

---

# Strategic Internationalization Plan (SIP)

## 2021-2025

### For

## Indubhai Parekh School of Architecture, Rajkot

---

  
PRESIDENT-MANAGING TRUSTEE-TRUSTEE  
VYAVASAI VIDYA PRATISTHAN  
RAJKOT



1<sup>st</sup> Draft: 06/05/2021 # 2nd Draft: 19/05/2021 # Final: 25/05/2021

## Contents

1. Strategic Internationalization Plan (SIP) Committee .....	3
2. Introduction about Indubhai Parekh School of Architecture (IPSA) .....	5
3. Current internationalization Situation & Challenges for Colleges of VVP Trust .....	6
3.1 Students Exchange Programmes .....	6
3.2 Foreign Students Mobility .....	6
3.3 Faculty Training Programs .....	6
3.4 Related Study Programs .....	6
3.5 National Education Policy 2020 with respect to Internationalization .....	7
3.6 National Ranking Framework .....	7
3.7 Climate for Internationalization in the Region .....	7
4 SWOT OF Colleges under VVP Trust .....	8
5 Strategic Internationalization Plan (SIP) of IPSA .....	11
6 Vision, Mission & Goals of IPSA .....	14
6.1 Vision .....	14
6.2 Mission of IPSA .....	14
6.3 Goals .....	14
6.4 SWOT analysis of each Goal .....	15
7 Methodology .....	20
8 Action plan to implement the SIP .....	21
9 Pillars of strategy .....	24
10 Attributes of each Pillars of strategy .....	25
11 Implementation and Dissemination .....	36
12 SIP Review Structure .....	38

## Abbreviations (in Alphabetical order)

1. COA – Council of Architecture
2. GC – Governing Council
3. HEI – Higher Education Institutes
4. IAC – International Advisory Committee
5. IAH – Internationalization At Home
6. IO – International Office
7. IPSA – Indubhai Parekh School of Architecture
8. KPI – Key Performance Indicator
9. SC – Steering Committee
10. SIP – Strategic Internationalization Plan
11. VVP – Vyavsai Vidya Prathistan

## 1. Strategic Internationalization Plan (SIP) Committee

### 1.1 Governing Council

1. Mr. Lalitbhai Mehta, Chairman of the Governing Council (Managing Trustee, VVP Trust & Ex. Member of Parliament, Rajyasabha)
2. Mr. Kaushikbhai Shukla, Industrialist (Trustee, VVP Trust)
3. Dr. Sanjeevbhai Oza, Educationalist (Trustee, VVP Trust & Vice Chancellor, Ayurved University, Jamnagar)
4. Mr. Harshalbhai Maniar, Technocrat (Trustee, VVP Trust)
5. Mr. Narendrabhai Dave (Trustee, VVP Trust)
6. Prof. Kishore Trivedi, Educationalist / Professional (Director, IPSA)
7. Prof. Devang Parekh, Member Secretary (Principal, IPSA)
8. Prof. Hakimuddin Bharmal, Associate Professor, IPSA
9. Prof. Hitesh Changela, Associate Professor, IPSA

### 1.2 Steering Committee

1. Prof. Kishore Trivedi, Director, IPSA
2. Prof. Devang Parekh, Principal, IPSA
3. Prof. J. V. Deshkar, Principal, VVP Engineering College
4. Prof. Hakimuddin Bharmal, Associate Professor, IPSA
5. Prof. Hitesh Changela, Associate Professor, IPSA
6. Prof. Gaurav Vadher, Assistant Professor, IPSA
7. Prof. Riddhi Shah, Assistant Professor, IPSA
8. Mr. Rajni Rupareliya, Administration, IPSA
9. Mr. Kirit Seth, Accountant, VVP Trust

### 1.3 Project Manager

1. Prof. Devang Parekh, Principal – IPSA

### 1.4 International Advisory Committee

To be added later





## 1.5 SIP Development Group

No.	Name	Position	Responsibilities
1	Mr. Lalitbhai Mehta	Legal Representative	- Approval of SIP and SIP committee - Approval of funds
2	Prof. Kishore Trivedi	Lear	- Approval of SIP - Monitoring of the development of the SIP - Approval of the process and the calendar of SIP
3	Prof. Devang Parekh	Project Manager	- Development of SIP - Review SIP - Implementation & Dissemination of SIP - Keep the management & director updated about progress of SIP - Monitoring of International Office (IO) with respect to funds and human resources - Networking with other Higher Education Institutes (HEIs) partners
4	Prof. Hakimuddin Bharmal	Technical	- Development of SIP documents - Implementation of SIP
5	Prof. Gaurav Vadher	Technical	- Research the current needs and trends in Internationalization at institute level - Management of International Office (IO) - Networking with other HEI partners for development of SIP
6	Mr. Rajni Rupareliya	Administrative	- Correspondence to management, principal and IO





## 2. Introduction about Indubhai Parekh School of Architecture (IPSA)

Indubhai Parekh School of Architecture, Rajkot is the foremost school of Architecture in Saurashtra & Kutch Region. It commenced in the year 2000 under the aegis of Vyavsaai Vidya Prathistan (VVP), a Trust known for its transparent and visionary actions in the field of education for the Saurashtra and Kutch region of Gujarat, India. The Trust also runs a well-recognized course in Engineering. The school is affiliated with the established Saurashtra University (which has a four-star status) and awards an undergraduate Degree of Architecture to its students. The school and its course are recognized by the Council of Architecture (COA) New Delhi.

IPSA seeks to preserve, teach and expand the knowledge of design to ensure quality of environment and life in such a diverse society it serves and to educate an individual to assume significant role in the architectural profession. The school strives to create an ambience for the growth of students providing them with all possible facilities.

The region of Saurashtra & Kutch is considered to be a rich repository of Cultural and Historical inheritance that has managed to survive the vicissitudes of time. It is recognized, yet today, as one of the living traditions with people of diverse communities ranging from nomadic tribes to city-dwellers and cultural expressions ranging from daily products to architecture. The land, though tough and harsh, has not only allowed people to settle, giving them food and shelter, but has given life and opportunity to blossom as an individual and collectively as a society, thus playing an important role in the process of weaving the very fabric of our Indian Civilization.

Indubhai Parekh School of Architecture builds its foundations on such an inheritance allowing the building to deal with contemporary issues of Identity, Housing and Habitat, more sensitively. It believes that in this new emerging knowledge-based economy, only value-based scientific knowledge can convert various challenges into opportunities for growth and holistic development of an individual.

VVP Engineering and IPSA, both under VVP Trust have a total population of over 2,000 students, out of which IPSA has around 300 students, having 160+ Full-time faculties, including 25 Professors and 40 Associate Professors. Both the colleges have made their beginning in the area of international cooperation and communication.



### 3. Current internationalization Situation & Challenges for Colleges of VVP Trust

#### 3.1 Students Exchange Programmes

IPSA has made a MoU with a University in Spain. This MoU is at present limited to student Mobility between both the HEIs. About 1-2 students per year from IPSA study under this program for 5 months at Cartagena, Spain. It is a fully self-sponsored program. The lecture and research guidance is provided by the host University according to the agreement. An alumnus of IPSA was invited to deliver a lecture and present his work at De Montford University, UK. The institute has initiated a process of MoU with this University. This interaction has greatly promoted the international impact and reputation of IPSA.

