators of internationalisation of the Strategic Plan are achieved.
		CI in Communication	I.AI.N5. The university establishes plans to communicate its internationalisation strategy.	I.AI.A5. The university fosters and monitors the communication of its internationalisation strategy.	I.AI.E5. 50% of people know about the internationalisation strategy of the university.
		CI in Partnerships	I.AI.N6. The institution establishes an International Partnership Strategy (IPS) strategy.	I.AI.A6. The institution signs comprehensive collaboration agreements/partnerships with international partners (Knight 2004 (cited in Hall 2009)) to strengthens its inter-institutional collaboration	I.AI.E6. 75% of the international agreements/partnerships include mobility (student and academic at all levels), teaching, and research possibilities.
		Ci in funding resources allocated for internationalisation	I.AI.N7. 10 % of the university's budget is dedicated to the promotion of internationalisation.	I.AI.A7. The institution has an active seeking strategy for external (domestic and foreign) funding towards internationalisation (Beerkens 2010).	I.AI.E7. 75% of the internationalisation budget is allocated for scholarships, mobility programmes and research funding for students and academics at international levels.
		CI in Curricula definition	I.AI.N8. Half of the curricula have the possibiltiy to be defined for both domestic and international students (OECD (cited in Hall 2009))	I.AI.A8. 25% of credits can be studied and validated at a foreign university within a mobility exchange scheme.	I.AI.E8. The institution offers international joint programmes /degrees (Beerkens 2010)
		CI in Quality	I.AI.N9. The university has a quality control system (such as the Internal Quality Assurance Cell - IQAC)	I.AI.A9. Internationalisation is a tool to enhance quality and quality control procedures include internationalisation KPIs (de Boer 2019).	I.AI.E9. The institution provides internal and external mechanisms to obtain official international accreditation at various levels from education authorities (María José Bezanilla, 2019).
		Ci in Use of digital technologies in international relations strategies	I.AI.N10. The institution uses digital technologies for its international relations, activities and strategy implementation (Beerkens 2010)	I.AI.A10. The university has a specific webpage for International Relations.	I.AI.E10. There is a procedure to monitor, update, and improve internationalisation digital resources at a university level.
		CI use of Digital technologies for classroom and virtual mobility	I.AI.N11.The institution uses an LMS as a supplementary learning and teaching tool	I.AI.A11. All faculties and students access news, international career opportunities, and various academic and extracurricular projects through the university platform	I.AI.E11. The institution has a virtual connected classroom system with international partner universities, and students work on various academic and extracurricular projects.

		OTHER NON ACADEMIC Description	Administrative staff (academic coordinators, international student affairs offices, etc.) will need to create an effective network of interactions with regard to internationalisation, both within their own institution and with colleagues around the world. These should make mobility and internationalisation effective instruments for acquiring new competences and forging international networks of graduates.		
		Highlighted in blue the indicators already achieved by the institution			
	COMPREHENSIVE INTERNATIONALISATION (CI)	**PERFORMANCE CRITERIA**	**STAGE**		
			1. Foundation stage Achievement Indicator	**2. Development stage Achievement Indicator**	**3. Comprehensive Internationalization stage Achievement Indicator**
		CI in IRO	O.AI.N1. The institution opens an International Relations Office (IRO) with a clear strategy towards fostering exchange mobility programmes.	O.AI.A1. The University and the IRO create an International Relations Office's strategy and committee with both faculty and students taking an active part in its decisions.	O.AI.E1. The IRO seeks and develops an international digital strategy to promote and disseminate its international strategy.
		CI in Fostering collaboration with international partners	O.AI.N2. The IRO creates and sends an international newsletter to all partners to enhance and foster links among institutions.	O.AI.A2. The IRO strengthens support between faculty and students (based on students' needs and requirements).	O.AI.E2. The University creates a Global Engagement Office (or an International Collaboration Office) to foster and develop international strategic projects (international and intercultural joint and double degrees, international and inclusive activities (physical and virtual international staff weeks, summer and winter schools, etc.)), that are designed and approved by academic departments and faculties.
		CI in Fostering participation in international projects	O.AI.N3. Channels of internal communication with regard to International Relations are established.	O.AI.A3. All faculties, schools and centres have non-academic staff in charge of internationalisation.	O.AI.E3. The University creates an International Academic Cooperation Office to enhance the University's active participation in international projects to foster the university's internationalisation process and projects and improve the allocation of the resources. (E.g.: to decide whether the project topic is related to the Strategic Plan of the University).
		CI in Diversity awareness	O.AI.N4. 15% of the IRO staff is devoted to ease the academic transition and adaptation of international students (de Boer 2019).	O.AI.A4. The IRO creates and develops cultural sensitivity workshops and development activities. The IRO creates and develops a buddy and orientation programme for international students and academics.	O.AI.E4. The institution provides necessary personal and academic support and an inclusive and safe environment that values diversity (Leask 2012).
		CI in ONA mobility	O.AI.N5. 5% of ONA of the institution takes part in non-academic staff mobility programmes (Knight 2004 (cited in Hall 2009))	O.AI.A5. 15% of ONA of the institution takes part in non-academic staff mobility programmes (Knight 2004 (cited in Hall 2009)) to get acquainted with internationalisation strategies in other partner institutions.	O.AI.E5. 25% of ONA of the institution takes part in non-academic staff mobility programmes (Knight 2004 (cited in Hall 2009)) to get acquainted with and participate in internationalisation strategies in other partner institutions.

		ACADEMIC LEVEL Description	This will ensure that Indian academic staff becomes equipped and involved in internationalisation with skills, knowledge, and attitudes necessary to achieve internationalisation. These will involve trainings, mobility, research and teaching-learning strategies with an internationalisation scope.		
		Highlighted in blue the indicators already achieved by the institution			
	COMPREHENSIVE INTERNATIONALISATION (CI)	**PERFORMANCE CRITERIA**	**STAGE**		
			1. Foundation stage Achievement Indicator	**2. Development stage Achievement Indicator**	**3. Comprehensive Internationalization stage Achievement Indicator**
		CI in Faculty has studied/worked abroad	A.AI.N1. 10% of the faculty has either an international experience or has studied abroad at Bachelor's, Masters or Ph.D. levels.	A.AI.A1. 15% of the faculty has either an international experience or has studied abroad at Bachelor's, Master's or PhD levels.	A.AI.E1. 20% of Academic staff are either originally from, have worked at, or have obtained international universities' qualifications (Breit, 2013).
		CI in Mobility (academics)	A.AI.N2. 5% of academics participate in staff mobility programmes (Knight 2004 (cited in Hall 2009)).	A.AI.A2. 15% of academics participate in staff mobility programmes for teaching and research (Knight 2004 (cited in Hall 2009)).	A.AI.E2. 25% of academics participate in staff mobility programmes for teaching and research (Knight 2004 (cited in Hall 2009)).
		CI in Faculty teaches in international courses	A.AI.N3. 5% of the faculty teaches in international courses, both on-campus or abroad, and adapts materials to international learning necessities (contents and language difficulty) (Borghetti and Zanoni 2020).	A.AI.A3. 15% of the faculty teaches in international courses, both on-campus or abroad, and adapts materials to international learning necessities (contents and language difficulty) (Borghetti and Zanoni 2020).	A.AI.E3. 30% of the faculty teaches in international courses, both in campus or abroad, and adapts materials to international learning necessities (contents and language difficulty) (Borghetti and Zanoni 2020).
		CI in Fostering international research activities	A.AI.N4. At least 10% of academic staff attend international conferences (Breit, 2013).	A.AI.A4. At least 15% of academic staff give papers at international conferences.	A.AI.E4. At least 25% of academic staff publish internationally with impact.
			A.AI.N5. 5% of the faculty is a member of an international research group, or collaborative international research projects as assistants.	A.AI.A5. 10% of the faculty is a member of an international research group, and undertake joint research projects as Chief Investigator (CI) or Principal Inverstigator (PI).	A.AI.E5. 20% of the faculty is a member of an international research group, and undertake international collaborative research projects as CI or PI.
		CI in internationalization of curriculum	A.AI.N6. Academics understand the necessity for international curricula restructure and the continuous quality improvement process.	A.AI.A6. Ability to design the curricula considering the process of internationalisation and the needs of all the stakeholders.	A.AI.E6. The departments or units have assigned an academic committee for the implementation, and the continuous restructure of the curriculum, considering the needs of the diverse involved stakeholders, each programme's core competencies, and the primary learning outcomes.

		STUDENT LEVEL Description	Two main principles will be directing this level: (a) curriculum and syllabus design, (b) teaching, learning, and assessment approaches. These will contribute to the diversity of experience being shared in classrooms and the strengthening of cultural sensitivity, extremely relevant for internationalisation purposes. The mobility of students is the most powerful vehicle for internationalisation. This will allow students to profit from new academic knowledge and skills and hone transferable skills such as their communication abilities, intercultural awareness, etc. The large-scale VALERA study (Bracht et al. 2006) revealed that students do not only mature during their mobility stay and gain knowledge of other countries, but they also gain competences often described as soft or key skills like intercultural awareness, adaptability, flexibility, innovativeness, productivity, motivation, endurance, problem-solving abilities and being able to work productively in a team.		
		Highlighted in blue the indicators already achieved by the institution			
	COMPREHENSIVE INTERNATIONALISATION (CI)	**PERFORMANCE CRITERIA**	**STAGE**		
			1. Foundation stage Achievement Indicator	**2. Development stage Achievement Indicator**	**3. Comprehensive Internationalization stage Achievement Indicator**
		CI in Credits in foreign language programmes	S.AI.N1 Students are able to take at least 10% of their credits in a foreign language in Bachelor's programmes (de Boer 2019)	S.AI.A1. Students are able to take at least 50% of their credits in a foreign language in Bachelor's and Master's programmes	S.AI.E1. Students are able to take 100% of their credits in a foreign language in Bachelor's and Master's programmes
		CI in Intercultural skills	S.AI.N2. 10% of students take part in international campus activities (language and awareness) that seek the creation of intercultural contexts. (de Boer 2019)	S.AI.A2. Students organize social networking activities (both online and face-to-face) to foster and develop intercultural and international skills	S.AI.E2. Teaching classes made up of students from diverse linguistic and cultural backgrounds include active student participation instead of traditional lecturing classes (Leask & Wallace, 2011 (cited in Susser 2015))
		CI in International activities	S.AI.N3.Students participate in guest lectures made by international professors or professional guests	S.AI.A3. Students are invited and participate in guest lectures and discussions organized on internationally relevant topics.	S.AI.E3. Student are invited to guest lectures on internationally relevant topics and actively participate in international university or industry-related competitions
		CI in Participation in buddy programmes, language courses…	S.AI.N4. 15% of students take part in buddy programmes as host students for international students.	S.AI.A4. Incoming students take an active role in the support of buddy programmes, accommodation, language courses, and cultural exchange (Green 2008 cited in Beerkens 2010)	S.AI.E4. Students take part in virtual mobility exchange programmes through the online learning modalities provided (tandem sessions, groupwork, etc.) (Borghetti and Zanoni 2020)
		CI in Incoming and outgoing students	S.AI.N5. The institution signs agreements, including a comprehensive number of incoming and outgoing students.	S.AI.A5. The institution seeks a balance between incoming and outgoing students (de Boer 2019, Beerkens 2010)	S.AI.E5. 25% of students at the university are incoming and outgoing students.
		CI in agreements for students' regular mobility and Internship/Graduation projects abroad	S.AI.N6: 10% of international agreements/partnerships include work placement /internship and final degree/master Project' possibilities, besides regular subject validation.	S.AI.A6: 25% of international agreements /partnerships include work placement/internship and Final degree/master Project's possibilities, besides regular subject validation	S.AI.N6. 50% of international agreements /partnerships include work placement/internship and Final degree/master Project's possibilities, besides regular subject validation
		CI in Students' regular mobility and Internship/Graduation projects abroad	S.AI.N7. 5% of students have experience in internship/graduation projects abroad in international companies (de Boer 2019)	S.AI.A7. 10% of students have experience in internship/graduation projects abroad in international companies (de Boer 2019)	S.AI.E7. 15% of students have experience in internship/graduation projects abroad in international companies (de Boer 2019)
		CI in PHD Programmes	S.AI.N7. 25 % of PhD candidates take doctoral courses through English for all the fields except the National related studies (mandatory to be taught in the national language).	S.AI.A7. 10 % Of PhD candidates write their dissertations in English.	S.AI.E7. The institution offers PhD research programmes related to internationalisation and at least 10% of students take part in them (de Boer 2019)
		CI in PhD and Research	S.AI.N8. The doctoral candidates receive training and mentoring in the process of participating in academic conferences and developing peer-reviewed publications	S.AI.A8. The doctoral candidates should meet graduation requirements related to research and are strongly encouraged to participate in academic conferences and to publish in standard indexed journals	S.AI.E8. The Ph.D. study is research-intensive with candidates required to participate in international academic conferences and to publish in international peer-reviewed indexed journals (WOS Clarivate Master Journal List).
		CI in Alumni	S.AI.N9. The institution fosters the participation of students and alumni in international student/alumni associations.	S.AI.A9. International student and alumni associations organise activities in the university and abroad.	S.AI.E9. 10% of students and alumni are members of international student/alumni associations.

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Partner Nº12 Jagran Lakecity University - Institutional reflection

Jagran Lakecity University
India

Comprehensive Internationalization (CI): definition and its role in HEIs

Institutional reflection

The idea of internationalization is providing an enhanced connection of institutions to a changing local and the global environment and providing more relevant service to society and clientele under these changing paradigms. Internationalization can be a means to prepare graduates for life and work in a global market of products, services, and ideas. It will help the students in offering the global platform and remain integrated with the world.

We believe that one imperative of success of any university depends on its ability to forge strategic alliances with global partners. For us internationalization essentially is the process of integrating an international/ intercultural dimension into our teaching, research and service functions. At JLU internationalization is an ethical imperative for the greater good.

Our key objective is that it is a pillar of building wider influence and ensuring that our students have wider and deeper opportunities to impact the world. Another core objective is to help our students and faculty provide necessary means of "self-transformation". This means through internationalization; our people contribute to the world while also being shaped by it. It should help our students and faculty approach their culture, texts and traditions in different ways and through comparative perspectives and help them see beyond themselves.

The International Office of Jagran Lakecity University is responsible for policy preparation and policy implementation in the field of internationalisation. The team comprises of a Director who reports to the Pro Chancellor and consults with the Vice Chancellor. He is supported by two senior coordinators and linked fuctionally to each academic and advancement units of the University. Each member has their role but collectively their main tasks are to inform and raise awareness, coordinate, facilitate initiatives on internationalisation and international cooperation. It is mandated to undertake the following tasks:

- International policy support at the institutional level for internationalisation initiatives
- Explore, build and maintain bilateral agreements with partner global universities
- International student's recruitment process
- Facilitating and promoting global summer schools for JLU students

- Provide services to current international students
- Support and facilitate incoming and outgoing exchange & visiting student programmes.
- Manage JLU Study abroad programmes
- International PR, networking, support and follow up of international contacts at the policy level of JLU.

For Jagran Lakecity University, Internationalization means broadening of its perspectives and collaborating with multiple stakeholders whose work landscape straddles cross geographies. It means diversity to think big. Underpinning this policy is transnational education, internationalization of curriculum and internationalization home, which is broadly about offering various forms of intercultural experiences on campus from different global ethnic, and national student & scholars. Our policy drives us to collaborate with various educational institutions of repute internationally to build on intercultural competencies as well as provide better degrees and careers. Our global partnerships range from simple global summer schools to joint semester learnings as well as research and exchanges as well as lateral movement for JLU students in case students want. Many of marquee global universities accept JLU degree and allow our students for lateral admissions and JLU credit acceptance.

Goals and Outcome expected from the Project

Goals	**Action Steps**	**Output /Result**	**Time frame**
Student Engagement and Diversity & Inclusion	• Number and diversity of students in activities abroad (study, research, internships, etc.), both undergraduate and graduate. • Focus on the Study abroad program diversity • The Course structure and the curriculum is mapped according to the global parameter. • A large number of students enrolled in courses with international content. • The focus should be on the foreign language program Number of students are achieving level one, two, three, or four language competency.	• Globalization of Higher education. • Understanding of diverse and cross culture. • Students achieving identifiable knowledge competency in global or comparative studies which helps in achieving the learning objectives of the curriculum. • Impact on student's knowledge attitude, belief, skills, and careers.	2 year

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Faculty Engagement and Diversity & Inclusion in the Institution	• To support the international activity, the maximum number of grants and exchange contracts should process. • Internal/external support to the faculty for the projects and activity abroad. • Aimed at publication in the international journals and invited speakers at international conferences. • Positioning the institution in global ranking chart. • Number of faculties engaged in international teaching assignment and Research Projects. • External funding to support the international activity in the institution. • Awards, prizes, recognition, rankings of institutional international activity • Aimed to support the faculties in international teaching assignments and research or projects abroad.	• Academic Collaboration of faculties across the boarders for projects and International assignments. • Intellectual contribution of faculties and invited as speakers at international conferences, review panels, and so forth. • Institutional position in global rankings of higher education institutions. • Awards, prizes, recognition, rankings of institutional international activity. • Strategic joint or other ventures abroad that meet or exceed contributions to institutional mission objectives. • Global strategic alliances linked to and that reinforce institutional strengths and priorities for program enhancement. • International engagement supports the growth and development of university economically. • Enhancement of curriculum and methodology due to the global exposure among the staff and students at an institutional level	3 year

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Partner Nº12 Jagran Lakecity University – Self-assessment

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		Highlighted in blue the indicators already achieved by the institution			
	COMPREHENSIVE INTERNATIONALISATION (CI)	**PERFORMANCE CRITERIA**	**STAGE**		
			1. Foundation stage Achievement Indicator	**2. Development stage Achievement Indicator**	**3. Comprehensive Internationalization stage Achievement Indicator**
		CI in University governing bodies	I.AI.N1. There exists a Vice-rectorate for International Relations, or an International Relations Office	I.AI.A1. All faculties/centres have units in charge of promoting international relations.	I.AI.E1. All departments ensure internationalisation objectives are met at their level.
		CI in Institutional Strategic Plan	I.AI.N2.The University has an Institutional Strategic Plan	I.AI.A2.The strategic plan includes agreements/partnerships with international partners (Knight 2004 (cited in Hall 2009)) to strengthens its inter-institutional collaboration	I.AI.E2. 50% of the indicators of internationalisation of the Strategic Plan are achieved.
		CI in Institutional mission and strategy	I.AI.N3. Internationalisation is aligned with the mission and vision of the university.	I.AI.A3. The institution has a strategy, designs its implementation and monitors internationalisation to improve curricula including market needs, and trends in international business (towards increasing employability) (de Boer 2019)	I.AI.E3 The University positions itself according to international rankings, together with the increase of international students enrollement numbers, international positioning, and joint research iniatives regarding the institutional efforts made towards internationalisation.
		CI in Objectives and indicators for internationalisation	I.AI.N4. In the strategic plan of the university the international dimension is considered as something relevant.	I.AI.A4. There exist procedures to monitor the achievement of strategic objectives of internationalisation in faculties and units.	I.AI.E4. 50% of the indicators of internationalisation of the Strategic Plan are achieved.
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		Ci in funding resources allocated for internationalisation	I.AI.N7. 10 % of the university's budget is dedicated to the promotion of internationalisation.	I.AI.A7. The institution has an active seeking strategy for external (domestic and foreign) funding towards internationalisation (Beerkens 2010).	I.AI.E7. 75% of the internationalisation budget is allocated for scholarships, mobility programmes and research funding for students and academics at international levels.
		CI in Curricula definition	I.AI.N8. Half of the curricula have the possibiltiy to be defined for both domestic and international students (OECD (cited in Hall 2009))	I.AI.A8. 25% of credits can be studied and validated at a foreign university within a mobility exchange scheme.	I.AI.E8. The institution offers international joint programmes /degrees (Beerkens 2010)
		CI in Quality	I.AI.N9. The university has a quality control system (such as the Internal Quality Assurance Cell - IQAC)	I.AI.A9. Internationalisation is a tool to enhance quality and quality control procedures include internationalisation KPIs (de Boer 2019).	I.AI.E9. The institution provides internal and external mechanisms to obtain official international accreditation at various levels from education authorities (María José Bezanilla, 2019).
		Ci in Use of digital technologies in international relations strategies	I.AI.N10. The institution uses digital technologies for its international relations, activities and strategy implementation (Beerkens 2010)	I.AI.A10. The university has a specific webpage for International Relations.	I.AI.E10. There is a procedure to monitor, update, and improve internationalisation digital resources at a university level.
		CI use of Digital technologies for classroom and virtual mobility	I.AI.N11.The institution uses an LMS as a supplementary learning and teaching tool	I.AI.A11. All faculties and students access news, international career opportunities, and various academic and extracurricular projects through the university platform	I.AI.E11. The institution has a virtual connected classroom system with international partner universities, and students work on various academic and extracurricular projects.

