



# **AIU West Zone Vice Chancellors' Meet 2019**

On

## **"Internationalization of Higher Education and Global Rankings"**

Attracting International Students and Faculty to  
India: Issues & Challenges



**R L Raina**  
**VC, JKLU, Jaipur**  
**December 12, 2019**

# Agenda

1. Context
2. Status
3. Way Forward - JKLU Experience

# 1. Context

Since yesterday's inaugural function all of us have convinced ourselves that 'internationalization' of Higher Education is the need of the hour and the ecosystem (UGC-AICTE-AIU on the same page; Draft NEP 2019 quite supportive; Push through Institutions of Eminence; Study in India; GIAN & VAJRA initiatives; the most recent MoF approaching FICCI and others on the subject) is at its best to support it

## 2A. Status: Students

- AIU says India has more than 79,000 foreign students enrolled against 700,000 Indian students studying abroad. 50% from Nepal, Afghanistan, Bhutan, Sudan, and Nigeria whereas China attracts nearly 5 lakh foreign students. **We need to initiate steps to attract students from better performing economies and English speaking countries.**
- Draft National Education Policy-2019 (DNEP) provides, inter alia, a timely transformative approach towards promoting internationalisation of higher education in India.
- The DNEP envisions a robust programme of internationalisation by facilitating student and faculty mobility, establishing international partnerships for research, cross-border delivery of higher education programmes, easing the processes of enrolling students from around the world, as well as the feasibility of carrying credits across institutions in multiple countries.

# Students ... contd.

- Even attempts by IITs have failed to attract foreign students. For 1100 reserved foreign seats, only 36 and 53 students took the JEE Advance in 2018 and 2019 respectively. **India's best is not attractive enough for most competitive students.** We need to have more inclusive policies.
- Most Indian institutes charge a higher fee from foreign students. **Should attracting foreign students be seen as an economic proposition at this time?**

# Students ... contd.

- Study in India website lists Indian institutes and universities for the purpose, whereas self-financed institutes and universities of excellence – (in fact all UGC listed Institutions) - aspiring to increase their admissions merit a mention here.
- Should there be limits for institutions of excellence, to admit foreign students?
- Universities should more actively engage with embassies and high commissions (with dedicated education counsellors) to push this agenda. **FICCI Push**
- Set up organizations like the British Council, Max Muller Bhawan, etc.

# Students ... contd.

## Enrich Classroom Experience

### Curriculum: Content, Delivery & Assessment/Evaluation

- Contemporariness and relevance in Content – **AAB**
- Innovative Learning Pedagogy – Experiential Learning, Inquiry based Learning, Project based Learning, Hands-on-Learning etc. – **PBL (Olin College)**
- Use new methods of Fair Assessments – **Learning Outcome Based Continuous Evaluation**
- Curriculum flexibility in a blended curriculum in terms of adaptability and accessibility to students' needs and capabilities – **Learning & Innovation at the Intersection of Design, Business & Technology. Concept of Concentrations & Minors**

# Students ... contd.

## Enrich Beyond Classroom Experience

- Food, Health and Security concerns are of highest order.
- Standard Code of Conduct
- Sports & Culture – Student **Clubs**
- Courses on **'Know/Study India' 'Happiness', SEE Learning**
- Courses on **'Spirituality'**
- Courses on Life Skills & New Technologies - **CCCT/Intelligent Machines**
- Entrepreneurial & Innovation Ecosystem – **AICs**
- Elements of **Sustainability** to be embedded all across.



# 2B Status: Faculty

- Government Programmes such as Global Initiative of Academic Networks (GIAN), Visiting Advanced Joint Research Faculty Scheme (VAJRA), Scheme for Promotion of Academic and Research Collaboration etc. We know the status:
- Internationalisation in general, and the appointment of global staff in particular, is central to the new '**Institutions of Eminence**' programme. The goal merits a look at after the IIT Council last year recommended the recruitment of foreign faculty on a tenure basis.
- However, there are just 40 foreign teachers at all of the Indian Institutes of Technology (IITs) – 1% of the total faculty of 5,400 – despite the **government's** goal to attract 20% international faculty to the IITs. 2%