#### 3.2 Foreign Students Mobility

Many foreign students from SAARC countries including Nepal, Bhutan and Bangladesh and other countries of Africa, come for a degree program in Engineering through Gujarat Technological University (GTU) at VVP Engineering for 4 years studies.

#### 3.3 Faculty Training Programs

Faculties at both the colleges are invited as experts to deliver lectures and conduct workshops at regional and national level, VVP Trust is struggling to provide more opportunities for faculties and staff to train and teach abroad. Many faculties have been able to make their national and international presence by presenting papers on various topics of discipline importance. To support faculties who go for training abroad, VVP Trust keeps their position for them and may receive the salary while training abroad.

#### 3.4 Related Study Programs

As a part of Curriculum, students are required to study and learn from the architecture and built environment of villages and cities of the Saurashtra & Kutch region and India. This is a unique program carried out every year along with faculties from diverse backgrounds. The outcome is a detailed documentation of the places of study. This has been carried out since IPSA's inception in 2000 and is a unique opportunity to learn about the rich and diverse culture and built heritage of this region. Though this program is carried out at local level, IPSA wishes to attract international partners to be part of this program and work towards cooperation in the field of research.





### 3.5 National Education Policy 2020 with respect to Internationalization

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 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 New National Education Policy 2020, improving the international reputation and working in the international markets in education, internationalization has become an urgent task for IPSA.

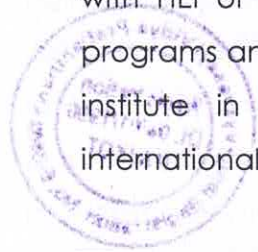
### 3.6 National Ranking Framework

In the National Accreditation and Assessment Framework, apart from assessing the curriculum standards and high quality of teaching-learning process, one of the indicators to assess it is the number of MoU with international HEI. The competition to have a higher ranking in the Indian Higher education Market will become more and more serious in the near future. So, internationalization becomes a key factor of success during the competition.

### 3.7 Climate for Internationalization in the Region

Geographically, Saurashtra & Kutch region has the longest coastline, mountainous region and dense forest spread across the region. Mostly agrarian community has developed an industrious outlook due to hardship faced due to vagaries of nature. Rajkot is a hub of automobile and CNC machinery. This has created a climate for offering a variety of courses on different subjects. Region has nationally acclaimed Agriculture University; Ayurveda University, Maritime Courses etc. Due to the strategic location, Rajkot has evolved as the nodal hub for education in the region.

The target of the Education Department of the Government of Gujarat is to synchronize HEI of the state with the development of world class higher education. By networking with HEI of the State, the government intends to develop high-quality international programs and provide high-level education. In this line, IPSA intends to become a nodal institute in the region for mentoring the HEI for developing the strategic internationalization.





## 4 SWOT OF Colleges under VVP Trust

### 4.1 Strength (attributes of the institution/s helpful to achieve the goals)

Colleges under VVP Trust have a long history and experience in the field of Architecture and Engineering education. Many teachers have received grants to carry out cutting edge research in the field of architecture and engineering. Colleges have teaching experience in Local and English language at the same time culture for foreign students. Each year about 3-4 students from abroad come to study a graduate program in engineering. IPSA has been rated in top 10 upcoming colleges in architecture by different rating agencies and premier institute for 'Architectural Studies' in the region.

VVP Engineering is rated as a top college in Saurashtra & Kutch region. Both the Campuses have won the award for the Best Architectural Designed Campus at National Level and have been planned with high sensitivity towards the environment.

Many Faculty and Staff have been working for more than 20 years and support the mission of the college. Many teachers have received grants to carry out cutting edge research in the field of architecture and engineering. The Principal also the Dean of the Faculty of Architecture at Saurashtra University, Rajkot and Senior Professors holding high positions at the University has led to good communication and collaboration with other colleges, university in the region.

Several alumnus have joined academics or are involved in high end research and development activities. Graduating students receive many accolades and medals at University level as well as at National level competitions. Experts coming during festivals and conferences, examiners from outside campus and visitors feel they have a positive experience interacting with people on campus.

Colleges have teaching experience in Local and English language at the same time culture for foreign students. Each year about 3-4 students from abroad come to study a graduate program in engineering.

The Visionary management strives for 'Quality Education' in the region and has high interest to do 'Internationalization at Home' (IAH). The faculties are motivated, dedicated and have high interest for successful implementation of internationalization at home. There is adequate technology for conducting international teaching & learning activities. The HEI of the region have enough potential to carry out research



and development activities with global partnership. IPSA has done a MoU with International HEIs for Student Mobility and has begun the process of IAH.

#### 4.2 Weakness (attributes of the institution/s harmful to achieve the goals)

At present, IPSA does not have much exposure of 'Internationalization At Home'. Both the colleges have undergraduate and postgraduate programs. There is no system of 'Flexi Credit' and 'Dual Degree' in the affiliated university; hence may face difficulties in approval & operation of IAH in conventional setup of university. There is limited human resource and lack of experience & expertise in the field of IAH at all levels. There is inadequate Funding for IAH at Trust level.

Due to the inflow of students coming from vernacular backgrounds, 'Teaching-Learning in Local Language' for both, Incoming and Outgoing Mobility affects the process of internationalization. There are no courses in general education which help domestic students to learn foreign language and culture. Due to the specificity of programs taught at VVP campus-engineering and architecture, it does not have active networking with HEI in various courses for IAH. There is a lack of 'Notion & Culture of IAH' in the entire region. IPSA needs to build on forming a strong image as the Parent Institute doesn't hold a strong image to attract Incoming Mobility.

#### 4.3 Opportunity (attributes of the external environment helpful to achieve the goals)

National Education Policy 2020 provides a good opportunity to do internationalization at the college level and develop a curriculum that fosters international learning. This will be done by establishing 'Strategic Partnership & Institutional Networking' for new 'Academic Avenues' at global level. IPSA shall be able to reframe its curriculum in affiliated university according to today's need of students having 'Flexi Curriculum', option of getting Dual Degree etc. With improvement in the overall communication systems and websites; and also having experience of intercultural activities at home, IPSA will lead to high 'Student Mobility' as many local students & alumni prefer 'International Studies'.

IPSA and allied stakeholders, having high interest towards international exposure and availability of Scholarship/funds, is encouraging high 'Faculties Mobility', as many faculties prefer to explore 'Diverse cultural-working-learning Environment'. Due to the availability of information about current research and development cell at global level, IPSA shall do global partnership to improve 'Quality Research & Teaching-Learning' and



and development activities with global partnership. IPSA has done a MoU with International HEIs for Student Mobility and has begun the process of IAH.

#### 4.2 Weakness (attributes of the institution/s harmful to achieve the goals)

At present, IPSA does not have much exposure of 'Internationalization At Home'. Both the colleges have undergraduate and postgraduate programs. There is no system of 'Flexi Credit' and 'Dual Degree' in the affiliated university; hence may face difficulties in approval & operation of IAH in conventional setup of university. There is limited human resource and lack of experience & expertise in the field of IAH at all levels. There is inadequate Funding for IAH at Trust level.

