STRATEGIC INTERNATIONALIZATION PLAN (SIP)

SHANTABEN MANUBHAI PATEL SCHOOL OF STUDIES & RESEARCH IN ARCHITECTURE AND INTERIOR DESIGN (SMAID)

Faculty of Architecture & Planning

CVM University

NEW VALLABH VIDYANAGAR - 388121,
GUJARAT - INDIA

Report

Table of Contents

Abbreviations

AICTE	All India Council for Technical Education
AISHE	AllIndiaSurveyonHigher Education
CSIR	Council of Scientific and Industrial Research
CSR	Corporate social responsibility
CVM	Charutar Vidya Mandal Trust
CVMU	Charutar Vidya Mandal University
DEC	District Education Council
DNEP20	DraftNationalEducationPolicy2020
GDP	Gross Domestic Product
HECI	Higher Education Commission of India
HEFA	Higher Education Funding Agency
HEGC	Higher Education Grants Council
HEI	Higher Education Institution
ICMR	Indian Council of Medical Research
IISc	Indian Institute of Science
NCHER	National Commission for Higher Education and Research
NEP	NationalEducationPolicy
NHERA	National Higher Education Regulatory Authority of India
OECD	Organisation for Economic Co-operation and Development
R&D	Research and Development
SHEC	State Higher Education Councils
UGC	University Grants Commission
UNESCO	United Nations Educational Scientific and Cultural Organization
CBHE	Capacity Building Projects
ECM	Erasmus+ Creditmobility
ISAC	International Students Affair Committee at CVMU

1. **Strategic Internationalization Plan (SIP) Committee**
- **Governing Council**

    1. Er. BhikhubhaiB. Patel- Chairman, Charutar Vidya Mandal (CVM)

    2. Shri Manishbhai S. Patel- Vice President, Charutar Vidya Mandal (CVM)

    3. Dr. Shantibhai G. Patel - Hon. Secretary, Charutar Vidya Mandal (CVM)

    4. Shri Mehulbhai D.Patel- Hon. Jt. Secretary, Charutar Vidya Mandal (CVM)

    5. Prof. Jyoti Gill - Dean, Faculty of Architecture, CVM University, New Vallabh Vidyanagar

- **Steering Committee**

    1. Prof. Jyoti Gill - Dean, Faculty of Architecture, CVM University, New Vallabh Vidyanagar

    2. Prof. Jemish Lathiya- Assistant Professor, SMAID college, New Vallabh Vidyanagar

    3. Prof. Prashant Rami- Assistant Professor, SMAID college, New Vallabh Vidyanagar

    4. Prof. Ruma Singh- Associate professor, SMAID college, New Vallabh Vidyanagar

- **Project Manager**

    Prof. Jyoti Gill - Dean, Faculty of Architecture, CVM University, New Vallabh Vidyanagar

- **SIP Development Group**

No.	Name	Position	Responsibilities
1	Er. BhikhubhaiB. Patel	Legal Representative	- Approval of SIP and SIP committee - Approval of funds
2	Shri Manishbhai S. Patel		- Approval of SIP - Monitoring of the development of the SIP - Approval of the process and the calendar of SIP
3	Prof. Jyoti Gill	Project Manager	- Development of SIP - Review SIP

			- Implementation & Dissemination of SIP
			- Keep the management & director updated about the progress of SIP
			- Monitoring of International Office (IO) concerning funds and human resources
			- Networking with other Higher Education Institutes (HEIs) partners
4	Prof. Jemish Bhanubhai Lathiya	Technical	- Development of SIP documents
			- Implementation of SIP
5	Prof. Prashant Rami	Technical	- Research the current needs and trends in Internationalization at the institute level
6	Prof. Ruma Singh	Technical	- Management of International Office (IO)
			- Networking with other HEI partners for the development of SIP
7	Mr. Jainesh Patel	Administrative	- Correspondence to management, principal, and IO

Examining the status of the internationalization process without categorically identifying the stakeholders influencing the curriculum design and practice might not give a comprehensive impression of the education industry. Various internal stakeholders like the Board of directors, university research and teaching staff, students, and management along with external stakeholders like the government, potential students, business partners, employers, market, and competitors influence the Higher education and curriculum design. (H. Lindsten, 2019)

- **SIP Stakeholder analysis**

Stakeholder analysis is done to identify the key stakeholders within SMAID and outside SMAID that should be involved in the process of definition of the plan and that should be addressed in the SIP. After rigorous discussion & meeting among the concerned bodies which have a direct or indirect interest in the development of SMAID, the output of stakeholder analysis is presented in stakeholder mapping shown in the following chart. In general, stakeholders are classified into two broad categories as internal stakeholders and external stakeholders.
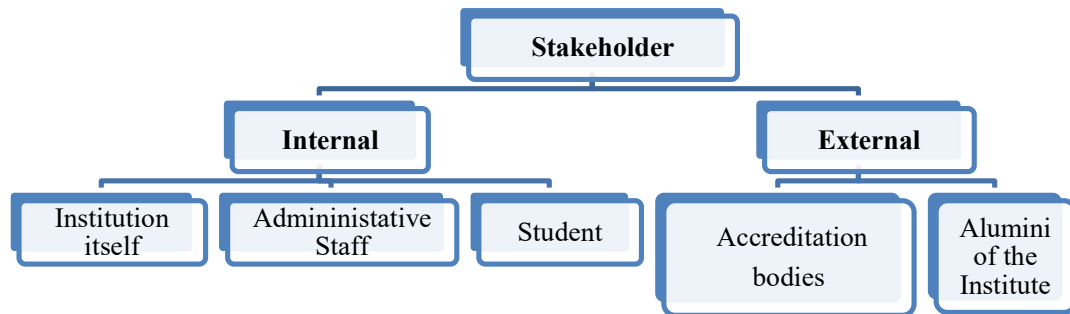
.1. Introduction:

Changing global scenario of employability, focused professional and academic development is garnering increased attention toward the global dimension of Higher Education Institute(HEI) the key driver of development. The focused development of Comprehensive Internationalization Module infusing international and intercultural framework in teaching-learning, research, and service functions for higher education became necessary action to ensure transformation of HEI.

Various definitions of internationalization are there depending on the sector it is being addressed for. In the case of HEI as per Knight's definition, it has three important functional dimensions: teaching-learning, research, and service(A. Zolfaghari, 2009). Also as defined by the International Association of Universities(IAU) it is an intentional process with no one size fit model which needs to be strategized by HEI itself for achieving excellence in higher education and research. The additional perspective to IAU is what is defined by OECD's Centre for Educational Research and Innovation (CERI) is about international curricula which are aimed at the integration of the cultural context to the international orientation of curriculum. (Thong).

Institutes and Universities of HEI are working on developing strategies and action-oriented policies for regional to a global level. Developing internationalization strategies integrating its dynamic process concerning its context, internal & external stakeholders and academic discipline makes it a complex task. Globally all the government bodies are in process of formulation of Education Policies to increase its effectiveness and impact in ensuring the generation of the workforce with a competitive edge in the global market in terms of skills and knowledge. Inclusion of internationalization in countries Education Policy is a way country responds to the impact of globalization.

There is a strong articulation of student learning and outcome-based education inclusive of knowledge, skills, attitude, and ethics in current international or global education curriculum and policies. The assessment tools to evaluate the student learning outcomes have become an archetypal part of Internationalization strategies.

The changing trends of the student market from age factor to diverse cultural backgrounds etc need an additional perspective to internationalization policies to give way to students who return for higher education. (C. L. Olson, 2005) The idea is to increase equitable access to quality education under HEI for the global ecosystem.

Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development demanded reconfiguration of the educational ecosystem for a rapidly changing knowledge landscape. To match the pace with the rapidly evolving global market, critical thinking with problem-solving skills based on multidisciplinary knowledge needs pedagogical progression with curriculum development. (MHRD, GOI, 2020) The New Education Policy 2020 (NEP 2020) is India's initiative to transfer and translate the eternal Indian knowledge system of ancient India for the formulation of a newly enhanced education system to empower academia. Internationalization is also a strategic paradigm considered in the formulation of NEP 2020 for being resilient in the global ecosystem for the dissemination of knowledge and skills as well as Global Competitiveness and Compatability.

The current trends of Internationalization in India as V. Sajna(2019) mentioned based on secondary data is on student mobility where inbound student mobility is gender-biased with mostly students from African & Asian countries due to the low cost of Higher Education and cost of living. English as a medium of higher education has raised challenges in the outbound mobility of students from the vernacular background. The government initiatives have allowed tie-ups with foreign Universities for twining programs, research tie-ups, student exchange programs, faculty exchange programs, and e-learning opportunities. (Sajna, 2019).

The demand to look at internationalization from a curriculum perspective to increase its effectiveness for local to the global market has played important role in reforms for internationalization. The thoughtful integration of posed challenges due to social, political, and cultural factors which contribute to the shaping of internationalization policies needs transformative changes in the strategies of HEI. This study ideates the deep understanding of the multifacet dynamism of internationalization from various rationals with the help of primary and secondary databases for content analysis techniques of various studies for

internationalization to studying internationalization modules adapted within our University to other Universities in the study region.

- **Introduction about Vallabh Vidyanagar.**

Images of Charutar Vidya Mandal Office

The town is the synthesis of varied cultures, which enables it to evolve and expand the quality of life, as well as to foster the environment of creativity amongst the student citizens. Those who stay here always cherish the golden moments of life on the campus. Today, the town has compounded in strength and consolidated itself to take on the challenges of the emerging future.

Vallabh Vidyanagar, established fifty-five years ago, carries a rarity of purpose behind its origin and a variety of education with its development and growth. Strategically located between Ahmedabad and Vadodara, Vallabh Vidyanagar today has emerged to be an Active Educational Hub in the Western parts of India. Just six kilometers from India's milk city--Anand, it has made its distinct identity in the sector of education by offering numerous emerging and innovative educational programs and by attracting students from across the globe. Anand is situated between Ahmedabad and Vadodara on the main rail link and also NH8, about 75 km from Ahmedabad and 40 km from Vadodara.

