GAP-KALPATARU

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GAP HARD-(National)

Compulsory course in rural community engagement by UGC

The University Grants Commission (UGC) has begun a move to introduce a compulsory course for undergraduate and post-graduate students across all disciplines including engineering, aiming to 'foster' social responsibility and community engagement in the higher education institutions.

The higher education regulator has come up with a draft national curricular framework and guidelines for implementation of the proposed 30-hour duration compulsory course in community engagement which will fetch two credits to the students

While 50% of the course will have field work, the theory is proposed to have four modules —Appreciation of rural society, Understanding rural economy and livelihood, rural institutions, rural development programs.

In order to promote the practice of sustainability in infrastructure and functioning of the higher education institutions, the draft curricular

framework, prepared by a committee of experts, recommends for undertaking research in partnership with the local community.

The draft framework proposes that the HRD ministry may request the Corporate Affairs Ministry to include activities undertaken for fostering social responsibility and community engagement by the higher education institutions under the list of eligible areas for receiving CSR (corporate social responsibility) funds.

This comes about eight years after a committee of experts, set up by the erstwhile planning commission of the UPA era, conducted a national review of community engagement in India and made a host of recommendations to foster social responsibility and community engagement through the higher education institutions.

A couple of years ago, the ministry rolled out Unnat Bharat Abhiyan (UBA), based on a policy decision taken in 2012 to promote stronger community engagement among higher education institutions in the country.

Under the programme, higher education institutions are encouraged to adopt at least five villages in their vicinity and work towards improving socioeconomic conditions of the villagers. Many of the centrally funded institutions including Indian Institutes of Technology (IITs) are implementing the programme.

The draft says that there was no well-designed compulsory community engagement course that provides opportunity for immersion in rural realities, though many schemes and programmes have been undertaken by the higher education institutions under community services.

"New generation of students is increasingly unaware of the local rural surrounding their institutions," the draft framework adds. The compulsory course in community engagement will help them learn about rural challenges and develop understanding of ...

Read more at: https://www.deccanherald.com/national/compulsory-course-in-rural-community-engagement-by-ugc-732026.html

NUS slips to second place in Times Higher Education Asia University Rankings

NUS loses its top spot after two years but earns top marks in leadership and management.

It's been a rough couple of weeks for NUS. The Times Higher Education (THE) released the most recent list of the Asia University Rankings for 2019. The National University of Singapore is no longer the top university in Asia, but has slipped to second place.

Beijing's Tsinghua University is now ranked number one in Asia. The university's rank was boosted by its score in its teaching environment and increase in citation impact, and international outlook. Chinese President Xi Jinping is a graduate of Tsinghua University.

NUS previously held the top position in Asia since 2016.

The top ten in the THE 2019 Asia University Rankings are as follows:

Tsinghua University, China

National University of Singapore, Singapore

Hong Kong University of Science and Technology, Hong Kong

University of Hong Kong, Hong Kong

Peking University, China

Nanyang Technological University, Singapore

Chinese University of Hong Kong, Hong Kong

University of Tokyo, Japan

Seoul National University, South Korea

Sungkyunkwan University, South Korea

Tsinghua University is ranked 22 while NUS is at 23 in the World University Rankings. Nanyang Technological University is currently the 51st in the world. Oxford University in London is still the world's top university according to THE.

During the inaugural THE Awards Asia held in Abu Dhabi, NUS's management team, however, was deemed the best in Asia and recognised with the award for Leadership and Management Team of the Year.

Judges praised NUS' "bold initiatives across core areas in education, research and entrepreneurship, all with clear, successful results."

Times Higher Education, a weekly publication based in London, has been ranking universities since 2004. Universities are scored based on thirteen performance indicators classified into the five areas of teaching, research, citations, international outlook, and industry income./TISG

This Will be The Biggest Disruption In Higher Education

Instead of going to college to get a job, students will increasingly be going to a job to get a college degree.

What does this mean exactly? Today, the #1 reason why Americans value and pursue higher education is "to get a good job." The path has always been assumed as linear: first, go to college and then, get a good job. But what if there was a path to get a good job first – a job that comes with a college degree? In the near future, a substantial number of students (including many of the most talented) will go straight to work for employers that offer a good job along with a college degree and ultimately a path to a great career.

This shift will go down as the biggest disruption in higher education whereby colleges and universities will be disinterred by employers and job seekers going direct. Higher education won't be eliminated from the model; degrees and other credentials will remain valuable and desired, but for a growing number of young people they'll be part of getting a job as opposed to college as its own discrete experience. This is already happening in the case of working adults and employers that offer college education as a benefit. But it will soon be true among traditional age students. Based on a Kaplan University Partners-Quest Research study I led and which was released today, I predict as many as one-third of all traditional students in the next decade will "Go Pro Early" in work directly out of high school with the chance to earn a college degree as part of the package.

This disruption is being driven by several converging forces: the unsustainable rise in college tuition, a change in consumer demand among prospective students, extreme negativity about the work readiness of college graduates, an unpacking of what makes college effective (work-integrated and relationship-rich), and emerging talent attraction and

development strategies by employers. These signs and signals pointing toward a more direct employer-student model of higher education are already emerging. And, the parents of the coming generation of college students in the US have just given a resounding vote of confidence in this future approach to college and career development.

When asked about a potential new pathway for their children to get a college degree, 74% of all parents of K-12 students would consider a route where their child would be hired directly out of high school by an employer that offers a college degree while working. (Nearly four-in-ten gave the strongest level of endorsement saying they would "definitely" consider this.) Remarkably, there are no meaningful differences in support for this new pathway by the parent's education level, race, income or political affiliation - giving the concept broad appeal across the board. And parents not only see this path as a much more affordable route through college, but they also see it as a better pathway in preparing their child for ultimate success in work and life. Ninety-percent say "you can learn a lot from a job," 89% say "work is important for personal growth," and 85% say "work is important to one's purpose."

This strong value placed on work by parents of the coming generation of college students represents a major pendulum swing. Today's college students are actually the least working generation in U.S. history. Driven by current dissatisfaction with the work-relevance of college and the work-readiness of graduates and the sheer intimidation of college costs, the parents of the coming generation of college students hope to change this dynamic. They endorse a very different model for the future. That said, they

still value certain aspects of "college" such as the social development and critical thinking that are advertised as common benefits of the collegiate experience. But, of course, higher education does not have a monopoly on social development and critical thinking.

NIRF 2019 Rankings: IIT Madras Tops Overall, IITs Dominate Lists

IMAGE CREDIT: mecheng.iisc.ernet.in

National Institutional Ranking Framework or NIRF India Rankings 2019 has been announced. President Ramnath Kovind announced the NIRF Rankings for Indian educational institutes at Vigyan Bhawan, New Delhi today. IIT Madras topped the Overall category and IISc Bangalore is placed as the top institute in Universities category. In Universities category IISc Bangalore and JNU New Delhi are placed in top two positions respectively. In its fourth year of Rankings, the NIRF 2019 has been released in 9 categories - Overall, Universities, Engineering, Colleges, Management, Pharmacy, Medical, Architecture, and Law. The parameters on which the

NIRF 2019 are based are - Teaching, Learning and Resources, Research and Professional Practices, Graduation Outcomes, Outreach and Inclusivity, and Perception. According to officials more than 4000 institutes had submitted their data for NIRF ranking this year.

Here are top 10 Indian universities according to NIRF 2019.

Rank	Institution Name	City
1	Indian Institute of Technology	Madras
2	Indian Institute of Science	Bangalore
3	Indian Institute of Technology	Delhi
4	Indian Institute of Technology	Bombay
5	Indian Institute of Technology	Kharagpur
6	Indian Institute of Technology	Kanpur
7	Jawaharlal Nehru University	New Delhi
8	Indian Institute of Technology	Roorkee
9	Indian Institute of Technology	Guwahati
10	Indian Institute of Technology	Varanasi

Here are the top 10 educational institutes in overall category according to NIRF 2019

Rank	University	City
1	Indian Institute of Science	Bangalore
2	Jawaharhal Nehru University	Delhi
3	Banaras Hindu University	Varanasi
4	University of Hyderabad	Hyderabad
5	Calcutta University	Kolkata
6	Jadavpur University	Kolkata
7	Anna University	Chennai
8	Amrita Vishwa Vidyapeetham	Coimbatore
9	Manipal Academy of Higher Education	Manipal
10	Savitribai Phule Pune University	Maharastra

Female Graduates Dominate Toppers List, But Enrolment In Higher Education System Low: President