Due to the inflow of students coming from vernacular backgrounds, 'Teaching-Learning in Local Language' for both, Incoming and Outgoing Mobility affects the process of internationalization. There are no courses in general education which help domestic students to learn foreign language and culture. Due to the specificity of programs taught at VVP campus-engineering and architecture, it does not have active networking with HEI in various courses for IAH. There is a lack of 'Notion & Culture of IAH' in the entire region. IPSA needs to build on forming a strong image as the Parent Institute doesn't hold a strong image to attract Incoming Mobility.

#### 4.3 Opportunity (attributes of the external environment helpful to achieve the goals)

National Education Policy 2020 provides a good opportunity to do internationalization at the college level and develop a curriculum that fosters international learning. This will be done by establishing 'Strategic Partnership & Institutional Networking' for new 'Academic Avenues' at global level. IPSA shall be able to reframe its curriculum in affiliated university according to today's need of students having 'Flexi Curriculum', option of getting Dual Degree etc. With improvement in the overall communication systems and websites; and also having experience of intercultural activities at home, IPSA will lead to high 'Student Mobility' as many local students & alumni prefer 'International Studies'.

IPSA and allied stakeholders, having high interest towards international exposure and availability of Scholarship/funds, is encouraging high 'Faculties Mobility', as many faculties prefer to explore 'Diverse cultural-working-learning Environment'. Due to the availability of information about current research and development cell at global level, IPSA shall do global partnership to improve 'Quality Research & Teaching-Learning' and



'Professional & Industrial Linkages' of IPSA. The National Accreditation and Assessment system encourages international tie-ups and gives priority/high ranking to institution which have visible international partnership. IPSA is also looking at internationalization to improve ranking at National level.

#### **4.4 Threat (attributes of the external environment harmful to achieve the goals)**

Global and local pandemics & political uncertainty may create a hurdle in Incoming and Outgoing Mobility of students, faculties and staff. Less developed Teaching and learning Infrastructure as compared to international standards may limit the preference towards Saurashtra & Kutch Region. 'Cost of International Studies' is rising and 'Funding & Scholarship' for both, Incoming and Outgoing Mobility is not much available. Teaching-Learning in local Language to facilitate domestic students coming from vernacular backgrounds may affect 'Incoming and Outgoing Mobility' in the region as foreign students prefer the colleges which can offer courses more in English. Racism and Xenophobia may become hurdle for Incoming Mobility due to conservative culture in certain parts of the region.

Therefore a Strategic internationalization Plan of IPSA as discussed with coordinators of regional HEIs is proposed in the four steps described as follows:

**Step One: Creation of an atmosphere of Internationalization**

**Step Two: Creation of teaching and research team**

**Step Three: Development of international education**

**Step Four: Promoting the idea of internationalization**



## 5 Strategic Internationalization Plan (SIP) of IPSA

### 5.1 Step One – Creation of an Atmosphere for Internationalization

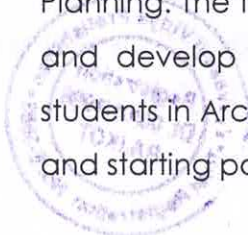
NEC-2020, announced by the Union Cabinet of India, provides opportunities for colleges and universities to cooperate with international partners. IPSA and all partners believe that the international environment can enrich the study community both for teachers, staff and students at the host university. IPSA should make major changes in their existing teaching system to reflect the process of internationalization. The creation of an atmosphere of internationalization can be promoted by a foreign language lecture, a foreign faculty or student, an international visitor, etc.

Internationalization atmosphere is a special 'Campus Culture' which stimulates the faculties and students to take part in kinds of international activities consciously. To create a favorable internationalization atmosphere, IPSA should publish an existing international program (MoU with UPCT, Spain) which is run by means of campus presentations, website publishing, printing pamphlets, etc. It is necessary to invite foreign experts to give reports or lectures in the classes, organize the students or teachers who have joined the international programs to give an introduction of overseas experience.

IPSA should encourage teachers with their educational experience from abroad to broaden the students' horizons. The international office should provide a chance for students to communicate with foreign teachers and foreign students by organizing talk during special festivals. It is also a good way to enhance the internationalization atmosphere through holding an international conference, culture celebration, short term summer camps, etc. It is necessary to keep this atmosphere to be continual and sustainable to cultivate the international awareness of students and staff step by step.

### 5.2 Step Two – Creation of teaching and research team

IPSA and local partners in the region agree that international teaching and scientific research teams is the key to develop internationalization. They all encourage teachers to go abroad to gain more experience in teaching and research by means of different kinds of funding. The priority disciplines in IPSA are Architecture and Urban & Regional Planning. The teaching and research team should focus on the discipline of Architecture and develop a bilingual education system along with English language, for Indian students in Architecture and Urban & Regional Planning. This is the internal success factor and starting point to develop internationalization.





First, IPSA should make detailed plans on how to mobilize the teachers to go abroad and develop international research. The plan should aim for long-term internationalization development and should include selection of teachers, overseas training requirements, arrangements for returning, assessment of training, and evaluation of research. Indicators of assessment of teachers' performances should include overseas experience, international research achievements and experience of teaching foreigners.

Second, IPSA should help and encourage teachers to apply for funds for training or studying abroad. After comparing the colleges and universities experience, the support resource can be from IPSA's special budgeted funds, various Indian Scholarship offering organizations, and the fund received by the International Office of IPSA through International cooperation program in IPSA. International offices can invite an officer from various International Offices in the country to give a detailed introduction and answer questions from interested teachers. To get financial support from the industries is also a good way to help teachers go abroad by providing a technical service to the industries. During setting up the relationship with foreign partners, the teachers training, and scientific research cooperation parts should be mentioned in the agreements.

Third, IPSA should recruit new teachers with overseas experience, as per the development requirements of main disciplines. At same time, IPSA shall invite or employ foreign experts or professors to give lectures to students and training classes to teachers.

### 5.3 Step Three – Development of international education

IPSA should develop international education by forming teaching and research teams. This is an active and efficient way to promote the capability of teaching and research. Based on the SWOT analysis and experiences of the Partner Institute (Erasmus+ Program), IPSA should participate more in such programmes which encourage the 'Student and Teacher Mobility'.

In the case of 'Incoming Student Mobility', IPSA should provide a flexible teaching schedule which can be chosen by the Incoming students before they come to India, including course arrangements, examinations, studies feedback, etc. The social activities and practice is an important part in exchange students' study, such as culture festivals, speech contests and sports meetings.





IPSA should appoint Coordinator for both, student & teacher mobility, who is well verse with international exchange process & programmes offered by various institutes. A good service is an indicator of good international practice. IPSA shall improve the service through organizing volunteers to help Incoming students to manage daily life, arranging special staff to take the charge of incoming student mobility.

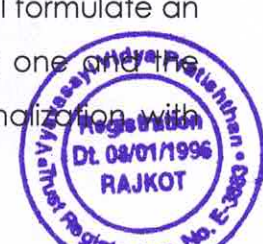
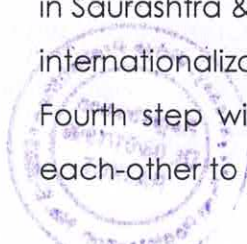
IPSA should take more responsibility in the assessment, evaluation and selection of outgoing students. The International Office (IO) should be in close touch with the partner institutes to trace the international study of their abroad students and should organize the meeting about their 'Exchange Experience'. It is important to keep contact with graduate students to show how the overseas experiences affect the students' life and IPSA's international education achievements.

