

Webinar on Internationalisation of Higher Education in India: Challenges & Opportunities

In a webinar organized by three premier institutions of the country, SGND Khalsa College, Anand Institute of Social Work and Bhopal School of Social Sciences, on Sunday, 24th May, 2020, Dr Shyam Singh Inda, Assistant. Advisor, NAAC, Bengaluru, spoke on the **“Internationalisation of Higher Education in India: Challenges and Opportunities”**

At a time when the Prime Minister of the country has underlined the significance and relevance of being vocal about local, Dr. Inda also spoke about the need to “Think Local, Act Global.” While discussing elements of education that HEI’s need to be mindful of during NAAC assessment, he raised pertinent issues on collaboration, MOU’s, and the need and relevance of internationalisation.

Speaking about the new generation of students, he stressed on the value of a holistic education to produce quality learners. Dr. Inda enumerated qualities such as adaptability, media literacy, trans-disciplinary collaborations and a design mindset as essentials to achieve this target. Above all, he named integrity, reliability, flexibility, empathy and creativity and awareness of local issues as the qualities that are a must in today’s teachers and learners.

The speaker urged teachers to evolve and develop new measures in order to bring students up to international standards. Internationalization of the curriculum is essential to bring the students to the level that industry demands. Extra skill sets, language capabilities are important apart from mere subject knowledge.

International education calls for a definite set of skills. Dr. Inda encouraged adaptation to the environment, ways of thinking and a higher consciousness in order to improve the institution. Since our current learners—Gen Z—are very different in their comfort with technology, they have to be trained in different ways than earlier students. This leads to a paradox of higher education. Digital skills are the need of the hour. The present mode of teaching needs to adapt, so that we can produce a combination of knowledge skills and a usage of technology.

In the urgency to internationalise, one must not forget one’s roots. While innovation remains the most important parameter for new education, one must not neglect one’s essential identity in adopting different ways of education.

Dr. Inda spoke at length about the system of ranking of HEI’s. He presented their advantages and disadvantages. While he said he was not against ranking— he felt it created to a lot of issues. While ranking does have benefits—it does define quality education of an institution, becomes an effective source of comparison which allows the students to see the institutions against a benchmark, it has its cons too. It leads to a competition—which could be good or bad. A good tool for decision making, but some aspects of ranking make one wonder if rankings are relevant or ethical. Rankings become suspect when the institutions, in their rush for a better ranking, neglect some aspects which are basic to the nature of education.

The participants asked several questions on the topic, and Dr. Inda patiently answered them all. Dr. Sheeba Joseph, IQAC coordinator of Bhopal School of Social Sciences, gave the vote of thanks. She appreciated the speaker’s very relevant and innovative ideas about

education and the deeply rooted values of our own culture. On behalf of the organising institutions, she thanked the speaker for sparing the time to conduct the session.

NATIONAL WEBINAR ON

INTERNATIONALIZATION OF HIGHER EDUCATION- CHALLENGES AND OPPORTUNITIES

24 MAY 2020
TIME: 6 PM

Jointly Organized by

Internal Quality Assurance Cells (IQACs)
Sri Guru Nanak Dev Khalsa College, University of Delhi
Anand Institute of Social Work (AISW)
The Bhopal School of Social Sciences (BSSS)



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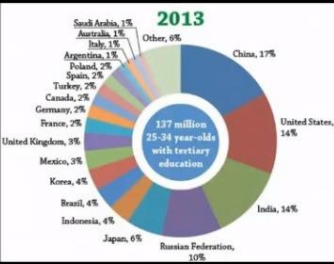
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Usha Goyal

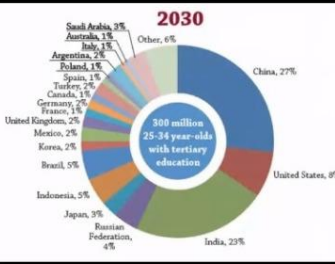
The shifting distribution of the global stock of people with tertiary education

2013



137 million 25-34 year-olds with tertiary education

2030



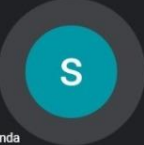
500 million 25-34 year-olds with tertiary education

Global distribution of tertiary educated 25-34 y-olds in 2013 and 2030


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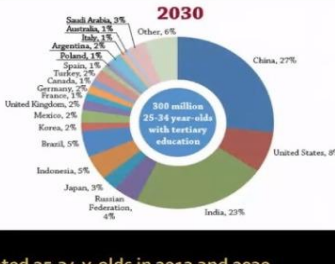
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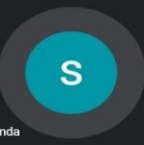
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