		OTHER NON ACADEMIC Description	Administrative staff (academic coordinators, international student affairs offices, etc.) will need to create an effective network of interactions with regard to internationalisation, both within their own institution and with colleagues around the world. These should make mobility and internationalisation effective instruments for acquiring new competences and forging international networks of graduates.		
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		CI in IRO	O.AI.N1. The institution opens an International Relations Office (IRO) with a clear strategy towards fostering exchange mobility programmes.	O.AI.A1. The University and the IRO create an International Relations Office's strategy and committee with both faculty and students taking an active part in its decisions.	O.AI.E1. The IRO seeks and develops an international digital strategy to promote and disseminate its international strategy.
		CI in Fostering collaboration with international partners	O.AI.N2. The IRO creates and sends an international newsletter to all partners to enhance and foster links among institutions.	O.AI.A2. The IRO strengthens support between faculty and students (based on students' needs and requirements).	O.AI.E2. The University creates a Global Engagement Office (or an International Collaboration Office) to foster and develop international strategic projects (international and intercultural joint and double degrees, international and inclusive activities (physical and virtual international staff weeks, summer and winter schools, etc.)), that are designed and approved by academic departments and faculties.
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		CI in ONA mobility	O.AI.N5. 5% of ONA of the institution takes part in non-academic staff mobility programmes (Knight 2004 (cited in Hall 2009))	O.AI.A5. 15% of ONA of the institution takes part in non-academic staff mobility programmes (Knight 2004 (cited in Hall 2009)) to get acquainted with internationalisation strategies in other partner institutions.	O.AI.E5. 25% of ONA of the institution takes part in non-academic staff mobility programmes (Knight 2004 (cited in Hall 2009)) to get acquainted with and participate in internationalisation strategies in other partner institutions.

		ACADEMIC LEVEL Description	This will ensure that Indian academic staff becomes equipped and involved in internationalisation with skills, knowledge, and attitudes necessary to achieve internationalisation. These will involve trainings, mobility, research and teaching-learning strategies with an internationalisation scope.		
		Highlighted in blue the indicators already achieved by the institution			
	COMPREHENSIVE INTERNATIONALISATION (CI)	**PERFORMANCE CRITERIA**	**STAGE**		
			1. Foundation stage Achievement Indicator	**2. Development stage Achievement Indicator**	**3. Comprehensive Internationalization stage Achievement Indicator**
		CI in Faculty has studied/worked abroad	A.AI.N1. 10% of the faculty has either an international experience or has studied abroad at Bachelor's, Masters or Ph.D. levels.	A.AI.A1. 15% of the faculty has either an international experience or has studied abroad at Bachelor's, Master's or PhD levels.	A.AI.E1. 20% of Academic staff are either originally from, have worked at, or have obtained international universities' qualifications (Breit, 2013).
		CI in Mobility (academics)	A.AI.N2. 5% of academics participate in staff mobility programmes (Knight 2004 (cited in Hall 2009)).	A.AI.A2. 15% of academics participate in staff mobility programmes for teaching and research (Knight 2004 (cited in Hall 2009)).	A.AI.E2. 25% of academics participate in staff mobility programmes for teaching and research (Knight 2004 (cited in Hall 2009)).
		CI in Faculty teaches in international courses	A.AI.N3. 5% of the faculty teaches in international courses, both on-campus or abroad, and adapts materials to international learning necessities (contents and language difficulty) (Borghetti and Zanoni 2020).	A.AI.A3. 15% of the faculty teaches in international courses, both on-campus or abroad, and adapts materials to international learning necessities (contents and language difficulty) (Borghetti and Zanoni 2020).	A.AI.E3. 30% of the faculty teaches in international courses, both in campus or abroad, and adapts materials to international learning necessities (contents and language difficulty) (Borghetti and Zanoni 2020).
		CI in Fostering international research activities	A.AI.N4. At least 10% of academic staff attend international conferences (Breit, 2013).	A.AI.A4. At least 15% of academic staff give papers at international conferences.	A.AI.E4. At least 25% of academic staff publish internationally with impact.
			A.AI.N5. 5% of the faculty is a member of an international research group, or collaborative international research projects as assistants.	A.AI.A5. 10% of the faculty is a member of an international research group, and undertake joint research projects as Chief Investigator (CI) or Principal Inverstigator (PI).	A.AI.E5. 20% of the faculty is a member of an international research group, and undertake international collaborative research projects as CI or PI.
		CI in internationalization of curriculum	A.AI.N6. Academics understand the necessity for international curricula restructure and the continuous quality improvement process.	A.AI.A6. Ability to design the curricula considering the process of internationalisation and the needs of all the stakeholders.	A.AI.E6. The departments or units have assigned an academic committee for the implementation, and the continuous restructure of the curriculum, considering the needs of the diverse involved stakeholders, each programme's core competencies, and the primary learning outcomes.

		STUDENT LEVEL Description	Two main principles will be directing this level: (a) curriculum and syllabus design, (b) teaching, learning, and assessment approaches. These will contribute to the diversity of experience being shared in classrooms and the strengthening of cultural sensitivity, extremely relevant for internationalisation purposes. The mobility of students is the most powerful vehicle for internationalisation. This will allow students to profit from new academic knowledge and skills and hone transferable skills such as their communication abilities, intercultural awareness, etc. The large-scale VALERA study (Bracht et al. 2006) revealed that students do not only mature during their mobility stay and gain knowledge of other countries, but they also gain competences often described as soft or key skills like intercultural awareness, adaptability, flexibility, innovativeness, productivity, motivation, endurance, problem-solving abilities and being able to work productively in a team.		
		Highlighted in blue the indicators already achieved by the institution			
	COMPREHENSIVE INTERNATIONALISATION (CI)	**PERFORMANCE CRITERIA**	**STAGE**		
			1. Foundation stage Achievement Indicator	**2. Development stage Achievement Indicator**	**3. Comprehensive Internationalization stage Achievement Indicator**
		CI in Credits in foreign language programmes	S.AI.N1 Students are able to take at least 10% of their credits in a foreign language in Bachelor's programmes (de Boer 2019)	S.AI.A1. Students are able to take at least 50% of their credits in a foreign language in Bachelor's and Master's programmes	S.AI.E1. Students are able to take 100% of their credits in a foreign language in Bachelor's and Master's programmes
		CI in Intercultural skills	S.AI.N2. 10% of students take part in international campus activities (language and awareness) that seek the creation of intercultural contexts. (de Boer 2019)	S.AI.A2. Students organize social networking activities (both online and face-to-face) to foster and develop intercultural and international skills	S.AI.E2. Teaching classes made up of students from diverse linguistic and cultural backgrounds include active student participation instead of traditional lecturing classes (Leask & Wallace, 2011 (cited in Susser 2015))
		CI in International activities	S.AI.N3.Students participate in guest lectures made by international professors or professional guests	S.AI.A3. Students are invited and participate in guest lectures and discussions organized on internationally relevant topics.	S.AI.E3. Student are invited to guest lectures on internationally relevant topics and actively participate in international university or industry-related competitions
		CI in Participation in buddy programmes, language courses…	S.AI.N4. 15% of students take part in buddy programmes as host students for international students.	S.AI.A4. Incoming students take an active role in the support of buddy programmes, accommodation, language courses, and cultural exchange (Green 2008 cited in Beerkens 2010)	S.AI.E4. Students take part in virtual mobility exchange programmes through the online learning modalities provided (tandem sessions, groupwork, etc.) (Borghetti and Zanoni 2020)
		CI in Incoming and outgoing students	S.AI.N5. The institution signs agreements, including a comprehensive number of incoming and outgoing students.	S.AI.A5. The institution seeks a balance between incoming and outgoing students (de Boer 2019, Beerkens 2010)	S.AI.E5. 25% of students at the university are incoming and outgoing students.
		CI in agreements for students' regular mobility and Internship/Graduation projects abroad	S.AI.N6: 10% of international agreements/partnerships include work placement /internship and final degree/master Project' possibilities, besides regular subject validation.	S.AI.A6: 25% of international agreements /partnerships include work placement/internship and Final degree/master Project's possibilities, besides regular subject validation	S.AI.N6. 50% of international agreements /partnerships include work placement/internship and Final degree/master Project's possibilities, besides regular subject validation
		CI in Students' regular mobility and Internship/Graduation projects abroad	S.AI.N7. 5% of students have experience in internship/graduation projects abroad in international companies (de Boer 2019)	S.AI.A7. 10% of students have experience in internship/graduation projects abroad in international companies (de Boer 2019)	S.AI.E7. 15% of students have experience in internship/graduation projects abroad in international companies (de Boer 2019)
		CI in PHD Programmes	S.AI.N7. 25 % of PhD candidates take doctoral courses through English for all the fields except the National related studies (mandatory to be taught in the national language).	S.AI.A7. 10 % Of PhD candidates write their dissertations in English.	S.AI.E7. The institution offers PhD research programmes related to internationalisation and at least 10% of students take part in them (de Boer 2019)
		CI in PhD and Research	S.AI.N8. The doctoral candidates receive training and mentoring in the process of participating in academic conferences and developing peer-reviewed publications	S.AI.A8. The doctoral candidates should meet graduation requirements related to research and are strongly encouraged to participate in academic conferences and to publish in standard indexed journals	S.AI.E8. The Ph.D. study is research-intensive with candidates required to participate in international academic conferences and to publish in international peer-reviewed indexed journals (WOS Clarivate Master Journal List).
		CI in Alumni	S.AI.N9. The institution fosters the participation of students and alumni in international student/alumni associations.	S.AI.A9. International student and alumni associations organise activities in the university and abroad.	S.AI.E9. 10% of students and alumni are members of international student/alumni associations.

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Partner Nº13 Adamas University - Institutional reflection

Institutional reflection

Curriculum Internationalization of Adamas University

Reasons for internationalization

The internationalization of curriculum is the incorporation of global views into curriculums with broader dimensions in learning outcome, teaching methods and assessment. Such initiative can fuel innovation in learning and thinking among students, develop a broader outlook, easy adaptability for the students in any culture in the future, and a global ready student with international acceptability. On the other hand, internationalization also facilitate teachers to be at par with the global standards and drive faculty members to improve teaching skills and adopt global practices in teaching.

Besides, Internationalizing the curriculum (IOC) will produce graduates with global citizenship skills. IOC requires setting of measurable standards of learning which is termed as benchmarking. Benchmarking can aid the Institute's self-assessment, comparing it with other institutions to support decision-making and also help to define areas for change and set goals for institutional growth. For benchmarking of curricula, during the planning it should be taken into account the requirements of the students, the core material or concepts, and societal needs. Benchmarking of curricula will help in meeting the requirements to develop global mindsets, skills and understandings international standards.

Another benefit in execution of IOC is creation of global citizens with global mindset is an important one. The globalization in education shifts the citizenship paradigm from being a national identity with the introduction of cosmopolitan views and advancement in understanding between different cultures, identity and races around the world. The modifications in teaching system in schools and Universities towards adopting a cosmopolitan narrative and global citizenship concept-based education will create students for global intercultural competitions, global problem solving and exchanging ideas. IOC is also a tool for fostering global citizens with resilience, who can compete in a rapidly changing, culturally diverse environment of global society. The modification and introduction of IOC can be discipline specific with defined learning outcomes aiming to achieve a designated set of parameters. Linking specific activities in IOC with their intended outcomes is important to evaluate the success of course and its recurrent modification on the basis of suggestions from specialist and evaluators will be helpful in achieving the goal of creating global citizens.

Some prevailing societal problems that affect the students and universities include resource constraints, economic disadvantages, jobs, gender issues among others. Curriculum internalization in Universities provides individual student with the relevant knowledge and skills that can address these issues and improve the quality of life, economic disparities, etc. Curriculum internationalization can identify such global problems and develop such programs and projects with aim to resolve such problems.

Overall, refined academic prowess, internationally accredited pedagogy, wider horizon for students and academicians from underdeveloped countries are some of the advantages of internationalisation. Interdisciplinary research and parallel enrichment of curriculum involving inputs from around the globe will provide the required impetus in higher education. Future global citizens who are profound, knowledgeable, and cross-culturally discerning can be brought forth from such a system only. In a country like India, we have seen different phases

of economic and societal transitions since independence. Perhaps the economic liberalisation in the early 1990s was the first step towards internationalisation of the economy. Academic internationalisation is the mantra towards a brighter tomorrow.

Outcome of Curriculum Internationalization

Over the last decade, a sudden resurgence of interest for internationalization of curriculum has grabbed attention both in theory and practice all over the world. Some of the major outcomes of curriculum internationalization are discussed

Mobility and acceptance of students/faculty and staff internationally: In this increasingly interconnected world, through internationalization of curriculum a global platform can be provided to the students with a common perspective and rationale to bring a positive change into the world. Through embedding the international and intercultural dimensions into the curriculum of higher studies as well as in teaching-learning methodologies and associated services, student and faculty/staff mobility program can be more effective. The cross-cultural interactions will help the students to project the learning outcome with more proficiency and thus will increase their global understanding and competency. Similarly, Faculty/Staff mobility program will help to diminish the cultural border amongst education and administer more effective teaching learning methodologies worldwide.

Innovations in Research and Teaching: A common global perspective will not only enhance the technical skills of the students, but most importantly it will also develop the soft skills of the students, resulting in a substantial increase in their employability. Revolutionary changes can be implemented in teaching by introducing relevant major/minor courses, providing certificate courses and reducing linguistic barrier. In Research also, internationalization is going to bring enormous changes by sharing and exchanging ideas on a common platform, and thereby establishing formal/informal collaboration between different research laboratories over the world.

Global Solutions: To find a solution for different catastrophic risks and problems pertaining worldwide, like, climate change, global pandemic, energy crisis, over population, ecological collapse etc, a global outlook is essential. People must be engaged to find the solution based on their expertise, irrespective of country and culture. Internalization of curriculum will definitely work towards that aim.

Towards achieving curriculum internationalization, Adamas university has partnered with 43 universities across 21 countries collaborating on a wide range of international activities such as student and faculty exchange and mobility schemes, summer schools, jointly funded projects etc. that offer students and teachers a challenging and exciting international experience, providing them with new perspectives and an understanding of different cultures.

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Partner Nº13 Adamas University – Self-assessment

		INSTITUTIONAL LEVEL Description	This level describes the inclusion of internationalisation at institutional levels. It will include allocating internationalisation in strategic plans, funding for its implementation, and the signing of multiple cooperation agreements for mutual recognition, mobility exchange and research possibilities between Indian universities and associated partner universities.		
	Highlighted in blue the indicators already achieved by the institution				
	COMPREHENSIVE INTERNATIONALISATION (CI)	**PERFORMANCE CRITERIA**	**STAGE**		
			1. Foundation stage Achievement Indicator	**2. Development stage Achievement Indicator**	**3. Comprehensive Internationalization stage Achievement Indicator**
		CI in University governing bodies	I.AI.N1. There exists a Vice-rectorate for International Relations, or an International Relations Office	I.AI.A1. All faculties/centres have units in charge of promoting international relations.	I.AI.E1. All departments ensure internationalisation objectives are met at their level.
		CI in Institutional Strategic Plan	I.AI.N2.The University has an Institutional Strategic Plan	I.AI.A2.The strategic plan includes agreements/partnerships with international partners (Knight 2004 (cited in Hall 2009)) to strengthens its inter-institutional collaboration	I.AI.E2. 50% of the indicators of internationalisation of the Strategic Plan are achieved.
		CI in Institutional mission and strategy	I.AI.N3. Internationalisation is aligned with the mission and vision of the university.	I.AI.A3. The institution has a strategy, designs its implementation and monitors internationalisation to improve curricula including market needs, and trends in international business (towards increasing employability) (de Boer 2019)	I.AI.E3 The University positions itself according to international rankings, together with the increase of international students enrollement numbers, international positioning, and joint research iniatives regarding the institutional efforts made towards internationalisation.
		CI in Objectives and indicators for internationalisation	I.AI.N4. In the strategic plan of the university the international dimension is considered as something relevant.	I.AI.A4. There exist procedures to monitor the achievement of strategic objectives of internationalisation in faculties and units.	I.AI.E4. 50% of the indicators of internationalisation of the Strategic Plan are achieved.
		CI in Communication	I.AI.N5. The university establishes plans to communicate its internationalisation strategy.	I.AI.A5. The university fosters and monitors the communication of its internationalisation strategy.	I.AI.E5. 50% of people know about the internationalisation strategy of the university.
		CI in Partnerships	I.AI.N6. The institution establishes an International Partnership Strategy (IPS) strategy.	I.AI.A6. The institution signs comprehensive collaboration agreements/partnerships with international partners (Knight 2004 (cited in Hall 2009)) to strengthens its inter-institutional collaboration	I.AI.E6. 75% of the international agreements/partnerships include mobility (student and academic at all levels), teaching, and research possibilities.
		Ci in funding resources allocated for internationalisation	I.AI.N7. 10 % of the university's budget is dedicated to the promotion of internationalisation.	I.AI.A7. The institution has an active seeking strategy for external (domestic and foreign) funding towards internationalisation (Beerkens 2010).	I.AI.E7. 75% of the internationalisation budget is allocated for scholarships, mobility programmes and research funding for students and academics at international levels.
		CI in Curricula definition	I.AI.N8. Half of the curricula have the possibiltiy to be defined for both domestic and international students (OECD (cited in Hall 2009))	I.AI.A8. 25% of credits can be studied and validated at a foreign university within a mobility exchange scheme.	I.AI.E8. The institution offers international joint programmes /degrees (Beerkens 2010)
		CI in Quality	I.AI.N9. The university has a quality control system (such as the Internal Quality Assurance Cell - IQAC)	I.AI.A9. Internationalisation is a tool to enhance quality and quality control procedures include internationalisation KPIs (de Boer 2019).	I.AI.E9. The institution provides internal and external mechanisms to obtain official international accreditation at various levels from education authorities (María José Bezanilla, 2019).
		Ci in Use of digital technologies in international relations strategies	I.AI.N10. The institution uses digital technologies for its international relations, activities and strategy implementation (Beerkens 2010)	I.AI.A10. The university has a specific webpage for International Relations.	I.AI.E10. There is a procedure to monitor, update, and improve internationalisation digital resources at a university level.
		CI use of Digital technologies for classroom and virtual mobility	I.AI.N11.The institution uses an LMS as a supplementary learning and teaching tool	I.AI.A11. All faculties and students access news, international career opportunities, and various academic and extracurricular projects through the university platform	I.AI.E11. The institution has a virtual connected classroom system with international partner universities, and students work on various academic and extracurricular projects.