IPSA should set up a special scholarship to encourage and support more students to participate in international exchange. Indian government encourages universities to admit more foreign students.

First, IPSA should be competitive by providing lectures in English, good living conditions and service, adequate and new knowledge and scientific research. Second, IPSA should make a special teaching outline and plan for foreign students in the school and publish the course and teaching schedule online. The information about Subject faculties should be opened to foreign students. IPSA should provide opportunities for foreign students to get scholarships from different governments. Third, IPSA should set up a graduate tracing system, based on an alumni database. These tracing systems should focus on the sustainable connection with graduates and developing a fund which supports the development of internationalization and student education, and making and using such systems as a platform of communication and international experience.

#### 5.4 Step Four – Promoting the idea of internationalization

The idea of internationalization is the soul of developing international affairs in higher education. It is the core of every internationalization strategy and institutes & universities in Saurashtra & Kutch region understand this well. All the local partners shall formulate an internationalization plan where the first three steps are to promote each one. The Fourth step will be the key to develop an active network of internationalization with each other to create sustainable strategies.





## 6 Vision, Mission & Goals of IPSA

### 6.1 Vision

To become 'Globally Valued Regional Center of Excellence in Internationalization' that enhance the global and intercultural perspectives of students & teachers which motivates them to integrate and support global dimension in learning, creative activities, and engagement through advocacy, mentorship and administrative support activities create an ecology to facilitate internationalization in the region.

### 6.2 Mission of IPSA

- A. To enhance creative, connected, interdisciplinary and international academic environments to prepare intercultural & globally competent graduates and expand the option for international learning experiences
- B. To generate an internationally recognized body of knowledge through creative and research activities that address significant global issues
- C. To increase visibility, communication and advocacy for international Engagement
  1. To facilitate public engagement to connect students & teachers with world
- D. To become Nodal Institute for Internationalization of Higher Education in the region

### 6.3 Goals

- 6.3.1 To 'Internationalize own Institute' at first step and others later by preparing and promoting 'Strategy for Internationalization', rationalized and contextualized, as per the regional considerations and dynamics.
- 6.3.2 To 'Internationalize the People' by connecting them locally and globally through strategic partnerships with other universities, community-based opportunities and public service to widen the 'Internationalization in the Region'.
- 6.3.3 To establish research, scholarship and creative activities, worldwide by promoting internationalization of teaching & technology transfer and by creating & supporting opportunities for students & teachers, to be engaged in international research & creative activities.
- 6.3.4 To educate students to have the knowledge, skills and attitudes to become globally and intercultural competent citizens by designing 'Curriculum' which supports & promotes 'Internationalization' and by creating 'Academic Environment' that supports & values global and intercultural perspectives.



## 6.4 SWOT analysis of each Goal

**6.4.1 Goal :** To 'Internationalize own Institute' at first step and others later by preparing and promoting 'Strategy for Internationalization', rationalized and contextualized, as per the regional considerations and dynamics.

### Strengths:

- a) Overall preferences for further study abroad are positive
- b) Favorable attitude and positivity expressed by students who have studied abroad
- c) Domestic students have positive attitudes towards interacting socially with international students and are therefore sometimes encouraged to study abroad

### Weakness:

- a) Internationalization competencies taught in the classroom/incorporated in the curriculum needs improvement
- b) Overall lack of international program awareness
- c) Lack of accessibility to information and resources
- d) Faculty do not always disseminate study abroad information to the students well
- e) Policies/strategies to complete the course abroad
- f) Lack of scholarship and other incentives
- g) Language of teaching-learning in vernacular
- h) Lack of guidelines to admit Incoming students directly to the institution

### Opportunities:

- a) Societal trends
  - 1. Increased value of higher education completion
  - 2. Growing demands for graduates
  - 3. Match between curricular and societal interest
- b) Building up of strong international students network with communication and media advancement
  - 1. Get help in mentoring, availing scholarship and work
  - 2. Improving the placement of students in the global market
- c) Increasing demand for Industrial exposure in the international market and learning global professional standards and work ethics

### Threats:

- a) Rising 'Cost of International Studies' and Lack of 'Funding & Scholarship'
- b) Lack of perception still in many students for the idea of studying abroad because of reasons such as family obligations, work commitments, lack of funding/support, no perceived benefit, fear or disinterest in leaving the country



- c) Insufficiency of resources and funds for foreign student affairs/organizations
- d) Lack of experience to work with diverse population
- e) Unavailability of soft infrastructure to teach foreign languages
- f) Immigration policy for both, Incoming and Outgoing Mobility
- g) Global and local pandemics & political uncertainty

**6.4.2 Goal : To 'Internationalize the People' by connecting them locally and globally through strategic partnerships with other universities, community-based opportunities and public service to widen the 'Internationalization in the Region'.**

**Strength:**

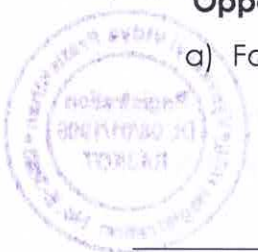
- a) Enthusiastic faculties to get engage and avail opportunities to collaborate with faculty on global learning
- b) Expertise in certain area of technical knowledge which can help in delivering international programs
  - 1. Can conduct alternative building construction training and workshop
- c) Expertise available to conduct professional training, workshop and consultancy
- d) Has begun to do MoU with International HEIs for Student Mobility
- e) Decent amount of international engagement by students. There are certainly area in which faculties have significant amount of experiences and success in national endeavors

**Weakness:**

- a) Lack of Tenure and Promotion incentives in the Policies for the faculty to engage in international activities
- b) Lack of resources (time and finances) for faculties to participate in the process of internationalization
- c) Lack of centralized office to get information about staff Mobility
- d) Lack requisite experience for study abroad area
- e) Lack of knowledge of opportunities from partnership
- f) Lack of understanding on how to initiate international partnership
- g) No clearly defined objective for many partnership nor evaluation process

**Opportunities:**

- a) Faculty Mobility
  - 1. Getting diverse cultural working-learning environment especially of international standards
  - 2. Improvement in the standards of teaching



3. Motivation to avail funds/scholarship for the Mobility
4. Encouraging the research practices
  - b) Increase in the teaching learning partnership with HEI outside the country
  - c) Interest expressed by management to expand academic program
  - d) Increased interest in global initiative by faculty, staff and students
  - e) Willingness in support of New Education Policy 2020 and formalization of National Accreditation and Assessment System
  - f) Increase demand for mid-career redirection and lifelong learning
  - g) Diversity of Saurashtra – Kutch region (student-industry)

#### Threats:

- a) Awareness regarding the broad benefits of internationalization
- b) Performance pressure due to competitive market
- c) Partnership often require an upfront finances and limited budget can hamper the process
- d) Perception of global uncertainties (political instability, economic issues, terrorism etc.)
- e) Immigration policies
- f) Not adequate level of curriculum and organizational support

**6.4.3 Goal :** To establish research, scholarship and creative activities, worldwide by promoting internationalization of teaching & technology transfer and by creating & supporting opportunities for students & teachers, to be engaged in international research & creative activities.

#### Strength:

- a) Willingness and support by overall faculty and Staff to adapt more global competence in teaching-learning process
- b) Institute publicly supports internationalization in web and print media and uses technology to enhance global learning through interaction with students and faculty abroad.