Vallabh Vidyanagar is blessed with the beauty of nature. Its lush green trees of different types and kinds have not only made the town environment-friendly but also created a serene and ever-enjoyable peaceful atmosphere generating synergistic pleasure on the campus. The pollution-free climate, attracting many to make the town their permanent home, adds value to the academic life on the campus. Vallabh Vidyanagar has all the amenities which major metropolises have; rather it has the best of both worlds - the glamour of a big city and simplicity of a small town. On one hand, it captures the current

trends of the youth, while it attempts to make those trends meaningful by making the presence of different spiritual centers felt.

The town is the synthesis of varied cultures, which enable it to evolve and expand the quality of life, as well as to foster the environment of creativity amongst the student citizens. Those who stay here always cherish the golden moments of life on the campus. Today, the town has compounded in strength and consolidated itself to take on the challenges of the emerging future.

The first fifty years of CVM coincided more or less with the second half of the twentieth century. Judged by any yardstick, these first fifty years of CVM have been immensely successful. The vision, dedication, and commitment of the founders of CVM and its subsequent leaders can be seen today in the results of their tireless efforts. Vallabh Vidyanagar is today an impressive and thriving educational campus in the heart of Charutar, which is itself the heartland of Gujarat.

The challenges which our society will face over the next fifty years, which will coincide more or less with the first half of the twenty-first century, will in many significant ways be different from those that faced the founders. Our society will make a transition to a knowledge-based economy, urbanization will continue, and the preservation of our environment will be a crucial and critical objective. Water and energy will become relatively scarce, and therefore efficient management of both will be essential. Information Technology will continue to leapfrog and spread and will become increasingly interleaved with our daily lives.

Naturally, CVM must also make plans which enable it to generate successful responses to some of the challenges which the society is going to face. The primary focus of CVM has always been on education - and producing well-trained youngsters is certainly a major part of any society's response to the future challenges it is likely to face.

- **Introduction about Charutar Vidya Mandal**

One of the greatest sons of India Late Sardar Vallabhbhai Patel inspired Shri Bhaikaka and Shri Bhikhabhai Saheb for the rural resurgence of post-independent India through education, and Charutar Vidya Mandal was born. Charutar Vidya Mandal was established in the year 1945 as a charitable trust with a prime objective of rural development through education to bring about social awakening, social upliftment, and enrichment. The uniqueness of Charutar Vidya Mandal lies in its ability to use excellence in education as a powerful means of social transformation. It was a stupendous task for the founders to establish a visionary organization, but the large-heartedness and high sense of philanthropy of this region made this possible. Over the subsequent years, Late Dr. H M Patel consolidated the efforts put in by the founders. Later on, in the 1990s, when Late Dr. C L Patel took over the reins of Charutar Vidya Mandal as the Chairman, the country was facing a major economic and ideological change paving the way for globalization and liberalization.

This generated two major challenges before the sector of education - (a) Withdrawal of monetary support through the government to educational institutions, and (b) Need for new programs and courses to meet with the emerging demands arising out of a globalized knowledge economy and liberalized world for technological advancement and business.

The dynamic leadership, missionary zeal, and visionary outlook of Late Dr. C L Patel successfully took up the challenges. Various self-financed educational institutions were established in the areas of Technology, Science and Engineering, Commerce, and Management offering emerging and innovative courses and programs such as Mechatronics, Automobile Engineering, Biotechnology, Food Processing Technology, E-Commerce, Valuation, etc. to maintain a competitive advantage in an everchanging world. Today the investment of Charutar Vidya Mandal stands at more than US$ 30 million, and a new self-contained Satellite Township called New Vallabh Vidyanagar sprawled over 100 acres has already received an investment of around US$ 20 million. Late Dr. C L Patel's unique leadership style attracts many philanthropists to contribute to the development of Charutar Vidya Mandal.

Table 1: Present Team of CVM

1	Shri Prayasvinbhai Patel	President
2	Shri Mehulbhai Patel	Vice- President
3	Shri Sumantbhai patel	Trustee
4	Shri Hemant Patel	Trustee
5	Er. Bhikubhai Patel	Chairman
6	Dr. Shantibhai Patel	Hon. Secretary
7	Shri. Mehubhai Patel	Hon. Jt. Secretary
8	Shri. Rameshbhai Talati	Hon. Jt. Secretary
9	Shri. Vishalbhai Patel	Hon. Jt. Secretary

Today Charutar Vidya Mandal is empowering budding graduates to live up to the ever-changing environment and equipping them to face the Third Millennium with confidence and competence. Building competitive advantages is the renewed focus of Charutar Vidya Mandal in the 21st century.

- **Shri. Bhaikaka & Shri. Bhikhabhai: The Creator Duo**

Shri Bhaikaka   Shri Bhikubhai

The hero ignites a great light in the world, who sets up blazing torches in the dark streets of life for men to see by.

The genesis and phenomenal growth and development of Vallabh Vidyanagar, the well-

planned and unique educational township situated in the heart of the Gujarat State, is stranger than fiction. Based on local talent and local resources it is a peerless example of self-reliance and dedication.

While working in Sindh (now in Pakistan) as Superintending Engineer in Sukkur Barrage, Yevala in Maharashtra and Ahmedabad Municipality, as a distinguished Chief Engineer, Shri Bhailalbhai Dyabhai Patel, later warmly taken to their heart by the people of Gujarat as 'Bhaikaka', had earned a reputation for his sense of values, discipline, dedication to duty and absolute integrity.

Having been born and brought up in a family of strained financial resources in Sojitra village in Kheda district he had known what it meant to be poor. So, while in the government service he would pine for dedicating himself to the cause of rural India which was sunk in inertia, squalor, and abject poverty. Once during a meeting between him and Sardar Vallabhbhai Patel, who knew Bhaikaka as a man of the practical bent of mind, unusual ability, and character, Sardar advised him to go to the villages and work for their regeneration. Sardar's wish was tantamount to a command to him. Bhaikaka's irresistible desire to improve a lot of the poor villagers coupled with Sardar's advice or command impelled him to take early retirement from the service. He saw that the most potent instrument to improve the subhuman life of villagers was to bring higher learning to their very doorstep and thus the concept of establishing institutions of higher education started taking shape. He got in touch with Shri Bhikhabhai Kuberbhai Patel, a dedicated and farsighted educationist, fired by the same ideal. He had played a pivotal role in the establishment of the Charotar Education Society in Anand and Narmada Kelavani Mandal at Shuklateerth.

- ## Institutes under CharutarVidyamandal

Table 2: List of charutar Vidyamandal Institute

Sr. No.	Name of the Institute	Establishment Year
1	Vitthalbhai Patel & RPTP Science College	1947
2	Birla Vishwakarma Mahavidyalaya (BVM)	1948
3	Bhikhabhai JivabhaiVanijyaMahavidyalaya (BJVM)	1950
4	Nalini-Arvind & T. V. Patel Arts College	1979
5	H. M. Patel Institute of English Training & Research	1965
6	Rama Manubhai Desai College of Music & Dance	1969
7	S. M. Patel College of Home Science	1971
8	Arvindbhai Patel Institute of Environmental Design (APIED)	1984
9	A. R. College of Pharmacy & G. H. Patel Institute of Pharmacy	1981
10	Bhailalbhai & Bhikhabhai Institute of Technology (BBIT)	1958
11	Ipcowala-Santram College of Fine Arts	1964
12	Sophisticated Instrumentation Centre for Applied Research & Testing (SICART)	1999
13	H.M. Patel Career Development Centre (CDC)	1965
14	CVM IAS Academy	2010
15	Sardar Patel Renewable Energy Research Institute	
16	Chimanbhai M. U. Patel Industrial Training Centre	2001
17	Vallabh Vidyanagar Technical Institute	
18	Charutar Vidya Mandal Higher Secondary Education Complex (Science Stream)	1976
19	Charutar Vidya Mandal Higher Secondary Education Complex (General Stream)	1976
20	Charutar Vidya Mandal Home Science Higher Secondary Complex (Vocational Stream)	1988
21	I. B. Patel English School (Primary Section)	1970
22	I. B. Patel English School (Secondary Section)	1970
23	Govindbhai Jorabhai Sharda Mandir High School	1972
24	Maganbhai Umedbhai Patel Technical High School	2001

25	Shantaben Dharmasinh Desai High School	
26	M. S. Mistry Primary School	1987
27	Vasantiben Chandubhai Patel English-Medium Primary School	2008
28	CVM PRIVATE ITI FOR WOMEN (Shardaben C. L. Patel I.T.I. for Women)	2016
29	Kanubhai. M. Patel ITI for Engineering Trades	2018
30	CVM Health Center	
31	Natubhai V. Patel College of Pure & Applied Sciences	1996
32	G .H. Patel College of Engineering & Technology (GCET)	1996
33	S. G. M. English Medium College of Commerce & Management (SEMCOM)	1997
34	Institute of Science & Technology for Advanced Studies & Research (ISTAR)	1999
35	A. D. Patel Institute of Technology (ADIT)	2000
36	S. S. Patel College of Physical Education	2002
37	C.Z.Patel college of Business & Management	
38	IndukakaIpcowala College of Pharmacy (IICP)	2004
39	Ashok & Rita Patel Institute of Integrated Study & Research in Biotechnology & Allied Sciences	2005
40	Govindbhai Jorabhai Patel Ayurved College & Research Centre	2006
41	Surajben Govindbhai Patel Ayurved Hospital	2006
42	Waymade College of Education	2004
43	Centre for Studies & Research on Life and Works of Sardar Vallabhbhai Patel (CERLIP)	2008
44	Institute of Language Studies and Applied Social Sciences (ILSASS)	2009
45	Madhuben&Bhanubhai Patel Institute of Technology (MBIT)	2009
46	Shantaben Manubhai Patel School of Studies & Research Architecture and Interior Design (SMAID)	2012
47	R. N. Patel Ipcowala School of law and Justice	2012
48	CVM College of Fine Arts	2012

49	C L Patel Institute of Studies & Research in Renewable Energy (ISRRE)	2013
50	H.M Patel English Studies Center	2019

CHARUTAR VIDYA MANDAL AT A GLANCE
5 0
Educational Institutions
6 0
Graduate Degrees
6 1
Undergraduate Degrees
3 0 0 0 0 +
Students on Roll

- **Introduction of Charutar Vidya Mandal University**

The University Grants Commission (UGC) wide its letter no. 8-8/2020(CPP-1/PU) dated 19 June 2020, has recognized the establishment of CVM University as State Private University and has included the name of the University in the State Private University List maintained by them on their website www.ugc.ac.in.