		OTHER NON ACADEMIC Description	Administrative staff (academic coordinators, international student affairs offices, etc.) will need to create an effective network of interactions with regard to internationalisation, both within their own institution and with colleagues around the world. These should make mobility and internationalisation effective instruments for acquiring new competences and forging international networks of graduates.		
	Highlighted in blue the indicators already achieved by the institution				
	COMPREHENSIVE INTERNATIONALISATION (CI)	**PERFORMANCE CRITERIA**	**STAGE**		
			1. Foundation stage Achievement Indicator	**2. Development stage Achievement Indicator**	**3. Comprehensive Internationalization stage Achievement Indicator**
		CI in IRO	O.AI.N1. The institution opens an International Relations Office (IRO) with a clear strategy towards fostering exchange mobility programmes.	O.AI.A1. The University and the IRO create an International Relations Office's strategy and committee with both faculty and students taking an active part in its decisions.	O.AI.E1. The IRO seeks and develops an international digital strategy to promote and disseminate its international strategy.
		CI in Fostering collaboration with international partners	O.AI.N2. The IRO creates and sends an international newsletter to all partners to enhance and foster links among institutions.	O.AI.A2. The IRO strengthens support between faculty and students (based on students' needs and requirements).	O.AI.E2. The University creates a Global Engagement Office (or an International Collaboration Office) to foster and develop international strategic projects (international and intercultural joint and double degrees, international and inclusive activities (physical and virtual international staff weeks, summer and winter schools, etc.)), that are designed and approved by academic departments and faculties.
		CI in Fostering participation in international projects	O.AI.N3. Channels of internal communication with regard to International Relations are established.	O.AI.A3. All faculties, schools and centres have non-academic staff in charge of internationalisation.	O.AI.E3. The University creates an International Academic Cooperation Office to enhance the University's active participation in international projects to foster the university's internationalisation process and projects and improve the allocation of the resources. (E.g.: to decide whether the project topic is related to the Strategic Plan of the University).
		CI in Diversity awareness	O.AI.N4. 15% of the IRO staff is devoted to ease the academic transition and adaptation of international students (de Boer 2019).	O.AI.A4. The IRO creates and develops cultural sensitivity workshops and development activities. The IRO creates and develops a buddy and orientation programme for international students and academics.	O.AI.E4. The institution provides necessary personal and academic support and an inclusive and safe environment that values diversity (Leask 2012).
		CI in ONA mobility	O.AI.N5. 5% of ONA of the institution takes part in non-academic staff mobility programmes (Knight 2004 (cited in Hall 2009))	O.AI.A5. 15% of ONA of the institution takes part in non-academic staff mobility programmes (Knight 2004 (cited in Hall 2009)) to get acquainted with internationalisation strategies in other partner institutions.	O.AI.E5. 25% of ONA of the institution takes part in non-academic staff mobility programmes (Knight 2004 (cited in Hall 2009)) to get acquainted with and participate in internationalisation strategies in other partner institutions.

		ACADEMIC LEVEL Description	This will ensure that Indian academic staff becomes equipped and involved in internationalisation with skills, knowledge, and attitudes necessary to achieve internationalisation. These will involve trainings, mobility, research and teaching-learning strategies with an internationalisation scope.		
	Highlighted in blue the indicators already achieved by the institution				
	COMPREHENSIVE INTERNATIONALISATION (CI)	**PERFORMANCE CRITERIA**	**STAGE**		
			1. Foundation stage Achievement Indicator	**2. Development stage Achievement Indicator**	**3. Comprehensive Internationalization stage Achievement Indicator**
		CI in Faculty has studied/worked abroad	A.AI.N1. 10% of the faculty has either an international experience or has studied abroad at Bachelor's, Masters or Ph.D. levels.	A.AI.A1. 15% of the faculty has either an international experience or has studied abroad at Bachelor's, Master's or PhD levels.	A.AI.E1. 20% of Academic staff are either originally from, have worked at, or have obtained international universities' qualifications (Breit, 2013).
		CI in Mobility (academics)	A.AI.N2. 5% of academics participate in staff mobility programmes (Knight 2004 (cited in Hall 2009)).	A.AI.A2. 15% of academics participate in staff mobility programmes for teaching and research (Knight 2004 (cited in Hall 2009)).	A.AI.E2. 25% of academics participate in staff mobility programmes for teaching and research (Knight 2004 (cited in Hall 2009)).
		CI in Faculty teaches in international courses	A.AI.N3. 5% of the faculty teaches in international courses, both on-campus or abroad, and adapts materials to international learning necessities (contents and language difficulty) (Borghetti and Zanoni 2020).	A.AI.A3. 15% of the faculty teaches in international courses, both on-campus or abroad, and adapts materials to international learning necessities (contents and language difficulty) (Borghetti and Zanoni 2020).	A.AI.E3. 30% of the faculty teaches in international courses, both in campus or abroad, and adapts materials to international learning necessities (contents and language difficulty) (Borghetti and Zanoni 2020).
		CI in Fostering international research activities	A.AI.N4. At least 10% of academic staff attend international conferences (Breit, 2013).	A.AI.A4. At least 15% of academic staff give papers at international conferences.	A.AI.E4. At least 25% of academic staff publish internationally with impact.
			A.AI.N5. 5% of the faculty is a member of an international research group, or collaborative international research projects as assistants.	A.AI.A5. 10% of the faculty is a member of an international research group, and undertake joint research projects as Chief Investigator (CI) or Principal Inverstigator (PI).	A.AI.E5. 20% of the faculty is a member of an international research group, and undertake international collaborative research projects as CI or PI.
		CI in internationalization of curriculum	A.AI.N6. Academics understand the necessity for international curricula restructure and the continuous quality improvement process.	A.AI.A6. Ability to design the curricula considering the process of internationalisation and the needs of all the stakeholders.	A.AI.E6. The departments or units have assigned an academic committee for the implementation, and the continuous restructure of the curriculum, considering the needs of the diverse involved stakeholders, each programme's core competencies, and the primary learning outcomes.

		STUDENT LEVEL Description	Two main principles will be directing this level: (a) curriculum and syllabus design, (b) teaching, learning, and assessment approaches. These will contribute to the diversity of experience being shared in classrooms and the strengthening of cultural sensitivity, extremely relevant for internationalisation purposes. The mobility of students is the most powerful vehicle for internationalisation. This will allow students to profit from new academic knowledge and skills and hone transferable skills such as their communication abilities, intercultural awareness, etc. The large-scale VALERA study (Bracht et al. 2006) revealed that students do not only mature during their mobility stay and gain knowledge of other countries, but they also gain competences often described as soft or key skills like intercultural awareness, adaptability, flexibility, innovativeness, productivity, motivation, endurance, problem-solving abilities and being able to work productively in a team.		
	Highlighted in blue the indicators already achieved by the institution				
	COMPREHENSIVE INTERNATIONALISATION (CI)	**PERFORMANCE CRITERIA**	**STAGE**		
			1. Foundation stage Achievement Indicator	**2. Development stage Achievement Indicator**	**3. Comprehensive Internationalization stage Achievement Indicator**
		CI in Credits in foreign language programmes	S.AI.N1 Students are able to take at least 10% of their credits in a foreign language in Bachelor's programmes (de Boer 2019)	S.AI.A1. Students are able to take at least 50% of their credits in a foreign language in Bachelor's and Master's programmes	S.AI.E1. Students are able to take 100% of their credits in a foreign language in Bachelor's and Master's programmes
		CI in Intercultural skills	S.AI.N2. 10% of students take part in international campus activities (language and awareness) that seek the creation of intercultural contexts. (de Boer 2019)	S.AI.A2. Students organize social networking activities (both online and face-to-face) to foster and develop intercultural and international skills	S.AI.E2. Teaching classes made up of students from diverse linguistic and cultural backgrounds include active student participation instead of traditional lecturing classes (Leask & Wallace, 2011 (cited in Susser 2015))
		CI in International activities	S.AI.N3.Students participate in guest lectures made by international professors or professional guests	S.AI.A3. Students are invited and participate in guest lectures and discussions organized on internationally relevant topics.	S.AI.E3. Student are invited to guest lectures on internationally relevant topics and actively participate in international university or industry-related competitions
		CI in Participation in buddy programmes, language courses…	S.AI.N4. 15% of students take part in buddy programmes as host students for international students.	S.AI.A4. Incoming students take an active role in the support of buddy programmes, accommodation, language courses, and cultural exchange (Green 2008 cited in Beerkens 2010)	S.AI.E4. Students take part in virtual mobility exchange programmes through the online learning modalities provided (tandem sessions, groupwork, etc.) (Borghetti and Zanoni 2020)
		CI in Incoming and outgoing students	S.AI.N5. The institution signs agreements, including a comprehensive number of incoming and outgoing students.	S.AI.A5. The institution seeks a balance between incoming and outgoing students (de Boer 2019, Beerkens 2010)	S.AI.E5. 25% of students at the university are incoming and outgoing students.
		CI in agreements for students' regular mobility and Internship/Graduation projects abroad	S.AI.N6: 10% of international agreements/partnerships include work placement /internship and final degree/master Project' possibilities, besides regular subject validation.	S.AI.A6: 25% of international agreements /partnerships include work placement/internship and Final degree/master Project's possibilities, besides regular subject validation	S.AI.N6. 50% of international agreements /partnerships include work placement/internship and Final degree/master Project's possibilities, besides regular subject validation
		CI in Students' regular mobility and Internship/Graduation projects abroad	S.AI.N7. 5% of students have experience in internship/graduation projects abroad in international companies (de Boer 2019)	S.AI.A7. 10% of students have experience in internship/graduation projects abroad in international companies (de Boer 2019)	S.AI.E7. 15% of students have experience in internship/graduation projects abroad in international companies (de Boer 2019)
		CI in PHD Programmes	S.AI.N7. 25 % of PhD candidates take doctoral courses through English for all the fields except the National related studies (mandatory to be taught in the national language).	S.AI.A7. 10 % Of PhD candidates write their dissertations in English.	S.AI.E7. The institution offers PhD research programmes related to internationalisation and at least 10% of students take part in them (de Boer 2019)
		CI in PhD and Research	S.AI.N8. The doctoral candidates receive training and mentoring in the process of participating in academic conferences and developing peer-reviewed publications	S.AI.A8. The doctoral candidates should meet graduation requirements related to research and are strongly encouraged to participate in academic conferences and to publish in standard indexed journals	S.AI.E8. The Ph.D. study is research-intensive with candidates required to participate in international academic conferences and to publish in international peer-reviewed indexed journals (WOS Clarivate Master Journal List).
		CI in Alumni	S.AI.N9. The institution fosters the participation of students and alumni in international student/alumni associations.	S.AI.A9. International student and alumni associations organise activities in the university and abroad.	S.AI.E9. 10% of students and alumni are members of international student/alumni associations.

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Partner Nº14 Manipal Academy of Higher Education - Institutional reflection

Institutional reflection

Each group has to prepare a reflection (short video or 1-2 page text) on the concept of Comprehensive Internationalisation and the role it plays in their institution. Please, indicate the 5 top reasons for internationalising your institution and the 5 top results your institution expects from it. This information will be used in the Strategic Curriculum Internationalisation Plan.

This is a group assignment. Please, work with colleagues from your own institution in this activity.

One reflection per institution.

Top reasons for internationalization at MAHE

MAHE's stated commitment to internationalization is to secure global recognition as an internationally reputed organization facilitating knowledge and cultural exchange, recognizing diversity and being inclusive, creating a stimulating environment, enhancing partnership, having meaningful outcomes.

As part of MAHE's internationalization strategy, the four objectives are:

1) **Promote an effective academic and research committee with capacity to engage with the top universities in the world**
2) **Serve the international community by offering academic and research programs of excellence**
3) **Engage with international partners to embrace the knowledge triangle of teaching, research and innovation**
4) **Be an essential part of the global network addressing issues of global relevance**
5) **Promote internationalization at home (*purposeful integration of international and inter cultural dimension into the formal and informal curriculum to students in the domestic learning environment)***

Top 5 results which we expect:

1) **Attract greater number of international students to study in India and enhance opportunities for Indian students to study abroad**
2) **Increase the gross enrollment ratio (aligned with the vision of NEP2020, which envisions the GER to be doubled by 2030)**
3) **Maintain a balance between inbound and outbound mobility**
4) **Internationalization of curriculum**
5) **Teaching and research collaboration to facilitate student and faculty mobility**
6) **Adopt the best practices in research and academics**

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Partner Nº14 Manipal Academy of Higher Education – Self-assessment

		INSTITUTIONAL LEVEL Description	This level describes the inclusion of internationalisation at institutional levels. It will include allocating internationalisation in strategic plans, funding for its implementation, and the signing of multiple cooperation agreements for mutual recognition, mobility exchange and research possibilities between Indian universities and associated partner universities.		
		Highlighted in blue the indicators already achieved by the institution			
	COMPREHENSIVE INTERNATIONALISATION (CI)	**PERFORMANCE CRITERIA**	**STAGE**		
			1. Foundation stage Achievement Indicator	**2. Development stage Achievement Indicator**	**3. Comprehensive Internationalization stage Achievement Indicator**
		CI in University governing bodies	I.AI.N1. There exists a Vice-rectorate for International Relations, or an International Relations Office	I.AI.A1. All faculties/centres have units in charge of promoting international relations.	I.AI.E1. All departments ensure internationalisation objectives are met at their level.
		CI in Institutional Strategic Plan	I.AI.N2.The University has an Institutional Strategic Plan	I.AI.A2.The strategic plan includes agreements/partnerships with international partners (Knight 2004 (cited in Hall 2009)) to strengthens its inter-institutional collaboration	I.AI.E2. 50% of the indicators of internationalisation of the Strategic Plan are achieved.
		CI in Institutional mission and strategy	I.AI.N3. Internationalisation is aligned with the mission and vision of the university.	I.AI.A3. The institution has a strategy, designs its implementation and monitors internationalisation to improve curricula including market needs, and trends in international business (towards increasing employability) (de Boer 2019)	I.AI.E3 The University positions itself according to international rankings, together with the increase of international students enrollement numbers, international positioning, and joint research iniatives regarding the institutional efforts made towards internationalisation.
		CI in Objectives and indicators for internationalisation	I.AI.N4. In the strategic plan of the university the international dimension is considered as something relevant.	I.AI.A4. There exist procedures to monitor the achievement of strategic objectives of internationalisation in faculties and units.	I.AI.E4. 50% of the indicators of internationalisation of the Strategic Plan are achieved.
		CI in Communication	I.AI.N5. The university establishes plans to communicate its internationalisation strategy.	I.AI.A5. The university fosters and monitors the communication of its internationalisation strategy.	I.AI.E5. 50% of people know about the internationalisation strategy of the university.
		CI in Partnerships	I.AI.N6. The institution establishes an International Partnership Strategy (IPS) strategy.	I.AI.A6. The institution signs comprehensive collaboration agreements/partnerships with international partners (Knight 2004 (cited in Hall 2009)) to strengthens its inter-institutional collaboration	I.AI.E6. 75% of the international agreements/partnerships include mobility (student and academic at all levels), teaching, and research possibilities.
		Ci in funding resources allocated for internationalisation	I.AI.N7. 10 % of the university's budget is dedicated to the promotion of internationalisation.	I.AI.A7. The institution has an active seeking strategy for external (domestic and foreign) funding towards internationalisation (Beerkens 2010).	I.AI.E7. 75% of the internationalisation budget is allocated for scholarships, mobility programmes and research funding for students and academics at international levels.
		CI in Curricula definition	I.AI.N8. Half of the curricula have the possibiltiy to be defined for both domestic and international students (OECD (cited in Hall 2009))	I.AI.A8. 25% of credits can be studied and validated at a foreign university within a mobility exchange scheme.	I.AI.E8. The institution offers international joint programmes /degrees (Beerkens 2010)
		CI in Quality	I.AI.N9. The university has a quality control system (such as the Internal Quality Assurance Cell - IQAC)	I.AI.A9. Internationalisation is a tool to enhance quality and quality control procedures include internationalisation KPIs (de Boer 2019).	I.AI.E9. The institution provides internal and external mechanisms to obtain official international accreditation at various levels from education authorities (María José Bezanilla, 2019).
		Ci in Use of digital technologies in international relations strategies	I.AI.N10. The institution uses digital technologies for its international relations, activities and strategy implementation (Beerkens 2010)	I.AI.A10. The university has a specific webpage for International Relations.	I.AI.E10. There is a procedure to monitor, update, and improve internationalisation digital resources at a university level.
		CI use of Digital technologies for classroom and virtual mobility	I.AI.N11.The institution uses an LMS as a supplementary learning and teaching tool	I.AI.A11. All faculties and students access news, international career opportunities, and various academic and extracurricular projects through the university platform	I.AI.E11. The institution has a virtual connected classroom system with international partner universities, and students work on various academic and extracurricular projects.

		OTHER NON ACADEMIC Description	Administrative staff (academic coordinators, international student affairs offices, etc.) will need to create an effective network of interactions with regard to internationalisation, both within their own institution and with colleagues around the world. These should make mobility and internationalisation effective instruments for acquiring new competences and forging international networks of graduates.		
		Highlighted in blue the indicators already achieved by the institution			
	COMPREHENSIVE INTERNATIONALISATION (CI)	**PERFORMANCE CRITERIA**	**STAGE**		
			1. Foundation stage Achievement Indicator	**2. Development stage Achievement Indicator**	**3. Comprehensive Internationalization stage Achievement Indicator**
		CI in IRO	O.AI.N1. The institution opens an International Relations Office (IRO) with a clear strategy towards fostering exchange mobility programmes.	O.AI.A1. The University and the IRO create an International Relations Office's strategy and committee with both faculty and students taking an active part in its decisions.	O.AI.E1. The IRO seeks and develops an international digital strategy to promote and disseminate its international strategy.
		CI in Fostering collaboration with international partners	O.AI.N2. The IRO creates and sends an international newsletter to all partners to enhance and foster links among institutions.	O.AI.A2. The IRO strengthens support between faculty and students (based on students' needs and requirements).	O.AI.E2. The University creates a Global Engagement Office (or an International Collaboration Office) to foster and develop international strategic projects (international and intercultural joint and double degrees, international and inclusive activities (physical and virtual international staff weeks, summer and winter schools, etc.)), that are designed and approved by academic departments and faculties.
		CI in Fostering participation in international projects	O.AI.N3. Channels of internal communication with regard to International Relations are established.	O.AI.A3. All faculties, schools and centres have non-academic staff in charge of internationalisation.	O.AI.E3. The University creates an International Academic Cooperation Office to enhance the University's active participation in international projects to foster the university's internationalisation process and projects and improve the allocation of the resources. (E.g.: to decide whether the project topic is related to the Strategic Plan of the University).
		CI in Diversity awareness	O.AI.N4. 15% of the IRO staff is devoted to ease the academic transition and adaptation of international students (de Boer 2019).	O.AI.A4. The IRO creates and develops cultural sensitivity workshops and development activities. The IRO creates and develops a buddy and orientation programme for international students and academics.	O.AI.E4. The institution provides necessary personal and academic support and an inclusive and safe environment that values diversity (Leask 2012).
		CI in ONA mobility	O.AI.N5. 5% of ONA of the institution takes part in non-academic staff mobility programmes (Knight 2004 (cited in Hall 2009))	O.AI.A5. 15% of ONA of the institution takes part in non-academic staff mobility programmes (Knight 2004 (cited in Hall 2009)) to get acquainted with internationalisation strategies in other partner institutions.	O.AI.E5. 25% of ONA of the institution takes part in non-academic staff mobility programmes (Knight 2004 (cited in Hall 2009)) to get acquainted with and participate in internationalisation strategies in other partner institutions.