#### Weakness:

- a) Not much awareness of 'IAH', 'Flexi-Credit' and 'Dual Degree' in affiliated university; hence may face difficulties in approval & operation of IAH in conventional setup of university
- b) No formal institutional-wide expectation of international perspective within curriculum



- c) Lack of resources and mechanism to assist faculty and staff in integrating programs and activities that address global issues and reinforce international elements in the curriculum
- d) Lack of general education requirements

#### **Opportunities:**

- a) Up gradation of present Curriculum to globally accepted standards.
- b) Possibilities to offer dual-degree and credit exchange programs for students
- c) Development of 'Flexi Curriculum' for the institute to promote new education policy the central government
- d) Improvement in the quality of Research & Teaching-Learning in the institution and overall region
- e) Strengthening of 'Professional & Industrial Linkages' with international tie-ups
  - 1. Expanding possibilities for workforce with international exposure in country

#### **Threats:**

- a) Increasing demands of accreditors without proper framework for assessment of specific course like Architecture

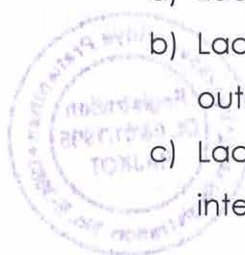
**6.4.4 Goal : To educate students to have the knowledge, skills and attitudes to become globally and intercultural competent citizens by designing 'Curriculum' which supports & promotes 'Internationalization' and by creating 'Academic Environment' that supports & values global and intercultural perspectives.**

#### **Strength:**

- a) Leadership Commitment
  - Visionary management that strives for 'Quality Education to prepare best professional' and Committed to internationalization
- b) Active International student presence on-sister campus
  - Institutional community support to international students
- c) Motivated & interested staff for international experience
- d) Investment in technology and personnel to enhance professional training.

#### **Weakness:**

- a) Lack of structure for study abroad information dissemination
- b) Lack of format to measure and assess the articulated goals, progress and outcome of internationalization
- c) Lack of priority and consistency in processes among the programs promoting internationalization



- d) Resource and Financial Constraints (time and budget)
- e) Lack of marketing materials promoting internationalization
- f) Lack of program outcomes supporting global engagement.
- g) Less allocation of funds for upgrading infrastructure as compare to international standards
- h) Limited human resource and lack of experience & expertise of IAH at all level
- i) Inadequate Funding for IAH at institute level
- j) Lack of 'Active Networking' amongst the aligned institutes for IAH

**Opportunities:**

- a) Increased interest of staff to participate in global initiative
- b) Increased expertise to create online training and workshops for internationalization in the region
- c) Increased expertise to streamline and centralize the process needed for internationalization in the region
- d) Further enhanced engagement of Institutions in marketing and communication of process of internationalization
- e) Demand to develop additional courses and academic engagement to encourage internationalization
- f) Potential growth of 'Strategic Partnership & Institutional Networking' for new 'Academic Avenues' at global level

**Threats:**

- a) Decline in the revenue income due to government fee policy leading to lesser fund allocation to support the central mission of internationalization.
- b) Budget crises
- c) Increase in reporting of external funds expected by the government
- d) Lack of models for comprehensive internationalization and unavailability of data for strategic planning





## 7 Methodology

After defining a Mission and setting of the Goals with the number of key objectives under each of these Goals, we carried out the SWOT for each of these goals to assess our institutions preparedness to achieve these objectives. This has facilitated the preparation of a framework for Strategic Plan for implementation of Internationalization at Home.

This Strategic Plan has six Focus Area/Pillars that constitutes the comprehensive Plan specific to our institute. Each Pillar is listed together with SWOT with respect to our institution.

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

The timelines, resources needed and Key Performance indicators (KPIs) as measures for progress and quality check to assess the outcomes in relation to the objectives under each Pillar are also proposed:



## 8 Action plan to implement the SIP

8.1.1 Action : To 'Internationalize own Institute' at first step and others later by preparing and promoting 'Strategy for Internationalization', rationalized and contextualized, as per the regional considerations and dynamics.

Actions	Time-line	Outcomes/KPIs	Responsible Unit	Resources
1. Develop SIP	May 2021	Awareness program with students regarding IPSA's SIP	SIP Development Committee, International Office (IO)	Office infrastructure with dedicated staff Funds to publish the document
2. Approval of SIP from stakeholder	June 2021	SIP approval from stakeholder	Principal and IO	IO team
3. Develop an internationalization promotional strategy for IPSA	June to September 2021	Making and approval of marketing strategy by governing council	IO Administration	External consultant
4. Dissemination of SIP at IPSA	September 2021	Launch of SIP amongst the key stakeholders	IO Administration	IO Administration

8.1.2 Action : To 'Internationalize the People' by connecting them locally and globally through strategic partnerships with other universities, community-based opportunities and public service to widen the 'Internationalization in the Region'.

Actions	Time-line	Outcomes/KPIs	Responsible Unit	Resources
1. Collaborative programs with international colleges/universities	May 2021 to May 2023	Internationalization of IPSA student & faculty increase	Governing Council International Office (IO)	Fund and team to develop the program
2. Promote industrial & professional collaboration	May 2021 to May 2023	Placement	Administration	Team and strategic marketing plan





**8.1.3 Action :** To establish research, scholarship and creative activities, worldwide by promoting internationalization of teaching & technology transfer and by creating & supporting opportunities for students & teachers, to be engaged in international research & creative activities.

Actions	Time-line	Outcomes/KPIs	Responsible Unit	Resources
1. Develop Flexi Curriculum and Credit system	May to December 2021	Develop the Flexi curriculum, based on the need & response	Governing council, Academic Coordinator, Dean, Board of Studies (BoS), University	Technical assistance
2. Develop international research collaboration	October 2021 to May 2023	Increase networking and collaboration opportunity	IO	Fund and technical assistance
3. Gaze for international research funding	May 2021 to May 2023	Improved funding opportunities	IO	Technical assistance

**8.1.4 Action :** To educate students to have the knowledge, skills and attitudes to become globally and intercultural competent citizens by designing 'Curriculum' which supports & promotes 'Internationalization' and by creating 'Academic Environment' that supports & values global and intercultural perspectives.