Image credit: DD National
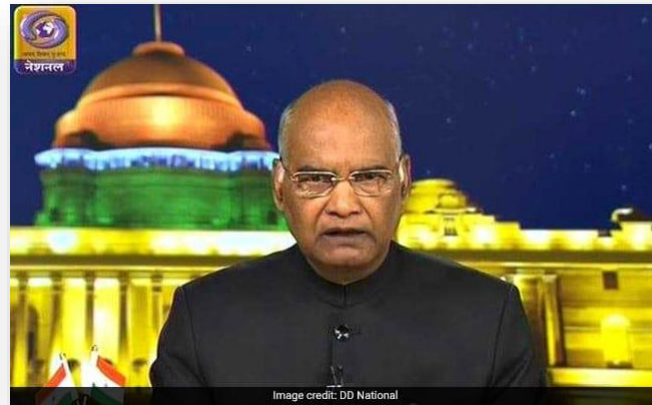
As per news published in ndtv.com on 9th April 2019, President Ram Nath Kovind said that while female graduates dominate the lists of toppers and medalists at convocations, the enrolment of girls in higher education system in the country is relatively low and an area of concern. "I must point out relatively low enrolment of girls in higher education system, particularly in the eastern institutions. This is not only an area of concern, but also a paradox since girl students tend to do well in school examinations outscoring boys. When allowed the opportunity, girl students maintain this in higher education as well," he said. Kovind was addressing the gathering at the launch of the Ministry of Human Resource Development's national rankings of higher educational institutions for this year. "Since I have been travelling to convocations of universities across the country, I have been

happy to find that female graduates dominate the topper lists and that of medalists. Many families deny girls this chance and we need to address this as a society and a country," he said. The president said recent expansion of higher education in India has widened access and improved equity. "Even so, the quality remains a concern. While there are islands of excellence, both in the public and private sectors, overall standards are uneven. As our higher education infrastructure continues to grow, and as enrolment rises, it is important to lift the bar," the president said. Kovind said a nuanced approach is essential to ensure that higher education not only fulfils individual aspirations, but also achieves national goals and priorities. "It is critical that there is a significant Indian presence in global rankings of leading universities and higher educational institutions in the very near future. We live in the age of the Fourth Industrial Revolution amid a knowledge society and an innovation economy.

17-member panel to reform higher education in Delhi

As per the news published in The times of India on 11th March,2019, the Dialogue and Development Commission (DDC) of Delhi government has

formed a 17-member committee to reform higher education in the city. The committee, which will recommend goals, metrics, policies, and actionable plans for reforming Delhi's higher education system within a year, will be chaired by DDC vice chairperson Jasmine Shah. Entrepreneurs and leaders from academia, industry, government, and civil society members from different parts of the country and the world are part of this panel. Nalanda 2.0 — a non-profit policy think tank is the knowledge partner of DDC in this project. "Over the last few years, Delhi has become known all over the world for innovations in its government schools, be it happiness curriculum, infrastructure overhaul, teacher training initiatives or the entrepreneurship curriculum. We also wish to make the capital a knowledge and innovation centre where some of the best talent in the world would want to live, study, and work as faculty members, students, and professionals," said state education minister and deputy CM Manish Sisodia.

Read more: https://timesofindia.indiatimes.com/city/delhi/17-member-panel-to-reform-higher-education-in-city/articleshow/68349216.cms

10 Per Cent Quota to Promote Social Equality: Centre in Top Court

As per the news published in ndtv.com on 13th March, 2019, The Centre justified in Supreme Court its recent law granting 10-per cent quota for Economically Weaker Sections (EWSs), saying it was brought in to promote "social equality" by providing "equal opportunities in higher education and employment to those who have been excluded by virtue of their economic status".

The government said the new law will not be covered by the Indra Sawhney versus Union of India (popularly called Mandal Commission verdict) of 1992 as provision for reservation was made after amending the Constitution. "That the Constitution Amendment (103rd) Act 2019 was necessitated to benefit the economically weaker sections of the society who were not covered within the existing schemes of reservation, which as per statistics, constituted a considerably large segment of the Indian population," an affidavit filed by the Centre said. It said in order to do justice across all weaker sections of the society, "it was therefore considered imperative that the Constitution be appropriately amended to enable the State to extend various benefits, including reservations in educational institutions and public employment to the EWSs of the society who are not covered by any of the existing schemes of reservation..."

Read more: https://www.ndtv.com/india-news/10-per-cent-quota-to-promote-social-equality-centre-in-top-court-2006693

Govt advised' central Universities to ensure'national priorities' in research

As per the news published in the economics times on 25th March,2019,The Human Resource Development (HRD) ministry clarified it had not issued any directive to restrict choice of subjects for research, but documents accessed by ET show that the government had 'advised' 11 Central Universities to ensure Phd topics are in keeping with 'national priorities'. In a meeting held on 15th December, 2018, all Central Universities were 'advised' to "discourage research in irrelevant areas' and ensure that PhD topics for Fellows admitted "should be in accordance with the national priorities", minutes of the meeting accessed by ET show.

There was no clarity or elaboration on these 'national priorities'. The circular became a controversy after a professor with the Central University of Kerala quit in protest over it. The meeting was chaired by Secretary Higher Education, Human Resource Development ministry R Subhramanyan and University Grants Commission Chairman Prof D P Singh. It was held to review the implementation status of all the parameters indicated by Central Universities in the tri-partite MoU.

VC's of 11 Central Universities attended the meeting. As per the minutes, among the 15'decisions' taken at the meeting, there was mention to 'discourage non -NET in order to ensure good quality research scholars/papers'.

The next point recorded in the minutes mentions the contentious issue of discouraging research in 'irrelevant areas', doing away with the practices pf allotting 'privilege topics' to PhD students and ensuring that while Fellows bare admitted for PhDs, the topics of thesis should be in accordance with 'national priorities'.

Time has come for India to re-establish itself as a knowledge and innovation hub: Venkaiah Naidu

As per the news published in the economics times on 3rd April, 2019, Naidu while addressing the 32nd convocation of the Indira Gandhi National Open University (IGNOU), said quality assurance is important for improving the higher education sector. Commercialisation and poor governance are the root cause of the problems being faced by educational institutions in the country, Vice President Venkaiah Naidu said and asserted that the time has come for India to re-establish itself as a knowledge and innovation hub. Naidu said quality assurance is important for improving the higher education sector."For that (establishing India as a knowledge hub) to happen, we have to completely overhaul our higher education system to cater to the fast changing requirements of the 21st century in different sectors.

"Apart from re-moulding the syllabi and pedagogy, the stress should be on learning-by doing," he told the students. The Vice President said, "The root cause of the problem in private and government-funded institutions is commercialisation and poor governance respectively."Higher education should transform an individual into a responsible human being with social, moral and ethical values embedded in him or her apart from making the person more productive," he stressed.

Now, A Handbook On Higher Education Courses for CBSE Students

As per the news published in ndtv.com on 22nd March, 2019, CBSE students can now learn about different career options, as early as, after class 10 board exams. In order to help students with various course choices, the Board has released a comprehensive guidebook giving details of courses offered in approximately 900 universities and over 41,000 colleges in the country. "A compendium of courses after +2, is an earnest effort of the Board to facilitate students while scouting for right course choices leading to higher education later," said the Central Board of Secondary Education.

Read more: https://www.ndtv.com/education/cbse-students-to-have-a-handbook-on-course-choices-for-higher-education-2009941 2/2

Members of Scheduled Tribes occupy just 23 faculty posts across IIMs, IITs

As per an article published in the scroll.in , Members of Scheduled Castes, Scheduled Tribes, and Other Backward Castes constitute just 6% of total faculty members across 18 Indian Institutes of Management, and 9% across the 23 Indian Institutes of Technology. According to data submitted by the Ministry of Human Resource Development to the Parliament in December, the IIMs had 784 sanctioned faculty posts. Of this two posts were filled by members of the Scheduled Tribes, eight from Scheduled Castes, and 27 members from the OBC category. Around 590 faculty posts were occupied by those from the general category, while the remaining were vacant. Scheduled Tribes occupy only 21 faculty posts out of the 8,856 sanctioned faculty strength in the IITs, Minister of Human Resource Development Prakash Javadekar told the Lok Sabha in response to a question on December 31, 2018. Scheduled Castes occupy 149 posts, while Other Backward Castes take up 329 posts, and 4,876 are from the general category across the 23 IITs. Educational institutions are mandated

to ensure 15% reservation for Scheduled Castes, 7.5% for Scheduled Tribes and 27% for OBCs in faculty positions. However, IITs and IIMs are allowed to hire from the general category if they do not find eligible candidates for the posts.

The Union government has granted autonomy to universities that say they did not apply for it

The report published in scroll.in states that when word reached Jadavpur University that the Union government had granted autonomy to their university, leaders of the institution's teachers' association asked each other: "Who on earth applied for it?"Jadavpur University was among the 60 universities and colleges that Union Minister of Human Resource Development Prakash Javadekar said on March 20 had been granted a degree of freedom from the oversight of the University Grants Commission, which regulates higher education in India. The University Grants Commission had finalised its policy for graded autonomy a few weeks earlier, in February. The University Grants Commission replied to Scroll. In questions after the story was published. It said all universities granted autonomy had applied for it.