		ACADEMIC LEVEL Description	This will ensure that Indian academic staff becomes equipped and involved in internationalisation with skills, knowledge, and attitudes necessary to achieve internationalisation. These will involve trainings, mobility, research and teaching-learning strategies with an internationalisation scope.		
		Highlighted in blue the indicators already achieved by the institution			
	COMPREHENSIVE INTERNATIONALISATION (CI)	**PERFORMANCE CRITERIA**	**STAGE**		
			1. Foundation stage Achievement Indicator	**2. Development stage Achievement Indicator**	**3. Comprehensive Internationalization stage Achievement Indicator**
		CI in Faculty has studied/worked abroad	A.AI.N1. 10% of the faculty has either an international experience or has studied abroad at Bachelor's, Masters or Ph.D. levels.	A.AI.A1. 15% of the faculty has either an international experience or has studied abroad at Bachelor's, Master's or PhD levels.	A.AI.E1. 20% of Academic staff are either originally from, have worked at, or have obtained international universities' qualifications (Breit, 2013).
		CI in Mobility (academics)	A.AI.N2. 5% of academics participate in staff mobility programmes (Knight 2004 (cited in Hall 2009)).	A.AI.A2. 15% of academics participate in staff mobility programmes for teaching and research (Knight 2004 (cited in Hall 2009)).	A.AI.E2. 25% of academics participate in staff mobility programmes for teaching and research (Knight 2004 (cited in Hall 2009)).
		CI in Faculty teaches in international courses	A.AI.N3. 5% of the faculty teaches in international courses, both on-campus or abroad, and adapts materials to international learning necessities (contents and language difficulty) (Borghetti and Zanoni 2020).	A.AI.A3. 15% of the faculty teaches in international courses, both on-campus or abroad, and adapts materials to international learning necessities (contents and language difficulty) (Borghetti and Zanoni 2020).	A.AI.E3. 30% of the faculty teaches in international courses, both in campus or abroad, and adapts materials to international learning necessities (contents and language difficulty) (Borghetti and Zanoni 2020).
		CI in Fostering international research activities	A.AI.N4. At least 10% of academic staff attend international conferences (Breit, 2013).	A.AI.A4. At least 15% of academic staff give papers at international conferences.	A.AI.E4. At least 25% of academic staff publish internationally with impact.
			A.AI.N5. 5% of the faculty is a member of an international research group, or collaborative international research projects as assistants.	A.AI.A5. 10% of the faculty is a member of an international research group, and undertake joint research projects as Chief Investigator (CI) or Principal Inverstigator (PI).	A.AI.E5. 20% of the faculty is a member of an international research group, and undertake international collaborative research projects as CI or PI.
		CI in internationalization of curriculum	A.AI.N6. Academics understand the necessity for international curricula restructure and the continuous quality improvement process.	A.AI.A6. Ability to design the curricula considering the process of internationalisation and the needs of all the stakeholders.	A.AI.E6. The departments or units have assigned an academic committee for the implementation, and the continuous restructure of the curriculum, considering the needs of the diverse involved stakeholders, each programme's core competencies, and the primary learning outcomes.

		STUDENT LEVEL Description	Two main principles will be directing this level: (a) curriculum and syllabus design, (b) teaching, learning, and assessment approaches. These will contribute to the diversity of experience being shared in classrooms and the strengthening of cultural sensitivity, extremely relevant for internationalisation purposes. The mobility of students is the most powerful vehicle for internationalisation. This will allow students to profit from new academic knowledge and skills and hone transferable skills such as their communication abilities, intercultural awareness, etc. The large-scale VALERA study (Bracht et al. 2006) revealed that students do not only mature during their mobility stay and gain knowledge of other countries, but they also gain competences often described as soft or key skills like intercultural awareness, adaptability, flexibility, innovativeness, productivity, motivation, endurance, problem-solving abilities and being able to work productively in a team.		
		Highlighted in blue the indicators already achieved by the institution			
	COMPREHENSIVE INTERNATIONALISATION (CI)	**PERFORMANCE CRITERIA**	**STAGE**		
			1. Foundation stage Achievement Indicator	**2. Development stage Achievement Indicator**	**3. Comprehensive Internationalization stage Achievement Indicator**
		CI in Credits in foreign language programmes	S.AI.N1 Students are able to take at least 10% of their credits in a foreign language in Bachelor's programmes (de Boer 2019)	S.AI.A1. Students are able to take at least 50% of their credits in a foreign language in Bachelor's and Master's programmes	S.AI.E1. Students are able to take 100% of their credits in a foreign language in Bachelor's and Master's programmes
		CI in Intercultural skills	S.AI.N2. 10% of students take part in international campus activities (language and awareness) that seek the creation of intercultural contexts. (de Boer 2019)	S.AI.A2. Students organize social networking activities (both online and face-to-face) to foster and develop intercultural and international skills	S.AI.E2. Teaching classes made up of students from diverse linguistic and cultural backgrounds include active student participation instead of traditional lecturing classes (Leask & Wallace, 2011 (cited in Susser 2015))
		CI in International activities	S.AI.N3.Students participate in guest lectures made by international professors or professional guests	S.AI.A3. Students are invited and participate in guest lectures and discussions organized on internationally relevant topics.	S.AI.E3. Student are invited to guest lectures on internationally relevant topics and actively participate in international university or industry-related competitions
		CI in Participation in buddy programmes, language courses…	S.AI.N4. 15% of students take part in buddy programmes as host students for international students.	S.AI.A4. Incoming students take an active role in the support of buddy programmes, accommodation, language courses, and cultural exchange (Green 2008 cited in Beerkens 2010)	S.AI.E4. Students take part in virtual mobility exchange programmes through the online learning modalities provided (tandem sessions, groupwork, etc.) (Borghetti and Zanoni 2020)
		CI in Incoming and outgoing students	S.AI.N5. The institution signs agreements, including a comprehensive number of incoming and outgoing students.	S.AI.A5. The institution seeks a balance between incoming and outgoing students (de Boer 2019, Beerkens 2010)	S.AI.E5. 25% of students at the university are incoming and outgoing students.
		CI in agreements for students' regular mobility and Internship/Graduation projects abroad	S.AI.N6: 10% of international agreements/partnerships include work placement /internship and final degree/master Project' possibilities, besides regular subject validation.	S.AI.A6: 25% of international agreements /partnerships include work placement/internship and Final degree/master Project's possibilities, besides regular subject validation	S.AI.N6. 50% of international agreements /partnerships include work placement/internship and Final degree/master Project's possibilities, besides regular subject validation
		CI in Students' regular mobility and Internship/Graduation projects abroad	S.AI.N7. 5% of students have experience in internship/graduation projects abroad in international companies (de Boer 2019)	S.AI.A7. 10% of students have experience in internship/graduation projects abroad in international companies (de Boer 2019)	S.AI.E7. 15% of students have experience in internship/graduation projects abroad in international companies (de Boer 2019)
		CI in PHD Programmes	S.AI.N7. 25 % of PhD candidates take doctoral courses through English for all the fields except the National related studies (mandatory to be taught in the national language).	S.AI.A7. 10 % Of PhD candidates write their dissertations in English.	S.AI.E7. The institution offers PhD research programmes related to internationalisation and at least 10% of students take part in them (de Boer 2019)
		CI in PhD and Research	S.AI.N8. The doctoral candidates receive training and mentoring in the process of participating in academic conferences and developing peer-reviewed publications	S.AI.A8. The doctoral candidates should meet graduation requirements related to research and are strongly encouraged to participate in academic conferences and to publish in standard indexed journals	S.AI.E8. The Ph.D. study is research-intensive with candidates required to participate in international academic conferences and to publish in international peer-reviewed indexed journals (WOS Clarivate Master Journal List).
		CI in Alumni	S.AI.N9. The institution fosters the participation of students and alumni in international student/alumni associations.	S.AI.A9. International student and alumni associations organise activities in the university and abroad.	S.AI.E9. 10% of students and alumni are members of international student/alumni associations.

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Partner Nº15 Vinobha Bhave University - Institutional reflection

The world in the new era is defined by globalisation, technology and communication, reduction in traditional boundaries and stronger focus on international relationships and strategic alliances. In order to be a part of the emerging global system where a world class education order is thriving, our definition of educational excellence ought to go beyond literacy and numeracy to include knowledge of the cultures and languages of other parts of the world.

For us, internationalisation of higher education refers to the process of integrating an international and intercultural dimension in the basic functions of university i.e. into teaching, research and service.

However, it is not an altogether unknown phenomenon in higher education in India. Rather, it is an emerging paradigm in higher education. India has a strong tradition of higher education centres of learning - like Buddhist Monasteries have existed, since 6th century B.C. and Nalanda and Takshashila in the 3rd century A.D. Thus, India experienced the waves of internationalisation. Foreign books and journals have been an indispensable source of knowledge for our university students and teachers. Thus, teaching and learning, research and institution-building have all been influenced by some form of internationalisation or the other.

What are new, however, are the much larger scale of such activities and inputs today, and the adoption of new modes of delivery of higher education. Tertiary education has become increasingly international in the past decade as more and more students choose to study abroad, enroll in foreign educational programmes and institutions in their home country, or simply use the Internet (virtual classes) to take courses at colleges or universities in other countries.

Among the different approaches, forms and rationales of internationalization, mutual understanding and capacity building approaches give strong push to exchange programmes at the same time are the quick ways to build an emerging university's capacity.

We have to make sure the quality of the education is good; otherwise students will be unemployed or underemployed (degree inflation) after graduation because they won't have the right competencies.

Knowledge being the currency of modern economy, intangible assets in an economy can be created through knowledge, research and innovation - the signs of a developed country. We need to reach out to foreign universities with international repute and avail the opportunity to enhance prestige and revenue for our universities. Working with foreign universities can alleviate some of our problems.

While, internationalisation of higher education is an investment, following are its dividend:

- Have a diverse student body from multiple cultures and societies.

- Enriches our intellectual environment.
- Experience different intellectual approaches from faculties of different countries.
- To address bigger global issues through research.
- Helps create networking with people throughout the world.
- Helps sustaining university's global profile.
- Helps upward socio-economic mobility of the involved regions.
- Helps evolve Singular World Order.

5 top reasons for internationalising our University (VBU)

- Stronger focus on international relationships and strategic alliances, in order to be part of the emerging global system / world class education order, that is, educational excellence through knowledge of the cultures and languages of other parts of the world.
- Gradually, integrating an international and intercultural dimension in the basic functions of university i.e. into teaching, research and service.
- Acquaint with and adopt new modes of delivery of higher education
- Mutual understanding and capacity building in terms of quality education and competencies of an emerging university like ours.
- to enhance prestige and revenue for our universities.

5 top results our University (VBU) expects from Internationalisation

- Have a diverse student body from multiple cultures and societies.
- Enrich our intellectual environment experience through different intellectual approaches from faculties of different countries.
- To address bigger global issues through research.
- Helps create networking with people throughout the world and sustain university's global profile.

- Helps upward socio-economic mobility of the involved regions, thus, evolve Singular World Order of Higher Education, of which we would like to be a part.

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Partner Nº15 Vinobha Bhave University – Self-assessment

		INSTITUTIONAL LEVEL Description	This level describes the inclusion of internationalisation at institutional levels. It will include allocating internationalisation in strategic plans, funding for its implementation, and the signing of multiple cooperation agreements for mutual recognition, mobility exchange and research possibilities between Indian universities and associated partner universities.		
		Highlighted in blue the indicators already achieved by the institution			
	COMPREHENSIVE INTERNATIONALISATION (CI)	**PERFORMANCE CRITERIA**	**STAGE**		
			1. Foundation stage Achievement Indicator	**2. Development stage Achievement Indicator**	**3. Comprehensive Internationalization stage Achievement Indicator**
		CI in University governing bodies	I.AI.N1. There exists a Vice-rectorate for International Relations, or an International Relations Office	I.AI.A1. All faculties/centres have units in charge of promoting international relations.	I.AI.E1. All departments ensure internationalisation objectives are met at their level.
		CI in Institutional Strategic Plan	I.AI.N2.The University has an Institutional Strategic Plan	I.AI.A2.The strategic plan includes agreements/partnerships with international partners (Knight 2004 (cited in Hall 2009)) to strengthens its inter-institutional collaboration	I.AI.E2. 50% of the indicators of internationalisation of the Strategic Plan are achieved.
		CI in Institutional mission and strategy	I.AI.N3. Internationalisation is aligned with the mission and vision of the university.	I.AI.A3. The institution has a strategy, designs its implementation and monitors internationalisation to improve curricula including market needs, and trends in international business (towards increasing employability) (de Boer 2019)	I.AI.E3 The University positions itself according to international rankings, together with the increase of international students enrollement numbers, international positioning, and joint research iniatives regarding the institutional efforts made towards internationalisation.
		CI in Objectives and indicators for internationalisation	I.AI.N4. In the strategic plan of the university the international dimension is considered as something relevant.	I.AI.A4. There exist procedures to monitor the achievement of strategic objectives of internationalisation in faculties and units.	I.AI.E4. 50% of the indicators of internationalisation of the Strategic Plan are achieved.
		CI in Communication	I.AI.N5. The university establishes plans to communicate its internationalisation strategy.	I.AI.A5. The university fosters and monitors the communication of its internationalisation strategy.	I.AI.E5. 50% of people know about the internationalisation strategy of the university.
		CI in Partnerships	I.AI.N6. The institution establishes an International Partnership Strategy (IPS) strategy.	I.AI.A6. The institution signs comprehensive collaboration agreements/partnerships with international partners (Knight 2004 (cited in Hall 2009)) to strengthens its inter-institutional collaboration	I.AI.E6. 75% of the international agreements/partnerships include mobility (student and academic at all levels), teaching, and research possibilities.
		Ci in funding resources allocated for internationalisation	I.AI.N7. 10 % of the university's budget is dedicated to the promotion of internationalisation.	I.AI.A7. The institution has an active seeking strategy for external (domestic and foreign) funding towards internationalisation (Beerkens 2010).	I.AI.E7. 75% of the internationalisation budget is allocated for scholarships, mobility programmes and research funding for students and academics at international levels.
		CI in Curricula definition	I.AI.N8. Half of the curricula have the possibiltiy to be defined for both domestic and international students (OECD (cited in Hall 2009))	I.AI.A8. 25% of credits can be studied and validated at a foreign university within a mobility exchange scheme.	I.AI.E8. The institution offers international joint programmes /degrees (Beerkens 2010)
		CI in Quality	I.AI.N9. The university has a quality control system (such as the Internal Quality Assurance Cell - IQAC)	I.AI.A9. Internationalisation is a tool to enhance quality and quality control procedures include internationalisation KPIs (de Boer 2019).	I.AI.E9. The institution provides internal and external mechanisms to obtain official international accreditation at various levels from education authorities (María José Bezanilla, 2019).
		Ci in Use of digital technologies in international relations strategies	I.AI.N10. The institution uses digital technologies for its international relations, activities and strategy implementation (Beerkens 2010)	I.AI.A10. The university has a specific webpage for International Relations.	I.AI.E10. There is a procedure to monitor, update, and improve internationalisation digital resources at a university level.
		CI use of Digital technologies for classroom and virtual mobility	I.AI.N11.The institution uses an LMS as a supplementary learning and teaching tool	I.AI.A11. All faculties and students access news, international career opportunities, and various academic and extracurricular projects through the university platform	I.AI.E11. The institution has a virtual connected classroom system with international partner universities, and students work on various academic and extracurricular projects.

		OTHER NON ACADEMIC Description	Administrative staff (academic coordinators, international student affairs offices, etc.) will need to create an effective network of interactions with regard to internationalisation, both within their own institution and with colleagues around the world. These should make mobility and internationalisation effective instruments for acquiring new competences and forging international networks of graduates.		
		Highlighted in blue the indicators already achieved by the institution			
	COMPREHENSIVE INTERNATIONALISATION (CI)	**PERFORMANCE CRITERIA**	**STAGE**		
			1. Foundation stage Achievement Indicator	**2. Development stage Achievement Indicator**	**3. Comprehensive Internationalization stage Achievement Indicator**
		CI in IRO	O.AI.N1. The institution opens an International Relations Office (IRO) with a clear strategy towards fostering exchange mobility programmes.	O.AI.A1. The University and the IRO create an International Relations Office's strategy and committee with both faculty and students taking an active part in its decisions.	O.AI.E1. The IRO seeks and develops an international digital strategy to promote and disseminate its international strategy.
		CI in Fostering collaboration with international partners	O.AI.N2. The IRO creates and sends an international newsletter to all partners to enhance and foster links among institutions.	O.AI.A2. The IRO strengthens support between faculty and students (based on students' needs and requirements).	O.AI.E2. The University creates a Global Engagement Office (or an International Collaboration Office) to foster and develop international strategic projects (international and intercultural joint and double degrees, international and inclusive activities (physical and virtual international staff weeks, summer and winter schools, etc.)), that are designed and approved by academic departments and faculties.
		CI in Fostering participation in international projects	O.AI.N3. Channels of internal communication with regard to International Relations are established.	O.AI.A3. All faculties, schools and centres have non-academic staff in charge of internationalisation.	O.AI.E3. The University creates an International Academic Cooperation Office to enhance the University's active participation in international projects to foster the university's internationalisation process and projects and improve the allocation of the resources. (E.g.: to decide whether the project topic is related to the Strategic Plan of the University).
		CI in Diversity awareness	O.AI.N4. 15% of the IRO staff is devoted to ease the academic transition and adaptation of international students (de Boer 2019).	O.AI.A4. The IRO creates and develops cultural sensitivity workshops and development activities. The IRO creates and develops a buddy and orientation programme for international students and academics.	O.AI.E4. The institution provides necessary personal and academic support and an inclusive and safe environment that values diversity (Leask 2012).
		CI in ONA mobility	O.AI.N5. 5% of ONA of the institution takes part in non-academic staff mobility programmes (Knight 2004 (cited in Hall 2009))	O.AI.A5. 15% of ONA of the institution takes part in non-academic staff mobility programmes (Knight 2004 (cited in Hall 2009)) to get acquainted with internationalisation strategies in other partner institutions.	O.AI.E5. 25% of ONA of the institution takes part in non-academic staff mobility programmes (Knight 2004 (cited in Hall 2009)) to get acquainted with and participate in internationalisation strategies in other partner institutions.