Actions	Time-line	Outcomes/KPIs	Responsible Unit	Resources
1. Identify which part of world IPSA wants to connect to international HEIs	May to December 2021	Focus will be towards identified HEI	Governing council	
2. Strategic alliances / partnership with International HEI	May 2021 to May 2023	Networking, international teaching / learning opportunities	International Office (IO)	Fund and human resources
3. Promote international activities	May 2021 to May 2023	Encourage students and faculty to be part of international activities	Principal and IO	Fund and human resources
4. Develop culture of Internationalization at institute level	October 2021 to May 2023	Awareness program about SIP and its dissemination	IO	Banner, leaflet, Newsletter, website etc



## 8.1.5 Action Plan to Implement the SIP

Goals		1			2		3		4			
		To 'Internationalize own Institute' at first step			To internationalize the people		To establish research, scholarship, & creative activities		To educate students to have the knowledge, skills and attitudes			
Actions		Develop SIP			Approval of SIP from stakeholder		Dissemination of SIP at IPSA		Develop an internationalization promotional strategy for IPSA			
Yr.	Mn.											
2021	03											
	04											
	05											
	06											
	07											
	08											
	09											
	10											
	11											
	12											
	01											
	02											
2022	03											
	04											
	05											
	06											
	07											
	08											
	09											
	10											
	11											
	12											
	01											
	02											
2023	03											
	04											
	05											
	06											
	07											





## 9 Pillars of strategy

### 9.1 Articulated institutional commitment, administrative structure & staffing

- a. Strategic planning
- b. Internationalization committee
- c. Establishment of international office
- d. Leadership commitment
- e. Assessment structure
- f. Inclusive approach

### 9.2 Curriculum, co-curriculum and learning outcomes

- a. General education requirements
- b. Internationalized courses in the discipline
- c. Co-curriculum
- d. Student learning outcome
- e. Use of Technology

### 9.3 Faculty policies and practices

- a. Tenure and promotion policies
- b. Hiring guidelines
- c. Faculty Mobility
- d. On-campus professional development

### 9.4 Outgoing Student Mobility (i.e. study/education abroad)

- a. Credit transfer policies
- b. Financial aid and funding
- c. Orientation and re-entry program
- d. On-going support and programs for domestic students

### 9.5 Incoming Student Mobility (i.e. international students)

- a. Credit transfer policies
- b. Financial aid and funding
- c. Orientation and re-entry program
- d. Ongoing support and programs for international students

### 9.6 Collaboration and partnerships

- a. Strategic planning
- b. Review of possible structure
- c. Identify potential partners
- d. On-going management



## 10 Attributes of each Pillars of strategy

### 10.1 Pillar : Articulated institutional commitment, administrative structure & staffing

- a. Strategic planning : To priorities the internationalization in mission statement and institutional strategic and form a detailed internationalization plan
- b. Internationalization committee : To form a steering committee comprised of representatives to oversee implementation of internationalization
- c. Establishment of international office
  1. To form designated place for coordination of campus wide internationalization activities
  2. To designate a coordinator responsible for internationalization reports to the Chairman of the Trust and heads of partner institutions.
- d. Leadership commitment : To prepare a system that the Chairman and Steering Committee are committed to internationalization and remain engaged in the process from the start
- e. Assessment structure : To prepare a structure/system to measure & assess the progress and outcomes of internationalization activities, as per the stated goals
- f. Inclusive approach : To prepare and conduct focus groups, surveys and open discussions to convey priorities, concerns and benefits attained by Students, faculties, Staff and other stakeholders

#### 10.1.1 Actions (lead responsibility: Principal, Head of IO and IT Staff)

- a. Appoint a high-level 'Institutional Steering Committee' empowered to ensure that the global focus is embedded at all institutional levels
- b. Create 'Internationalization Advisory Committee' including representative of teachers, staff, students & alumnus, and representative of regional partners with variety of perspective to advocate, encourage and promote the strategic goals outlined in the plan and to evaluate and assess the outcome of activities done for implementation of the plan.
- c. Modify the Trust Policy to enable institutional fundraising for international priorities e.g. scholarships, travel, study-abroad (short-term and long term), internships and exchange programs.
- d. Build an institutional infrastructure with the capacity to effectively support the achievement of our internationalization goals and overcome barriers to participation in global activities.



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.
3. Ensure that administrative staff has the expertise and competencies to interpret and implement policies and procedures.
4. Implement effective training systems for local and visiting faculty and staff on international issues and procedures.
5. Prepare and periodically review a list of tasks to ensure technology and infrastructure is in place to support global initiatives and virtual classrooms.
  - a. Provide a place to enable short-term training programs and Incoming faculty exchanges and visiting scholars.
  - b. Develop services like Stay, Health, Safety measures for international faculty/officer/student etc. that are outside the campus and need to be planned/coordinated and with the help of the Steering Committee, establish an administrative staff structure to coordinate.
6. Establish International Office (IO) for capturing, communicating, promoting all international activities & opportunities, including funding sources.
  - a. The link to the internationalization tab on the website has all the information related to international office- staff, resources, grants/scholarship announcements, forms etc.
  - b. Promotional materials to highlighting international programs at IPSA
  - c. Create a quarterly e-newsletter that highlights globalization activities at IPSA and links to the website.
7. Develop library collections that focus on targeted partnership countries.
8. Highlight new grant opportunities of significant international interest on the IPSA's Website and designate an IT staff member to maintain current information on international grant opportunities on the website.
9. Publish the list of administrative contact(s) on the IPSA website.





### 10.1.2 Indicators

- a. Minutes of Meeting of Steering Committee focusing on strategies of internationalization.
- b. Regularity of meeting by Internationalization Advisory Committee (at least once in a semester) and active participation of members of IAC as per the assigned tasks and Minutes of the IAC to be posted on the IPSA website.
- c. Percentage of total budget for international research & development expenditure.
- d. Total amount of fundraising for international priorities as per the target set.
- e. Regularity of updates related to international opportunities on the website.
- f. Number of people looking for international opportunities visiting the IPSA website.
- g. Short and long term activities for international visiting faculty and scholars.
- h. Efficiency & effective measuring framework to assess the administrative structure, processes and services that manage, develop and support global affairs.
- i. Numbers of interactions between alumni, international organization, partner institutions and regional partners.
- j. List of core responsibilities and roles of staff working in an International office clearly defined in a written document and document to be available on the website for use by key stakeholders.
- k. Administrative contacts to be identified and the list of these contact(s) to be updated regularly.
- l. Information to be regularly updated on the IPSA website.
- m. E-newsletter to be published quarterly and updated on the IPSA website.

### 10.1.3 Timeline

Year	Quarter	Particular Action	Continuous Action
2021	First		Promotion of SIP through Media coverage, Website, Newsletter, Webinar & Seminar
	Second	Appointment of Steering Committee (SG) & Approval of SIP	
	Third	Establishment of International Office (IO)	
	Fourth	1. Appointment of International Advisory Committee (IAC) 2. Appoint IT staff with designated responsibility with updated website 3. List of international grant opportunities	
2022	First		Registration Dt. 08/01/1996 RAJKOT
	Second	Administrative contacts and documents describing their roles and responsibilities	
	Third		
	Fourth		



**10.2 Pillar : Curriculum, co-curriculum and learning outcomes**

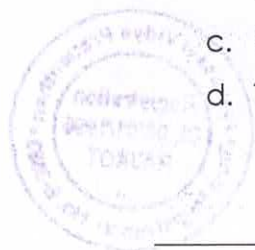
- a. General education requirements : To identify & include courses, to facilitate students to learn courses that focuses on foreign language, regional & global issues in the studies
- b. Internationalized courses in discipline : To modify curriculum to include or incorporate international perspective and highlight global issues in major courses
- c. Co-curriculum : To chart out and conduct programs and activities addressing global issues, facilitate discussion and interaction among students of different backgrounds and support integration of international students on campus
- d. Student learning outcome : To formulate a structure to assess the learning outcomes and assessment of students is competent with international level
- e. Use of Technology : To facilitate students & faculty to use technology in innovative ways to enhance global leanings and do joint coursework & interaction with students & faculty abroad.