IITs will offer 500 seats to candidates from economically weaker sections from this year

As per an article published in the scroll.in on 3rd April,2019,The Indian Institutes of Technology will offer, on average, 500 seats to candidates from the economically weaker sections from the 2019-'20 academic year, reported _Hindustan Times_ .The move follows the Centre's introduction of 10% reservations for the poor among upper castes in January.The total number of seats will be increased to bring in students from economically weaker sections. "With the introduction of EWS [economically weaker sections] category in 2019, IITs are going to offer around 500 seats to EWS candidates, which is approximately [a quota of] 4%," IIT-Roorkee Director AK Chaturvedi told the daily. "The increase in the total number of seats will be less than 9%. Thus, the total number of seats will cross 12,500." IIT-Roorkee, which will conduct the Joint Entrance Examination (Advanced) this year, has said that the top 2.45 lakh candidates from the JEE (Main) would be eligible for the JEE (Advanced) this year. This includes 9,310 candidates

from the General-economically weaker sections category and 490 for the General-economically weaker sections-disabled category.

The Modi Years: What has the government done to improve higher education in India?

An article published in scroll.in states that, Modi Government has withdrawn grants from public universities and pushed them to take loans instead.

- The last five years have been marked by shrinking autonomy for public universities
- The Modi government has replaced grants to public universities with infrastructure loans
- It has controversially selected a non-existent institute being set up by the Reliance Group in its list of Institutions of Eminence
- Towards the end of its term, it introduced a 10% quota for upper caste poor in both public and private universities

The Bharatiya Janata Party's 2014 manifesto promised a restructuring of the University Grants Commission, which regulates higher educational institutions in India. Four years and several false starts later, in July 2018, the Modi government drafted a bill to scrap the Commission and replace it with a Higher Education Council of India with different composition and functions. This bill is yet to pass, but other initiatives taken by the Ministry of Human Resource Development have significantly altered the higher education landscape. It has practically replaced grants to universities with loans for infrastructure development, clearing the way for private investment

in public institutions. It has freed some institutions from the Commission's regulatory grip, including six "Institutions of Eminence". One of them is the non-existent Jio Institute that the Reliance Group plans to set up. At the same time, the Commission prescribed more regulations to standardise syllabus, research programmes and even discipline – issues that universities earlier dealt with internally.

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Reducing gender inequalities in education means better outcomes for businesses &society.

The benefits of diversity in the workforce are known to give companies a competitive edge and this, in turn, enables higher growth. A 2018 McKinsey & Company Report, "Delivering through Diversity", found out that companies in the top quartile for gender diversity on their executive teams were 21 per cent more likely to experience financial returns above their national industry means than the companies in the fourth quartile.

While the research findings point towards positive correlation between financial performance and greater inclusion of women in leadership roles, it is essential to address the issue of gender disparity in education as this sector helps in developing professional capacities in   both men   and   women.

As the world moves closer to covering the gender gap in education, with only 5 per cent of the gap remaining, one of the issues which mask under gender parity in education is the lower participation of both men and women

which is preventing the world from fully utilizing the human capital.

The Global Gender Gap Report, 2018 (WEF, 2018) points out that globally, there were on average 65 per cent girls and 66 per cent boys who were enrolled in secondary education and only about 39 per cent girls and 34 per cent boys who were participating in tertiary education. Thus, the gender gaps cannot be completely closed until the participation increases in education at all levels.

Further, to the issue of the lower overall participation, particularly in the tertiary sector, is the fact that although there are more females graduating than males globally, when it comes to the skills for the lucrative jobs, women tend to lag behind men. According to the Global Education Monitoring Report Gender Review (UNESCO, 2018), in countries such as Chile, Ghana and Switzerland, women account for less than one-quarter of all STEM (Science, Technology, Engineering, Mathematics) degrees. Among the South Asian countries, India has about 42 per cent tertiary graduate females pursuing a STEM programme, which is much higher than many developed countries. The only few countries where the majority of STEM graduates are females are Algeria, Tunisia and Albania.

In the era of the 4th Industrial Revolution, when the in-demand skills in the job market include Artificial Intelligence (AI) and machine learning, these gender gaps in STEM studies, if left unchecked, will broaden gender disparities across the industries. Currently, there is a significant gender gap

among the AI professionals, with only about 22 per cent of them being female and 78 per cent being male. Regional analysis across the globe reveals that the top three countries where AI talent is the most prominent are United States, India and Germany - along with a significant gender gap in AI skills biased against women (WEF, 2018). Industry-level workforce data for the gender gap indicates that the top three sectors where the proportion of men is much greater than women are manufacturing, energy and mining sector and software and IT services. Out of these, the third sector employs about 40 per cent of the AI professionals in total workforce, with women accounting for just 7.4 per cent of the AI talent pool. The other two sectors have a very low percentage of AI-skilled work-force.

Another sector where the share of professionals possessing AI skills is high is education, accounting for about 19 per cent of the total workforce - of which women account for just one-third of the male talent pool. However, education is also one of the few sectors where the number of women working are greater than the men.

If the current trend of male domination in STEM disciplines at the college level or in acquiring emerging skills at the workplace continues unabated, it can lead to wider gender disparities across industries due to the rising demand for the AI skills, irrespective of being a traditionally male or a traditionally female oriented sector. Efforts towards achieving gender parity in education beyond enrolments, to take account of equality in choosing skills which are a gateway to employment opportunities, will help in creating a gender-equal workforce in the future and greater financial gains.

Addressing the gender disparity issue in education not just results in financial improvements for businesses, and greater growth, but also helps in achieving better development outcomes. For instance, in the health sector, there is a global shortage of 17.4 million healthcare workers, including 2.6 million doctors, 9 million nurses and midwives (WHO, 2016). While women form the majority of the sector's workforce, they are primarily clustered in the lower-level positions, with senior positions being held by men.

Efforts to attract more males to nursing courses and elevating the status of care related work can help to break the feminization of the nursing profession and address the shortage of workforce to some extent. For women to move up to senior positions amidst the rapidly digitizing technology, efforts towards re-skilling them can close the gender gaps in senior positions.

As for improvements on other fronts, the water and sanitation sector, for instance, faces a significant shortage of qualified professionals. While the importance of involving both men and women in management of water and sanitation facilities has for long been recognised globally, mostly men are still seen as the primary decision makers. Thus, alleviating gender inequalities in education can bring out more qualified female professionals in the decision-making roles.

49 Indian universities in the Times Higher Education Emerging Economies University Rankings

India has increased its representation in the Times Higher Education (THE) Emerging Economies University Rankings, up to 49 universities from 42. That includes 25 in the top 200, a rise from 17 last year. The overall 2019 ranking comprises nearly 450 universities – expanded from 378 last year – from 43 countries, across four continents.

However, while the 2019 table sees several new entrants and high risers for India, there are also several institutions that drop back. The Indian Institute of Science (14th) is on top once again among the Indian institutes, followed by the Indian Institute of Technology Bombay (27th). However each slips back a place this year, largely due to increased competition.

IIT Roorkee, however, moves up 21 places - and into the top 40 - at 35th, courtesy improvements in its research (volume, income and reputation) and industry income (knowledge transfer). IIT Indore (61st) and the JSS Academy of Higher Education and Research (joint 64th) are the highest new entrants for India this year.

Savitribai Phule Pune University has moved up 87 positions to joint 93rd, alongside the National Autonomous University of Mexico, with a rise in its research score, and a significant rise to its citations (research influence) score.

Meanwhile, Banaras Hindu University and Amrita University have both jumped into the top 150, while the Indian Institute of Science Education and Research, Pune and IIT Hyderabad feature for the first time in this group.

Elsewhere, mainland China remains the most represented nation in the annual listing, with 72 institutions in total. The nation claims four of the table's top five positions. Tsinghua University surpasses Peking University as this year's top institution overall, while Zhejiang University rises three positions to 3rd, the University of Science and Technology of China climbs one place to 4th, with Lomonosov Moscow State University completing 2019's top five. Ellie Bothwell, Global Rankings Editor for THE, said: "Indian institutions have immense potential for success – not only on the emerging stage, but globally. But, while progress is clearly being made, other economies that previously lagged behind – such as Egypt and Malaysia – are starting to advance at a much faster rate." According to Both well, while India's institutions perform well in teaching, they are significantly behind the global average in terms of international outlook. "Strengthening this will further elevate the nation's global reputation for higher education, encourage important research collaborations and help attract international students," she added.