		ACADEMIC LEVEL Description	This will ensure that Indian academic staff becomes equipped and involved in internationalisation with skills, knowledge, and attitudes necessary to achieve internationalisation. These will involve trainings, mobility, research and teaching-learning strategies with an internationalisation scope.		
		Highlighted in blue the indicators already achieved by the institution			
	COMPREHENSIVE INTERNATIONALISATION (CI)	**PERFORMANCE CRITERIA**	**STAGE**		
			1. Foundation stage Achievement Indicator	**2. Development stage Achievement Indicator**	**3. Comprehensive Internationalization stage Achievement Indicator**
		CI in Faculty has studied/worked abroad	A.AI.N1. 10% of the faculty has either an international experience or has studied abroad at Bachelor's, Masters or Ph.D. levels.	A.AI.A1. 15% of the faculty has either an international experience or has studied abroad at Bachelor's, Master's or PhD levels.	A.AI.E1. 20% of Academic staff are either originally from, have worked at, or have obtained international universities' qualifications (Breit, 2013).
		CI in Mobility (academics)	A.AI.N2. 5% of academics participate in staff mobility programmes (Knight 2004 (cited in Hall 2009)).	A.AI.A2. 15% of academics participate in staff mobility programmes for teaching and research (Knight 2004 (cited in Hall 2009)).	A.AI.E2. 25% of academics participate in staff mobility programmes for teaching and research (Knight 2004 (cited in Hall 2009)).
		CI in Faculty teaches in international courses	A.AI.N3. 5% of the faculty teaches in international courses, both on-campus or abroad, and adapts materials to international learning necessities (contents and language difficulty) (Borghetti and Zanoni 2020).	A.AI.A3. 15% of the faculty teaches in international courses, both on-campus or abroad, and adapts materials to international learning necessities (contents and language difficulty) (Borghetti and Zanoni 2020).	A.AI.E3. 30% of the faculty teaches in international courses, both in campus or abroad, and adapts materials to international learning necessities (contents and language difficulty) (Borghetti and Zanoni 2020).
		CI in Fostering international research activities	A.AI.N4. At least 10% of academic staff attend international conferences (Breit, 2013).	A.AI.A4. At least 15% of academic staff give papers at international conferences.	A.AI.E4. At least 25% of academic staff publish internationally with impact.
			A.AI.N5. 5% of the faculty is a member of an international research group, or collaborative international research projects as assistants.	A.AI.A5. 10% of the faculty is a member of an international research group, and undertake joint research projects as Chief Investigator (CI) or Principal Inverstigator (PI).	A.AI.E5. 20% of the faculty is a member of an international research group, and undertake international collaborative research projects as CI or PI.
		CI in internationalization of curriculum	A.AI.N6. Academics understand the necessity for international curricula restructure and the continuous quality improvement process.	A.AI.A6. Ability to design the curricula considering the process of internationalisation and the needs of all the stakeholders.	A.AI.E6. The departments or units have assigned an academic committee for the implementation, and the continuous restructure of the curriculum, considering the needs of the diverse involved stakeholders, each programme's core competencies, and the primary learning outcomes.

		STUDENT LEVEL Description	Two main principles will be directing this level: (a) curriculum and syllabus design, (b) teaching, learning, and assessment approaches. These will contribute to the diversity of experience being shared in classrooms and the strengthening of cultural sensitivity, extremely relevant for internationalisation purposes. The mobility of students is the most powerful vehicle for internationalisation. This will allow students to profit from new academic knowledge and skills and hone transferable skills such as their communication abilities, intercultural awareness, etc. The large-scale VALERA study (Bracht et al. 2006) revealed that students do not only mature during their mobility stay and gain knowledge of other countries, but they also gain competences often described as soft or key skills like intercultural awareness, adaptability, flexibility, innovativeness, productivity, motivation, endurance, problem-solving abilities and being able to work productively in a team.		
		Highlighted in blue the indicators already achieved by the institution			
	COMPREHENSIVE INTERNATIONALISATION (CI)	**PERFORMANCE CRITERIA**	**STAGE**		
			1. Foundation stage Achievement Indicator	**2. Development stage Achievement Indicator**	**3. Comprehensive Internationalization stage Achievement Indicator**
		CI in Credits in foreign language programmes	S.AI.N1 Students are able to take at least 10% of their credits in a foreign language in Bachelor's programmes (de Boer 2019)	S.AI.A1. Students are able to take at least 50% of their credits in a foreign language in Bachelor's and Master's programmes	S.AI.E1. Students are able to take 100% of their credits in a foreign language in Bachelor's and Master's programmes
		CI in Intercultural skills	S.AI.N2. 10% of students take part in international campus activities (language and awareness) that seek the creation of intercultural contexts. (de Boer 2019)	S.AI.A2. Students organize social networking activities (both online and face-to-face) to foster and develop intercultural and international skills	S.AI.E2. Teaching classes made up of students from diverse linguistic and cultural backgrounds include active student participation instead of traditional lecturing classes (Leask & Wallace, 2011 (cited in Susser 2015))
		CI in International activities	S.AI.N3.Students participate in guest lectures made by international professors or professional guests	S.AI.A3. Students are invited and participate in guest lectures and discussions organized on internationally relevant topics.	S.AI.E3. Student are invited to guest lectures on internationally relevant topics and actively participate in international university or industry-related competitions
		CI in Participation in buddy programmes, language courses…	S.AI.N4. 15% of students take part in buddy programmes as host students for international students.	S.AI.A4. Incoming students take an active role in the support of buddy programmes, accommodation, language courses, and cultural exchange (Green 2008 cited in Beerkens 2010)	S.AI.E4. Students take part in virtual mobility exchange programmes through the online learning modalities provided (tandem sessions, groupwork, etc.) (Borghetti and Zanoni 2020)
		CI in Incoming and outgoing students	S.AI.N5. The institution signs agreements, including a comprehensive number of incoming and outgoing students.	S.AI.A5. The institution seeks a balance between incoming and outgoing students (de Boer 2019, Beerkens 2010)	S.AI.E5. 25% of students at the university are incoming and outgoing students.
		CI in agreements for students' regular mobility and Internship/Graduation projects abroad	S.AI.N6: 10% of international agreements/partnerships include work placement /internship and final degree/master Project' possibilities, besides regular subject validation.	S.AI.A6: 25% of international agreements /partnerships include work placement/internship and Final degree/master Project's possibilities, besides regular subject validation	S.AI.N6. 50% of international agreements /partnerships include work placement/internship and Final degree/master Project's possibilities, besides regular subject validation
		CI in Students' regular mobility and Internship/Graduation projects abroad	S.AI.N7. 5% of students have experience in internship/graduation projects abroad in international companies (de Boer 2019)	S.AI.A7. 10% of students have experience in internship/graduation projects abroad in international companies (de Boer 2019)	S.AI.E7. 15% of students have experience in internship/graduation projects abroad in international companies (de Boer 2019)
		CI in PHD Programmes	S.AI.N7. 25 % of PhD candidates take doctoral courses through English for all the fields except the National related studies (mandatory to be taught in the national language).	S.AI.A7. 10 % Of PhD candidates write their dissertations in English.	S.AI.E7. The institution offers PhD research programmes related to internationalisation and at least 10% of students take part in them (de Boer 2019)
		CI in PhD and Research	S.AI.N8. The doctoral candidates receive training and mentoring in the process of participating in academic conferences and developing peer-reviewed publications	S.AI.A8. The doctoral candidates should meet graduation requirements related to research and are strongly encouraged to participate in academic conferences and to publish in standard indexed journals	S.AI.E8. The Ph.D. study is research-intensive with candidates required to participate in international academic conferences and to publish in international peer-reviewed indexed journals (WOS Clarivate Master Journal List).
		CI in Alumni	S.AI.N9. The institution fosters the participation of students and alumni in international student/alumni associations.	S.AI.A9. International student and alumni associations organise activities in the university and abroad.	S.AI.E9. 10% of students and alumni are members of international student/alumni associations.

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Partner Nº16 The IIS University - Institutional reflection

IISU video

THE IIS UNIVERSITY, JAIPUR

Institution's Reflection on Comprehensive Internationalisation

IIS (Deemed to be University), Jaipur is among the pioneers in the state of Rajasthan in imparting high quality education in different streams. It is known for excellence in delivering value-based education to students and encourages them to think innovatively in different walks of life. It particularly focuses on preparing students to become world ready citizens, who are abreast to take any professional and social challenge with an educated and empowered mind.

"Comprehensive Internationalization is a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education." [1] Adopting the emerging idea of Comprehensive Internationalization the University is in the process of aligning its vision, mission, clientele, programmes, resources and values to produce uniquely tailored responses to the challenges and opportunities of globalization.

Reasons

The reasons for Comprehensive Internationalization of the University are enlisted below:

- To align the vision and mission of the University with Government of India 's National Education Policy(NEP) 2020, which envisages the internationalisation of higher education sector with a clear goal of making India a "global study destination". This will help the University in navigating its mission and operational strategies in terms of serving national priorities while operating in an international setting.[2]
- To enhance the University's national and international profile and prestige for global visibility.
- To integrate and infuse international and intercultural dimensions in curriculum, teaching-learning, outreach, extracurricular and co-curricular activities to create a new generation of *world-ready citizens*. Comprehensive Internationalisation will play an instrumental role in enriching the on-campus learning environment as well as promoting intensive academic and research collaboration.
- To develop cross-cultural and multi-jurisdictional skill set in students, faculty and non-academic staff for enhanced graduate employability in increasingly borderless global settings. Comprehensive Internationalization will help in preparing the IISU students to live, work and thrive effectively in an increasingly interconnected world.
- To collaborate with international partners for facilitation of inward and outward mobility of students, faculty and other non-academic staff for better academic, social, cultural and economic development. Enrichment of the academic

environment will broaden the experience base of the students, thereby providing more opportunities for stakeholders to participate in national- international programmes.

- To generate funding from diversified national and international engagements and partnerships. The operational efficiency of the institute will strengthen through exposure to diversified resources and varied funding mechanisms.

Outcome

The University prescribes a set of internationalization objectives and has framed policies and practices aimed at achieving outcomes through Comprehensive Internationalization (CI).

- It will increase and strengthen the cross-border strategic and synergistic networking, partnerships, collaborations and funding, thereby facilitating capacity building, academic visits, summer and winter schools, research collaborations, projects, cultural exchange programmes, joint degree courses, resource mobilisation, etc.

- It will provide opportunities for benchmarking the institutional performance within the context of international good practices and elevate global ranking and positioningat the national and international level.

- It will prepare and equip stakeholders with better adaptability towards diverse socio-cultural environment, thereby fostering and sensitizing them with regard to varied value systems, ethos and glocal issues.

- It will help learners to attain graduate attributes and outcomes pertaining to global employability and entrepreneurial skills, specifically soft skills, experiential learning related to cultural understandings and language acquisition.

- It will increase the research opportunities based on comparative and global perspectives contributing towards knowledge creation and dissemination. It will enhance on-campus resource capacity and expansion of the internationalization strategy.

Conclusion

One of the crucial challenges of higher education sector is to put in place an effective system which is capable of training and educating the young population as per global standards. [3] Embedding Comprehensive Internationalization in IISU's policy and practice will guide the institution in purposefully developing students towards international engagement as well as creating pathways for organisational adaptation in global reconfiguration. Further, opening the education system for

global teaching-learning- research could lead to greater international collaborations and greater visibility amongst its peers.

References

[1] Hudzik, K. J. (2011). Comprehensive Internationalization: From Concept to Action. *NAFSA, Association of International Educators*, Washington, D.C.

[2] Guri-Rosenblit, S. (2015). Internationalization of higher education: Navigating between contrasting trends. *The European higher education area* (pp. 13-26). Springer, Cham.

[3] Qiang, Z. (2003). Internationalization of higher education: Towards a conceptual framework. *Policy futures in education*, *1*(2),(248-270).

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		INSTITUTIONAL LEVEL Description	This level describes the inclusion of internationalisation at institutional levels. It will include allocating internationalisation in strategic plans, funding for its implementation, and the signing of multiple cooperation agreements for mutual recognition, mobility exchange and research possibilities between Indian universities and associated partner universities.		
		Highlighted in blue the indicators already achieved by the institution			
	COMPREHENSIVE INTERNATIONALISATION (CI)	**PERFORMANCE CRITERIA**	**STAGE**		
			1. Foundation stage Achievement Indicator	**2. Development stage Achievement Indicator**	**3. Comprehensive Internationalization stage Achievement Indicator**
		CI in University governing bodies	I.AI.N1. There exists a Vice-rectorate for International Relations, or an International Relations Office	I.AI.A1. All faculties/centres have units in charge of promoting international relations.	I.AI.E1. All departments ensure internationalisation objectives are met at their level.
		CI in Institutional Strategic Plan	I.AI.N2.The University has an Institutional Strategic Plan	I.AI.A2.The strategic plan includes agreements/partnerships with international partners (Knight 2004 (cited in Hall 2009)) to strengthens its inter-institutional collaboration	I.AI.E2. 50% of the indicators of internationalisation of the Strategic Plan are achieved.
		CI in Institutional mission and strategy	I.AI.N3. Internationalisation is aligned with the mission and vision of the university.	I.AI.A3. The institution has a strategy, designs its implementation and monitors internationalisation to improve curricula including market needs, and trends in international business (towards increasing employability) (de Boer 2019)	I.AI.E3 The University positions itself according to international rankings, together with the increase of international students enrollement numbers, international positioning, and joint research iniatives regarding the institutional efforts made towards internationalisation.
		CI in Objectives and indicators for internationalisation	I.AI.N4. In the strategic plan of the university the international dimension is considered as something relevant.	I.AI.A4. There exist procedures to monitor the achievement of strategic objectives of internationalisation in faculties and units.	I.AI.E4. 50% of the indicators of internationalisation of the Strategic Plan are achieved.
		CI in Communication	I.AI.N5. The university establishes plans to communicate its internationalisation strategy.	I.AI.A5. The university fosters and monitors the communication of its internationalisation strategy.	I.AI.E5. 50% of people know about the internationalisation strategy of the university.
		CI in Partnerships	I.AI.N6. The institution establishes an International Partnership Strategy (IPS) strategy.	I.AI.A6. The institution signs comprehensive collaboration agreements/partnerships with international partners (Knight 2004 (cited in Hall 2009)) to strengthens its inter-institutional collaboration	I.AI.E6. 75% of the international agreements/partnerships include mobility (student and academic at all levels), teaching, and research possibilities.
		Ci in funding resources allocated for internationalisation	I.AI.N7. 10 % of the university's budget is dedicated to the promotion of internationalisation.	I.AI.A7. The institution has an active seeking strategy for external (domestic and foreign) funding towards internationalisation (Beerkens 2010).	I.AI.E7. 75% of the internationalisation budget is allocated for scholarships, mobility programmes and research funding for students and academics at international levels.
		CI in Curricula definition	I.AI.N8. Half of the curricula have the possibiltiy to be defined for both domestic and international students (OECD (cited in Hall 2009))	I.AI.A8. 25% of credits can be studied and validated at a foreign university within a mobility exchange scheme.	I.AI.E8. The institution offers international joint programmes /degrees (Beerkens 2010)
		CI in Quality	I.AI.N9. The university has a quality control system (such as the Internal Quality Assurance Cell - IQAC)	I.AI.A9. Internationalisation is a tool to enhance quality and quality control procedures include internationalisation KPIs (de Boer 2019).	I.AI.E9. The institution provides internal and external mechanisms to obtain official international accreditation at various levels from education authorities (María José Bezanilla, 2019).
		Ci in Use of digital technologies in international relations strategies	I.AI.N10. The institution uses digital technologies for its international relations, activities and strategy implementation (Beerkens 2010)	I.AI.A10. The university has a specific webpage for International Relations.	I.AI.E10. There is a procedure to monitor, update, and improve internationalisation digital resources at a university level.
		CI use of Digital technologies for classroom and virtual mobility	I.AI.N11.The institution uses an LMS as a supplementary learning and teaching tool	I.AI.A11. All faculties and students access news, international career opportunities, and various academic and extracurricular projects through the university platform	I.AI.E11. The institution has a virtual connected classroom system with international partner universities, and students work on various academic and extracurricular projects.

		OTHER NON ACADEMIC Description	Administrative staff (academic coordinators, international student affairs offices, etc.) will need to create an effective network of interactions with regard to internationalisation, both within their own institution and with colleagues around the world. These should make mobility and internationalisation effective instruments for acquiring new competences and forging international networks of graduates.		
		Highlighted in blue the indicators already achieved by the institution			
	COMPREHENSIVE INTERNATIONALISATION (CI)	**PERFORMANCE CRITERIA**	**STAGE**		
			1. Foundation stage Achievement Indicator	**2. Development stage Achievement Indicator**	**3. Comprehensive Internationalization stage Achievement Indicator**
		CI in IRO	O.AI.N1. The institution opens an International Relations Office (IRO) with a clear strategy towards fostering exchange mobility programmes.	O.AI.A1. The University and the IRO create an International Relations Office's strategy and committee with both faculty and students taking an active part in its decisions.	O.AI.E1. The IRO seeks and develops an international digital strategy to promote and disseminate its international strategy.
		CI in Fostering collaboration with international partners	O.AI.N2. The IRO creates and sends an international newsletter to all partners to enhance and foster links among institutions.	O.AI.A2. The IRO strengthens support between faculty and students (based on students' needs and requirements).	O.AI.E2. The University creates a Global Engagement Office (or an International Collaboration Office) to foster and develop international strategic projects (international and intercultural joint and double degrees, international and inclusive activities (physical and virtual international staff weeks, summer and winter schools, etc.)), that are designed and approved by academic departments and faculties.
		CI in Fostering participation in international projects	O.AI.N3. Channels of internal communication with regard to International Relations are established.	O.AI.A3. All faculties, schools and centres have non-academic staff in charge of internationalisation.	O.AI.E3. The University creates an International Academic Cooperation Office to enhance the University's active participation in international projects to foster the university's internationalisation process and projects and improve the allocation of the resources. (E.g.: to decide whether the project topic is related to the Strategic Plan of the University).
		CI in Diversity awareness	O.AI.N4. 15% of the IRO staff is devoted to ease the academic transition and adaptation of international students (de Boer 2019).	O.AI.A4. The IRO creates and develops cultural sensitivity workshops and development activities. The IRO creates and develops a buddy and orientation programme for international students and academics.	O.AI.E4. The institution provides necessary personal and academic support and an inclusive and safe environment that values diversity (Leask 2012).
		CI in ONA mobility	O.AI.N5. 5% of ONA of the institution takes part in non-academic staff mobility programmes (Knight 2004 (cited in Hall 2009))	O.AI.A5. 15% of ONA of the institution takes part in non-academic staff mobility programmes (Knight 2004 (cited in Hall 2009)) to get acquainted with internationalisation strategies in other partner institutions.	O.AI.E5. 25% of ONA of the institution takes part in non-academic staff mobility programmes (Knight 2004 (cited in Hall 2009)) to get acquainted with and participate in internationalisation strategies in other partner institutions.