# Faculty ... contd.

- A few '**elite**' non-profit private universities such as OP Jindal (71 FT foreign faculty from 32 countries), Azim Premji, Ashoka, Shiv Nadar, Ahmedabad, Krea and the Indian School of Business have adopted different strategies, attracting foreign nationals and Indians who have studied at prestigious foreign universities by offering higher salaries and other benefits that are not available to local hires.
- Faculty are attracted by leaders. The big issue which keeps foreign (and Indian faculty teaching overseas) away are the many horror stories they have heard about poor governance in Indian institutions. **Building trust on that goes a long way.**
- Faculty need faculty to work with. **Finding likeminded faculty at your institution and enlisting them in the recruiting process can be very helpful**

# Faculty ...contd.

- Before inviting foreign faculty, some ground needs to be prepared by leaders in the Institution, such as clarifying what will be rules of engagement between them and local staff; what support can they expect; what is not available; will any policies be different for them (most probably, yes)
- Most faculty love to teach and do academic work. How to insulate them from other hassles of living and working in India. Most of them **don't** have the appetite to learn or work the Indian system for a year or two (like how to find and rent a house, how to find help and negotiate transport etc.). Solving for these things helps them take the plunge.

# Faculty ...contd.

- Starting small: Moving to India is a big decision for them. Opportunities to '**test**' by coming for visits and delivering lectures, short courses etc are ways to enable them to test waters.
- Think family. A move is not an individual decision. Think of how to make it worthwhile for the family, even if other members choose not to come. **Adverse family pressures can force faculty to return even if they have come.**
- Obtaining research funding and funds related to Cumulative Professional Development is difficult and the resources available, by international standards, are quite limited. This is in sharp contrast to China, where significant research funding is offered almost automatically to foreign faculty.

# 3. Way Forward - JKLU Experience



## Learning @ JKLU

Centre for Writing & Communication

Technology to leverage global digital content and faculty

Multi-tier Faculty Development Program

# Curriculum Design, Delivery, Assessment & Evaluation at JKLU

- Faculty Council
- Board of Studies
- Academic Advisory Board
- Academic Council
- Board of Management

# ACADEMIC ADVISORY BOARD



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**LT. GEN ARUN K SAHNI**  
Former Commander-in-Chief, Indian Army



# The reimagined MBA @ JKLU

Program  
Design

- **Four tracks:**  
Management | Perspectives | Critical thinking and Communication & Personal growth | Entrepreneurship
- **Multidisciplinary electives**
- Heavily **experiential** with real projects
- Integration and application of learning through periodic *Capstones*
- **Shorter three terms in a year with sharper courses**

Faculty

- Internal faculty supplemented by **outstanding visiting faculty** (academics as well as practitioners)
- **Many Inspiring sessions** with visiting experts

Unique  
value  
added  
aspect

- Senior professionals from industry, government, social sector as **mentors** to students
- Optional business foundation certification from Wharton School
- Real work experience: **“A Start-up” as Capstone Project** over the 2 years



Tracks/Semester	YEAR 1	YEAR 2
<b>Management (Core &amp; Elective Courses)</b>	Financial Accounting for Decision Making	<b>Brand Management</b>
	Introduction to Corporate Finance	B2B sales & Marketing
	Introduction to Marketing	Service sales & Marketing
	Marketing Research	Sales & Channel Management
	Digital Marketing	Modern retail sales management
	Introduction to Media & Public Relations	<b>Finance For Decision making II</b>
	Introduction to Sales Promotion	Securities Analyses & Portfolio Management
	Management of Operations & Supply Chains	MIIS (Financial Markets, Institutions, Instruments & Services)
	Foundation of Data Analysis	Retail banking operations
	Data Analysis for Decisions	Taxation
	Fundamentals of Human Resource Management	Logistics Management
	Introduction to Strategy	Production Management
	Economics for Business	
		<b>Organisation Culture &amp; Change</b>
		Human Capital Development
	Measurement and management of Performance	
	<b>Spreadsheet Applications in Management</b>	
<b>Perspective</b>	Essentials of Public Policy & Governance	
	A critical examination of Ethics & Development	Social Impact project
	Business and Sustainability	Business Law
	Design Thinking for Business	
	Business and Intelligent Machines	
<b>Personal Growth, Communication &amp; Critical thinking</b>	The Power of Storytelling	Perspectives on Contemporary Issues
	Design & Presentation	Communication and Identity
	Critical Thought in Communication	Critical Thinking for Decisions at the Workplace
	Values & Leadership	Understanding & Managing Conflict
	Understanding & Leading Self	
<b>Studio</b>	Startup Studio: Identifying Business Opportunities	Startup Studio: Prototype & Pilot
	Startup Studio: Entrepreneurial Mindset & Leadership	Startup studio: Business Plan & Pitch
	Startup Studio: Idea Generation & Business Modelling	
<b>CAPSTONE</b>	Capstone 1	Capstone 2
<b>MOOCs/Mgmt. Practice/Action Learning in Entrep./Independent Study</b>		