Dignitaries: Vice=President of India, Chief Minister of State of Gujarat, Education Minister of State (Gujarat), President, CVMU and Members of the Governing Body of CVMU

Charutar Vidya Mandal Platinum Jubilee Celebration

- **Charutar Vidyamandal University (CVMU) Offered Programs:.**

Architecture

Engineering & Technology

Science

Pharmcy

Ayurveda

Commence & Managment

Law

Humanities

Social science

Fine arts

Education

Physical Education

MHRD

- **The Coordinating Constituent College of CVMU - SMAID**

- About **Shantaben Manubhai Patel School of Studies & Research In Architecture & Interior Design (SMAID)**

  SMAID made a humble beginning in June 2012 with its 5 years Bachelor in Architecture program and 4 years Bachelor in Interior Design & Bachelors of Planning Program. Two years Masters program of Interior Design & Masters of Urban & Regional Planning Constituent college of CVM University. The Institution has a state of art Infrastructure with a conducive environment of Design education - fully equipped with modern ergonomically designed furniture in Studio, Audio Visual Rooms, Material Museum, Computer Labs., Resource Centre, Work Shops, Multi-Purpose Room, Arena Theatre, Canteen and a beautifully designed Landscape with lush green campus - a setting just apt for Design Education.

  - **Our Vision**

    We believe in relevant education as well as in meaningful learning whereby our students develop their potentialities and become globally competitive.

  - **Our Mission**

    Design is not just for a privileged few but for everyone, everywhere and the true value of design is in defining and improving the quality of life. We believe that our identity as an educational institution depends on our organizational culture, our philosophy; and the opportunities we can offer. We strongly believe that design is for the masses and adds value to life.

- **The Charutar Vidya Mandal University has the following features**
  - **Campus-** Lush green campus with a total area is about 700 acres.
  - **Workshop-** State of art facilities for hands-on experience for students.
  - **Library-Rich collection of** books, 1000 national & international journals, and magazines.
  - **Computer Centre**
  - **Internet Facility-** 24x7 internet and WiFi facility to the students.
  - **Bank Facility-** HDFC bank on the campus with 24 hours ATM facility.

- **Faculty & Staff accommodation** – Residential facility is available for faculty and other staff members within the University campus.

- **Guest House Facility**: The guest house facility is available for invitee guests and speakers on various occasions.

- **Hostels and Mess-** Hostel facility for 800 boys and 300 girls with separate mess facility.

- **Gymnasium-** Separate gymnasium equipped with modern equipment for boys and girls with a trainer is available on the campus.

- **Healthcare and other facilities-** An Ayurvedic hospital on the campus and Karamsad Medical College nearby the campus. For any emergency, the ambulance is available 24x7 on the campus.

- **Research Laboratories**: Various institutes under CVM University are equipped with supportive research labs to support the research work done by students and facilitates not only in-house use but also support students from other regional universities.

- **Transport Facility-** Bus facility from Vadodara, Ahemdabad & Nadiad to ADIT campus. It is also available from the ADIT campus to Anand Railway Station.

Current Internationalization situation & Challenges for Colleges under CVMU.

- **Student Exchange Programme**

  - CVM Institutes affiliated with Gujarat Technological University (GTU), Ahmedabad since 2007 had a student exchange program with Kansas State University, USA.

  - CVM institutes also admitted 55 international students under ICCR (Indian Council for Cultural Relations) category from 13 countries.

- **Foreign Students Mobility**

  Many foreign students from Africa, Nepal, Bangladesh, Afghanistan come for a degree program in Engineering through Gujarat Technological University (GTU). The students study at Engineering college for 4 years.

- **Faculty Exchange Program**

  - Faculty members from the national as well as international colleges are invited for experts talks to deliver lectures as well as workshops. Various field experts from various professional backgrounds are invited from national as well as international corporates for capacity-building programs under the faculty development program.

  - CVM trust is the strongest trust in Gujarat and they are constantly providing opportunities for faculties and staff to get the training and also to teach abroad.

  - CVMU Faculty members have marked their presence in the global academic market by offering various capacity-building programs and presenting papers at National and International conferences.

  - The Faculty development program is an integral part of the CVMU action plan towards envisaging state of art academia effective in teaching-learning to ensure qualitative engagement concerning the students with a focus on competency or graduate attributes.

  - The joint efforts of the Management & Experienced teaching staff at CVMU ensure the best approach in creating curriculum and pedagogy apt for today's competitive world.

  - The joint research programs lead by faculty members with government & private field partners have ensured the relationship of academia with real field challenges for enhancing students' exposure and experience towards the dynamic globalized market.

- **Related Study Programs**

    The students of (S.M.A.I.D) were to retrieve the understanding and analyzing the characteristics of the traditional house form, formation of the street with activities. It was intended to take the students out into the field to get firsthand experience of traditional built environments of various places of India as well as abroad.

    It was an emphatic recognition of the value of traditional architecture as well as the importance of field experiences and travel in the learning of architecture. The study includes the significance of socio-cultural aspects as well as the physical context in its Realm and was called the Related Study Program wherein the students are encouraged to learn about not only the architectural form but all its related components as illuminate in the curriculum note.

    In study program, it concentrated on the study of Context, traditional house form, formation of the street, Activities occurring in spaces and their user, construction techniques, responsive local climate, and the community living. However one of the valuable outcomes of this was the study- Analysis of the Traditional House form & streets at the primary, secondary and tertiary scales. Walking Street experience, the students saw the meaning of the Threshold and in-between spaces in Indian architecture, which defines and characterizes the life of the town.

- **National Education Policy 2020**

    In the recently published National Education Policy 2020 (NEP-2020), the Indian Government is encouraging internationalization in Higher Education. The Government wishes that HEI work towards establishing a partnership with HEI abroad and conducting a climate of international activities in education with exposure for the students and diversified business. Also, it insists on adapting an academic quality improvement of HEI of international standard with a flexible structure so that Dual-Degree programs, Study abroad programs, Transfer Credit Programs and short international exposure programs can be carried out. To meet the requirements of the New National Education Policy 2020, improving the international reputation, and working in the international markets in education, internationalization has become an urgent task for SMAID.

4. Research Design & Research Methodology:

To understand the existing status of internationalization at CVMU as well as to formulate the SIP for CVMU, the survey was conducted within the institutes of CVM & CVMU along with other regional Universities. Various secondary resources were referred to survey the existing trends and policy initiatives towards internationalization as well as to identify the issues and gaps.

- **Methodology:**
  - Issues identification towards Internationalization at the local level.
  - Defining Vision, Goals, and Objectives to achieve internationalization at CVMU
  - SWOT Analysis of CVMU from individual institutes at discipline level to HEI.
  - Identification of Internal & External Stakeholders for the development of SIP.
  - Identification of various initiatives at the HEI level to support the research & innovation.
  - Identification of factors affecting curriculum design through primary & secondary resources for internationalization.
  - Identifying challenges in the implementation of internationalization within our HEI.
  - Focused Group Discussion among the institutes of CVMU for development of curriculum within institutes as well as with other constituents' institutes of CVMU.
  - Preparation of framework for SIP at home.

Intending to develop SIP at home it remained important to identify the challenges, gaps & issues within HEI. The team surveyed the existing framework, institutional level initiatives, curriculum, etc to identify issues and potentials for internationalization. An awareness and capacity-building programs were conducted within the HEI among the constituent institutes to develop the understanding towards internationalization at home with a local lens. The series of the session was conducted for internal stakeholder to assess the curriculum, pedagogy, research & innovation initiatives for creating synergy for practice and performance comparability for internationalization. The assessment of external stakeholders was done through secondary resources under the pandemic situation to ensure the market force participation towards internationalization and identify the futuristic market trends for students in terms of the contextual lens.

Within SMAID Institute a series of discussions and meetings were conducted with Internal & External stakeholders for shaping the new CVM University Design curriculum through

NEP-2020, Global Teaching Standards, and Teaching Pedagogy & framing Strategic Internationalization plan.

The based study through various methods envisaged the HEI vision towards internationalization.

Internationalization of HEI in the domestic learning environment for GLOBAL COMPETITIVENESS & COMPATIBILITY
(Internationalization as concept & strategic agenda)

GOAL 1: Integrating the International and Intellectual dimensions of market-driven situation in the world of higher education.

Objectives:

1. To analyze the existing framework of HEI on basis of factors that determine the quality of higher education.
2. To identify existing initiatives, trends, and perspectives for internationalization in India.
3. To develop a strategic approach of internationalization in HEI guided by domestic(contextual) lenses.
4. To mainstream internationalization models for various rationales from stakeholder perspective for transparency, accountability, and compatibility.

GOAL 2: Research & Service function as core academic for adapting to the ever-changing world.

Objectives:

1. To evaluate own HEI for the process of internationalization in terms of different rationales taking into consideration stakeholders (political, economic, academic & socio-cultural)
2. To define cultural dimension in the internationalization of curriculum & models in HEI for internationalization at home.
3. To develop outcome-based curriculum for various academic programs demonstrating- Knowledge, Combined with competence and graduate attributes for HEI.