How higher education in India is transforming into broader education

Home to the world's largest youth population (about 500 million in the age bracket of 5-24 years), India is also a country with the world's largest higher education system. Riding on the demand, the higher education sector in the

country has witnessed a phenomenal growth in student enrolment. From 25.2 per cent in 2017 it now stands at 25.8 percent this year.1 Estimated at US$ 91.7 billion in FY18 and expected to reach US$ 101.1 billion in FY19, the growth of India's education sector is a result of the growth in number of universities, aided by an increase in awareness of the value of higher education. Moreover, the Government of India's target Gross Enrolment Ratio (GER) of 30 percent for higher education by 2020 is expected to drive investments in this domain. But increased access and investment in human capital is only one part of the equation – as the higher education sector in India continues to mushroom, capacity building will have to go hand-in-hand with quality, inclusion and a whole new way of thinking.

It is now a truth acknowledged in many quarters that our young graduates will have to live and work in a steadily more automated and disruptive world. The ability to think well, and think fast, will assume greater significance than it has thus far. The India Skills Report of 2018 states that "With the changing nature of work and workplaces, business activities … the traditional silos of departments are being questioned and this will mean a new set of skills are required at individual contributor and manager level. The desired skill sets of most occupations are likely to comprise of skills that are not yet considered crucial to the job today. As per certain estimates Cognitive Abilities, Systems skills, Complex Problem Solving, Content skills, and Social skills are … likely to be a growing part of the core skills requirements for many industries."

With many reports and studies coming up with similar indicators, there is a need for the higher education system in the country to respond accordingly. The colonial system of specialized education, set up to serve a specific need, is no longer adequate for those who are in a race to be future-ready and acquire 21st Century skills. Whether it is B-Schools, Institutes of Technology or universities offering various other courses in the humanities and social sciences, all will have to be increasingly multi-disciplinary and interdisciplinary in their approach.

This move away from silos in education and towards more collaborative and innovative learning is being reflected in the slowly growing engagement with the Liberal Arts in India. India had a tradition of liberal arts education, with internationally respected centres of learning at Takshashila and Nalanda. The curriculum at these grand institutions of the ancient world included grammar, philosophy, ayurveda, surgery, politics, warfare, astronomy, commerce, music, dance and much more. The success of such educational institutions was evident in their graduates – Takshashila's alumni included the philosopher and economist, Chanakya; the father of Sanskrit grammar, Panini; and the Chinese traveler and Buddhist scholar, Hiuen Tsang.

Today's institutions are not just drawing upon such a tradition, but enhancing it with best practices from around the world. Efforts are on to incorporate the best of content, courses and knowledge that India has to offer and unite it with the best in contemporary pedagogy in terms of experiential learning, use of technology, grass-roots immersion and mentorship. As more and more students seek international exposure, many

Indian universities and colleges have entered into joint venture agreements with international universities. The Indo-French agreement to facilitate Mutual Recognition of Academic Qualifications between the two countries is also a case in point. Through faculty and student exchanges, collaborative research, and the chance to study abroad for a semester or a year, students get the opportunity to broaden their perspectives and engage with a more global arena.

Year 2018 was a time when we witnessed the growth of these interesting trends in higher education. For instance, many institutions have been focusing on a multi-disciplinary approach, along with diversity and inclusion, to drive private education in India. There has been a small but steady growth in programmes and universities focusing on such an education, with many Asian leaders and educators investing in them. The long-held belief that Asian students and parents would not see value in such an education has been overturned, as institutions like NUS in Singapore and Ashoka University in India showed the steady increase in enrolments.

This interweaving of disciplines and blending learning between the sciences and arts has also resulted in better prospects for students. This year, the employability score has taken a big leap as compared to the last, reaching a new level of 45.60% which has a sharp hike of 5.16% over the previous year's employability score as per the India Skills Report 2018. All of this indicates that while debates may ensue about the costs and relevance of such an education for the real world, Indian institutions are showing an innovative path forward. Robust demand, increasing

investments, competitive advantages, and policy support are the factors driving the exponential growth in the Indian higher education sector – and will pave the way for private universities to continue to soar into the new year.

Source: https://economictimes.indiatimes.com/topic/Higher-education-India/news
https://indianexpress.com/article
https://www.hindustantimes.com/topic/higher-education-in-india

HRD says PhDs only on 'national priority' topics; Kerala prof quits central university board

Meena T Pillai, a professor from the University of Kerala (which is different from the CUK), resigned from the Board of Studies of English and Comparative Literature on Wednesday to mark her protest against the university's decision.

By Express News Service |New Delhi |Updated: March 24, 2019 12:31:47 pm

A member of the Board of Studies of English and Comparative Literature at the Central University of Kerala (CUK) has resigned in protest against the administration's order asking all departments to prepare "a shelf of projects" in line with "national priorities" for PhD scholars. The directive came on March 13. The circular was issued at the behest of the Union HRD Ministry, which, at a meeting of vice-chancellors of central universities in December last year, had asked the V-Cs to "discourage research in irrelevant areas"."When Fellows are being admitted for PhDs, the topics for the thesis should be in accordance with the national priorities. Allotting privilege topics to the PhD students should be dispensed with," states the minutes of the meeting held December 15, 2018.

CUK subsequently wrote to all Deans and Heads of Departments to prepare a list of projects "considering national priorities". The circular states that students in future can only opt for research topics from the predetermined list. Under the current system, a PhD hopeful proposes a topic for her thesis

during her interview at the university, and is grilled on it by the interview panel. The panel either approves the proposal, or makes some changes to it. But in general, students are free to pursue research in the areas they want.

Meena T Pillai, a professor from the University of Kerala (which is different from the CUK), resigned from the Board of Studies of English and Comparative Literature on Wednesday to mark her protest against the university's decision. She was an external member of the Board of Studies. "Research on, say, a small tribal community in a remote village of Kerala would be a priority. So who decides what is relevant and irrelevant? Even to bring in specific classifications and categorisations in research is against the very spirit of higher education. Research is also critique, dissent and the right to ask questions. The moment you start deciding what areas of research one should limit oneself to, where is the academic freedom of the researcher?" Pillai told The Sunday Express.

This week, CUK issued a clarification to its March 13 circular, saying that by "national priorities" it meant research that was useful to society. CUK V-C Gopakumar declined to comment, and directed queries to the university Registrar. The Sunday Express could not reach the CUK Registrar.

Jindal Global University Launches Report On Higher Education In India

The Jindal Global University (JGU) has launched a report on improving higher education quality in India, a statement from the university said on Wednesday.

Education | NDTV Indo-Asian News Service | Updated: March 20, 2019 16:24 IST

Image credit: istockphoto.com/leolintang

The Jindal Global University (JGU) has launched a report on improving higher education quality in India, a statement from the university said on Wednesday. In the report "Diversity and Inclusion: Towards Building a Diverse, Equitable and Global University", the JGU highlighted its progress on 16 indicators including national origin, state origin, gender parity, age, religion and caste, education and professional background, disability, academic offerings and interdisciplinary, pedagogy, research and disciplinary diversity. The other indicators are international collaborations and partnerships, governance and leadership, student financial inclusion, inclusive teaching and learning, gender identity and sexual orientation, and community outreach and engagement.

"The idea of this pluralism is deeply embedded in India's rich cultural heritage," said C. Raj Kumar, founding Vice Chancellor of JGU and Director of the International Institute of Higher Education Research and Capacity Building, while launching the report here on Tuesday. All institutions and organisations inherently need to be as representative as possible of the communities they are located within, in order to survive and thrive. Higher

education institutions have an even greater obligation to accomplish such representation given the public character of their mission and purpose, and the broad societal goals they commit to achieve.

"These aims take on greater significance in India's developing context, and given the value that a robust higher education system can add to achieving national developmental goals," Kumar said. Releasing the diversity report, Professor Virandar S. Chauhan, Chairman of the National Assessment and Accreditation Council (NAAC) pointed out the multiple challenges for higher education institutions in attaining reasonable progress on indicators of diversity and inclusion."A lot of universities which are celebrated in India are mono-universities and these tend to be focused on a single discipline. Institutions must consider offering courses outside of their traditional disciplinary orientations... You have to have diversity in faculty, and in the subjects that you offer," he added.

"10 Per Cent Quota To Promote Social Equality": Centre In Top Court

The government said the new law will not be covered by the IndraSawhney versus Union of India (popularly called Mandal Commission verdict) of 1992 as provision for reservation was made after amending the Constitution.

All India |NDTV Press Trust of India | Updated: March 13, 2019 03:50 IST

The Centre on Tuesday justified in Supreme Court its recent law granting 10-per cent quota for Economically Weaker Sections (EWSs), saying it was brought in to promote "social equality" by providing "equal opportunities in higher education and employment to those who have been excluded by virtue of their economic status".The government said the new law will not be covered by the IndraSawhney versus Union of India (popularly called Mandal Commission verdict) of 1992 as provision for reservation was made after amending the Constitution."That the Constitution Amendment (103rd) Act 2019 was necessitated to benefit the economically weaker sections of the society who were not covered within the existing schemes of reservation, which as per statistics, constituted a considerably large segment of the Indian population," an affidavit filed by the Centre said.