**10.2.1 Actions (lead responsibility: Principal and Academic Coordinator)**

- a. Establish a new curriculum and pedagogy to infuse a global focus
  1. Require all students to have an activity or experience that encourages an understanding of interdisciplinary global perspective as part of graduation requirements and assess it institute level.
- b. Formulate a structure to assess the learning outcomes and assessments of students are competent with international level.
- c. Enhance the distance learning mechanism by use of Technology
  1. Facilitate students and faculty to use technology in innovative ways to enhance global leanings and do joint coursework and interaction with students and faculty abroad.
- d. Create and manage an 'International Expert Seminar Series' which would bring distinguished scholars to IPSA.

**10.2.2 Indicators**

- a. New curriculum includes new methods of collaborative study courses abroad with credit transfer mechanisms in place, offering dual degrees etc.
- b. Participation in study and learning abroad (e.g. short-term courses, international competitions etc.) continues to grow by 10% per year
- c. Functioning of The annual 'International Expert Seminar Series' at IPSA
- d. The General Education Programs are offered and recognized by the University





**10.2.3 Timeline**

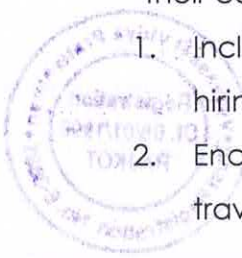
Year	Quarter	Particular Action	Continuous Action
<b>2021</b>	First		Promotion of SIP through Media coverage, Website, Newsletter, Webinar & Seminar
	Second		
	Third		
	Fourth	'International B.Arch. Program having Flexi Credit & Curriculum' offering International Studies at IPSA, to be commence from Second Quarter of 2022	
<b>2022</b>	First	International Expert Seminar Series, hosted by IPSA	
	Second		
	Third	'New International Program' at IPSA, to be commence from First Quarter of 2023	
	Fourth		

**10.3 Pillar : Faculty policies and practices**

- a. Tenure and promotion policies : To include and state in the tenure policy about encouraging the faculty promotion with international work and experience
- b. Hiring guidelines : To include in the evaluation form of the faculty, criteria for international background, experiences and interests
- c. Faculty Mobility
  1. To formulate a system of giving opportunities to teach, conduct research and attend conferences abroad.
  2. To create a funding mechanism to support faculty participation in programs abroad
- d. On-campus professional development
  1. To facilitate and conduct workshops, seminars and other programs to help faculty to build international competence
  2. To provide assistance to faculty for incorporating international perspectives into their teaching.

**10.3.1 Actions**

- a. Promote, recognize, value, track and reward international activities accomplished by faculty and staff members' as an important component of their career development
  1. Include a global/international focus in promotion and tenure, evaluation and hiring policies for administration, faculty and staff
  2. Encourage and support global experiences for faculty including sabbaticals, travel, workshops, attending or co-hosting professional meetings, and co-





teaching with renowned international colleagues and organizing international conferences on the IPSA campus.

3. Improve the ability of International Office to advice on Research and Publicize faculty exchange opportunities
4. Provide training and workshops on getting success in a global context and enhance professional competencies of faculty and staff to appreciate the cultural diversity of the student body in order to better support success of all.
5. Advise the Chairman of Governing Council to value and reward international faculty efforts through college recognition and awarding funds per efforts to subsidize cost as well as include international accomplishments of professional nature in their annual activity report.

### 10.3.2 Indicators

- a. Reflection in the international focus in the Policies of promotion and tenure, evaluation, recognizing and rewarding global/international work.
- b. Increased percentage of faculty and staff participating in international and/or cross-cultural experiences
- c. Increase funding committed to internationalization activities
- d. Advisor appointed in the International Office to provide administrative support for enlarging professional activities by the faculty and staff in the international domain.

### 10.3.3 Timeline:

Year	Quarter	Particular Action	Continuous Action
2021	First		Promotion of SIP through Media coverage, Website, Newsletter, Webinar & Seminar
	Second		
	Third		
	Fourth	Policy related to Faculty Mobility & practices	
2022	First	International Expert Seminar Series, hosted by IPSA	
	Second	Documentation of international activities by faculties and published in annual activities report	
	Third	Training/workshop for international experience	
	Fourth	Appointment of Faculty advisor to boost faculty & staff's involvement in internationalization by first quarter of 2023	

### 10.4 Pillar : Outgoing Student Mobility (i.e. study/education abroad)

- a. Credit transfer policies : To make changes in credit structure in university for students to earn credit for abroad study by approved programs at partner HEIs



- b. Financial aid and funding
  - 1. prepare a system for availing student financial aid for studying abroad
  - 2. prepare mechanism which help students to locate additional funding
  - 3. Inform about the other scholarship and funding programs
- c. Orientation program : To create mechanism for orientation programs to help domestic students to maximize learning during study abroad
- d. On-going support and programs for domestic students : To prepare an academic and social support structures and programs to facilitate domestic students to get exposure of international studies

#### 10.4.1 Actions

- a. Encourage and increase student opportunities for learning abroad
  - 1. Promote and expand opportunities for study abroad (short-term and long term) and internship exchange
  - 2. Develop international internship in every partner institution
  - 3. Improve quality of exchange programs
  - 4. Develop 'Anchor' faculty-led / department led research programs
- b. Encourage cross-cultural interaction between international & domestic students i.e. joint activities between international students & domestic students
- c. Establish strong global network that promotes lifelong connections among students, alumni and international students
  - 1. Exploit technology to connect alumni through virtual medium
  - 2. Expand alumni international trips with faculty and students
  - 3. Explore models for global network
  - 4. Encourage lifelong connections with international students while they are back in their home countries.
- d. Cultivate global and cross-cultural perspective of students, faculty and staff through strategies such as:
  - 1. Sponsoring a senior full bright Fellow.
  - 2. Promoting international and cross-cultural events as a routine part of the Local /regional network of colleges.
- e. Identify new resources, including the creation of an endowment fund, to support scholarships of undergraduate students to widen opportunities for participation in study and/or research abroad programs.
- f. Encourage regional colleges to embed in their curriculum, study in international courses offered by partners by adapting models from successful international partner institutions that have already done this.





**10.4.2 Indicators**

- a. 10% of undergraduate students should participate in a study abroad program.
- b. New study abroad courses and options are developed and offered by the third quarter of 2022 and on a continuing basis thereafter.
  1. Create at least one 'International Internship' in every partner institution.
- c. Promotional Plan for study abroad to be placed on the website by end of 2021.

**10.4.3 Timeline:**

Year	Quarter	Particular Action	Continuous Action
2021	First		Promotion of SIP through Media coverage, Website, Newsletter, Webinar & Seminar
	Second		
	Third		
	Fourth	Policy related to Student Outgoing Mobility & practices	
2022	First	Initiating international student collaboration by establishing 'International Student Association' including domestics students with students of foreign partner institutes	
	Second	Sponsoring a senior selected faculty as 'Full-bright Fellow' for international exchange for teaching or research work	
	Third	Initiate 'International Internship' of domestic students with every partner institution	
	Fourth		

**10.5 Pillar : Incoming Student Mobility (i.e. international students)**

- a. Credit transfer policies : To create a mechanism for international students to earn credit for study at IPSA through approved programs by the partner HEI.
- b. Financial aid and funding.
  1. Prepare a system for availing student financial aid for studying at IPSA.
  2. Inform through a mechanism about resources to help students to locate additional funding in India
  3. Inform about the scholarship and funding programs.
- c. Orientation program : To create mechanism for orientation programs to help international students to maximize learning during study at IPSA.
- d. On-going support and programs for international students : To prepare an academic and social support structures and programs to facilitate international students to get exposure of campus life.