This Strategic Plan has four stages that constitute the comprehensive Plan specific to our institute. Each stage is listed together with an Action plan & Indicators concerning our institution/ university.

The outcome of SWOT has resulted in Actions/strategies to be achieved based on the resources and finances available with the institution/ university. The specific outcomes as tangible and measurable evidence have been included in the Plan.

Erasmus+KA2-CBHEIProject610303-EPP-1-2019-1-ES-EPPKA2
CBHE-JP
"AstepforwardintheinternationalizationofHigherEducationInstitutionsinNepalandIndia/InterNepInd"
LearningfrombestpracticesininternationalizationofHigherEducationInstitutesinIndiaandNepal

Co-funded by the
Erasmus+ Programme
of the European Union

- **SWOT Analysis of CVMU.**

- **Strength:**

    1. CVM is 75 years old education trust with a range of disciplines. (65+ program for Bachelors level, 40+ program for Masters level, 20+ P.G. Diploma program & Ph.D. Program).

    2. CVMU offered multidisciplinary programs from Architecture, Engineering, Science, Pharmacy, Ayurveda, Commerce & Management, Law, Humanities, Social sciences, Fine Arts, Education, Physical Education, MHRD, etc.

    3. The strategic location of CVMU in Vallabh Vidyanagar, Anand– Education hub of Central Gujarat, India makes it accessible for all societal sectors.

    4. The multidisciplinary programs give opportunities for students to improve their twenty-first-century skills for global competitiveness.

    5. Well-developed education infrastructure, a research facility & labs for clean & environmental science.

    6. The student's exchange program, academic alliances, and collaborations with industrial partners & Government.

    7. Motivating work environment for students and academic staff to enhance educational research and innovation.

    8. CVM Trust of CVM University provides financial aid to students of weaker section.

    9. Maintaining a competitive advantage in the marketplace through continual innovation.

    10. Appealing and competitive academic programs.

    11. Proactive management to integrate expanded programs to prepare students.

    12. Good teacher/student ratio

- **Weakness:**

    1. Dependency on skilled human capital for HEI casts challenge due to rural location.

    2. Limited research output due to lack of skilled employees.

    3. Low budget for international student scholarships.

    4. The average quality of students' intake.

    5. Vernacular schools and colleges combat big challenges due to the rural/agrarian population.

    6. The economic crisis of agrarian population.

7. High rent for accommodation

8. Affordability of students

9. Language creates a barrier for students from the vernacular background as HEI is based in English casting challenge to their development

10. Currency conversion factor

- **Opportunity:**

    1. To develop Education infrastructure further to the internationalization of HEI at home.

    2. Economic and political rationales should be aligned for academic and socio-cultural rationales to develop an outcome-based curriculum.

    3. Employment models for foreigners in India.

    4. Mainstream the model of autonomy in Universities.

    5. Demographic trends and legal regulations will stimulate improvement of the quality of education.

    6. Opportunity for faculty deployment in quality research activities.

    7. To develop assessment & evaluation tools with a focus on student learning outcomes, transparency &accountability.

    8. Integrating continual innovation in the curriculum by customizable teaching and learning methods for flexible learning.

    9. To integrate innovative, transformational, and multidisciplinary approaches to achieve excellence and deeper knowledge.

    10. To offer an international experience to students and faculty members with cross-cultural reference.

    11. Being a Young Private University in Gujarat has an opportunity to align its educational policies and evaluation criteria guided by NEP 2020 for global scenario towards internationalization.

- **Threat:**

    1. International education board systems are not properly overlapping

    2. English as a language impacts local culture

    3. Caters needs of upper–clan students hence lacks inclusion for financial / economical weaker students.

   4. Strong competition in the global market of higher education

5. Absence of evaluation system for quality assurance –service vs quality

6. Absence of assessment to achieve parity at a cross-cultural level impacting deliverables in HEI.

7. Developed nations use it for the strategic purpose of the commercial model.

- **Initiatives are taken by CVMU towards Innovation & Globalization:**
- **CVM University Innovation and Startup Centre (CVMUISC)**

  1. Aims to stimulate, encourage and assist innovations, Startups, Intellectual Property Rights (IPR), and entrepreneurship.

  2. The Centre is envisioned to shape the students by providing a perfect ambiance for converting their ideas and walk out with a viable model/product.

  3. A diversified approach should be adopted to produce desired learning outcomes, which should Include cross-disciplinary learning by academic and industrial experts, labs, case studies, etc. in place of the traditional way of outcome of critical thinking.

  4. Presently, the center is located at A D Patel Institute of Technology, New Vallabh Vidyanagar CVM Campus.
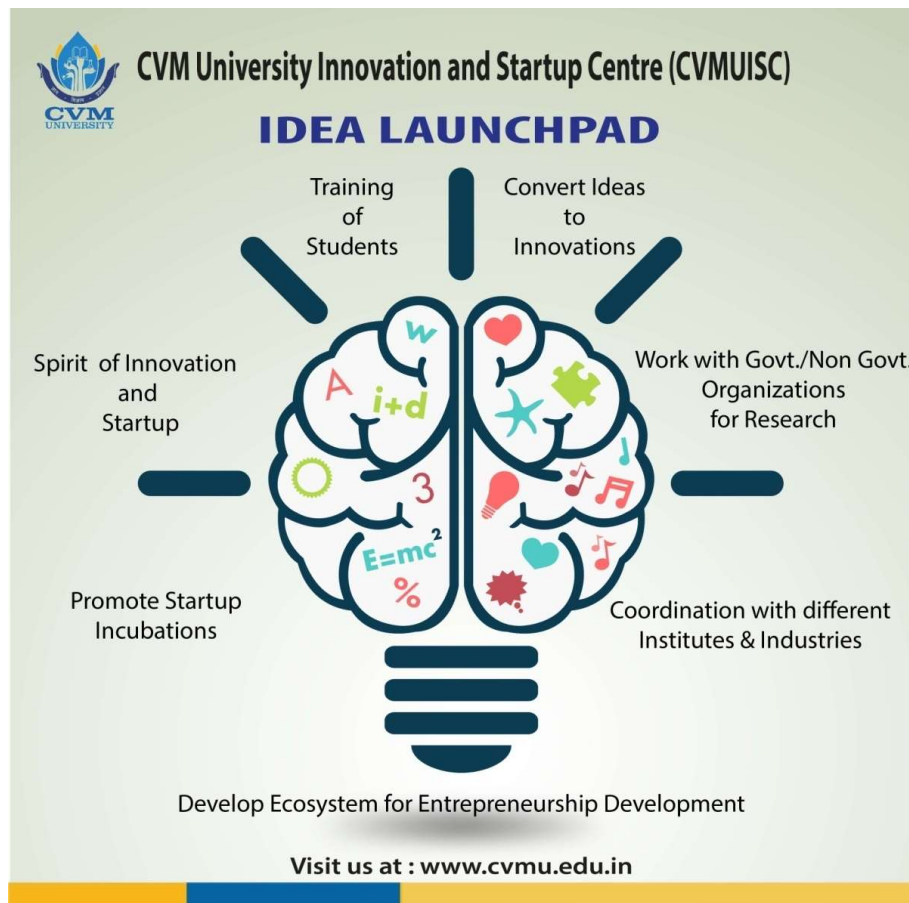
Objective of CVM University Innovation and Startup Centers

Under that CVMU (ADIT College & GCET College) has receive funding INR 1.10 CR from the All India Council for Technical Education for Establishing Idea Lab.

- **Vision of the IDEA Lab**

  To build a robust eco-system for nurturing innovation and start-ups which will in turn drive sustainable technical and economic growth and generate large-scale employment opportunities throughout the nation.

  Further, an Idea Lab would be set up to pool the innovative ideas of students and to test their feasibility using various types of equipment, tools, consumables available under one roof for the conversion of an idea into a prototype. Furthermore, the Idea Lab would extend and go beyond the academic campus or a nearby region, and collectively it could be the Nation's Idea Lab.

  Objectives
  - To provide all facilities under one roof for the conversion of an idea into a prototype.
  - Training in the 21st-century skills- critical thinking, problem-solving, collaboration, etc.
  - Making engineering students more curious, imaginative, and creative; engineering education more engaging
  - IDEA lab will be centered around activities and events to promote multidisciplinary education and research

- **International Student Affairs Committee (ISAC) of CVMU**

Sr. No	Category	Nominated Persons
1	Convener	Dr. Govind. B. Dave
2	Deans	Dr. Basudev Bakshi
		Dr. Himanshu Soni
3	One Senior Professor/ Associate Professor each from Architecture, Arts, Science, Engineering, Pharmacy, Medicine, Management, Law.	Dr. Sunny Thomas
		Dr. Mitul Trivedi
		Dr. Jigar Patel
		Dr. Swaty Parab
		Dr. Avadesh Jha
		Dr. C.H.Babaria
		Dr. Harsha Patel
		Dr. Jyoti Gill

Objective of International Student Affairs Committee

1. To engage in promotional activities and brand-building campaigns abroad.
2. Single point contact for carrying out all collaborative activities with foreign institutions.
3. To disseminate information related to the admission process to major prospective foreign students.
4. Single point contact for registration with FRRO (Foreigners Regional Registration Officer) / e- FRRO.
5. Act as a liaison body between foreign students and sponsoring agency.
6. To coordinate all matters relating to welcoming and supporting foreign students.
7. To facilitate networking with fellow students.
8. To extend all possible help to foreign students to adapt to the new cultural environment and make their stay in India comfortable and enriching etc.
9. To address the grievances of foreign students in all matters.

- **Joint Research Committee (JRC):**

The idea of establishing an interdisciplinary research center under CVMU for collaborative research and capacity building at various fronts the Joint Research Committee is formulated under CVM.