# Liberal Arts Week @ JKLU, 12-17 February



Law and Ethics  
Yugank Goyal

Assistant Dean, Jindal  
Global University;  
Erasmus Mundus Fellow  
and alumnus of  
University of  
Manchester.



Business &  
Sustainability  
Meena Vaidyanathan

Founder, Niti  
Consulting; Alumnus  
of INSEAD



Public Policy & Governance  
Mitali Nikore &

Mitali N. : Economist, Asian  
Development Bank; Alumnus of LSE,  
London



Ankitha  
Cheerakathil

Ankitha C.: Exec. Director, Institute of  
Democracy; Alumnus of Sciences Po,  
Paris

## MENTORS FOR THE BATCH



Mr. Rajiv  
Kapuria



Ms Archana  
Soin



Mr Raghava  
Rao



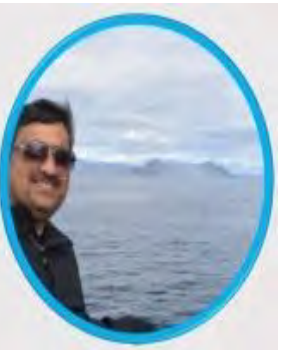
Mr Vishal Malik



Mr. Sanjay  
Srivastava



Mr Ravi  
Chandran



Mr Abhishek  
Maheshwari



Mr.  
Ghanshyam  
Singh Jodha

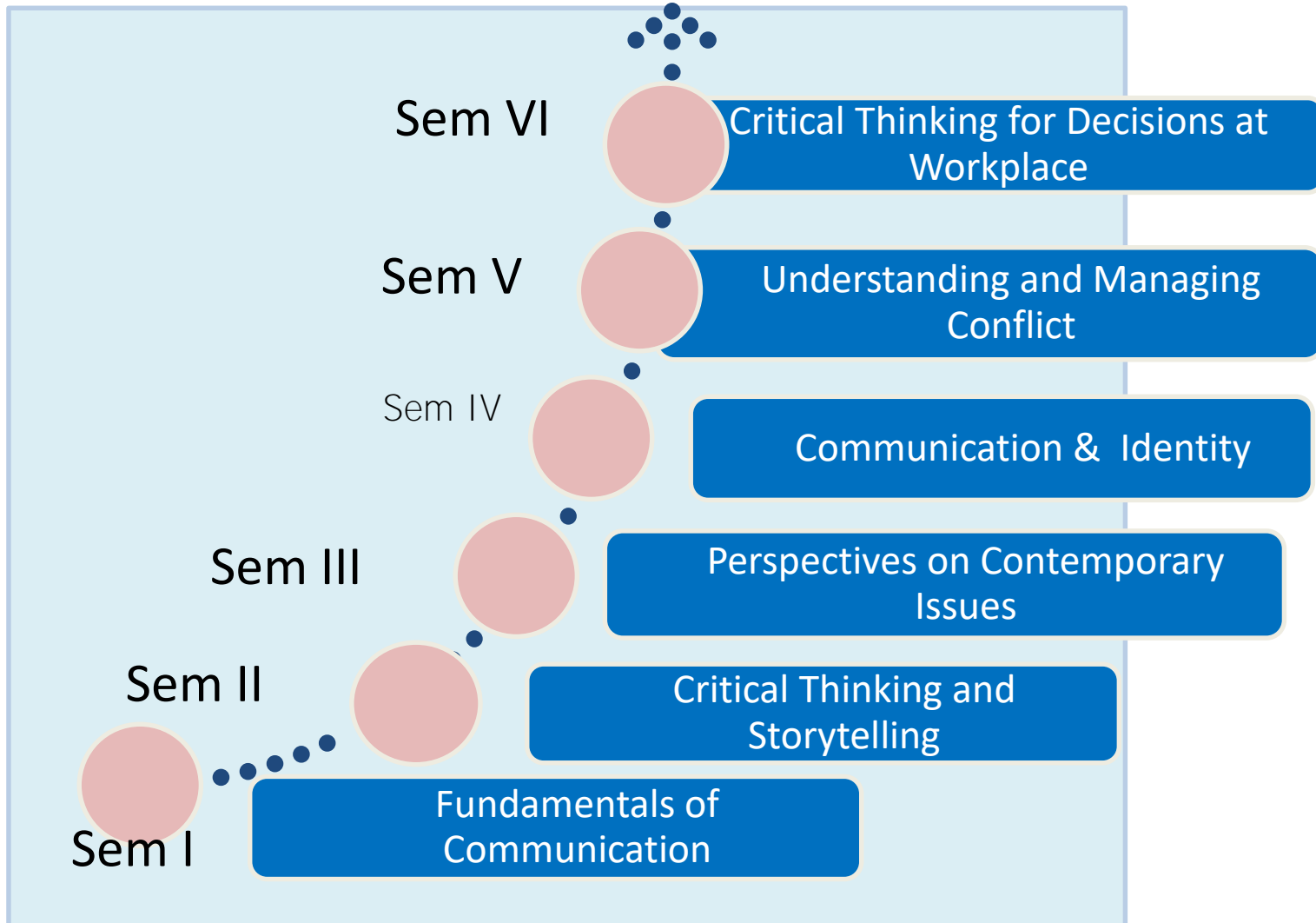


Mr. Kartikeya  
Mishra

# Internship Opportunities for students of Pinnacle MBA



# CCCT Course Journey





# MBA I Year - I Term

Course Title:

SEE (Social, Emotional and Ethical) Learning:  
Mindfulness, Compassion and Ethics

## Description:

This course draws inputs from various fields and ideologies stressing the need of holistic approach to education that cultivates a values driven professionalism. The course contents are based upon the syllabus developed by the *Center for Contemplative Science and Compassion Based Ethics* at Emory University, USA. It intends to develop competencies in three domains: social, emotional and ethical. The course has practical and engaging approach towards nurturing the mentioned competencies.

## Objectives:

Social competency, encourage students to develop awareness empathy, compassion and effective interpersonal skills important to relate with others. Emotional competency will help students to become more self-aware and mindful of their action and its impact on others. Ethical competency is oriented towards helping students to gain awareness, values and skills that pertain to broader communities and the world at large so, that they can become responsible decision-makers and effective global citizens.