**10.5.1 Actions**

- a. Encourage cross-cultural interaction amongst and between international and domestic students i.e. joint activities between international student associations and domestic student groups.





**10.5.2 Indicators**

- Increase number of international students from different countries.
- Recruitment strategies that attract highly qualified international students.
- Increase number of international visiting scholars and grants.

**10.5.3 Timeline:**

Year	Quarter	Particular Action	Continuous Action
<b>2021</b>	First		Promotion of SIP through Media coverage, Website, Newsletter, Webinar & Seminar
	Second		
	Third		
	Fourth	Policy related to Student Ingoing Mobility & practices	
<b>2022</b>	First	1. Establishing 'Funding Mechanism' for international students who wish to study at IPSA 2. Information about other scholarship and funding schemes/programs for incoming mobility 3. Open-House & Orientation Program for international students to explore & select IPSA's 'International B.Arch. Program having Flexi Credit & Curriculum', to be commence from Second Quarter of 2022	
	Second	Commencement of IPSA's 'International B.Arch. Program having Flexi Credit & Curriculum'	
	Third		
	Fourth	Open-House & Orientation Program for international students to explore & select IPSA's 'New International Program', to be commence from First Quarter of 2023	

**10.6 Pillar : Collaboration and Partnerships**

- Strategic planning
  - Planning and collaboration based on institutional mission, goals and objective for internationalization
  - Alignment with students learning outcomes
  - Consideration for financial and resources conditions
- Review of possible structure
  - Familiarize with various forms of collaboration
  - Select a mode of engagement with potential partner which is appropriate and better fits with the institutional criteria
- Identify potential partners
  - Analyze the higher education context in the target countries, including policies, priorities, structure and operations.





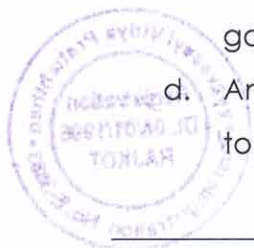
2. May consult a peer institution in the country about the potential partner abroad
- d. On-going management
  1. Establish a centralized coordination system with help of faculty support and coordinators to nurture certain 'Strategic' relationship
  2. Form a network of different key study abroad coordinators from different colleges in the region for better coordination and creation of sustainable environment

#### 10.6.1 Actions

- a. Identify the countries of focus and the institutional priorities for global efforts that supports research, academic and engagement priorities that aligns with IPSA's strategies
- b. Develop and invest in targeted strategic international partnership with international universities (HEI) and governmental and non-governmental (NGO) agencies to expand and strengthen relationship and collaborative interdisciplinary teaching and learning
- c. Establish clearly articulated agreements for activities such as:
  1. Students and faculty exchange program
  2. Collaborative curriculum and degree programs
  3. Scholarships and fee waiver options with partner institutions
  4. Co-teaching of classes and conducting joint research in mutual areas of interest and strength
  5. International internships and work programs that provide unique experiential learning opportunities
- d. Open offices in targeted countries for research, engagement and/or program administration

#### 10.6.2 Indicators

- a. Reciprocal articulated agreement with at least 2-3 top 200 global universities
- b. Identified one or two target countries with highly developed internationalization model for institutional and engagement with a primary focus of student and faculty exchange
- c. Expanded private and public sector global partnership with industry, government and NGOs
- d. Annually host an international symposium on IPSA campus with a problem-solving topic as focus.



**10.6.3 Timeline:**

Year	Quarter	Particular Action	Continuous Action
2021	First		Promotion of SIP through Media coverage, Website, Newsletter, Webinar & Seminar
	Second		
	Third	Collaboration & contract agreement with regional HEI through 'Strategic Partnerships & Institutional Tie-up'	
	Fourth	Identify & contact suitable international HEI for probable international collaboration	
First			
Second			
Third			
2022	Fourth	1. Collaboration & contract with identified & selected international HEI through 'Strategic Partnerships & Institutional Tie-up' 2. Establish & commence 'International Office' of IPSA in prioritized partner HEI	





## 11 Implementation and Dissemination

For accountable & effective **Implementation and Dissemination** of SIP, IPSA will establish an '**International Office**' that '**Implement, Disseminate, and Monitor - Review – Update**' the envisaged SIP, in order to achieve the same in the utmost satisfactory manner.

The establishment to have dedicated human resources, 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.

The establishment to have '**Framework and aligned policy & resources**' for its core agenda –1) **Implementation of SIP** and 2) **Dissemination of SIP**, where each agenda has its distinct '**Objectives and Action for way-forward**'.

### 11.1 Objectives of Implementation

1. To make IPSA, a globally renowned international institute for architecture and allied design studies, through deliberate & systematic 'Implementation'.
2. To prepare, follow and achieve 'Immediate, Short-term and Long-term' goals, to achieve the SIP & IAH in utmost satisfactory manner.
3. To assess & evaluate the 'Implementation outcome' as actual result (in measurable terms) against the expected one and to refine/revise the same, in order to meet the expected outcome, if it is not found otherwise.
4. To monitor & review the 'Implementation process' as actual progress (in measurable terms) against the projected one and to update / rectify the same, in order to meet the expected achievement, if it is not found otherwise.



## 11.2 Objectives of Dissemination

1. To make IPSA, a globally renowned international institute for architecture and allied design studies, through deliberate & systematic 'Dissemination'.
2. To attract 'International Students, Faculties and Researchers' to come to IPSA as Incoming Mobility, by focusing on IAH.
3. To maximize 'Global outreach of IPSA and its' SIP & IAH' amongst all prospective stakeholders by connecting with them via various 'Social Media / Virtual Platforms' including but not limited to Facebook, Twitter, Instagram, YouTube, Linked-In, Telegram, WhatsApp, Alma-Connect, etc.
4. To prepare 'Videos, Presentation, Text/Photo Essay/Story/Narrative, Brochure/Leaflets, Reading/reference Material etc.' and to conduct 'Webinar, Virtual/Online Meet, Tele Conference/Seminar, etc.', at periodic intervals /on specific occasions, for mass community spread, to increase and sustain global outreach.





## 12 SIP Review Structure

This SIP is 'Five (05) year Strategic Plan – from 2021 to 2025' which must be implemented in the form of 'Annual Academic year type Operational Plan'. The SIP is a living document which needs to be reviewed regularly and adapted in accordance with national &/or international changes and according to the progress made in its implementation within the IPSA.

Any Feedback &/or recommendations pertaining to 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, during the second quarter, the Internationalization Office (IO) - IPSA shall produce 'SIP Status Report' to present the current status of each indicator and 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, in accordance with the directions of the SC.

### 12.1 Timeline:

Year	Quarter	Particular Action	Continuous Action
<b>2021</b>	First		Regular monitoring of SIP implementation and Dissemination
	Second		
	Third	Steering Committee (SC) meeting for bi-annual review	
	Fourth	International Advisory Committee (IAC) meeting for annual review	
<b>2022</b>	First	Governing Council (GC) meeting for annual review	
	Second	Steering Committee (SC) meeting for bi-annual review	
	Third		
	Fourth	International Advisory Committee (IAC) meeting for annual review	