Objectives:

- To create a dynamic integrated system for research and development.
- Organized set-up for transformation and dissemination of knowledge among students through ongoing research and development with real-world professionals.
- To conduct online/offline workshops for students and professionals on thrusts areas explored.
- For alliances and collaborative research with other institutes, government bodies, and industrial partners.

	JOINT RESEARCH COMMITTEE, (JRC) CVMU.		
Sr. No	**NAME OF FACULTYS**	**NAME OF COLLEGE**	**EMAIL.ID**
A	**Dr P. M. Udani**	**Director General CVM University**	**directorgeneral@cvmu.edu.in**
B	**Dr. Govind Dave**	**Director CMH CVM University**	**director.cmh@cvmu.edu.in**
C	**Dr. Jyoti Gill**	**Dean SMAID Faculty of Architecture & Planning CVM Univerisity**	**principal.smaid@cvmu.edu.in**
1	Jemish Lathiya	Shantaben Manubhai Patel School of Studies & Research in Architecture & Interior Design	jemish.lathiya@smaid.edu.in
2	Prashant Rami	Shantaben Manubhai Patel School of Studies & Research in Architecture & Interior Design	prashant.rami@smaid.edu.in
3	Ruma Singh	Shantaben Manubhai Patel School of Studies & Research in Architecture & Interior Design	ruma.singh@smaid.edu.in
4	Archna Chanuvainarahari	Institute of Language Studies and Applied Social Sciences (ILSASS)	archana.chanuvainarahari@cvmu.edu.in
5	Chirag Darji	Waymade College of Education	chiragdarji@waymadedu.org
6	Hiral Patel	S G M ENGLISH MEDIUM COLLEGE OF COMMERCE AND MANAGEMENT - [SEMCOM]	hiralpatel3085@gmail.com
7	Dr. Jasmine Gujarathi	G. J. Patel Institute of Ayurvedic Studies and Research	jassyleo@gmail.com
8	Kinnari Mistry	Ashok & Rita Patel Institute of Integrated Study & Research in Biotechnology and Allied Sciences, (ARIBAS)	kinnarimistry@aribas.edu.in
9	Dr. Krunal Patel	Information Technology Department, GCET Engineering College	krunalpatel@gcet.ac.in
10	Margi Mehta	C Z Patel College of Business and Management	margi.mehta@cvmu.edu.in
11	Naveen Agrawal	Natubhai V. Patel College of Pure and Applied Sciences (N.V.P.A.S.)	naveen.agrawal@cvmu.edu.in
12	Neeraj Chavda	Madhuben and Bhanubhai Patel Institute of Technology (MBIT)	nkchavda@mbit.edu.in
13	Pravin Prajapati	Dept. of Electronics and Communication Engg. A. D. Patel Institute of Technology	ec.pravin.prajapati@adit.ac.in
14	Dr. Rohit Vekariya	Institute of Science & Technology for Advanced Studies & Research (ISTAR)	rohit.vekariya@cvmu.edu.in
15	Usmangani Chhalotiya	Indukaka Ipcowala College of Pharmacy, (IICP)	usmangani84@gmail.com

The team JRC-CVMU was involved in an internal survey of CVMU and its constituent institutes for the internationalization of HEI.

- **Existing Initiatives Trends and perspective for Internationalization in India**
- **Methodology of Globalization and Internalization existing initiatives & trends.**

The study is based primarily on secondary statistical data. This secondary data is collected from various international reports like UNESCO, World Bank, International Association of Universities (IAU), OECD Organization for Economic Co-operation and Development R&D Research and Development Annual reports of Government of India, journals, websites, etc. For the data analysis, the study was used with popular statistical tools like percentage, averages, growth index, education policy, graphical representations, etc.
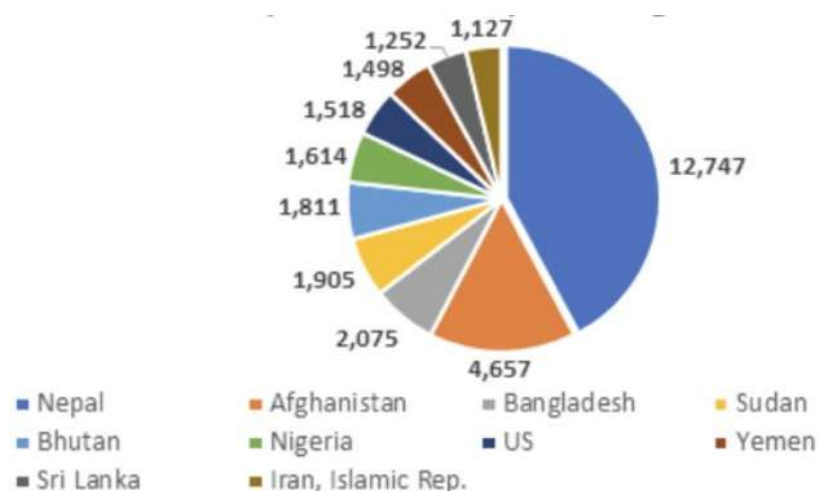
- **Global**

Governance Initiative

7.2.1 Internationalization of higher education

Higher education scholar J. Knight defines it as: "Internationalization is a process of introduction of international constituents in research, educational and administrative to the function of higher education". Internationalization consists of the guidelines and practices undertaken through educational systems and institutions—and even individuals—to address the worldwide educational environment. The motivations for internationalization encompass commercial advantage, knowledge and language acquisition, enhancing the curriculum with global content, to call a few. Dominantly, specific initiatives such as branch campuses, cross-border collaborative arrangements, and programs for international students are put together as internationalization.

7.2.2 Internationalization and Globalizations

Globalization is the word used to explain the developing inter-relationship of the world's economies, cultures, and populations introduced approximately through cross-border trade in goods and services, technology, and flows of investment, people, and information. J. Knight &Altbach, 2007 define globalization as the economic, political, and societal forces pushing 21st century higher education toward greater international involvement.

Internationalization and Globalization are associated however now no longer the same. Globalization is a rather unalterable phenomenon, while internationalization involves choices at individual, institutional and macro-economic levels. Given the most generic definition of globalization includes "flow of people and information", it can be rightly said internationalization of higher education contributes to globalization and consequently the economic, academic trends that follow.

(**Source**:https://www.globalgovernanceinitiative.org/post/internationalisation-of-higher-education-in-india-2021)

- **Market Opportunity for Foreign Branch Campuses in India**

  ### 7.3.1 Student IN-Mobility

Ever since globalization, India has constantly been making efforts to increase its participation in international student mobility. It presently has around 950 universities and 45000 colleges (Study in India). According to the QS World University Rankings, currently, India is only second to China in terms of worldwide student enrollment in schools across the globe. This is largely because of its population of 1.26 billion, of which more than 50% are below the age of 25. As per statistics, in 2018-19, India's outbound mobility was 375,055 students, which was 6.7% of the total mobile students across the globe. US hosts the largest share of this number (36.25%), followed by Australia (19.55%), Canada (9.28%), and the UK (5.23%) as the most preferred destinations.

Source: Global Governance initiative Internationalization of Higher Education in India 2021
Countries preferring India as in 2018-19

The incoming students were largely from neighbouring countries like Nepal (26.88%), Afghanistan (9.82%), Bangladesh (4.38%), Nigeria, Sudan, etc. While this number was 1.4 times that in 2011-12, its inbound mobility is still less than 1 percent of the total internationally mobile students. Although there are provisions for enrolling 15 percent of foreign students in some of the Indian higher education institutions and 10 percent in all higher institutions, these targets remain to be achieved.

The Indian government has planned to attract more than 200,000 students by 2025 (Study in India, 2018) which is nearly 4 times the present number. To date, India has attracted 40000+ international students every year.
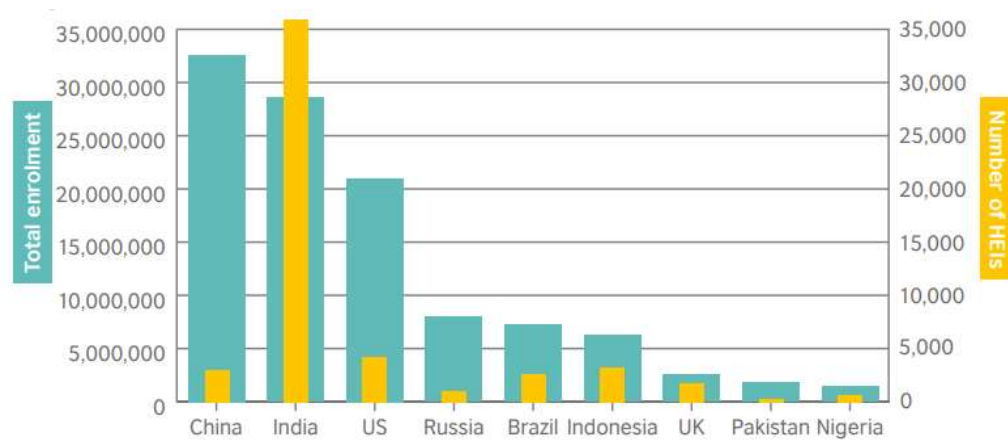
Now, our calculations suggest that if India follows an aggressive implementation policy to achieve the objectives laid down by NEP 2020 and Foreign Branch Campuses (FBCs) do open in the country, India can expect to receive a student inflow of a minimum of 54000 international students next year (54,264 students, as per our model). This number has been arrived at after carefully considering different factors like willingness to study abroad, country-wise preferences, etc.

This report focuses on nine of these high enrolment systems: Brazil, China, India, Indonesia, Nigeria, Pakistan, Russia, the UK2, and the USA3. These systems together represent two-thirds of the total global student population.