It said in order to do justice across all weaker sections of the society, "it was therefore considered imperative that the Constitution be appropriately amended to enable the State to extend various benefits, including reservations in educational institutions and public employment to the EWSs

of the society who are not covered by any of the existing schemes of reservation...".

The Centre's affidavit was filed in connection with a matter where a batch of petitions have challenged the validity of the Constitution (103rd Amendment) Act, 2019 on the ground that it is contrary to the decision of this court in IndraSawhney versus Union of India and violates the basic structure of the Constitution."It is submitted that the conclusions drawn in IndraSawhney are inapplicable to the present case as the said judgment was delivered while determining the constitutional validity of certain Office Memorandums issued by the Government of India in the year 1990, which provided for reservations for the backward classes of citizens in services under the State," it said.

The affidavit said the present challenge, however, is in relation to the validity of a constitutional amendment made wherein Article 15(6) and Article 16(6) have been inserted, which did not exist on the book when IndraSawhney verdict was delivered. "IndraSawhney verdict and the findings therein can therefore have no application thereafter," the affidavit said. The Centre contended that merely affecting or impinging upon an Article embodying a feature that is part of the basic structure of the Constitution is not sufficient to declare an amendment unconstitutional."To sustain a challenge against a constitutional amendment, it must be shown that the very identity of the Constitution has been altered," it said.

The government said the impugned amendment is in conformity with the constitutional principles and therefore does not violates the basic structure

doctrine."That in order to provide reservation to EWS without disturbing the existing reservations for SCs, STs and OBCs, the constitutional amendment has provided for a maximum of 10-per cent reservation for EWSs in addition to the existing reservations. The limit of 50 per cent is only applicable to reservation made under Article 15(4), 15(5) and 16(4) and does not apply to Article 15(6)," the affidavit said.It said several committees were set up wherein quantifiable data was collected highlighting the need for having reservation for the economically weaker sections of the society."Accordingly, the constitutional amendments were necessitated for providing opportunities in higher education and employment to those who have been excluded by virtue of their economic status," it said and added that it was essential that the EWS gets access to these facilities as mandated in the Constitution.

Dr.Arundhati Dasani

Assistant Professor(GES-II)

Government Law College

Maninagar –Ahmedabad-08

Most international universities in the world

Explore the most international universities in the world using data from the *Times Higher Education* World University Rankings

March 20 2019

Prospective students looking to study in the most international environments in the world should look to apply to universities in Switzerland, Hong Kong, Singapore or the UK.

Universities, by their nature, are global institutions. Typically, they are home to communities of students and scholars from all over the world, and they tackle some of the globe's most pressing problems through research.

But this table, compiled using the international student score, international staff score, international co-authorship score and international reputation metrics collected for the Times Higher Education World University Rankings

2019, shows that the above four countries are home to the 10 most international universities in the world.

These institutions all have a high proportion of international students and staff, collaborate on research with scholars from across the world and have a strong global reputation to match. Read the full methodology here.

Research suggests that diverse communities of students improve the teaching and learning experience while opportunities for students to spend time abroad better prepare them to become global citizens.

UNITED KINGDOM

Ministers launch new international education strategy

Brendan O'Malley

The United Kingdom's Department for Education and Department for International Trade have launched a new International Education Strategy, aiming to increase the value of education exports to £35 billion (US$46 billion) per year and raise the total number of international students to 600,000, achieving both targets by 2030.

JAPAN

Probe launched after 700 foreign students 'disappear'

Kyodo 23 March 2019

A government investigation has been launched in Japan to probe the disappearance of about 700 foreign students who have stopped attending

classes, and have been out of contact since last April, because some no longer hold valid visas, reports Kyodo.

Tokyo University of Social Welfare had 5,133 foreign nationals enrolled as of 1 May, the second-largest foreign student body after Waseda University's 5,412, according to the Japan Student Services Organization.

But the private university attended by some 8,000 students in total said last week it had lost touch with about 700 of the roughly 2,600 foreigners who had attended the university's Oji campus in Kita Ward, Tokyo. The students were enrolled as researchers for the current academic year, which ends later this month. The students include nationals from Vietnam, Nepal, China and other countries, and have been removed from the university's student register, according to its public relations office in Nagoya.

Dr.Arundhati Dasani

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US govt looks at cutting higher education costs to woo Indian students

Many US community colleges are now offering top quality higher education at lower costs, a senior official said. Concerned over increased international competition from other countries that are drawing Indian students, the US government is looking at strategies to cut costs of higher education. "India is an important partner for us and we have second largest number of international students from here. One of the initiatives that we are promoting

among Indian students is the 2+2 bachelors degree programme through which they can study the first 2 years in a community college, where the cost of education is lower, and then go to the better degree granting institution for the final two years," Caroline Casagrande, deputy assistant secretary for academic programs at the US bureau of educational & cultural affairs told ET, during her visit to Delhi on Wednesday The senior US government official added that many of the US community colleges had improved and grown over the last couple of years and now offered top quality higher education at lower costs. "They also have exclusive relationships with some of the top universities which give the international students a better opportunity of joining top courses of their choice and studying in two different institutions for their degree, hence experiencing more diversity as international students in the US," she added.

https://economictimes.indiatimes.com/industry/services/education/us-govt-looks-at-cutting-higher-education-costs-to-woo-indian-students/articleshow/

India, Afghanistan collaborate on digital education initiatives, rope in IITs to design programs

One of the main objectives of the MOU is to facilitate students and faculty from Afghanistan to enroll and learn from the courses offered on SWAYAM. The Ministry of Human Resource Development signed a memorandum of understanding with the Ministry of Higher Education, Afghanistan to work on

Digital Education Initiatives that will include many programs developed by Indian Institutes of Technology. IIT Madras will also be a part of the collaborations. The Fields of Cooperation include: Sharing of Online Education Platform, named 'Study Webs of Active Learning for Young Aspiring Minds' (SWAYAM) developed by Government of India, facilitating use of Massive Open Online Courses (MOOCs) available in SWAYAM Platform by students and faculty of the educational institutions in Afghanistan, imparting training to the faculty and students in the educational institutions in Afghanistan for using the SWAYAM Platform and Capacity building of Afghanistan faculties and related staff in e-learning, assisting in uploading and publishing of existing courses developed by educational Institutions in Afghanistan on the SWAYAM Platform, assisting Ministry of Higher Education, Afghanistan to develop/set up Afghanistan's own MOOC platform. Talking about the collaboration, Ministry of Human Resource Development secretary R Subrahmanyam said, "The historic ties between India and Afghanistan would grow further with this collaboration. This would enrich the lives of young people achieve their aspirations."One of the main objectives of the MOU is to facilitate students and faculty from Afghanistan to enroll and learn from the courses offered on SWAYAM, which will expose them to latest technology courses and also upskill them in areas of their interest, a note from IIT Madras said.

The Feasibility of Free Higher Education
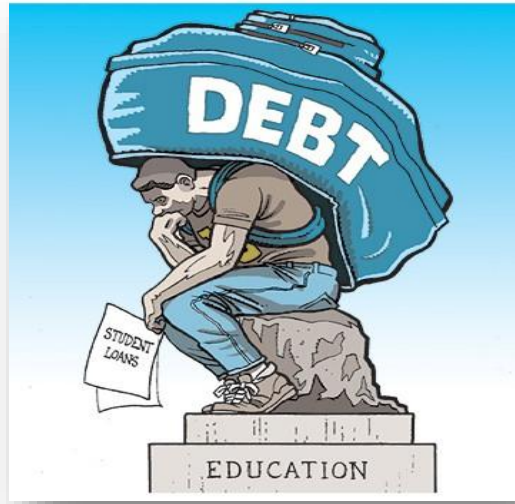
Taylor Boggs

November 22, 2015

Filed under Breaking News, Perspectives

By Taylor Boggs '16, Perspectives Section Editor

According to recent surveys conducted by the College Board regarding college pricing, the average "sticker price" of a university during the 2015-2016 school year is $24,061 at an in-state public college and $47,831 at a private college. Mind you, these are considered "moderate" budgets among the many. The college budget however is in fact much more than this "sticker price" and requires money for several different areas bringing the net price to a usually-inconvenient sum. Many things go into the college cost: tuition (payment for the instruction that an institution provides), major-specific tuition (especially for engineering, sciences, pre-med), fees of service (for use of library and athletic facilities), room and board (average $10,138 at public schools to $11,516 at private schools), books and

supplies (usually an extra $1,000-$2,000), and not to mention any personal expenses. Disregarding inflation, the cost of college continues to rise. Comparing tuition in fees of the 1975-76 academic year to the 2015-16 academic year in 2015 dollars, private four-year universities have gone from $16,213 to $43,921 and public four-year universities have gone from $7,833 to $19,548.