## Pedagogy:

- Lectures;
- Discussions;
- Field work;
- Group assignments; and
- Reflective exercises

## Course Learning Outcomes - The students will be able to:

1. Gain attentiveness and awareness of their own thoughts and feelings and develop self-regulation skills.
2. Reflect and assess their experience
3. Develop consciousness and compassion for others and their interdependence in broader systems within which they live.
4. Engage effectively and confidently with larger groups.
5. Assess and analyze the importance of ethical behavior in professional life as well as in building a sustainable society.

# Course Content

Topics	Class activities / assignments
<p><b>Overview of course:</b> The course is about students learning how best to take care of themselves and each other, specifically with regard to what can be termed their emotional and social health.</p>	<ul style="list-style-type: none"><li>• Discussion</li></ul>
<p><b>Compassion for oneself (self-compassion) and others:</b> Helps students to explore self-compassion in the personal domain with regard to the body, the mind, and emotions; compassion for others and compassion in a systemic context.</p>	<ul style="list-style-type: none"><li>• Insight activity: Step in Step out</li><li>• Reflective activity: Our aspiration and wish for happiness</li><li>• Creating team agreement</li></ul>
<p><b>Building Resilience:</b> Helps students explore the important role of our bodies, and in particular our nervous systems, play in our happiness and well-being. It helps students learn simple strategies to enhance resilience to stress and adversity.</p>	<ul style="list-style-type: none"><li>• Sensation on the outside and inside activity.</li><li>• Creating kit of personal resources</li><li>• Grounding with objects/parts of body</li></ul>