Co-funded by the
Erasmus+ Programme
of the European Union

Total enrolments and number of HEIs
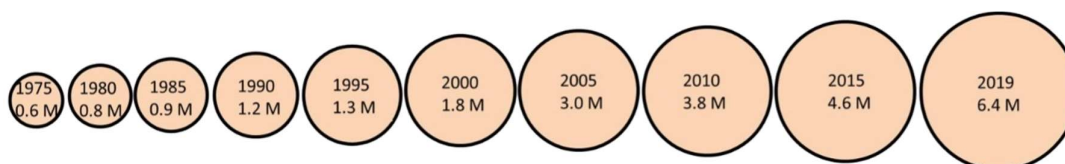
The countries are located on five different continents, have widely varying political systems, educational traditions, and understandings of the purpose of the university. They also differ greatly in the length of the tradition of higher education, the rates of enrolment of their populations, and the funds available for higher education support. Yet they share the common characteristic of sheer size, ranging from 1 million students in Pakistan to 28.5 million in India.

Historical periods of a major expansion
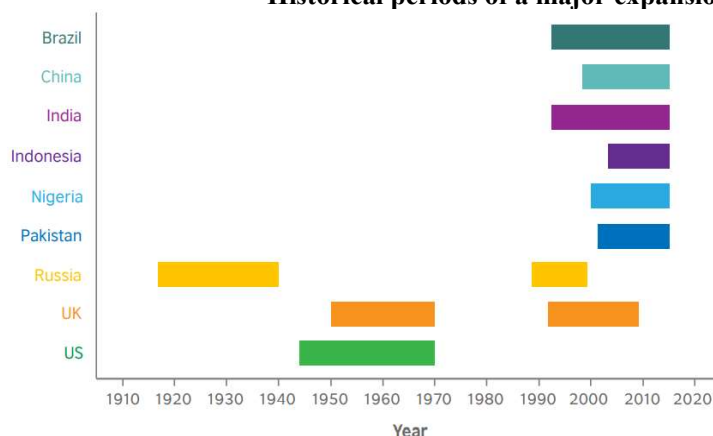
Source:- Data gathered from nine country reports submitted for British Council International seminar on Massification of Higher Education in Large Academic Systems[1]

- **Trends in the internationalization of tertiary academia**

    All types of internationalization have evolved and grown in significance over the past three decades. Student mobility is an important and relatively well-documented aspect of this growth, but other forms of internationalization have also gained momentum.

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2   [1] UNESCO Institute of Statistics. (2015). "Total enrolment-Tertiary." Retrieved from.(UIS Statistics (unesco.org)
3   The UK is comprised of the four territories of England, Scotland, Wales and Northern Ireland, each of which has distinct higher education systems. It will not be possible in this overview report to do justice to the different policies and trends in each.
4   The top 15 countries in order of total HE enrolment are: China, India, USA, Russia, Brazil, Indonesia, Iran, Turkey, Japan, South Korea, Mexico, Germany, Argentina, United Kingdom and Thailand. UNESCO Institute of Statistics, op. cit.
5   UNESCO Institute of Statistics. (2015). Op cit. HEIs number taken from nine country reports except for Russia, which was reported in University of Buffalo Graduate School of Education. (2010). "Higher education cost sharing in the Russian Federation." Retrieved from

7.4.1 Student and Academic mobility

International student mobility[82] has increased greatly over the past three decades, from 0.6 million students worldwide in 1975 to 6.4 million in 2019 (Figure 1). Growth in the number of students enrolled outside their country of citizenship (1975-2019)

Source: OECD and UNESCO Institute for Statistics. **Decades of growth in student mobility**

Figure 1 shows decades of rapid growth in student mobility, especially since 1975 when there were 0.6 million global students. The numbers rose steadily to 3.0 million in 2005 and after 3.8million in 2010 and 4.6 million in 2015. And the present growth of student mobility is the figure is likely to touch 6.4 million in 2019. Earlier estimates (Bohm, 2003) indicated that the number would double to about 8 million by 2025. However, a recent OBHE Report (2019) concludes that the rate of increase of student mobility is set to decline, consistent with a projected drop in the rate of global tertiary enrollment from 5-6 percent to 1.4 percent annually in 2021-22; stagnant demand in the developed world, decrease in the size of the 18-24 cohort, development of education in the developing world, especially the BRIC countries; and the rapid expansion of transnational education and distance education. An important factor could also be the tightening of the grant of visas. Probably around 6.4 million - because OECD doesn't include students hosted in several countries, such as China, Malaysia, Mexico, and Egypt, which are important destinations.

7.4.2 Mobility Pattern

The great disparity in educational facilities and standards that has traditionally prevailed between the developing countries and the developed world has meant that for decades the mobility of international students has been uni-directional – from developing to the developed world, especially to the US, the UK, and Western Europe. South-to-north mobility is the mounting pattern. According to an OECD report (OECD, 2012), 83 percent of all international students were enrolled in G20 countries, and that this pattern has prevailed for over a decade. Of significance is the emergence of sub-patterns in the form of regionalization.

However, things are changing. With the rapid development of higher education in Asian countries, especially in China, Singapore, Malaysia, and India; and with the establishment

of several educational hubs in the Gulf region and South-Eastern Asia, south-south mobility is now common.

7.4.3   Comprehensive Internationalization

- **Current Prominence of Comprehensive Internationalization**

7.5.1   Institutional Engagement

Comprehensive internationalization is a commitment, confirmed through action, to infuse international and comparative views within-side the path of the teaching, studies, and service missions of better schooling. It shapes educational ethos and values and touches the whole better academic enterprise. It must be embraced via institutional leadership, governance, faculty, college students, and all academic providers and guide units. It is an educational imperative.

Administrative Leadership, Structure, and Staffing, inclusive of units and roles, communique, and organization-huge tracking and evaluation

Curriculum, Co-curriculum, and Learning Outcomes

This issue is relevant to the improvement of the new Internationalization Strategic Plan. The organization will broaden techniques related to the worldwide and international dimensions of undergraduate and graduate education. For this purpose, learning outcomes and the right evaluation models may be described to measure achievements.

Policies

Internationalization Strategic Plan is the involvement of academics in its implementation and development. Initiatives may be proposed to guide the improvement of faculty's global competencies, in addition to the usage of those talents in research and teaching and learning processes.

Student Mobility

Student mobility normally refers to worldwide students who're taking a complete degree overseas or students who're taking part in a short-time period, semester, or year-overseas application. More recently, it also involves students who are enrolled in collaborative degree programs such as double or joint degrees, franchise, twinning, or sandwich programs. In a strict sense, student mobility may not be required in these collaborative programs even though it is a strongly encouraged and usual practice. However, student mobility is more than mobility for coursework or program work, as it can include research or fieldwork as part of the program, especially for graduate students, internships, or practicums. Given the importance of understanding foreign cultures and languages, students who cannot afford the time or cost of spending a semester abroad, are participating in short-term cultural workshops, tours, and activities.

- **How education is related to other SDGs Targets**

Goal 1	Education is critical to lifting people out of poverty.
Goal 2	Education plays a key role in helping people move towards more sustainable farming methods, and in understanding nutrition.
Goal 3	Education can make a critical difference to a range of health issues, including early mortality, reproductive health, the spread of disease, healthy lifestyles, and well-being.
Goal 4	Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
Goal 5	Education for women and girls is particularly important to achieve basic literacy, improve participative skills and abilities, and improve life chances.
Goal 6	Education and training increase skills and the capacity to use natural resources more sustainably and can promote hygiene.

Goal 7	Educational programs, particularly non-formal and informal, can promote better energy conservation and uptake of renewable energy sources.
Goal 8	There is a direct link among such areas as economic vitality, entrepreneurship, job market skills, and levels of education.
Goal 9	Education is necessary to develop the skills required to build more resilient infrastructure and more sustainable industrialization.
Goal 10	Where equally accessible, education makes a proven difference to social and economic inequality.
Goal 11	Education can give people the skills to participate in shaping and maintaining more sustainable cities and to achieve resilience in disaster situations.
Goal 12	Education can make a critical difference to production patterns (e.g. concerning the circular economy) and to consumer understanding of more sustainably produced goods and prevention of waste.
Goal 13	Education is key to the mass understanding of the impact of climate change and adaptation and mitigation, particularly at the local level.
Goal 14	Education is important in developing awareness of the marine environment and building proactive consensus regarding wise and sustainable use.
Goal 15	Education and training increase skills and capacity to underpin sustainable livelihoods and conserve natural resources and biodiversity, particularly in threatened environments.
Goal 16	Social learning is vital to facilitate and ensure participative, inclusive, and just societies, as well as social coherence.
Goal 17	Lifelong learning builds the capacity to understand and promote sustainable development policies and practices.

Source: UNRISD

An increasing number of strong policy support for ESD is likewise the result of improved interest paid by education stakeholders to sustainable improvement issues in education. This is consistent with a general trend to go beyond an easy focus on access to schooling and simple abilities and circulate towards applicable academic content material that addresses present-day challenges.

Competitive skills

It has been widely established that the students who have the competitive advantage of international education (even in small capacities) enjoy higher employability in the global job markets (EAIE Dublin, 2012). This is due to several factors, together with an improved level of confiture in multicultural surroundings and higher recognition of global trade, finance, and enterprise operations. The advantages aren't limited to a higher understanding of overseas work culture: students with international education are more assured and self-reliant. They are more inclined to avail themselves of opportunities in foreign businesses. As a part of the workforce, they're much more likely to flourish within-side the face of adverse and unusual conditions that pertain to interactions with overseas commercial enterprise associations and cross-cultural adaptations. Moreover, students who've obtained exposure to international education have wider intellectual horizons and an extra capacity to comprehend different views that would come to the manner of their expert careers. For this reason, these students exhibit more refined decision-making and problem-solving skills—core skills that are relevant in all industries (cf. Ruben &Kealey, 1979/Vidya Rajiv Yeravdekar& Gauri Tiwari, 2014). EAIE Dublin Conference Report 2012 enlists the following key skills developed through international mobility and correspondingly the key skills that are desired from employers.