In another example, at Harvard University the annual tuition and fees, not including room and board, is $45,278. This is 17 times the 1971-72 cost. If it had only tracked the inflation rate the tuition would be $15,189. Ray Franke, a professor of education at the University of Massachusetts said "if you look at the long-term trend, [college tuition] has been rising 6% above the inflation rate." So why does receiving a degree cost so much? First, schools are competing for applicants and to obtain them they must constantly be improving their campuses and offering the best facilities that they can. The increased cost can also account for the rising cost of college sports and salaries, expenses devoted to student services, and expanding payrolls. The only thing that has remained relatively constant is professors' salaries. Last, it also seems as if the students and parents have to pay for more of the college cost because state funding has been cut for public higher education in a lot of cases and there have been smaller subsidies at private schools.

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<u>India Is No Lesser Than Any Other Country In Education: Princess Of Sharjah</u>

Princess of Sharjah, Sheikha Hend Bint Faisal Al-Qassemi lauded the Indian higher education system and medical institutions, saying it was on par with those abroad. She said Indian talents have found pride of place in global companies and space agencies like Google and NASA. At Google, 20 to 30 per cent of its employees were from India.

she said.

- "India is no lesser than any other country in this world in terms of education and the rich environmental resources," Al-Qassemi said while interacting with the students of the Nehru Arts and Science College here.
- "I am very proud to say that India also matches high quality in medical and education and I have seen many promising Indian students who are working to develop this country," and appreciated the country's contribution to the global community.

The princess said educational institutions in India were developing rapidly, while in Sharjah, the standards were high, as also in medical care.She said Sharjah provides free education for top ranked students and suggested that private educational institutions and Universities in India come forward to provide merit scholarship who earned good marks in examinations.Noting that every country has problems of unemployment and poverty, she said the people of India have the capacity to overcome them.

Over the last two decades, the IT sector in India had seen very rapid growth she said and suggested that India utilize their knowledge to eradicate poverty in the world.On tackling crimes, she said installation of CCTV cameras in all streets in many Arab countries had helped in drastic reduction of incidents.In India, many city administrations had come forward to install CCTV cameras in public places to ensure the security of the public, she noted.The princess expressed happiness of being associated with the Nehru Group of Institutions and promised to work together for the cause of higher education.

India needs to improve its educational outcomes to catch up with China

Both China and India started building their national education systems under comparable conditions in the late 1940s. Different policies and historical circumstances have, however, led them to different educational outcomes, with China outperforming India not just in terms of its percentage of literate population and enrollment rates at all levels of education, but also in terms of number of world-class institutions in higher education, and greater research output.

The roots of China's successful education system date back to the Cultural Revolution (1966-1976), which unintentionally expanded access to the primary education through democratising the schooling system, which was previously elitist in character, thus addressing the problem of mass illiteracy.

In contrast, India continued to focus on its higher education system since independence and only realised the importance of basic education in 1986,

keeping it behind China and many other countries in Asia in educational development. In terms of enrollment, China reached a 100 percent gross enrollment rate (GER) in its primary education in 1985, whereas, India attained that level only in 2000.

In terms of secondary school enrollment, India and China both started at the similar rates in 1985, with about 40 percent of their population enrolled in secondary schools. However, due to a wider base of primary school students, the rate of increase in China has been much faster than in India, with 99 percent secondary enrollment rate in China and 79 percent in India in 2017.

India is closing in on the Chinese rate in terms of access to education, but on the literacy level front, there is a huge gap in the percentage of literate populations in the two countries. In the age group of 15-24 years, India scores 104th rank on literacy and numeracy indicator, compared to China's 40th rank.

The OECD Programme for International Student Assessment (PISA), which assesses after every three years the domain knowledge of 15-year-old students in reading, mathematics, science and finance, revealed that students in China performed above the OECD average in 2015. Moreover, one in four students in China are top performers in mathematics, having an ability to formulate complex situations mathematically. Further, China outperforms all the other participating countries in financial literacy, by having a high ability to analyse complex finance products. For India,

the comparable data is not available as it was not a participating country in PISA 2015.

However, in India, the Annual Status of Education Report (ASER) 2017 provides data for rural youth, aged 14-18, with respect to their abilities to lead productive lives as adults. According to this survey, only about half of the 14-year-old children in the sample could read English sentences, and more than half of the students surveyed could not do basic arithmetic operations, like division. For basic financial calculations, such as managing a budget or making a purchase decision, less than two-thirds could do the correct calculations. With regard to the higher education system, both India and China dominate the number of tertiary degree holders because of their large population size, but when it comes to the percentage of the population holding tertiary degrees, only about 10 per cent and 8 per cent of the population possess university degrees in China and India, respectively. By contrast, in Japan, almost 50 per cent of the population holds a tertiary degree, and in the United States, 31 per cent of the population holds a tertiary degree.

In terms of the international recognition of universities, the Times Higher Education (THE) World University Ranking for 2019 places seven of the China's universities in the top 200, compared to none for India. The global university rankings, which are based on various performance metrices, pertaining to teaching, research, citations, international outlook and industrial income, shows progress for several of China's low-ranked

universities, largely driven by improvements in its citation In fact, the Tsinghua University has overtaken the National University of Singapore (NUS) to become the best university in Asia due to improvements in its citations, institutional income and increased share of international staff, students

And co-authored publications. While India has progressed in terms of massification of education, there is still a lot which needs to be done when it comes to catching up with the China's educational outcomes. China's early start in strengthening its primary and secondary education systems has given it an edge over India in terms of higher education. Moreover, Chinese government strategies are designed in line with the criterion used in major world university rankings, especially emphasis is on the two factors which weigh which weigh heavily in the rankings - publications and international students.

The relentless publications drive, which is very evident in China, is weak in India and has led to a growing gap in the number of publications contributed by the two countries. Further, China enrolled about 292,611 foreign students in 2011 from 194 countries, while India currently only has 46,144 foreign students enrolled in its higher education institutions, coming from 166 countries. The large number of international enrollments in China is a reflection of its state policies granting high scholarships to foreign students. To catch up with China, India needs to lay emphasis on improving its educational outcomes. Massification drive for education has helped India

raise its student enrollments, but a lot needs to be done when it comes to global recognition for its universities. Further, it needs to focus on building the foundation skills which are acquired by students at the school age, poor fundamental skills flow through the student life, affecting adversely the quality of education system.

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ARTICLE

RESEARCH PROMOTION SCHEME (RPS) BY AICTE

This scheme Promotes Research in identified thrust areas of in Technical Education. RPS is aimed to create research ambience in the institutes by promoting research in engineering sciences and innovations in established and newer technologies; and to generate Master's and Doctoral degree candidates to augment the quality of faculty and research. The limit of funding is Rs 25 Lakh for project duration of 3 years.

Objectives:

(a) RPS Promotes Research in identified thrust areas of in Technical Education. RPS is aimed to create research ambience in the institutes by promoting research in engineering sciences and innovations in established

and newer technologies; and to generate Master's and Doctoral degree candidates to augment the quality of faculty and research personnel in the country.

(b) Research and development activities are considered as an essential component of higher education because of their role in creating new knowledge and insight and imparting excitement and dynamism to the educational process, as well as make them need based in view of the national requirements. The objective of this scheme is to create and update the general research capabilities of the faculty members of the various Technical Institutes. The proposal should include a specific project theme with a clear statement of the objectives, details of equipments and other research facilities proposed to be acquired and the expected deliverables from the project.

Eligibility:

(a) AICTE approved Technical Institutions/University Departments with relevant PG programme with at least 10 years of existence.

(b) Full time regular faculty with research experience and publications.

(c) The preliminary research facilities should be available in the institute.

(d) One proposal from one PI (Principal Investigator) will be sanctioned at any point of time within the duration of project.

(e) Maximum number of proposals acceptable per institute (including sanctioned earlier but not completed) shall be five and three from Govt. institute and Pvt. Institute respectively. However, maximum number of proposal acceptable to be approved per institute shall be two for Govt. and Pvt. Institute both.

Duration of the Project:

(a) Duration of project will be three year from the date of receipt of funds in the institute's account.

Limit of Funding:

(a) Total funding of Rs.25Lakh.

(b) Recurring 15% and Non-Recurring 85% of the total grant.

Disbursement of the Funds:

(a) Full amount of total sanctioned Non-recurring Grant and 90% of the total sanctioned Recurring Grant.

(b) 10% of total sanctioned recurring grant only after submission of Utilization Certificate and all requisite documents.