		ACADEMIC LEVEL Description	This will ensure that Indian academic staff becomes equipped and involved in internationalisation with skills, knowledge, and attitudes necessary to achieve internationalisation. These will involve trainings, mobility, research and teaching-learning strategies with an internationalisation scope.		
		Highlighted in blue the indicators already achieved by the institution			
	COMPREHENSIVE INTERNATIONALISATION (CI)	**PERFORMANCE CRITERIA**	**STAGE**		
			1. Foundation stage Achievement Indicator	**2. Development stage Achievement Indicator**	**3. Comprehensive Internationalization stage Achievement Indicator**
		CI in Faculty has studied/worked abroad	A.AI.N1. 10% of the faculty has either an international experience or has studied abroad at Bachelor's, Masters or Ph.D. levels.	A.AI.A1. 15% of the faculty has either an international experience or has studied abroad at Bachelor's, Master's or PhD levels.	A.AI.E1. 20% of Academic staff are either originally from, have worked at, or have obtained international universities' qualifications (Breit, 2013).
		CI in Mobility (academics)	A.AI.N2. 5% of academics participate in staff mobility programmes (Knight 2004 (cited in Hall 2009)).	A.AI.A2. 15% of academics participate in staff mobility programmes for teaching and research (Knight 2004 (cited in Hall 2009)).	A.AI.E2. 25% of academics participate in staff mobility programmes for teaching and research (Knight 2004 (cited in Hall 2009)).
		CI in Faculty teaches in international courses	A.AI.N3. 5% of the faculty teaches in international courses, both on-campus or abroad, and adapts materials to international learning necessities (contents and language difficulty) (Borghetti and Zanoni 2020).	A.AI.A3. 15% of the faculty teaches in international courses, both on-campus or abroad, and adapts materials to international learning necessities (contents and language difficulty) (Borghetti and Zanoni 2020).	A.AI.E3. 30% of the faculty teaches in international courses, both in campus or abroad, and adapts materials to international learning necessities (contents and language difficulty) (Borghetti and Zanoni 2020).
		CI in Fostering international research activities	A.AI.N4. At least 10% of academic staff attend international conferences (Breit, 2013).	A.AI.A4. At least 15% of academic staff give papers at international conferences.	A.AI.E4. At least 25% of academic staff publish internationally with impact.
			A.AI.N5. 5% of the faculty is a member of an international research group, or collaborative international research projects as assistants.	A.AI.A5. 10% of the faculty is a member of an international research group, and undertake joint research projects as Chief Investigator (CI) or Principal Inverstigator (PI).	A.AI.E5. 20% of the faculty is a member of an international research group, and undertake international collaborative research projects as CI or PI.
		CI in internationalization of curriculum	A.AI.N6. Academics understand the necessity for international curricula restructure and the continuous quality improvement process.	A.AI.A6. Ability to design the curricula considering the process of internationalisation and the needs of all the stakeholders.	A.AI.E6. The departments or units have assigned an academic committee for the implementation, and the continuous restructure of the curriculum, considering the needs of the diverse involved stakeholders, each programme's core competencies, and the primary learning outcomes.

		STUDENT LEVEL Description	Two main principles will be directing this level: (a) curriculum and syllabus design, (b) teaching, learning, and assessment approaches. These will contribute to the diversity of experience being shared in classrooms and the strengthening of cultural sensitivity, extremely relevant for internationalisation purposes. The mobility of students is the most powerful vehicle for internationalisation. This will allow students to profit from new academic knowledge and skills and hone transferable skills such as their communication abilities, intercultural awareness, etc. The large-scale VALERA study (Bracht et al. 2006) revealed that students do not only mature during their mobility stay and gain knowledge of other countries, but they also gain competences often described as soft or key skills like intercultural awareness, adaptability, flexibility, innovativeness, productivity, motivation, endurance, problem-solving abilities and being able to work productively in a team.		
		Highlighted in blue the indicators already achieved by the institution			
	COMPREHENSIVE INTERNATIONALISATION (CI)	**PERFORMANCE CRITERIA**	**STAGE**		
			1. Foundation stage Achievement Indicator	**2. Development stage Achievement Indicator**	**3. Comprehensive Internationalization stage Achievement Indicator**
		CI in Credits in foreign language programmes	S.AI.N1 Students are able to take at least 10% of their credits in a foreign language in Bachelor's programmes (de Boer 2019)	S.AI.A1. Students are able to take at least 50% of their credits in a foreign language in Bachelor's and Master's programmes	S.AI.E1. Students are able to take 100% of their credits in a foreign language in Bachelor's and Master's programmes
		CI in Intercultural skills	S.AI.N2. 10% of students take part in international campus activities (language and awareness) that seek the creation of intercultural contexts. (de Boer 2019)	S.AI.A2. Students organize social networking activities (both online and face-to-face) to foster and develop intercultural and international skills	S.AI.E2. Teaching classes made up of students from diverse linguistic and cultural backgrounds include active student participation instead of traditional lecturing classes (Leask & Wallace, 2011 (cited in Susser 2015))
		CI in International activities	S.AI.N3.Students participate in guest lectures made by international professors or professional guests	S.AI.A3. Students are invited and participate in guest lectures and discussions organized on internationally relevant topics.	S.AI.E3. Student are invited to guest lectures on internationally relevant topics and actively participate in international university or industry-related competitions
		CI in Participation in buddy programmes, language courses…	S.AI.N4. 15% of students take part in buddy programmes as host students for international students.	S.AI.A4. Incoming students take an active role in the support of buddy programmes, accommodation, language courses, and cultural exchange (Green 2008 cited in Beerkens 2010)	S.AI.E4. Students take part in virtual mobility exchange programmes through the online learning modalities provided (tandem sessions, groupwork, etc.) (Borghetti and Zanoni 2020)
		CI in Incoming and outgoing students	S.AI.N5. The institution signs agreements, including a comprehensive number of incoming and outgoing students.	S.AI.A5. The institution seeks a balance between incoming and outgoing students (de Boer 2019, Beerkens 2010)	S.AI.E5. 25% of students at the university are incoming and outgoing students.
		CI in agreements for students' regular mobility and Internship/Graduation projects abroad	S.AI.N6: 10% of international agreements/partnerships include work placement /internship and final degree/master Project' possibilities, besides regular subject validation.	S.AI.A6: 25% of international agreements /partnerships include work placement/internship and Final degree/master Project's possibilities, besides regular subject validation	S.AI.N6. 50% of international agreements /partnerships include work placement/internship and Final degree/master Project's possibilities, besides regular subject validation
		CI in Students' regular mobility and Internship/Graduation projects abroad	S.AI.N7. 5% of students have experience in internship/graduation projects abroad in international companies (de Boer 2019)	S.AI.A7. 10% of students have experience in internship/graduation projects abroad in international companies (de Boer 2019)	S.AI.E7. 15% of students have experience in internship/graduation projects abroad in international companies (de Boer 2019)
		CI in PHD Programmes	S.AI.N7. 25 % of PhD candidates take doctoral courses through English for all the fields except the National related studies (mandatory to be taught in the national language).	S.AI.A7. 10 % Of PhD candidates write their dissertations in English.	S.AI.E7. The institution offers PhD research programmes related to internationalisation and at least 10% of students take part in them (de Boer 2019)
		CI in PhD and Research	S.AI.N8. The doctoral candidates receive training and mentoring in the process of participating in academic conferences and developing peer-reviewed publications	S.AI.A8. The doctoral candidates should meet graduation requirements related to research and are strongly encouraged to participate in academic conferences and to publish in standard indexed journals	S.AI.E8. The Ph.D. study is research-intensive with candidates required to participate in international academic conferences and to publish in international peer-reviewed indexed journals (WOS Clarivate Master Journal List).
		CI in Alumni	S.AI.N9. The institution fosters the participation of students and alumni in international student/alumni associations.	S.AI.A9. International student and alumni associations organise activities in the university and abroad.	S.AI.E9. 10% of students and alumni are members of international student/alumni associations.

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Partner Nº17 MIT Art Design and Technology University - Institutional reflection

MITADTU video

Institute reflection on Comprehensive Internationalisation

By, MIT ADT University, Pune - India

1. **Concept of Comprehensive Internationalisation(CI)**

   Comprehensive Internationalisation is an effort to escalate the conventional teaching, research and recruitment process to meet the needs of the International standards. It provides a common learning platform at international level, that is needed to make a sustainable and an efficient growing institute/ university. Knowledge transfer gaps are being addressed to encourage research and up-skilling of the students and faculty members. Universal bond brings value-based education for mitigating the barriers of domestic level curriculum to encompass Internationalization.

2. **Role of CI plays in the institution**

   Comprehensive Internationalization plays a key role in :

   - **Bridging gaps** to escalate student potentials to adapt to global requirements in technological solutions.
   - **Reinforcing** networks for research in areas across cultural borders.
   - Developing students and faculty members for International and intercultural interactions making the University self-sustainable through curriculum revamping, facility enhancement, upscaling stakeholders.
   - **Emphasizing** the importance of and facilitating training, scholarship, and recruitment at the global space.
   - Adapting to different languages and culture shifts for elimination of communication barriers in learning .
   - **Understanding the significance** of and implementing value-based learning, for societal upliftment through Higher Education Institutes.

3. **5 top reasons for internationalising your institution**

a. The campus student demography is wide, including students and staff from varying cultures mostly in the national sphere with few international students as well.
b. The campus offers a wide variety of courses for higher education in Technology, Design and Arts. This will give way to synthesis of multi-domain research in a diverse choice of topics, along with an extensive career grid.
c. Internationalization will provide better guidance on the administrative, governance and relevant norms of the international body.
d. CI is relevant and achievable given that the Indian culture and knowledge base is easily adaptable to form basis for global education at the university campus
e. Will improve the University's credibility and performance for high quality education.

4. 5 top results your institution expects from it.

- *Need Based Exchange Programs*
  i. Student exchange
     Will help prepare a forum where students can work together around the globe. This should inspire and provide all students with the opportunity to learn and apply their expertise to international universities.
  ii. Faculty exchange
     Faculty members will explore their teaching skills with international students through the adoption of content and language. Furthermore, in collaboration with international universities, research opportunities can enable students to gain more information about the production of diversified use cases.
  iii. Research exchange
     Joint research, consultancy, prototype development and IPR opportunities will be created for students and faculty members. Research infrastructure and facilities can be shared to boost research activities.
- *Uniformity in curriculum standardisation*
  i. Commonalities in curriculum will contribute for addressing the diversified societal problems

ii. Reduced curriculum gap for improvising education system at international level
iii. It will help institute/ university to create and maintain its identity and prove sustainability in Global ranking

- *Multidisciplinary/interdisciplinary academics/ research collaborations*

  It will bring people from multidisciplinary domains to work together to address existing and new impediments in innovative ways.

- *Upskill and enhance employability of students and faculty members*

  Knowledgeable resources across domains will provide value addition to the knowledge base of students' and faculty members' . Consequently, it will contribute in developing employability opportunities in collaboration with foreign universities and industries.

- *Distributed Centre of Research Excellence and Technology Co-creation*

  Mobility of faculty and students will contribute to technology Co-creation and Enhancement for culmination of multi-disciplinary domains across geographical boundaries.

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Partner Nº17 MIT Art Design and Technology University - Self-assessment

		INSTITUTIONAL LEVEL Description	This level describes the inclusion of internationalisation at institutional levels. It will include allocating internationalisation in strategic plans, funding for its implementation, and the signing of multiple cooperation agreements for mutual recognition, mobility exchange and research possibilities between Indian universities and associated partner universities.		
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		CI in Institutional Strategic Plan	I.AI.N2.The University has an Institutional Strategic Plan	I.AI.A2.The strategic plan includes agreements/partnerships with international partners (Knight 2004 (cited in Hall 2009)) to strengthens its inter-institutional collaboration	I.AI.E2. 50% of the indicators of internationalisation of the Strategic Plan are achieved.
		CI in Institutional mission and strategy	I.AI.N3. Internationalisation is aligned with the mission and vision of the university.	I.AI.A3. The institution has a strategy, designs its implementation and monitors internationalisation to improve curricula including market needs, and trends in international business (towards increasing employability) (de Boer 2019)	I.AI.E3 The University positions itself according to international rankings, together with the increase of international students enrollement numbers, international positioning, and joint research iniatives regarding the institutional efforts made towards internationalisation.
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		CI in Communication	I.AI.N5. The university establishes plans to communicate its internationalisation strategy.	I.AI.A5. The university fosters and monitors the communication of its internationalisation strategy.	I.AI.E5. 50% of people know about the internationalisation strategy of the university.
		CI in Partnerships	I.AI.N6. The institution establishes an International Partnership Strategy (IPS) strategy.	I.AI.A6. The institution signs comprehensive collaboration agreements/partnerships with international partners (Knight 2004 (cited in Hall 2009)) to strengthens its inter-institutional collaboration	I.AI.E6. 75% of the international agreements/partnerships include mobility (student and academic at all levels), teaching, and research possibilities.
		Ci in funding resources allocated for internationalisation	I.AI.N7. 10 % of the university's budget is dedicated to the promotion of internationalisation.	I.AI.A7. The institution has an active seeking strategy for external (domestic and foreign) funding towards internationalisation (Beerkens 2010).	I.AI.E7. 75% of the internationalisation budget is allocated for scholarships, mobility programmes and research funding for students and academics at international levels.
		CI in Curricula definition	I.AI.N8. Half of the curricula have the possibiltiy to be defined for both domestic and international students (OECD (cited in Hall 2009))	I.AI.A8. 25% of credits can be studied and validated at a foreign university within a mobility exchange scheme.	I.AI.E8. The institution offers international joint programmes /degrees (Beerkens 2010)
		CI in Quality	I.AI.N9. The university has a quality control system (such as the Internal Quality Assurance Cell - IQAC)	I.AI.A9. Internationalisation is a tool to enhance quality and quality control procedures include internationalisation KPIs (de Boer 2019).	I.AI.E9. The institution provides internal and external mechanisms to obtain official international accreditation at various levels from education authorities (María José Bezanilla, 2019).
		Ci in Use of digital technologies in international relations strategies	I.AI.N10. The institution uses digital technologies for its international relations, activities and strategy implementation (Beerkens 2010)	I.AI.A10. The university has a specific webpage for International Relations.	I.AI.E10. There is a procedure to monitor, update, and improve internationalisation digital resources at a university level.
		CI use of Digital technologies for classroom and virtual mobility	I.AI.N11.The institution uses an LMS as a supplementary learning and teaching tool	I.AI.A11. All faculties and students access news, international career opportunities, and various academic and extracurricular projects through the university platform	I.AI.E11. The institution has a virtual connected classroom system with international partner universities, and students work on various academic and extracurricular projects.

		OTHER NON ACADEMIC Description	Administrative staff (academic coordinators, international student affairs offices, etc.) will need to create an effective network of interactions with regard to internationalisation, both within their own institution and with colleagues around the world. These should make mobility and internationalisation effective instruments for acquiring new competences and forging international networks of graduates.		
		Highlighted in blue the indicators already achieved by the institution			
	COMPREHENSIVE INTERNATIONALISATION (CI)	**PERFORMANCE CRITERIA**	**STAGE**		
			1. Foundation stage Achievement Indicator	**2. Development stage Achievement Indicator**	**3. Comprehensive Internationalization stage Achievement Indicator**
		CI in IRO	O.AI.N1. The institution opens an International Relations Office (IRO) with a clear strategy towards fostering exchange mobility programmes.	O.AI.A1. The University and the IRO create an International Relations Office's strategy and committee with both faculty and students taking an active part in its decisions.	O.AI.E1. The IRO seeks and develops an international digital strategy to promote and disseminate its international strategy.
		CI in Fostering collaboration with international partners	O.AI.N2. The IRO creates and sends an international newsletter to all partners to enhance and foster links among institutions.	O.AI.A2. The IRO strengthens support between faculty and students (based on students' needs and requirements).	O.AI.E2. The University creates a Global Engagement Office (or an International Collaboration Office) to foster and develop international strategic projects (international and intercultural joint and double degrees, international and inclusive activities (physical and virtual international staff weeks, summer and winter schools, etc.)), that are designed and approved by academic departments and faculties.
		CI in Fostering participation in international projects	O.AI.N3. Channels of internal communication with regard to International Relations are established.	O.AI.A3. All faculties, schools and centres have non-academic staff in charge of internationalisation.	O.AI.E3. The University creates an International Academic Cooperation Office to enhance the University's active participation in international projects to foster the university's internationalisation process and projects and improve the allocation of the resources. (E.g.: to decide whether the project topic is related to the Strategic Plan of the University).
		CI in Diversity awareness	O.AI.N4. 15% of the IRO staff is devoted to ease the academic transition and adaptation of international students (de Boer 2019).	O.AI.A4. The IRO creates and develops cultural sensitivity workshops and development activities. The IRO creates and develops a buddy and orientation programme for international students and academics.	O.AI.E4. The institution provides necessary personal and academic support and an inclusive and safe environment that values diversity (Leask 2012).
		CI in ONA mobility	O.AI.N5. 5% of ONA of the institution takes part in non-academic staff mobility programmes (Knight 2004 (cited in Hall 2009))	O.AI.A5. 15% of ONA of the institution takes part in non-academic staff mobility programmes (Knight 2004 (cited in Hall 2009)) to get acquainted with internationalisation strategies in other partner institutions.	O.AI.E5. 25% of ONA of the institution takes part in non-academic staff mobility programmes (Knight 2004 (cited in Hall 2009)) to get acquainted with and participate in internationalisation strategies in other partner institutions.

		ACADEMIC LEVEL Description	This will ensure that Indian academic staff becomes equipped and involved in internationalisation with skills, knowledge, and attitudes necessary to achieve internationalisation. These will involve trainings, mobility, research and teaching-learning strategies with an internationalisation scope.		
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			1. Foundation stage Achievement Indicator	**2. Development stage Achievement Indicator**	**3. Comprehensive Internationalization stage Achievement Indicator**
		CI in Faculty has studied/worked abroad	A.AI.N1. 10% of the faculty has either an international experience or has studied abroad at Bachelor's, Masters or Ph.D. levels.	A.AI.A1. 15% of the faculty has either an international experience or has studied abroad at Bachelor's, Master's or PhD levels.	A.AI.E1. 20% of Academic staff are either originally from, have worked at, or have obtained international universities' qualifications (Breit, 2013).
		CI in Mobility (academics)	A.AI.N2. 5% of academics participate in staff mobility programmes (Knight 2004 (cited in Hall 2009)).	A.AI.A2. 15% of academics participate in staff mobility programmes for teaching and research (Knight 2004 (cited in Hall 2009)).	A.AI.E2. 25% of academics participate in staff mobility programmes for teaching and research (Knight 2004 (cited in Hall 2009)).
		CI in Faculty teaches in international courses	A.AI.N3. 5% of the faculty teaches in international courses, both on-campus or abroad, and adapts materials to international learning necessities (contents and language difficulty) (Borghetti and Zanoni 2020).	A.AI.A3. 15% of the faculty teaches in international courses, both on-campus or abroad, and adapts materials to international learning necessities (contents and language difficulty) (Borghetti and Zanoni 2020).	A.AI.E3. 30% of the faculty teaches in international courses, both in campus or abroad, and adapts materials to international learning necessities (contents and language difficulty) (Borghetti and Zanoni 2020).
		CI in Fostering international research activities	A.AI.N4. At least 10% of academic staff attend international conferences (Breit, 2013).	A.AI.A4. At least 15% of academic staff give papers at international conferences.	A.AI.E4. At least 25% of academic staff publish internationally with impact.
			A.AI.N5. 5% of the faculty is a member of an international research group, or collaborative international research projects as assistants.	A.AI.A5. 10% of the faculty is a member of an international research group, and undertake joint research projects as Chief Investigator (CI) or Principal Inverstigator (PI).	A.AI.E5. 20% of the faculty is a member of an international research group, and undertake international collaborative research projects as CI or PI.
		CI in internationalization of curriculum	A.AI.N6. Academics understand the necessity for international curricula restructure and the continuous quality improvement process.	A.AI.A6. Ability to design the curricula considering the process of internationalisation and the needs of all the stakeholders.	A.AI.E6. The departments or units have assigned an academic committee for the implementation, and the continuous restructure of the curriculum, considering the needs of the diverse involved stakeholders, each programme's core competencies, and the primary learning outcomes.