Key skills developed through international mobility
• Self–awareness, self-confidence, sense of identity, and personal independence
• Being informed, greater interest in global affairs and cross-cultural perspectives
• Organizational skills, project management, decision making, creativity, and taking on responsibility
• Vision, independence, experience, broader outlook, and attitude
• Problem-solving, coping strategies, and risk-taking
• Patience, flexibility, adaptability, open-mindedness, and humanity
• Teamwork and team leadership skills
• Fluency, accuracy, and appropriateness of language competence
• Mediation skills, conflict resolution, sensitivity, humility, and respect
• Forging of relationships and networks
• The challenge to personal stereotypes, cultural relativism

• Enhanced intercultural communication, conducting business interculturally
• Non-judgmental observation, respect for local values without abandoning one's own
• Cultural understandings, ways of thinking, and adaptation to complex cultural environments

Source:-Global Governance initiative Internationalisation of Higher Education in India 2021

- **Globalization**

    The development strategies in the 1980s relied on market forces to globalize production. The globalized production relied on higher-order skills and competencies such as:

    a) Theoretical knowledge to design;

    b) Technical knowledge of product development;

    c) Technical knowledge to produce- Production skills

    d) Professional skills to support production (Hansen, 2008).

    No single country in the world had an adequate number of workers with the required skills and an education system with the capacity to produce a requisite number of graduates with these skills.

- **Internationalization of higher education in India**

    India has an extended history of eminent time within-side the area of better education, in historic instances, there were the oldest universities in this country. Nalanda, Takshashila, Vikramashila, Valabhi, Somapura, and Odantapuri those universities were additionally drawn to the entire scholars of the globe. Taxila or Takshashila was the first international university, established in 700 BC. More than 10500 students from all around the globe have studied here. Students from Babylonia, Greece, Arabia, and China had campus centers and there had been 60 distinctive courses in different areas. But the contemporary state of affairs of Indian higher education consistent with The 2016 Higher Education Survey17 included 864 universities, 40,026 colleges, and 11,669 preparatory schools in India. However, while looking at Gross Enrollment Ratio in Indian better education it's far 2.5% and the overall number of overseas student enrolled in better education is 47575, however that is approximately 1 percentage of worldwide student mobility additionally, those students especially pick courses for computer studies, pharmacy, commerce, control, etc. The inbound student mobility of better education to India in gender foundation for the period 2012 to 2017 is explained in Table 1. The table shows that maximum male students

flow to India for better education. The percent of male student mobility to India become 62 in 2012-13 while in 2016-17 it becomes elevated to 67%. But the female student mobility rate is nearly 1/2 of the male mobility rate, the female mobility rate in 2012-13 becomes 38% and in 2016-17 it becomes decreased to 33%.

- **Indian Education System**

  The shape of India's education system, its instructional establishments, excellent assurance mechanisms, and grading practices, in addition to traits in outbound and inbound student mobility. To place contemporary education reforms and mobility traits into context, we can first offer an outline of contemporary socioeconomic tendencies in India and introduce a few key records approximately the country, earlier than we define mobility styles and the schooling system.
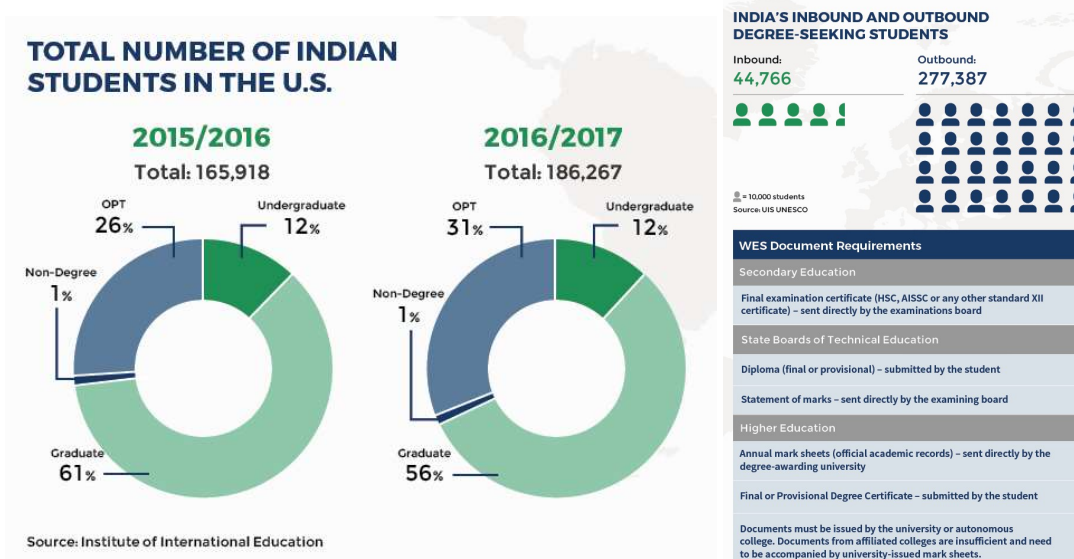
TheThe figure displays the variety of Indian students within-side the U.S. has more than tripled since the beginning of the twenty-first century and grown swiftly as of recently. According to data from Open Doors IIE, In 2016/17, the number of Indian students has reached its peak ever, while it spiked from 165,918 students within-side the preceding academic year to 186,267 students—an growth of 12.3 percentage.

- **National Education Policy 2020:**

  For enrichment in cognitive capacities of academia maintaining the perpetuity of eternal Indian knowledge aligning with the developmental imperatives of the country including SDG4 NEP 2020 is a first education policy. Under the NEP Clause 12, the focus is given to the experntial aspect of quality education through outcome-based learning by proposing reforms in pedagogy and curriculum policies. The clause also focuses on the internationalization of HEI for diverse experiences and a conducive education ecosystem for international students with sensitivity towards cultural and contextual synchronization.

- **Comparative between NEP 2020(India) v/s European Educational Policy**

National education policy 2020	Europe Education Policy
Gross Enrolment ratio – 50% (2035) National Education Policy – 2020, announced by the Union Cabinet of India, provides opportunities for colleges and universities to cooperate with international partners.	Forty-three education systems are included covering 38 countries participating in the EU's Erasmus+ program.
The National Education Policy, 2020 is meant to provide an overarching vision and comprehensive framework for both school and higher education across the country.	Physical mobility across countries (students, academic staff, administrative staff, etc.),
	Early childhood education and care School policy Vocational Education and Training Adult learning Higher education International cooperation and policy dialogue Multilingualism Education and migrants
Higher Education (1/2)	

Gross Enrolment Ratio in higher education to be raised to 50% by 2035. Also, 3.5 crore seats are to be added in higher education. The current Gross Enrolment Ratio (GER) in higher education is 26.3%. Holistic Undergraduate e-education with a flexible curriculum can be of 3 or 4 years with multiple exit options and appropriate certification within this period. M.Phil courses will be discontinued and all the courses at undergraduate, postgraduate, and Ph.D. levels will now be interdisciplinary Academic Bank of Credits to be established to facilitate Transfer of Credits. Multidisciplinary Education and Research Universities (MERUs), at par with IITs, IIMs, to be set up as models of best multidisciplinary education of global standards in the country.	• 1 full year of academic studies: 60 ECTS credits • 3-year Bachelor's program: 180 ECTS credits • 4-year Bachelor's program: 240 ECTS credits • 1 or 2-year Master's program: 90 or 120 ECTS credits
The UG degree will be now either of a 3 or 4-year duration, with Multiple Exit options within this period.	
For any graduation course, the Colleges will have to give – **A basic certificate-** after completion of one year in study	

Diploma certificate- after completion of two years in study **Bachelors' degree-** after completion of the three-year program.	
MPhil would be discontinued, paving the way for students for Masters' degrees to get Ph.D.	
NEP (New Education Policy) 2020, makes a stride towards the Internationalization of Indian Education proposing a Legislative Framework that permits top-rated global universities to operate in India and encourages top Indian universities to set up campuses in other nations	
Larger numbers of international students studying in India, and greater mobility to students in India visit, study at, transfer credits to, or carry out research at institutions abroad, and vice versa.	
India will be promoted as a global study destination providing premium education at affordable costs	
An International Students Office at each HEI hosting foreign students will be set up to coordinate all matters relating to welcoming and supporting students arriving from abroad.	
Research/teaching collaborations and faculty/student exchanges with high-quality foreign institutions will be facilitated.	joint degrees, international research and innovation projects and supported the exchange of students, staff, and knowledge
High performing Indian universities will be encouraged to set up campuses in other countries	
Similarly, selected universities e.g., those from among the top 100 universities in the world will be facilitated to operate in India.	There are over 4000 Higher Education Institutions in Europe offering a wide range of courses at Bachelor, Master's, and Doctorate levels.

- **Expected benefits of Internalization**

  - Advancement in student preparation

  - Internationalize the course

  - Improve the global image of organizations

  - Strengthen studies and understanding production

  - Diversified faculty

  - High-quality education patterns and training

  - Experiential mastering in areas

  - Knowledge benefit a global reputation

  - associated with globalization.

  - A foothold within-side the global better schooling community.

8   Vision

Internationalization of HEI in the Domestic Learning Environment for

GLOBAL COMPETITIVENESS & COMPATIBILITY

(Internationalization as a Concept & Strategic Agenda)

- **Goal & Objective**

    Goal 1

    Integrating International and Intellectual dimension of market-driven situation in the world of higher education.

    Goal Specific Objective

    1. To analyze the existing framework of HEI on basis of factors that determine the quality of higher education.
    2. To identify existing initiatives, trends, and perspectives for internationalization in India.
    3. To develop the strategic approach of internationalization in HEI guided by domestic(contextual) lenses.
    4. To mainstream internationalization models for various rationales from stakeholder perspective for transparency, accountability, and compatibility.