Processing Methodology:

The proposal shall be assessed by an expert committee constituted as follows:

(a) Three member expert committee not below the rank of Associate Professor.

(b) At least two members among the experts shall be from the concerned stream.

Terms and conditions:

(a) The Principal Investigator already having ongoing RPS projects from AICTE shall not be considered unless the ongoing projects are completed.

(b) The departments not having relevant Post Graduate Programme intended for execution of the proposed project as well as Diploma level Courses are not eligible for financial assistance under RPS Scheme.

(c) The Principal Investigator has the primary responsibility for the implementation of the project.

(d) In case the Principal Investigator leaves the Institution without transfer of the project or goes on long leave, the Co-Investigator would be allowed to continue with the project, subject to the consent of the Principal Investigator in case of long leave and approval of AICTE. All such requests should be sent to AICTE in advance. Therefore, association of a Co-Investigator in the project is desirable.

(e) In case the Principal Investigator leaves the Institute and there is no other associated Co-Investigator to carry out the project, the Head of the Department should take the responsibility for identifying a competent

person in the Institution in the relevant subject area and submit his/her bio-data to the Council for further consideration.

(f) The grant will be utilized strictly for the purpose as specified in the sanction letter. Re-appropriation of funds from one head to another is strictly not permitted; Recurring and Non-Recurring heads are 15% and 85% respectively of the total grant, unless otherwise recommended by AICTE experts. The list of equipment decided by the experts is final and there can be no changes later on.

(g) Once the project is sanctioned, the Council shall not consider any request for additional grant.

(h) Separate institutional overheads for execution of the project shall not be provided by AICTE.

(i) Out of the project grant, no funds can be used for going abroad to attend Conferences/Seminars. However, for presenting a paper in a Seminar/Conference within the Country, the travel expenses may be met from the recurring component of the grant.

(Source: https://www.aicte-india.org/schemes/research-innovations-development-schemes)

Dr. Parth Rashmikant Bhatt
Academician,
India.
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10.	Dr. Bhumika Barot	Life Member	Producer, EMRC- Gujarat University
11.	Dr. Shankar Sodha	Life Member	Associate Prof., S.D. School of Commerce- Gujarat University

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15.	Mr. Momin Zakrihusen	Life Member	Research Scholar – Ahmedabad
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21.	Dr. Rushiraj Upadhyay	Life Member	Asst. Professor, Dept. of Sociology, BhaktKaviNarsinh Mehta University, junagadh
22.	Dr. AnitaP.Patel	Life Member	Associate Professor (HOD), Faculty of Home Science Shree R P Arts, K B Commerce andSmt B C J Science College, Bethak Road, Shree B D Rao College Campus, KHAMBHAT

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45.	Dr.Gunjan Shah	Life Member	GES-II Officer, Government Arts and Commerce College, Kachhal Ta-Mahuva, Dist.Surat
46.	Dr.Praful Thakkar	Life Member	Assistant Professor CS Samariya college Ahmedabad
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51.	Dr.K.B.Bindu	Life Member	Associate Professor M.T.B.Arts College, Surat
52.	Dr.A V. Bharathi	Life Member	Associate Professor Department of English Tolani Commerce College AdipurKachchh
53.	Dr.Piyush Solanki	Life Member	Department Of Psychology MB Patel Rashtrabhasha College, Ahmedabad.

54.	Dr.Shardaben Patel	Institutional Member	Shree VM SakariyaMahila College Botad
55.	Tanya Gautam	Life Member	Pursuing her masters in English from University of Heidelberg Germany
56.	Dr.Sanjay S. Joshi	Life Member	Assistant Professor SDJ International College, Surat
57.	Dr.Milind H Parekh	Life Member	Assistant Professor SDJ International College, Surat
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			Smt VD Gardi Law College Wadhwan
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68.	Dr.BelurBaxi	Life Member	Assistant Professor Faculty of Management GLS University Ahmedabad
69.	Dr.Maulik Desai	Life Member	Department of Statistics Sr.Assistant Professor KS School of Business Management Ahmedabad
70.	Dr.Rupal Patel	Life Member	Associate Professor Department of English Umiya Arts and Commerce College for Girls Ahmedabad.
71.	Dr.Neepa Vyas	Life Member	GES II Assistant Professor Government Law College Ahmedabad
72.	Dr.BhavikSwadia	Life Member	Assistant Professor Department Of Commerce GLS University Ahmedabad
73.	Dr.Jaimin Patel	Life Member	Assistant Professor Department Of Commerce GLS University Ahmedabad.

74.	Dr.B.M.Purohit	Life Member	Associate Professor English Medium Mahila College Rajkot.
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76.	Dr.Ijan Vaidya	Life Member	Assistant Professor Department of Commerce Government Arts and Commerce College Bhilad
77.	Prof.Vikrant Jain	Life Member	Silver oak engineering college Ahmedabad
78.	Dr.Varsha B Patel	Life Member	Assistant Professor RC College of Commerce Ahmedabad
79.	Dr.SeemaHariramani	Life Member	Assistant Professor Chimanbhai Patel Institute of Business Ahministration Ahmedabad.
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103	Prof. Kunjal Lotwala	Life Member	Teaching Assistant, Department of Comparative Literature, VNSGU, Surat.
104	Dr. Mamta Nitin Pillai	Life Member	Assistant Professor, English & Communication, Indus University, Ahmedabad.
105	Dr. Nitin Shankar Pillai	Life Member	Assistant Professor, English & Communication, GLS University, Ahmedabad.
106	Prof. Rajul Goenka	Life Member	Faculty of Commerce, GLS University, Ahmedabad.

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- Can become peer members of GAP accreditation agency-GAAC*.

- Can share materials on GAP website under the initiative of GAP-SETU* and can get a certificate for the same.

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GAP UMBRELLA EVENTS

GAP (Grand Academic Portal) is an initiative to provide a supplementary and complementary element to the existing formal higher education system in India.GAP is a network group functioning in the field of Higher education in India.

Here are some current events which are going on under GAP umbrella.

1. Academic Material

GAP invites academic material to be shared on GAP website in the form of e-content from esteemed members.

Those who are interested can send their original power point presentation (PPP) on their chosen area or subject to email id grandacademicportal@gmail.com

Please see the link given here for the reference.

http://www.grandacademicportal.education/home/details/46/academic-material

2. GAP-GACC

GAP is delighted to announce its new initiative - GAAC - GLOBAL ACADEMIC ACCREDITATION CONSORTIUM.

GAAC is being carried out in India by GAP (Grand Academic Portal) to facilitate awareness among colleges in the country about processes and systems that can ensure quality enhancement and realization of goals set in higher education.

GAP- GAAC invites LOI - letter of Intent - from the colleges / Universities / Institutions who wish to go for the GAAC accreditation. Please check website http://gaac.grandacademicportal.education/ for the reference.

3. GAP – Journals

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GAP GYAN

A Global journal of Social sciences with ISSN 2581-5830

GAP Interdisciplinarities

A Global journal of Interdisciplinary Studies with ISSN 2581-5628

For more information visit http://www.gapjournals.org/

4. Subject Experts

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5. Book Project

GAP since its inception in 2017 has brought out 17 top rated unique edited books contributed by authors across world. All the 17 book projects were

completed after serious brain storming on the title and contents of the books on GAP.

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Apart from above GAP is operational in many areas of higher education like research, consultancy, project management, faculty development and training, resource mobilization and mentoring.

For details please visit http://www.grandacademicportal.education/

A Report on Six days International Tour to Bali- Indonesia organized by GAP

GAP organized six days International tour to Bali-Indonesia from 2nd May to 7th May, 2019. The main objective of this tour was to explore the possibilities and probabilities in Higher education of Asia by organizing an International Conference in collaboration with Universitas Hindu Indonesia. The secondary objective of this tour was to visit various places of Bali to understand the culture of Bali- Indonesia.

UNHI-GAP India 2019 International Conference, 3rd May, 2019.

UNHI-GAP India 2019 International Conference was held at Universitas Hindu Indonesia, Denpasar, Bali- Indonesia on May 3, 2019 on the theme "Possibilities and Probabilities in Higher Education of Asia". The inauguration session was compered by IB Purwa Sidemen, M.Si Faculty of Education and Arts, UNHI, Denpasar and began with Balinese welcoming

dance followed by National Anthem of Indonesia. Doa-Invocation Prayer was a great attraction to the audience. Dr. I Made Damriyasa, Rector, Universitas Hindu Indonesia delivered the welcome speech. The session was graced by the presence and speech of honourable Governor of Bali , H. E. Dr. I Wayan Koster fled by the gong ceremony. An MOU was signed between Universitas Hindu Indonesia and Gujarat University of India during this conference.

