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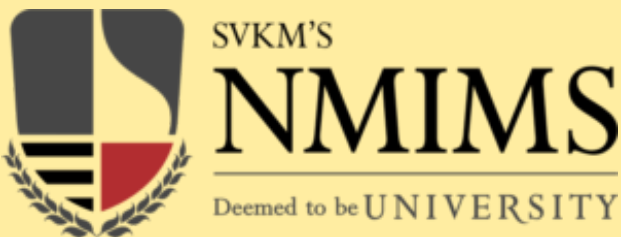


ERASMUS+ PROGRAMME, KEY ACTION 2
CAPACITY BUILDING IN HIGHER EDUCATION

Internationalisation and Virtual Mobility: Borderless between EU and Asian Countries
acronym: HARMONY

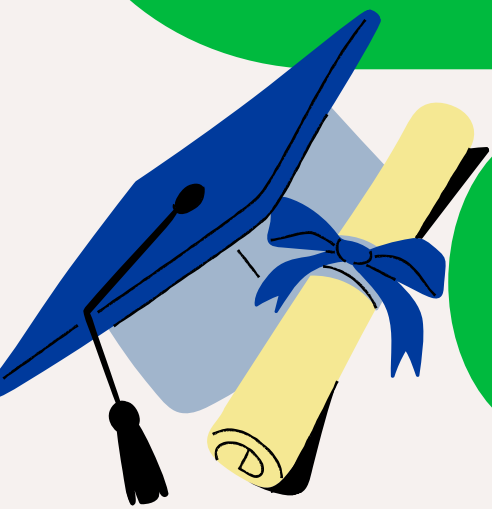
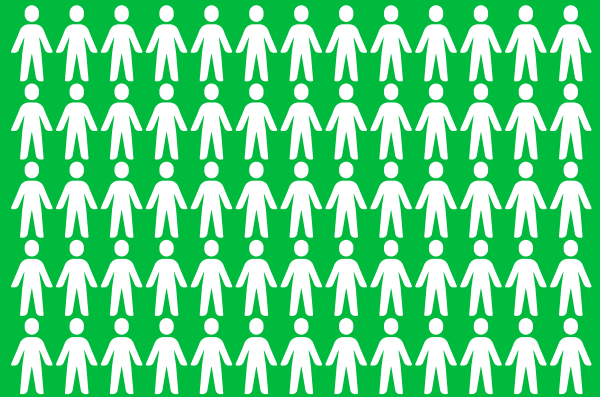
INTERNATIONALISATION AT HOME
INSTITUTIONAL INFOGRAPHIC REPORT

SVKM's Narsee Morjee Institute of Management Studies, INDIA



16 660

full-time students registered in academic year 2019/2020



UP TO 5%

Income students during the academic year 2019/2020

UP TO 5%

Outgoing students during the academic year 2019/2020

0%

of total enrollment was comprised of international students in the academic year 2019/2020

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INSTITUTIONAL POLICIES AND STRATEGIES FOR INTERNATIONALISATION

The internationalisation and the internationalisation at home (IaH) are mentioned in the institutional mission and vision statement. A formal policy/ strategy for internationalisation is a part of the overall institutional strategy. The internationalisation at home is seen as relatively important in the university.



Top 3 institutional priorities for internationalisation

— 1 — — 2 — — 3 —

To develop learning and teaching partnerships with other institutions.

To establish cooperation relations with other foreign institutions in research.

To internationalise teaching and learning.



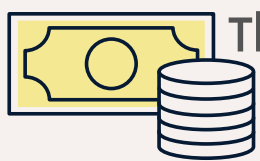
Top 3 most significant potential benefits of IaH

— 1 — — 2 — — 3 —

Increased international awareness of the deeper engagement with global issues by students.

Improved quality of teaching and learning.

Strengthened institutional research and knowledge production capacity.



