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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

Vellore Institute of Technology, INDIA



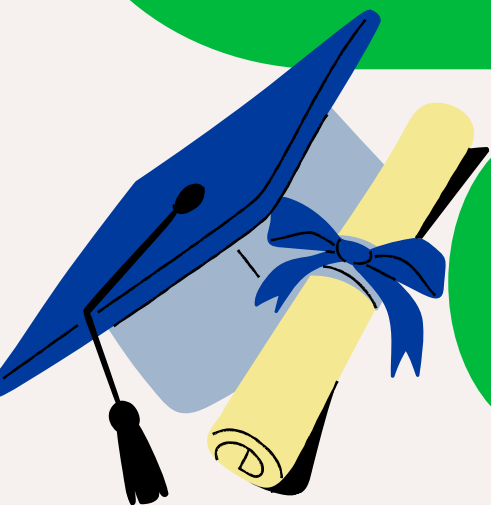
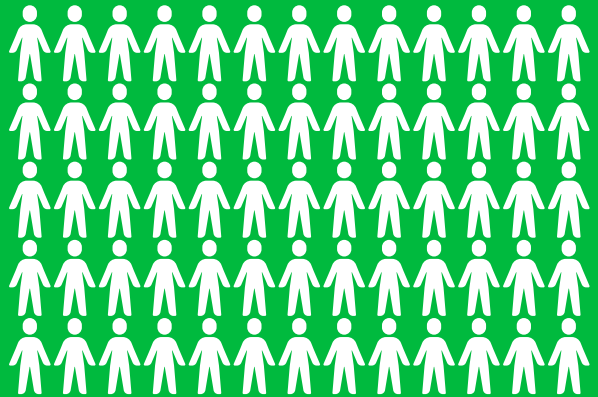
VIT[®]

Vellore Institute of Technology

(Deemed to be University under section 3 of UGC Act, 1956)

14000

full-time students
registered in
academic year
2019/2020



UP TO 5%

Income students
during the academic
year 2019/2020

UP TO 15%

Outgoing students
during the academic
year 2019/2020

UP TO 5%

 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 — To internationalise the teaching and learning.
- 2 — To attract students at all levels of studying.
- 3 — To establish cooperation relations with other foreign institutions in research.



Top 3 most significant potential benefits of IaH

- 1 — Enhanced international cooperation and capacity building.
- 2 — Enhanced internationalisation of the curriculum/ internationalisation at home.
- 3 — Increased international networking by faculty and researchers.



The main source of funds for the implementation of international activities

General institutional budget

Funds generated from international student fees.

External public funds – including grants and/or programmes from international organisations.

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INTERNATIONALISATION OF STUDENT COMMUNITY



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

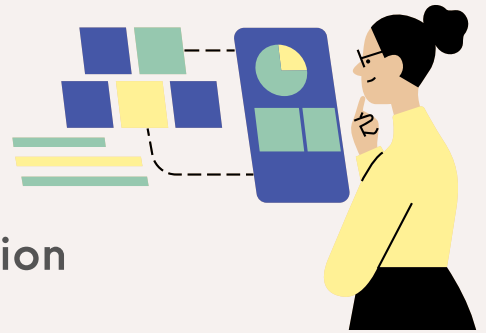
— 1 — — 2 — — 3 —

Lack of financial support.

Policy changes in source countries.

Visa/immigration policies.

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

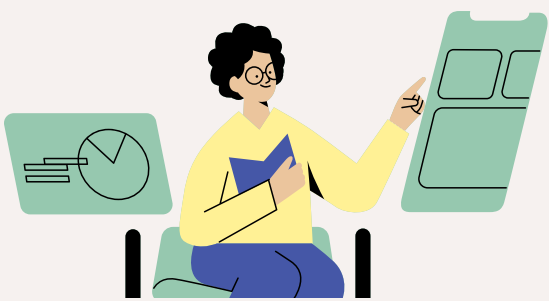


— 1 — — 2 — — 3 —

Insufficient funding.

Issues of credit transfer and recognition or rigid course structures.

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



The percentage of total enrolment comprised of international students

UP TO 5%

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

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INTERNATIONALISATION OF FACULTY AND ADMINISTRATIVE STAFF

**UP TO
5%**

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



**UP TO
5%**

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



The institution is offering training on interculturality for teachers, researchers and administrative staff twice a year. The institution provides 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 didn't offered opportunities for e-learning courses.

Top 5 possible ways to internationalise curriculum

1

Activities that develop international perspectives of students (e.g. virtual mobility and global classrooms, international projects and internships at home, internationally focused research etc.).

2

Assessment of international / intercultural learning outcomes.

3

Integration of international/ intercultural dimensions into learning outcomes for courses and programmes.

4

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

5

Programmes/ courses with an international theme (e.g. International Relations, Global Health. Etc.).

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

Online courses and virtual meetings

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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 has a designated welcome and care center for international students named: International office and Directorate of Student Welfare. 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 Housing that deliberately mixes international and home students.
- 3 Intercultural skills-building workshops for staff and students.



A LOT OF

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 extracurricular activities' for international students



PROGRAMMES targeted specifically at
TRAININGS international students and at
WORKSHOPS 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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