Objective	Outcome/KPIs	Responsible unit	Resources
To analyze the existing framework of HEI on basis of factors that determine the quality of higher education.	Gap Identification in the existing framework for quality education towards a conceptual framework	• Joint Research Committee. • Various College Principal. • Research Management Cell	• Relevant College & University Staff. • Workshop with industry and subject experts. • Financial assistance fund
To identify existing initiatives, trends, and perspectives for internationalization in India.	Collaboration with Indian & Abroad educational Institute &		

	university for new trends & perspectives of HEI.	• Various Academic Departments & Academic head.	for New program development.
To develop the strategic approach of internationalization in HEI guided by domestic(contextual) lenses.	Improved communication with the various university regarding domestic learning environment for Global competitiveness & compatibility.	• HEI internal Audit Committee.	
To mainstream internationalization models for various rationales from stakeholder perspective for transparency, accountability and compatibility.	Develop policy reforms for multidisciplinary education framework for global relevance.		

Goal 2

Research & Service function as core academic for adapting to the everchanging world.

Goal Specific Objective

1. To evaluate own HEI for the process of internationalization in terms of different rationales taking into consideration stakeholders (political, economic, academic & socio-cultural)

2. To define cultural dimension in the internationalization of curriculum & models in HEI for internationalization at home.

3. To develop outcome-based curriculum for various academic programs demonstrating-Knowledge, Combined with competence and graduate attributes for HEI.

Objective	Outcome/KPIs	Responsible unit	Resources
To evaluate own HEI for the process of internationalization in terms of different rationales taking into consideration stakeholders (political, economic, academic & socio-cultural)	Improved communication regarding International Activities.	• University & College Academic Heads of the various disciple. • University Information Cell. • Heads of the Institute. • Media & Public relation officers.	• Relevant College & University Staff. • Funding agencies for New program development. • Fund for professional development programs for relevant staff. • Administrative staff • PRO & Marketing team
To define cultural dimension in the internationalization of curriculum & models in HEI for internationalization at home.	Increased conference participation and Develop linkages. Student exchange program- to promote cross-culture exposure.		
To develop outcome based curriculum for			

various academic programs demonstrating- Knowledge, Combined with competence and graduate attributes for HEI.	Faculty exchange program - Opportunity to exchange Ideas in teaching learning program. Increased conference participation & Linkages.		

Strategic internationalization Plan of The CVM University
Coordinating Constituent College of CVMU – ISAC - SMAID

Therefore, a Strategic internationalization Plan of SMAID as discussed with the higher Authority of the University is proposed in the four-stage described as follows:

Stage 1:	**Academic Curriculum and Recognition**
Stage 2:	**Research Activities**
Stage 3:	**Institutional Collaboration**
Stage 4:	**Transversal Topics**

- **Stage 1: Academic Curriculum and Recognition:**

The new knowledge about curriculum design for an integrative approach towards developing student's global competencies by redefining learning outcomes to an interconnected world. This approach will help academics and staff to become individuals with global talents and willingness to act on issues of global significance.

Enhance teaching and student learning.

With a focus on global learning outcomes and assessment, Higher Education Institutions worldwide recognize that learning in a globalized world must include international engagement for students, both for workforce development as well as for global dialogue with inter and multi-cultural understanding for inclusiveness. Institutions may develop cross-border partnerships for collaborative exchange, instruction, or degree-granting programs, all of which provide broadened opportunities for global learning for students

professionally as well as socially. With the base of Bloom's Taxonomy of Educational Objectives, the key performance indicators need to be established for critical success factors.

Build institutional reputation and prestige.

Many institutions around the world seek to achieve so-called world-class status, which is typically defined by a favorable position in global rankings tables. Developing partnerships with elite or highly ranked institutions in other countries can be seen as a way to increase institutional prestige and reputation—a key metric in various ranking schemes. prestige and reputation—a key metric in various ranking schemes.

Action Plans

1. Increase the recognition of internationalization activities carried out abroad or at home.
2. Development of a Virtual Exchange (VE) program.
3. International missions to study the curricular structure and teaching methodologies.
4. Establish new possibilities for joint or double degrees.
5. Increase the offering of courses fully or partially taught in English.
6. Implementation of a training program consisting of EMI(English as a Medium of Instruction),
7. ECTS (European Credit Transfer System) & other Global systems for active teaching and learning methodologies, for the efficient offering of courses in English.
8. Bring visiting faculty and experienced researchers to short courses and short-terms research activities.
9. Development of summer/winter schools.
10. Provide wide opportunities for faculty, staff, and students to enhance their international and cross-cultural experience.
11. Have meeting places for students to discuss international issues.

Indicator

1. Develop curriculum includes new methods of collaboration with credit transfer mechanisms in place, offering certification courses, dual degrees, etc.

2. Organizing the 'International Expert Seminar Series'

3. The General Education Programs are offered and recognized by the University.

4. MoUs & Participation in study and learning abroad (e.g. Joint program, short-term courses, international competitions, research projects, etc.)

- **Stage 2: Research Activities**

    Improve the internationalization, quality, and impact of the science produced in the institution and increase the production of innovative ideas related to global challenges, leading to social and economic progress and enhancing the institution's reputation.

Action Plans

1. Improve participation in international research networks.

2. Organization of thematic research workshops with international partners.

3. To finance workshops for the development of theme-based projects.

4. Development of policies to attract young researchers.

5. Offer academic and cultural orientation sessions to all incoming international students.

6. Internationalizing the curriculum by providing opportunities for all students to gain, at home, some international and intercultural experience. Improve participation in international research networks.

7. To finance workshops for the development of thematic projects related to the SDGs with international partnerships.

8. Attract international partners to the joint development of community engagement projects.

9. Increase the faculty participation in international conferences, research collaborations, and other activities abroad.

10. Development of policies to attract young researchers (postdocs) and senior international talent.

11. To formulate a system of giving opportunities to teach, conduct research, and attend conferences abroad.

Indicator

1. Reflection in the international focus in the Policies of promotion and tenure, evaluation, recognizing and rewarding global/international work.
2. Increased percentage of faculty and staff participating in international and/or cross-cultural experiences.
3. Increase research funding committed to internationalization activities.
4. The person appointed in the International Office to provide administrative support for enlarging professional activities by the faculty and staff in the international domain.

- **Stage 3: Partnership**

    Set partnerships in the center of the internationalization strategy, working on the consolidation of alliances rather than on the expansion, to facilitate more in-depth, meaningful cooperation, and catalyze efforts in pursuit of excellence, fostering institutional improvement.

Action Plans

1. Establish International Office (IO) for capturing, communicating, promoting all international activities & opportunities, including funding sources.
2. Identify the countries of focus and the institutional priorities for global efforts that support research, academic, and engagement priorities that align with CVMU's vision and mission.
3. Establish clearly defined agreements for activities such as:
    a. Students and faculty exchange program.
    b. Collaborative curriculum and degree programs.
    c. Scholarships and fee waiver options with partner institutions.
    d. Co-teaching of classes and conducting joint research in mutual areas of interest and strength of the institute.
    e. International internships and work programs that provide unique experiential learning opportunities for Both ways(incoming as well outgoing students)
4. Expand and strengthen the relationship with Global International universities, NGOs & Other Governmental bodies.
5. Collectively working towards promoting higher education beyond boundaries.

Indicator

1. Identified one or two target countries with a highly developed internationalization model for institutional and engagement with a primary focus on student and faculty exchange.

2. Expanded private and public sector global partnerships with industry, government, and NGOs.

3. Annually host an international symposium on the University campus with a Current problem-solving topic as focus.

- **Stage 4: Transversal Topics**

    Cross-cutting issues are gaining increasing importance due to the multifaceted character of internationalization. If languages and hosting of internationals are naturally remembered, others like training of human resources, de bureaucratization, interaction with university external agents, cannot be forgotten.

Action Plans

1. To support the offering of foreign language courses for teachers, administrative staff, and students.

2. Provide credits to language activities.

3. Creation of an orientation program where international students and scholars will be introduced to campus life. Encourage faculty who have had an international opportunity to share their experience and contacts to create new opportunities for their colleagues.

4. Implementation of a specific office to help international grant capture and international project management.

Indicator

1. Review the capacity of our current institutional structures, explore alternative successful university programs, and design the optimum model to support our internationalization goals.

2. Establish flexible, responsive, and effective administrative procedures, services, and systems to support global activities, such as international financial transactions and payments, pre/post-awards, and visa processing, etc.

3. Efficiency & effective measuring framework to assess the administrative structure, processes, and services that manage, develop and support global affairs.

- **Implementation and Dissemination**

    For effective Implementation and Dissemination of SIP, SMAID shall be coordinating on behalf of CVMU to establish an 'International Office' that shall Implement, Disseminate, and Monitor - Review – Update' the SIP, to achieve the same in the utmost satisfactory manner.

    The establishment to have dedicated human power, to ensure efficient and timely functioning, including International Officer (as a Head/chair), Steering committee (as a Core/Peer Task-group), Faculty & Student representatives (Nominated / Selected / Elected, as per cadre/qualification/experience/expertise, etc. - to represent both, Incoming & Outgoing Mobility), and Admin support, as required, to accomplish the task.

    The key task of establishment is to coordinate with 'Key Stakeholders' including Present & Alumni students, Internal & External faculties, Partner Institutes & Universities, Education department & Government bodies, at all regional – national & international level.

- **SIP Review Structure**

    This SIP is 'Five (05) year Strategic Plan – from 2021 which must be implemented in the form of 'Annual Academic Year'. The SIP is a document that needs to be reviewed regularly and adapted following national &/or international changes and according to the progress made in its implementation within the CVMU.

    Any Feedback or recommendations about the same shall be provided to & by the Internationalization Office (IO) and the same shall be monitored and governed by the SC (Steering Committee).

    Every year, the Internationalization Officer (IO) shall produce a 'SIP Status Report' to present the current status of each indicator and the progress of each indicator in the last year.

The said Status report intends to monitor the progress being made to implement the SIP's objectives, following the directions of the SC (Steering Committee).

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