		STUDENT LEVEL Description	Two main principles will be directing this level: (a) curriculum and syllabus design, (b) teaching, learning, and assessment approaches. These will contribute to the diversity of experience being shared in classrooms and the strengthening of cultural sensitivity, extremely relevant for internationalisation purposes. The mobility of students is the most powerful vehicle for internationalisation. This will allow students to profit from new academic knowledge and skills and hone transferable skills such as their communication abilities, intercultural awareness, etc. The large-scale VALERA study (Bracht et al. 2006) revealed that students do not only mature during their mobility stay and gain knowledge of other countries, but they also gain competences often described as soft or key skills like intercultural awareness, adaptability, flexibility, innovativeness, productivity, motivation, endurance, problem-solving abilities and being able to work productively in a team.		
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	COMPREHENSIVE INTERNATIONALISATION (CI)	**PERFORMANCE CRITERIA**	**STAGE**		
			1. Foundation stage Achievement Indicator	**2. Development stage Achievement Indicator**	**3. Comprehensive Internationalization stage Achievement Indicator**
		CI in Credits in foreign language programmes	S.AI.N1 Students are able to take at least 10% of their credits in a foreign language in Bachelor's programmes (de Boer 2019)	S.AI.A1. Students are able to take at least 50% of their credits in a foreign language in Bachelor's and Master's programmes	S.AI.E1. Students are able to take 100% of their credits in a foreign language in Bachelor's and Master's programmes
		CI in Intercultural skills	S.AI.N2. 10% of students take part in international campus activities (language and awareness) that seek the creation of intercultural contexts. (de Boer 2019)	S.AI.A2. Students organize social networking activities (both online and face-to-face) to foster and develop intercultural and international skills	S.AI.E2. Teaching classes made up of students from diverse linguistic and cultural backgrounds include active student participation instead of traditional lecturing classes (Leask & Wallace, 2011 (cited in Susser 2015))
		CI in International activities	S.AI.N3.Students participate in guest lectures made by international professors or professional guests	S.AI.A3. Students are invited and participate in guest lectures and discussions organized on internationally relevant topics.	S.AI.E3. Student are invited to guest lectures on internationally relevant topics and actively participate in international university or industry-related competitions
		CI in Participation in buddy programmes, language courses…	S.AI.N4. 15% of students take part in buddy programmes as host students for international students.	S.AI.A4. Incoming students take an active role in the support of buddy programmes, accommodation, language courses, and cultural exchange (Green 2008 cited in Beerkens 2010)	S.AI.E4. Students take part in virtual mobility exchange programmes through the online learning modalities provided (tandem sessions, groupwork, etc.) (Borghetti and Zanoni 2020)
		CI in Incoming and outgoing students	S.AI.N5. The institution signs agreements, including a comprehensive number of incoming and outgoing students.	S.AI.A5. The institution seeks a balance between incoming and outgoing students (de Boer 2019, Beerkens 2010)	S.AI.E5. 25% of students at the university are incoming and outgoing students.
		CI in agreements for students' regular mobility and Internship/Graduation projects abroad	S.AI.N6: 10% of international agreements/partnerships include work placement /internship and final degree/master Project' possibilities, besides regular subject validation.	S.AI.A6: 25% of international agreements /partnerships include work placement/internship and Final degree/master Project's possibilities, besides regular subject validation	S.AI.N6. 50% of international agreements /partnerships include work placement/internship and Final degree/master Project's possibilities, besides regular subject validation
		CI in Students' regular mobility and Internship/Graduation projects abroad	S.AI.N7. 5% of students have experience in internship/graduation projects abroad in international companies (de Boer 2019)	S.AI.A7. 10% of students have experience in internship/graduation projects abroad in international companies (de Boer 2019)	S.AI.E7. 15% of students have experience in internship/graduation projects abroad in international companies (de Boer 2019)
		CI in PHD Programmes	S.AI.N7. 25 % of PhD candidates take doctoral courses through English for all the fields except the National related studies (mandatory to be taught in the national language).	S.AI.A7. 10 % Of PhD candidates write their dissertations in English.	S.AI.E7. The institution offers PhD research programmes related to internationalisation and at least 10% of students take part in them (de Boer 2019)
		CI in PhD and Research	S.AI.N8. The doctoral candidates receive training and mentoring in the process of participating in academic conferences and developing peer-reviewed publications	S.AI.A8. The doctoral candidates should meet graduation requirements related to research and are strongly encouraged to participate in academic conferences and to publish in standard indexed journals	S.AI.E8. The Ph.D. study is research-intensive with candidates required to participate in international academic conferences and to publish in international peer-reviewed indexed journals (WOS Clarivate Master Journal List).
		CI in Alumni	S.AI.N9. The institution fosters the participation of students and alumni in international student/alumni associations.	S.AI.A9. International student and alumni associations organise activities in the university and abroad.	S.AI.E9. 10% of students and alumni are members of international student/alumni associations.

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Partner Nº18 St. Aloysius College - Institutional reflection

Comprehensive Internationalization (CI) for St Aloysius College (Autonomous), Mangalore

St Aloysius College (Autonomous), Mangalore is a Jesuit College, having a history of 141 years of establishment in the coastal city of Mangalore. The institution has a credit of training thousands of young men and women, they have become leaders in the fields such as Medicine, Health, Engineering, Science and Technology, Banking & Commerce, Management, Law, Education, Public Administration and successful Entrepreneurs through their innovative startups. The College offers various programmes at Under Graduate, Post Graduate in Humanities, Commerce & Management, and Science & Information Technology. The college has been Re-Accredited by NAAC A Grade with 3.62 CGPA (out of 4); Center for Bioinformatics by the Dept of Biotechnology, Ministry of Science and Technology, Govt of India; Center of Potential for Excellence (CPE) by UGC / Govt of India New Delhi; Star Status for Sciences by the Dept of Biotechnology, Ministry of Science and Technology, Govt of India; Community College Status by the Ministry of HRD, Govt of India; BTFS Finishing School, Govt of Karnataka; DD-Kaushal Center for Vocational Education to promote Skill based Education.

The college has strengthened the International Relations Office (IRO) from 2011 itself. It has MoU with several universities across the world – which are aiming at Faculty Exchange programme, Student exchange programme, Diversity programmes, Research collaboration, Support in innovation etc. We have identified few important avenues on comprehensive Internationalization of St Aloysius College (Autonomous), Mangalore. They are as Follows:

1. **Curriculum Design, Development:** As an Autonomous College the institute can offer innovative programmes and courses at various faculties. The International relations at the curriculum design and development will certainly help the Departments and Faculties to think innovatively and take the best practices while adopting and deploying the framework in action. These best practices which have been used across the globe will bring newness and prepare the candidates for a challenging career in several domains at various organizations across the globe. Use of Massive Open Online Courses (MOOCS) in academia in collaboration with the International partners will bring System thinking aspect into the Indian Education. Induction of the curriculum / subjects which are having societal importance such as Human Rights, Environment, Entrepreneurship, Professional Ethics etc will help the students to think in a different way

2. **Teaching-Learning – Evaluation:** The practice of using appropriate Lecture-Tutorial-Practical-Self Study components across the faculty is quite a challenging task to all the educational institutions. This differ from faculty to Faculty as well across the Schools within the Institute. The International University relations will help to establish a proper pedagogy / Framework for the student's overall growth and personal development. The relations will help the faculty to design a Teaching / Lecture plan for the semester; use of Blended methods in content delivery; Creative assignments to the students to get the best out of the learners, various evaluation methods which will be able to evaluate the students to fulfill the overall aspirations. As the classrooms are turned out to be learner centric and learner need to be supported through various creative and innovative practices which will be blend of Core and Interdisciplinary aspect.

3. **Research and Innovation:** The institute has given higher priority for an action oriented Research within the Department through various offerings. The Indian research needs fresh thinking and the need is quite evident with respect to a good connect of Academia – Research – Industry collaboration should go hand in

hand. The International Relations will certainly help various faculties to collaborate closely with the International Researchers / Research communities established by the Universities and foster the growth in sustainable and action oriented research. It will certainly help to Present / publish the papers in various Journals / databases. The innovation center of the institute benefit in a large scale as the International Relation certainly help to create roadmap for the network projects; and work closely with various Industries / organizations at the International level. As most of the International universities give an importance for the patents etc, the relations will also strengthen the handholding activity with the young entrepreneurs. The international relations will help to explore the new avanues in Research areas such as Physical and Life sciences, Information Technology, Business-Commerce & Management, Humanities and Social Sciences. The need for advisors on Intellectual Property Rights (IPR), GI etc could be fulfilled with the help of International advisors who can associate with the institute

4. **Human Resource Development:** Up skilling is the need of the hour. The up skilling is being done through the Faculty Development programmes (FDP), Train the Trainer Programmes (TTT), Faculty Sabbatical, Workshops on various Technologies / Science topics; Webinars; Student Development Programmes (SDP), Conclaves on various topics, Seminars & Conferences; Certification Programmes etc; these activities can be performed with higher level of effectiveness and efficiency with the support of the International Relations. The students Special Interest Groups / Open Research Groups could have mentors and train them towards achieve higher level of excellence and move towards a blockbuster product. With the Help of International relations the International University's Professors and Scientist can jointly work on Research relations and publish the work on an high impact journal; which will be mutually beneficial. Student and Faculty Exchange programmes and trainings / Internships at the International Universities will certainly help in enhancing and scaling up institution capabilities

5. **Faculty / Student Extension activities:** Its important for our institute to play a vital role in transforming the society and work closely with Government and other Non-Government agencies to bring cheer in the life of ordinary citizens of the country. The departments and the faculty members are taking up innovative steps and measures such as Field visits, Rural Immersion Programmes, Adoption of Villages, Voluntary development programmes from the institute jointly by the faculty and student. Though these programmes are going on well and are in line with the Indian National Objectives; the International relations would certainly help in exploring new avenues and work closely with International agencies, United Nations etc. The institute's Management – Faculty- students – alumni could play vital role in reaching out marginalized, poor people in contributing significantly to contribute in the areas of Heath, Literacy, Rural Development, Sanitization, Women's empowerment etc. Students from the Institute who would like to take up higher education, research at the International universities, their aspirations can be fulfilled through a healthy and strong International partnerships.

6. **Sports, Health and Wellbeing -** The institution has given high priority for Sports, health and wellbeing. The institute promotes sports of all types and the students represent Inter University and National Level Sports meets. Mental health also play a vital role, as the students seek support and help from the Counselor, coach and guide. As mental health is a Universal issue which needs attention, support, care and help in crucial moments. Meditation, yoga, reflection and other means could help the students who need that support. Collaboration with International Universities and organizations will certainly help the Mentors, coaches and trainers to get a good training in handling most critical cases.

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Partner Nº18 St. Aloysius College – Self-assessment

		INSTITUTIONAL LEVEL Description	This level describes the inclusion of internationalisation at institutional levels. It will include allocating internationalisation in strategic plans, funding for its implementation, and the signing of multiple cooperation agreements for mutual recognition, mobility exchange and research possibilities between Indian universities and associated partner universities.		
		Highlighted in blue the indicators already achieved by the institution			
	COMPREHENSIVE INTERNATIONALISATION (CI)	**PERFORMANCE CRITERIA**	**STAGE**		
			1. Foundation stage Achievement Indicator	**2. Development stage Achievement Indicator**	**3. Comprehensive Internationalization stage Achievement Indicator**
		CI in University governing bodies	I.AI.N1. There exists a Vice-rectorate for International Relations, or an International Relations Office	I.AI.A1. All faculties/centres have units in charge of promoting international relations.	I.AI.E1. All departments ensure internationalisation objectives are met at their level.
		CI in Institutional Strategic Plan	I.AI.N2.The University has an Institutional Strategic Plan	I.AI.A2.The strategic plan includes agreements/partnerships with international partners (Knight 2004 (cited in Hall 2009)) to strengthens its inter-institutional collaboration	I.AI.E2. 50% of the indicators of internationalisation of the Strategic Plan are achieved.
		CI in Institutional mission and strategy	I.AI.N3. Internationalisation is aligned with the mission and vision of the university.	I.AI.A3. The institution has a strategy, designs its implementation and monitors internationalisation to improve curricula including market needs, and trends in international business (towards increasing employability) (de Boer 2019)	I.AI.E3 The University positions itself according to international rankings, together with the increase of international students enrollement numbers, international positioning, and joint research iniatives regarding the institutional efforts made towards internationalisation.
		CI in Objectives and indicators for internationalisation	I.AI.N4. In the strategic plan of the university the international dimension is considered as something relevant.	I.AI.A4. There exist procedures to monitor the achievement of strategic objectives of internationalisation in faculties and units.	I.AI.E4. 50% of the indicators of internationalisation of the Strategic Plan are achieved.
		CI in Communication	I.AI.N5. The university establishes plans to communicate its internationalisation strategy.	I.AI.A5. The university fosters and monitors the communication of its internationalisation strategy.	I.AI.E5. 50% of people know about the internationalisation strategy of the university.
		CI in Partnerships	I.AI.N6. The institution establishes an International Partnership Strategy (IPS) strategy.	I.AI.A6. The institution signs comprehensive collaboration agreements/partnerships with international partners (Knight 2004 (cited in Hall 2009)) to strengthens its inter-institutional collaboration	I.AI.E6. 75% of the international agreements/partnerships include mobility (student and academic at all levels), teaching, and research possibilities.
		Ci in funding resources allocated for internationalisation	I.AI.N7. 10 % of the university's budget is dedicated to the promotion of internationalisation.	I.AI.A7. The institution has an active seeking strategy for external (domestic and foreign) funding towards internationalisation (Beerkens 2010).	I.AI.E7. 75% of the internationalisation budget is allocated for scholarships, mobility programmes and research funding for students and academics at international levels.
		CI in Curricula definition	I.AI.N8. Half of the curricula have the possibiltiy to be defined for both domestic and international students (OECD (cited in Hall 2009))	I.AI.A8. 25% of credits can be studied and validated at a foreign university within a mobility exchange scheme.	I.AI.E8. The institution offers international joint programmes /degrees (Beerkens 2010)
		CI in Quality	I.AI.N9. The university has a quality control system (such as the Internal Quality Assurance Cell - IQAC)	I.AI.A9. Internationalisation is a tool to enhance quality and quality control procedures include internationalisation KPIs (de Boer 2019).	I.AI.E9. The institution provides internal and external mechanisms to obtain official international accreditation at various levels from education authorities (María José Bezanilla, 2019).
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		CI use of Digital technologies for classroom and virtual mobility	I.AI.N11.The institution uses an LMS as a supplementary learning and teaching tool	I.AI.A11. All faculties and students access news, international career opportunities, and various academic and extracurricular projects through the university platform	I.AI.E11. The institution has a virtual connected classroom system with international partner universities, and students work on various academic and extracurricular projects.

		OTHER NON ACADEMIC Description	Administrative staff (academic coordinators, international student affairs offices, etc.) will need to create an effective network of interactions with regard to internationalisation, both within their own institution and with colleagues around the world. These should make mobility and internationalisation effective instruments for acquiring new competences and forging international networks of graduates.		
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		ACADEMIC LEVEL Description	This will ensure that Indian academic staff becomes equipped and involved in internationalisation with skills, knowledge, and attitudes necessary to achieve internationalisation. These will involve trainings, mobility, research and teaching-learning strategies with an internationalisation scope.		
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		CI in internationalization of curriculum	A.AI.N6. Academics understand the necessity for international curricula restructure and the continuous quality improvement process.	A.AI.A6. Ability to design the curricula considering the process of internationalisation and the needs of all the stakeholders.	A.AI.E6. The departments or units have assigned an academic committee for the implementation, and the continuous restructure of the curriculum, considering the needs of the diverse involved stakeholders, each programme's core competencies, and the primary learning outcomes.

		STUDENT LEVEL Description	Two main principles will be directing this level: (a) curriculum and syllabus design, (b) teaching, learning, and assessment approaches. These will contribute to the diversity of experience being shared in classrooms and the strengthening of cultural sensitivity, extremely relevant for internationalisation purposes. The mobility of students is the most powerful vehicle for internationalisation. This will allow students to profit from new academic knowledge and skills and hone transferable skills such as their communication abilities, intercultural awareness, etc. The large-scale VALERA study (Bracht et al. 2006) revealed that students do not only mature during their mobility stay and gain knowledge of other countries, but they also gain competences often described as soft or key skills like intercultural awareness, adaptability, flexibility, innovativeness, productivity, motivation, endurance, problem-solving abilities and being able to work productively in a team.		
		Highlighted in blue the indicators already achieved by the institution			
	COMPREHENSIVE INTERNATIONALISATION (CI)	**PERFORMANCE CRITERIA**	**STAGE**		
			1. Foundation stage Achievement Indicator	**2. Development stage Achievement Indicator**	**3. Comprehensive Internationalization stage Achievement Indicator**
		CI in Credits in foreign language programmes	S.AI.N1 Students are able to take at least 10% of their credits in a foreign language in Bachelor's programmes (de Boer 2019)	S.AI.A1. Students are able to take at least 50% of their credits in a foreign language in Bachelor's and Master's programmes	S.AI.E1. Students are able to take 100% of their credits in a foreign language in Bachelor's and Master's programmes
		CI in Intercultural skills	S.AI.N2. 10% of students take part in international campus activities (language and awareness) that seek the creation of intercultural contexts. (de Boer 2019)	S.AI.A2. Students organize social networking activities (both online and face-to-face) to foster and develop intercultural and international skills	S.AI.E2. Teaching classes made up of students from diverse linguistic and cultural backgrounds include active student participation instead of traditional lecturing classes (Leask & Wallace, 2011 (cited in Susser 2015))
		CI in International activities	S.AI.N3.Students participate in guest lectures made by international professors or professional guests	S.AI.A3. Students are invited and participate in guest lectures and discussions organized on internationally relevant topics.	S.AI.E3. Student are invited to guest lectures on internationally relevant topics and actively participate in international university or industry-related competitions
		CI in Participation in buddy programmes, language courses…	S.AI.N4. 15% of students take part in buddy programmes as host students for international students.	S.AI.A4. Incoming students take an active role in the support of buddy programmes, accommodation, language courses, and cultural exchange (Green 2008 cited in Beerkens 2010)	S.AI.E4. Students take part in virtual mobility exchange programmes through the online learning modalities provided (tandem sessions, groupwork, etc.) (Borghetti and Zanoni 2020)
		CI in Incoming and outgoing students	S.AI.N5. The institution signs agreements, including a comprehensive number of incoming and outgoing students.	S.AI.A5. The institution seeks a balance between incoming and outgoing students (de Boer 2019, Beerkens 2010)	S.AI.E5. 25% of students at the university are incoming and outgoing students.
		CI in agreements for students' regular mobility and Internship/Graduation projects abroad	S.AI.N6: 10% of international agreements/partnerships include work placement /internship and final degree/master Project' possibilities, besides regular subject validation.	S.AI.A6: 25% of international agreements /partnerships include work placement/internship and Final degree/master Project's possibilities, besides regular subject validation	S.AI.N6. 50% of international agreements /partnerships include work placement/internship and Final degree/master Project's possibilities, besides regular subject validation
		CI in Students' regular mobility and Internship/Graduation projects abroad	S.AI.N7. 5% of students have experience in internship/graduation projects abroad in international companies (de Boer 2019)	S.AI.A7. 10% of students have experience in internship/graduation projects abroad in international companies (de Boer 2019)	S.AI.E7. 15% of students have experience in internship/graduation projects abroad in international companies (de Boer 2019)
		CI in PHD Programmes	S.AI.N7. 25 % of PhD candidates take doctoral courses through English for all the fields except the National related studies (mandatory to be taught in the national language).	S.AI.A7. 10 % Of PhD candidates write their dissertations in English.	S.AI.E7. The institution offers PhD research programmes related to internationalisation and at least 10% of students take part in them (de Boer 2019)
		CI in PhD and Research	S.AI.N8. The doctoral candidates receive training and mentoring in the process of participating in academic conferences and developing peer-reviewed publications	S.AI.A8. The doctoral candidates should meet graduation requirements related to research and are strongly encouraged to participate in academic conferences and to publish in standard indexed journals	S.AI.E8. The Ph.D. study is research-intensive with candidates required to participate in international academic conferences and to publish in international peer-reviewed indexed journals (WOS Clarivate Master Journal List).
		CI in Alumni	S.AI.N9. The institution fosters the participation of students and alumni in international student/alumni associations.	S.AI.A9. International student and alumni associations organise activities in the university and abroad.	S.AI.E9. 10% of students and alumni are members of international student/alumni associations.
		XXXXXXXXXXXXXXXXXXXXXX	answers from Santhosh Rebello		
		XXXXXXXXXXXXXXXXXXXXXX	answers from Audrey Pinto (student)		
		XXXXXXXXXXXXXXXXXXXXXX	answers from both		

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Partner Nº19 Ramaiah College of Law - Institutional reflection

Reflection on Comprehensive Internationalization

Curriculum Internationalization

Ramaiah College of Law

Dr Chetan Singai and Ms. Rajashree. K

Background

According to the All India Survey of Higher Education (AISHE, 2019), 47,427 foreign students from 164 countries are pursuing their higher studies in India. The European Union (EU), through its co-operative programmes and projects such as Erasmus Mundus, Jean Monnet and Asia Link programmes has a considerable impact outside Europe, especially India.