The main source of funds for the implementation of international activities

100%

General institutional budget

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INTERNATIONALISATION OF STUDENT COMMUNITY



Top 3 challenges with regard to recruitment of international degree-seeking students

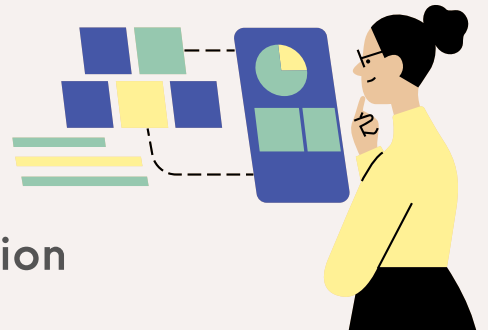
— 1 — — 2 — — 3 —

Lack of financial support.

Difficulties related to recognition of prior qualifications.

Increased competition among institutions.

Top 3 obstacles for both incoming and outgoing student mobility at your institution

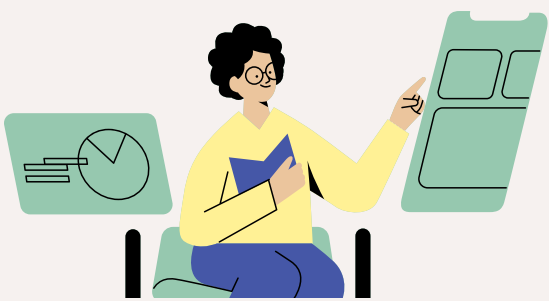


— 1 — — 2 — — 3 —

Issues of credit transfer and recognition or rigid course structures.

Insufficient funding.

Financial implications on studies' duration and potential need to prolong the overall study period.



The percentage of total enrolment comprised of international students

0%

of total enrollment was comprised of international students in the academic year 2019/2020

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INTERNATIONALISATION OF FACULTY AND ADMINISTRATIVE STAFF

**LESS
THAN 1%**

of academic and non-
academic staff members at
the institution can speak at
least one foreign language



0%

international full-time
academic staff members in
academic year 2019/2020



The institution does not offer training on interculturality for teachers, researchers and administrative staff. The institution does not provide incentives for faculty who are interested and motivated to design, develop and teach a study programme or a course with an international implication that is to say as part of a double/ dual degree partnership and or for the purposes of delivery in English

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INTERNATIONALISATION OF FORMAL CURRICULUM

The institution has defined a set of institution-wide learning outcomes related to international/ global competencies that all graduates must achieve. It is involved in transnational education, mainly in Double/ dual and/or multiple programmes delivered in cooperation with partner universities abroad. Prior to the COVID-19 pandemic outbreak in 2020, the institution offered opportunities for e-learning courses: Coursera, Swayam and Harvard Business Module

Top 2 possible ways to internationalise curriculum

1

Assessment of international/ intercultural learning outcomes.

2

Professional development for faculty to enhance their ability to integrate international/ intercultural dimensions into teaching.

Top opportunities resulted from COVID-19 pandemic (virtual mobility, distance, online/ or e-learning courses, MOOCs)

Program with Virginia Tech - USA

Coursera, Swayam

Programs in partnership with IBM, edX

LinkedIn courses

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INTERNATIONALISATION OF INFORMAL CURRICULUM

The main responsibility for extra-curricular activities for internationalisation at home lies on International Relations Office. The institution doesn't have a designated welcome and care center for international students. The English versions of all information means (key institutional regulations, curricula, detailed practical information and guidance) are published on the institution's website.

Top 3 extracurricular activities undertaken as part of IaH

- 1 Buddy or mentor schemes to link international students with home students.
- 2 Events that provide international experiences on campus or in the local community.
- 3 Allocating special resources (funding/ space/ staff) for intercultural activities.



NO

cultural events aiming to promote multiculturalism the cultures of international students represented on campus as well as the cultural traditions of local ethnic or religious minorities organised

The percentage of extracurricular activities' for international students



0%

extracurricular activities' targeted specifically at international students and at students with diverse cultural background in general

The current infographic report represents a summary of the data collected by the institution through the means of a self-assessment tool. The Internationalisation at Home SelfEvaluation Tool in HARMONY was designed as part of the consortium's efforts to outline the 7 Partner Country HEIs' internationalisation landscapes and to identify levels of integration of international and intercultural dimensions into their formal and informal curriculum.

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