Chief guest's and keynote's address session was chaired by Prof. Dr. I Ketut Ardhana, president of Yayasana Pendidikan WidyaKerthi, Bali. Dicky Sofjan, Ph.D. Core Doctoral Faculty Indonesian Consortium for Religious Studies (ICRS) Graduate School, Universitas Gadjah Made (UGM), Yogyakarta, delivered chief guest address entitled " The Closing of the Indonesian Mind: Anti- Intellectualism in the Age of Post Truth." Prof. Dr. Susanto Zuhdi, Prof. Dept. Of History, Indonesia University, Jakarta, Indonesia delivered keynote speech on the subject " Higher Education in the Era of Disruption and Indonesian Values: Historical Perspective".

Plenary-Isession, *Knowledge Society and Challenges in Higher Education* was chaired by Sindhu Gitananda, M. Hum, Faculty of Education, Unhi Denpasar. In this panel speaker Dr. Gurudatt Japee from Gujarat University, India spoke on "Predicament of Knowledge Society- An Inquiry"; Dr. Preeti Oza from St. Andrews College, Mumbai, India delivered her presentation on "Equity and Equality in Higher Education- An Indian Perspective" and Ida AyuGde Yadnyawati from UNHI spoke on "Religiosity, Juvenile Delinquency and Multicultural Education".

Plenary-II session- *Nature, Life Style and Ayurveda* was chaired by Dr. Abhishek Joshi, UNHI. There were three speakers in this panel. Dr. I G M Aryana GustiAyu Putu Diah Permata Sari, AR Universitas Pendidikan Ganesha spoke on "The Effects of Modern Life Style on the contemporary Cultural Society". Dr. Ritesh Ashok Gujarathi presented his paper on "Positive Health through Ayurveda". Dr. Jasmine Gujarathi, delivered her speech on "Designer Baby through Ayurveda".

There were four Parallel technical sessions. Parallel session-I, *Education and Society*, was chaired by Dr. DundinZaenuddin, Indonesia Institute of Sciences and Research. Parallel session II, *Education and Culture*, was chaired by Dr. Made Indiani, UNHI. Parallel session III, *Education and Life Style*, was chaired by Ida Sadhu Gunawan UNHI and Parallel session IV, *Education and Breaking Barriers*, was chaired by Sindhu Gitanandha, UNHI. Fifty delegates from different countries presented papers on various subjects in these four technical sessions.

The conference ended with the closing remarks by Prof. Dr. phill. I KetutArdhana, President of Yayasan Pendidikan WidyaKerthi.

Exploring Bali:

To explore Bali and its culture, delegates were taken to various places like TanjungBenoa Beach, Uluwatu Temple, Kechuck Dance, UbudVillage, Batik, Gold, Silver, Wood carving workshops, KintamaniVolcano Site, TanahLot Temple, local markets etc.

The tour was a learning, enriching and memorable experience for all with connecting people, visiting famous places, enjoying Bali's famous dance Ke-chuck, exploring Bali's culture, relishing Indian food and visiting local markets.

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Memories

EDU-PUZZLE

SUDOKU

Fill a 9x9 grid with numbers so that each row , column and 3x3 section contain all of the digits between 1 and 9.As a logic puzzle Sudoku is also a brilliant brain game. If you play it daily, you will soon see an enhancement in your attention and overall brain power.

				8				
		2	6		4	5		
	9	8	5		3	4	1	
8	6						7	1
		7				9		
3	2						6	4
	5	3	7		2	1	9	
		4	3		1	6		
				5				

Answer:

5	4	6	1	8	9	7	2	3
1	3	2	6	7	4	5	8	9
7	9	8	5	2	3	4	1	6
8	6	9	4	3	5	2	7	1
4	1	7	2	6	8	9	3	4
3	2	5	9	1	7	8	6	4
6	5	3	7	4	2	1	9	8
2	8	4	3	9	1	6	5	7
9	7	1	8	5	6	3	4	2

GENERAL KNOWLEDGE QUESTIONS:

1). The sensitive index of national stock exchange of India is popularly known as

  (a) SENSEX   (b) CIRS

  (c) CSE   (d) NIFTY

2). Which of the following countries has signed a "non-aggression pact" with sudan?

  (a) Uganda   (b) Kenya

  (c) Ethiopia   (d) South Sudan.

3). Which of the following countries has agreed to accept the payment of export of oil and petroleum products to India in rupees terms instead of dollar or any other currency?

  (a) UAE   (b) kuwait

  (c) Iran   (d) Iraq.

4). Who among the following Indians was conferred the prestigious "National Medal of Arts and Humanities" awarded by US president in February 2012?

 (a) Dr. Montex Singh Ahluwalia   (b) Ms. Meira Kumar

 (c) Dr. Amartya Sen   (d) Dr. D. Subbarao.

5). World Day for water is observed on which of the following dates?

  (a) 22 August   (b) 22 July

(c) 22 October   (d) 22 March

6). As per new data released recently what was GDP real growth rate?

(a) 7%   (b) 8%

(c) 9%   (d) 10%

7). Meryl streep who was awarded one of the Oscar awards 2012, is a famous

(a) Film director   (b) Actress

(c) Song writer   (d) Screen play writer.

8). Which of the following countries has announced to freeze its nuclear program so that it can avail food aid from US and other countries?

(a) North Korea   (b) South Korea

(c) Iran   (d) India.

9). What is the statutory liquidity ratio (SLR) at present

(a) 20%   (b) 22%

(c) 25%   (d) 24%

10). India conducted a joint naval coast guard exercise Sahyog Kaijin-XI with

(a) China   (b) Myanmar

(c) Thailand   (d) Japan

Answers:

(1). d   (2). d   (3). c   (4). c   (5).d

6). b   (7). b   (8).a   (9).d   (10).d

> ## JARGON /BUZZWORD

Here are 10 jargons and buzzwords which are pithy words or phrases, adopted by people who want to appear advanced or cool, whether they understand it or not, to convey one's intelligence often do just the opposite and this make them look like duffers. They are vague in meaning so not everyone understands what you are talking about, and it tends to be exaggerated and pompous. The less we use them the better it would be for us, our colleagues and clients. Better avoid them.

1. Culture fit.
2. Buzz worthy.
3. Beef up.
4. Balls in the air.
5. No call, no show.
6. Pushing the envelope.
7. The helicopter view.
8. Chief cook and bottle washer.
9. For all intents and purposes.
10.   Integrating quality solutions.

➤ Days Celebrated in the Month of April

Dates	Days
1 April	Orissa Day
1 April	Prevention of Blindness week
2 April	World Autism Awareness Day
4 April	International Day for Mine Awareness
5 April	National Maritime Day
7 April	World Health Day
10 April	World Homeopathy Day
11 April	National Safe Motherhood Day
11 April	National Pet Day
13 April	Jallianwala Bagh Massacre Day
14 April	B.R.Ambedkar Remembrance Day
17 April	World Haemophilia Day
18 April	World Heritage Day
21 April	National Civil Service Day
21 April	Secretaries Day
22 April	World Earth Day
23April	World Book and Copyright Day
23April	English Language Day
23April	Spanish Language Day
23April	National Take a Chance Day

23 April	National Picnic Day
23April	National lost Dog Awareness Day
23April	National Cherry Cheesecake Day
24 April	National Panchayati Raj Day
25 April	World Malaria Day
26April	World Day for Safety and Health at Work
28 April	World Veterinary Day
30 April	Ayushman Bharat Diwas

➢ Training Game

Name: Games of possibilities.

Duration: 10-15 Minutes.

Objective: The team building exercise inspires creativity and individual innovation.

Timing of Activity: Post Lunch.

Tool needed: Any random objects.

Activity: This is a great 5 to 10 minutes team building game. Give an object to one person in each group. One at a time, someone has to go up in front of the group and demonstrate a use for that object. The rest of the team must guess what the player is demonstrating. The demonstrator cannot speak ,and demonstrations must be original ,possibly wacky, ideas.

Fahmeeda F. Shaikh
Assistant Professor,
Gujarat   Arts & Science College,
Ahmedabad , Gujarat.

WE ARE PROUD OF YOU

1. *GAP congratulates Dr. Sagar R. Dave for appointment at Government Arts and Commerce College, Meghraj, Aravali as Principal GES Class – I. GAP wishes a great future in Government Education System.*

2. *GAP congratulates Dr. Mala Sharma for appointment at Government Arts College, Mandal, as Principal GES Class – I. GAP wishes a great future in Government Education System.*

3. *GAP congratulates Dr. Hemendra F. Shah for appointment at Gujarat Commerce College (Evening) as an Assistant Professor GES Class – II in the subject of Accountancy. GAP wishes a great future in Government Education System.*

4. *GAP congratulates Dr. Parth Rashmikant Bhatt for appointment at R. C. College of Commerce, Ahmedabad as an Assistant Professor GES Class – II in the subject of Accountancy. GAP wishes a great future in Government Education System.*