The process of globalization, which has been accelerated by the advent of the free-market economy, and by the remarkable developments in communication technology, has changed the character of higher education in many countries.

Few of the major bottlenecks in enabling comprehensive internationalization of curriculum in India and the Ramaiah College of Law (RCL) are - lack of institutional autonomy to design curriculum and assessment and limited capacity among faculty members and students to manage and implement curriculum internationalization.

In line with the above context and Focused Group Discussions (FGDs) with students and faculty members are the Ramaiah College of Law, following are list of top-five reasons for curriculum internationalization and expected outcomes from the same at the RCL.

Top Five reasons for Comprehensive Internalization (Curriculum) at RCL:

1. Build and sustain Academic reputation (Teaching and Research) at the National, Regional and Global level.
2. Enable capacity and capability amongst students and faculty members for international employment and employability.
3. Provide opportunities for international mobility for students and faculty members to experience global academic culture (Teaching, research and assessment). Establish and

standardize the role and responsibilities international relations office/ Cell (IRO) for academic and administrative matters at RCL.

4. To enable a collaborative ecosystem for research based undergraduate and post-graduate academic programmes.
5. Streamline and standardize credit hour system in line with/ equivalent to international standards.

Top Five results from Comprehensive Internalization (Curriculum) at RCL:

1. Increased opportunities for mobility of students and faculty members
2. Sensitize governance and leadership at the institution for effective internationalization
3. Strengthen opportunities for faculty and student exchange between RCL and HEI's abroad and vice versa
4. Develop joint degrees (off-line/ on-line) between RCL and HEI's abroad
5. Ensure institutional readiness for global academic work culture at RCL

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Partner Nº19 Ramaiah College of Law – Self-assessment

		INSTITUTIONAL LEVEL Description	This level describes the inclusion of internationalisation at institutional levels. It will include allocating internationalisation in strategic plans, funding for its implementation, and the signing of multiple cooperation agreements for mutual recognition, mobility exchange and research possibilities between Indian universities and associated partner universities.		
		Highlighted in blue the indicators already achieved by the institution			
	COMPREHENSIVE INTERNATIONALISATION (CI)	**PERFORMANCE CRITERIA**	**STAGE**		
			1. Foundation stage Achievement Indicator	**2. Development stage Achievement Indicator**	**3. Comprehensive Internationalization stage Achievement Indicator**
		CI in University governing bodies	I.AI.N1. There exists a Vice-rectorate for International Relations, or an International Relations Office	I.AI.A1. All faculties/centres have units in charge of promoting international relations.	I.AI.E1. All departments ensure internationalisation objectives are met at their level.
		CI in Institutional Strategic Plan	I.AI.N2.The University has an Institutional Strategic Plan	I.AI.A2.The strategic plan includes agreements/partnerships with international partners (Knight 2004 (cited in Hall 2009)) to strengthens its inter-institutional collaboration	I.AI.E2. 50% of the indicators of internationalisation of the Strategic Plan are achieved.
		CI in Institutional mission and strategy	I.AI.N3. Internationalisation is aligned with the mission and vision of the university.	I.AI.A3. The institution has a strategy, designs its implementation and monitors internationalisation to improve curricula including market needs, and trends in international business (towards increasing employability) (de Boer 2019)	I.AI.E3 The University positions itself according to international rankings, together with the increase of international students enrollement numbers, international positioning, and joint research iniatives regarding the institutional efforts made towards internationalisation.
		CI in Objectives and indicators for internationalisation	I.AI.N4. In the strategic plan of the university the international dimension is considered as something relevant.	I.AI.A4. There exist procedures to monitor the achievement of strategic objectives of internationalisation in faculties and units.	I.AI.E4. 50% of the indicators of internationalisation of the Strategic Plan are achieved.
		CI in Communication	I.AI.N5. The university establishes plans to communicate its internationalisation strategy.	I.AI.A5. The university fosters and monitors the communication of its internationalisation strategy.	I.AI.E5. 50% of people know about the internationalisation strategy of the university.
		CI in Partnerships	I.AI.N6. The institution establishes an International Partnership Strategy (IPS) strategy.	I.AI.A6. The institution signs comprehensive collaboration agreements/partnerships with international partners (Knight 2004 (cited in Hall 2009)) to strengthens its inter-institutional collaboration	I.AI.E6. 75% of the international agreements/partnerships include mobility (student and academic at all levels), teaching, and research possibilities.
		Ci in funding resources allocated for internationalisation	I.AI.N7. 10 % of the university's budget is dedicated to the promotion of internationalisation.	I.AI.A7. The institution has an active seeking strategy for external (domestic and foreign) funding towards internationalisation (Beerkens 2010).	I.AI.E7. 75% of the internationalisation budget is allocated for scholarships, mobility programmes and research funding for students and academics at international levels.
		CI in Curricula definition	I.AI.N8. Half of the curricula have the possibiltiy to be defined for both domestic and international students (OECD (cited in Hall 2009))	I.AI.A8. 25% of credits can be studied and validated at a foreign university within a mobility exchange scheme.	I.AI.E8. The institution offers international joint programmes /degrees (Beerkens 2010)
		CI in Quality	I.AI.N9. The university has a quality control system (such as the Internal Quality Assurance Cell - IQAC)	I.AI.A9. Internationalisation is a tool to enhance quality and quality control procedures include internationalisation KPIs (de Boer 2019).	I.AI.E9. The institution provides internal and external mechanisms to obtain official international accreditation at various levels from education authorities (María José Bezanilla, 2019).
		Ci in Use of digital technologies in international relations strategies	I.AI.N10. The institution uses digital technologies for its international relations, activities and strategy implementation (Beerkens 2010)	I.AI.A10. The university has a specific webpage for International Relations.	I.AI.E10. There is a procedure to monitor, update, and improve internationalisation digital resources at a university level.
		CI use of Digital technologies for classroom and virtual mobility	I.AI.N11.The institution uses an LMS as a supplementary learning and teaching tool	I.AI.A11. All faculties and students access news, international career opportunities, and various academic and extracurricular projects through the university platform	I.AI.E11. The institution has a virtual connected classroom system with international partner universities, and students work on various academic and extracurricular projects.

		OTHER NON ACADEMIC Description	Administrative staff (academic coordinators, international student affairs offices, etc.) will need to create an effective network of interactions with regard to internationalisation, both within their own institution and with colleagues around the world. These should make mobility and internationalisation effective instruments for acquiring new competences and forging international networks of graduates.		
		Highlighted in blue the indicators already achieved by the institution			
	COMPREHENSIVE INTERNATIONALISATION (CI)	**PERFORMANCE CRITERIA**	**STAGE**		
			1. Foundation stage Achievement Indicator	**2. Development stage Achievement Indicator**	**3. Comprehensive Internationalization stage Achievement Indicator**
		CI in IRO	O.AI.N1. The institution opens an International Relations Office (IRO) with a clear strategy towards fostering exchange mobility programmes.	O.AI.A1. The University and the IRO create an International Relations Office's strategy and committee with both faculty and students taking an active part in its decisions.	O.AI.E1. The IRO seeks and develops an international digital strategy to promote and disseminate its international strategy.
		CI in Fostering collaboration with international partners	O.AI.N2. The IRO creates and sends an international newsletter to all partners to enhance and foster links among institutions.	O.AI.A2. The IRO strengthens support between faculty and students (based on students' needs and requirements).	O.AI.E2. The University creates a Global Engagement Office (or an International Collaboration Office) to foster and develop international strategic projects (international and intercultural joint and double degrees, international and inclusive activities (physical and virtual international staff weeks, summer and winter schools, etc.)), that are designed and approved by academic departments and faculties.
		CI in Fostering participation in international projects	O.AI.N3. Channels of internal communication with regard to International Relations are established.	O.AI.A3. All faculties, schools and centres have non-academic staff in charge of internationalisation.	O.AI.E3. The University creates an International Academic Cooperation Office to enhance the University's active participation in international projects to foster the university's internationalisation process and projects and improve the allocation of the resources. (E.g.: to decide whether the project topic is related to the Strategic Plan of the University).
		CI in Diversity awareness (NA)	O.AI.N4. 15% of the IRO staff is devoted to ease the academic transition and adaptation of international students (de Boer 2019).	O.AI.A4. The IRO creates and develops cultural sensitivity workshops and development activities. The IRO creates and develops a buddy and orientation programme for international students and academics.	O.AI.E4. The institution provides necessary personal and academic support and an inclusive and safe environment that values diversity (Leask 2012).
		CI in ONA mobility	O.AI.N5. 5% of ONA of the institution takes part in non-academic staff mobility programmes (Knight 2004 (cited in Hall 2009))	O.AI.A5. 15% of ONA of the institution takes part in non-academic staff mobility programmes (Knight 2004 (cited in Hall 2009)) to get acquainted with internationalisation strategies in other partner institutions.	O.AI.E5. 25% of ONA of the institution takes part in non-academic staff mobility programmes (Knight 2004 (cited in Hall 2009)) to get acquainted with and participate in internationalisation strategies in other partner institutions.
	In red clarifications from Dr. Chetan Singai				
	NA: Not applicable				

		ACADEMIC LEVEL Description	This will ensure that Indian academic staff becomes equipped and involved in internationalisation with skills, knowledge, and attitudes necessary to achieve internationalisation. These will involve trainings, mobility, research and teaching-learning strategies with an internationalisation scope.		
		Highlighted in blue the indicators already achieved by the institution			
	COMPREHENSIVE INTERNATIONALISATION (CI)	**PERFORMANCE CRITERIA**	**STAGE**		
			1. Foundation stage Achievement Indicator	**2. Development stage Achievement Indicator**	**3. Comprehensive Internationalization stage Achievement Indicator**
		CI in Faculty has studied/worked abroad	A.AI.N1. 10% of the faculty has either an international experience or has studied abroad at Bachelor's, Masters or Ph.D. levels.	A.AI.A1. 15% of the faculty has either an international experience or has studied abroad at Bachelor's, Master's or PhD levels.	A.AI.E1. 20% of Academic staff are either originally from, have worked at, or have obtained international universities' qualifications (Breit, 2013).
		CI in Mobility (academics)	A.AI.N2. 5% of academics participate in staff mobility programmes (Knight 2004 (cited in Hall 2009)).	A.AI.A2. 15% of academics participate in staff mobility programmes for teaching and research (Knight 2004 (cited in Hall 2009)).	A.AI.E2. 25% of academics participate in staff mobility programmes for teaching and research (Knight 2004 (cited in Hall 2009)).
		CI in Faculty teaches in international courses (1 faculty members out of 30 engaging international courses on-campus or abroad)	A.AI.N3. 5% of the faculty teaches in international courses, both on-campus or abroad, and adapts materials to international learning necessities (contents and language difficulty) (Borghetti and Zanoni 2020).	A.AI.A3. 15% of the faculty teaches in international courses, both on-campus or abroad, and adapts materials to international learning necessities (contents and language difficulty) (Borghetti and Zanoni 2020).	A.AI.E3. 30% of the faculty teaches in international courses, both in campus or abroad, and adapts materials to international learning necessities (contents and language difficulty) (Borghetti and Zanoni 2020).
		CI in Fostering international research activities	A.AI.N4. At least 10% of academic staff attend international conferences (Breit, 2013).	A.AI.A4. At least 15% of academic staff give papers at international conferences.	A.AI.E4. At least 25% of academic staff publish internationally with impact.
			A.AI.N5. 5% of the faculty is a member of an international research group, or collaborative international research projects as assistants.	A.AI.A5. 10% of the faculty is a member of an international research group, and undertake joint research projects as Chief Investigator (CI) or Principal Inverstigator (PI).	A.AI.E5. 20% of the faculty is a member of an international research group, and undertake international collaborative research projects as CI or PI.
		CI in internationalization of curriculum	A.AI.N6. Academics understand the necessity for international curricula restructure and the continuous quality improvement process.	A.AI.A6. Ability to design the curricula considering the process of internationalisation and the needs of all the stakeholders.	A.AI.E6. The departments or units have assigned an academic committee for the implementation, and the continuous restructure of the curriculum, considering the needs of the diverse involved stakeholders, each programme's core competencies, and the primary learning outcomes.
	In red clarifications from Dr. Chetan Singai				
	NA: Not applicable				

		STUDENT LEVEL Description	Two main principles will be directing this level: (a) curriculum and syllabus design, (b) teaching, learning, and assessment approaches. These will contribute to the diversity of experience being shared in classrooms and the strengthening of cultural sensitivity, extremely relevant for internationalisation purposes. The mobility of students is the most powerful vehicle for internationalisation. This will allow students to profit from new academic knowledge and skills and hone transferable skills such as their communication abilities, intercultural awareness, etc. The large-scale VALERA study (Bracht et al. 2006) revealed that students do not only mature during their mobility stay and gain knowledge of other countries, but they also gain competences often described as soft or key skills like intercultural awareness, adaptability, flexibility, innovativeness, productivity, motivation, endurance, problem-solving abilities and being able to work productively in a team.		
		Highlighted in blue the indicators already achieved by the institution			
	COMPREHENSIVE INTERNATIONALISATION (CI)	**PERFORMANCE CRITERIA**	**STAGE**		
			1. Foundation stage Achievement Indicator	**2. Development stage Achievement Indicator**	**3. Comprehensive Internationalization stage Achievement Indicator**
		CI in Credits in foreign language programmes NA	S.AI.N1 Students are able to take at least 10% of their credits in a foreign language in Bachelor's programmes (de Boer 2019)	S.AI.A1. Students are able to take at least 50% of their credits in a foreign language in Bachelor's and Master's programmes	S.AI.E1. Students are able to take 100% of their credits in a foreign language in Bachelor's and Master's programmes
		CI in Intercultural skills	S.AI.N2. 10% of students take part in international campus activities (language and awareness) that seek the creation of intercultural contexts. (de Boer 2019)	S.AI.A2. Students organize social networking activities (both online and face-to-face) to foster and develop intercultural and international skills	S.AI.E2. Teaching classes made up of students from diverse linguistic and cultural backgrounds include active student participation instead of traditional lecturing classes (Leask & Wallace, 2011 (cited in Susser 2015))
		CI in International activities	S.AI.N3.Students participate in guest lectures made by international professors or professional guests	S.AI.A3. Students are invited and participate in guest lectures and discussions organized on internationally relevant topics.	S.AI.E3. Student are invited to guest lectures on internationally relevant topics and actively participate in international university or industry-related competitions
		CI in Participation in buddy programmes, language courses…	S.AI.N4. 15% of students take part in buddy programmes as host students for international students.	S.AI.A4. Incoming students take an active role in the support of buddy programmes, accommodation, language courses, and cultural exchange (Green 2008 cited in Beerkens 2010)	S.AI.E4. Students take part in virtual mobility exchange programmes through the online learning modalities provided (tandem sessions, groupwork, etc.) (Borghetti and Zanoni 2020)
		CI in Incoming and outgoing students NA - there is no student mobility programme	S.AI.N5. The institution signs agreements, including a comprehensive number of incoming and outgoing students.	S.AI.A5. The institution seeks a balance between incoming and outgoing students (de Boer 2019, Beerkens 2010)	S.AI.E5. 25% of students at the university are incoming and outgoing students.
		CI in agreements for students' regular mobility and Internship/Graduation projects abroad NA - there is no student mobility programme	S.AI.N6: 10% of international agreements/partnerships include work placement /internship and final degree/master Project' possibilities, besides regular subject validation.	S.AI.A6: 25% of international agreements /partnerships include work placement/internship and Final degree/master Project's possibilities, besides regular subject validation	S.AI.N6. 50% of international agreements /partnerships include work placement/internship and Final degree/master Project's possibilities, besides regular subject validation
		CI in Students' regular mobility and Internship/Graduation projects abroad	S.AI.N7. 5% of students have experience in internship/graduation projects abroad in international companies (de Boer 2019)	S.AI.A7. 10% of students have experience in internship/graduation projects abroad in international companies (de Boer 2019)	S.AI.E7. 15% of students have experience in internship/graduation projects abroad in international companies (de Boer 2019)
		CI in PHD Programmes NA	S.AI.N7. 25 % of PhD candidates take doctoral courses through English for all the fields except the National related studies (mandatory to be taught in the national language).	S.AI.A7. 10 % Of PhD candidates write their dissertations in English.	S.AI.E7. The institution offers PhD research programmes related to internationalisation and at least 10% of students take part in them (de Boer 2019)
		CI in PhD and Research NA	S.AI.N8. The doctoral candidates receive training and mentoring in the process of participating in academic conferences and developing peer-reviewed publications	S.AI.A8. The doctoral candidates should meet graduation requirements related to research and are strongly encouraged to participate in academic conferences and to publish in standard indexed journals	S.AI.E8. The Ph.D. study is research-intensive with candidates required to participate in international academic conferences and to publish in international peer-reviewed indexed journals (WOS Clarivate Master Journal List).
		CI in Alumni	S.AI.N9. The institution fosters the participation of students and alumni in international student/alumni associations.	S.AI.A9. International student and alumni associations organise activities in the university and abroad.	S.AI.E9. 10% of students and alumni are members of international student/alumni associations.
		In red clarifications from Dr. Chetan Singai			
		NA: Not applicable			