# Course Content

# ...Contd.

Topics	Class activities / assignments
<p data-bbox="102 337 1174 444"><b>Strengthening Attention and Self-Awareness:</b></p> <p data-bbox="102 462 1174 815">The session inputs enable the students to observe their minds and experiences carefully and with close attention. It also facilitates concentration, learning, and the retention of information. Students learned the methods by which they can train and cultivate stronger attention.</p>	<ul data-bbox="1193 391 1841 736" style="list-style-type: none"><li>• The mind Jar</li><li>• Attention with the flash light</li><li>• Mindful walking</li><li>• Focused attention on breath</li></ul>
<p data-bbox="79 886 595 936"><b>Navigating Emotions:</b></p> <p data-bbox="79 948 1174 1296">Students develop fundamental literacy about emotions, such as being able to identify and name them, as well as their characteristics. Students will be able to cultivate practices of emotional discernment and emotion regulation for the benefit of both oneself and others.</p>	<ul data-bbox="1193 929 1841 1282" style="list-style-type: none"><li>• What are emotions?</li><li>• Making our emotion families</li><li>• Mapping emotion on the feeling tone chart</li><li>• Discussion: risky emotions</li></ul>

# Course Content

...Contd.

Topics	Class activities / assignments
<p><b>Learning About and From One Another:</b> Students are provided with an opportunity to shift their attention towards others and become more aware of their social realities by helping them to explore what they know and <b>don't</b> know yet about each other.</p>	<ul style="list-style-type: none"><li>• Two facts and a fiction</li><li>• Mindful listening</li><li>• What do we have in common</li><li>• Circle of truth</li></ul>
<p><b>System Thinking and Ethical Engagement:</b> System thinking is critical to ethical and responsible decision making. Students are induced to think that if decisions are repeatedly made without thinking about long term consequences for self and others, they will less likely be responsible and beneficial.</p> <ul style="list-style-type: none"><li>• It takes a village</li><li>• Exploring feedback loop</li></ul>	<ul style="list-style-type: none"><li>• How many people helped a child grow?</li><li>• Changing negative feedback loop to positive.</li><li>• Perform the Compassion project.</li></ul>

## Evaluation Scheme:

Component	Weightage (100)
Continuous evaluation (Class Participation, Labs, Discussion Posts, Exercises, Games)	40%
Written Reflections	10%
Field Trip Report	15%
Presentation	15%
End term	20%

## References (Textbooks/case studies/articles):

1. Tenzin Gyatso, the XIV Dalai Lama (2011). Beyond Religion for a Whole World, Houghton Mifflin Harcourt. ISBN-13:978-0547636351.
2. D. Goleman and P. Senge (2014). The Triple Focus. More than Sound, LLC Florence, MA. ISBN 978-1-934441-78-7.
3. SEE Learning: A Framework for Implementation. Center for Contemplative Science and Compassion Based Ethics. Emory University, USA.
4. <https://theethicsguy.com/wp-content/uploads/2011/11/Chapter-1-Ethical-Intelligence-All-Rights-Reserved.pdf>
5. <https://www.forbes.com/sites/sesilpir/2019/06/10/open-heart-surgery-for-fairness-why-we-need-compassion-in-the-future-of-work/#2c5a63b1152e>
6. <https://hbr.org/2018/10/working-with-people-who-arent-self-aware>
7. <https://positivepsychology.com/self-compassion-exercises-worksheets/>
8. <https://deloitte.wsj.com/cmo/2018/08/02/7-lessons-for-resilient-leaders/>
9. <https://www.youtube.com/watch?v=t9tATBD1oxs>
10. <https://www.medic.ch/indikationen-1/adhs/patienteninformationen/weiteres-adhs-infomaterial/konzentrationsubungen.pdf> (Matching activity on pg. 5)
11. <https://www.youtube.com/watch?v=qYU4OgMDSjM>
12. <https://positivepsychology.com/emotion-wheel/>
13. <https://positivepsychology.com/emotion-wheel/#worksheets-wheel-of-emotions>

# SEE Learning – Field Visit

As part of SEE Learning course, first year MBA students visited Akshaya Patra to further learn and relate the elements of the course (especially '**Compassion**', '**Mindfulness**' and '**Ethics**').



Thank You