

# GAP-KALPATARU

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## GAP –HARD

### National-News

#### ISB Hyderabad, IIM Calcutta Programmes Among Top 3 In Times Higher Education Ranking



As per the report published by Anisha Singh in The Times of India ON 13<sup>TH</sup> December, 2018, In the maiden survey conducted by Times Higher Education and Wall Street Journal (THE-WSJ) on Management Education domain two Management institutes from India made it to the top three spots. While ISB, Hyderabad took the second spot, IIM Calcutta clinched the third rank among management institutes offering one-year MBA programmes. A total of 35-one year mba degree programmes were surveyed and ranked based on performance across parameters such as resources, engagement, outcomes and environment. The top spot has been grabbed by the one year MBA degree offered at University of Hong Kong. ISB Hyderabad has outranked IIM Calcutta only by a margin. While the overall score for ISB Hyderabad was 75.7, the overall score for IIM Calcutta was 75.5. PGP Programme offered by ISB Hyderabad was recently ranked as first in India and fifth in Asia by Financial Times.

## IIT Madras, Delhi University Among 24 Recommended For 'Institute Of Eminence' Tag



As per the news published in the NDTV by Shihabudeen Kunju on 10<sup>th</sup> December, 2018, The Empowered Expert Committee (EEC) headed by former election commissioner N Gopalaswami has recommended 24 more higher education institutions to consider for the tag of Institutes of Eminence. The latest recommended list includes 12 public and 12 private institutions of higher learning in the country. If granted Institution of Eminence or IoE status, the public institutes will receive a government grant of Rs.1000 crores for the next five years. The IoEs are proposed to have greater autonomy in comparison to other higher education institutions. The public institutions finding place in the recommendation include IIT Madras, IIT Kharagpur, Delhi University, Jadavpur University, Anna University, Banaras Hindu University, Tezpur University, Savitribai Phule Pune University, University of Hyderabad, [Aligarh Muslim University](#), Panjab University and Andhra University. The private institutions from the recommended list consists VIT Vellore (Tamilnadu), Jamia Hamdard University (Delhi), Shiv Nadar University (Uttar Pradesh), Azim Premji University (Karnataka), and Ashoka University (Haryana) among others.

## Annual income limit to avail education loan increased for general category students: Gujarat govt



As per the news published in The Indian Express on 2<sup>nd</sup> January, 2019, The Gujarat government Tuesday widened benefits offered to students from the non-reserved category by raising annual income limits and providing more assistance in terms of educational loans. To avail benefits of schemes offered by the Gujarat Unreserved Educational and Economical Development Corporation, the annual income limit has been raised from Rs 3 lakh to Rs 4.5 lakh, Deputy Chief Minister Nitin Patel said. The state-run corporation was set up last year to provide financial assistance to students from non-reserved categories, including help for tuition, coaching, food and competitive exam preparations. It also helps students from unreserved category for education, employment, study abroad, and for self-employment. Also, to avail up loans of up to Rs 15 lakh to study abroad, the annual income limit of the student's kin has been raised from Rs 4.5 lakh to Rs 6 lakh, he said.



## Women leaders are still missing at top institutes



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As per an article published in the Economics Times by Sreeradha Basu on December 31, 2018, In academia too, as with corporates, there has been an increase in hiring women for senior roles but it will take time for more women to reach the top of the pyramid, said Narayanan Ramaswamy, partner and head of education at KPMG India. The Indian Institutes of Management ([IIMs](#)) got their third woman director this year but the country's broader higher education space is overwhelmingly male when it comes to top jobs. Only 63 out of a total of 1,008 institutes including central, state, private, deemed universities and institutes of national importance have women at the helm, according to the Gender Diversity and Female Leadership in Indian Higher Education report by higher education-focused management consulting firm EduShine Advisors.

The percentage of [women academic leaders](#) has dropped to 6.25% from 6.67% (54 women out of 810 institutes) in 2015, said the report. Indian Institutes of Technology ([IITs](#)), IIMs and other premier institutes are adopting aggressive strategies to attract more female students, but efforts have been found wanting at the hiring for leadership levels. Not a single IIT, Indian Institute of Information Technology (IIIT) or Indian

Institute of Science Education and Research (IISER) has a woman director. Among the 31 National Institutes of Technology (NITs), there is just one woman director – at NIT, Tiruchirapalli. The IIMs have the strongest representation of women academics in top roles with three of 20 business schools at Sirmour, Bodhgaya and Calcutta having women directors. “Institutes will have to come forward and provide opportunities for women. It has to be a proactive effort as in the case of IIM Calcutta,” said Ganesh, who is on the board of governors that appointed Anju Seth as the institute’s first woman director last month.

### HRD Ministry Launches Innovation Cell For Higher Education Institutions



As per the news published in NDTV, The HRD Ministry Wednesday established an innovation cell at the All India Council of Technical Education (AICTE) with an aim to brainstorm new ideas about promoting innovation in all higher education institutions (HEIs) across the country. The innovation cell was launched at the AICTE headquarters by Union HRD Minister Prakash Javadekar through video conferencing. "This will be a significant step in institutionalising innovation and developing a

scientific temperament in the country. The purpose of formation of network of Institution's Innovation Councils (IICs) is to encourage, inspire and nurture young students by exposing them to new ideas and processes resulting in innovative activities in their formative years," Mr. Javadekar said."More than 1,000 HEIs have already formed IICs in their campuses and enrolled for the IIC network managed by MHRD's innovation cell to promote innovation through multitudinous modes leading to an innovation promotion eco-system in their campuses," he said.

### Nutrition Programmes, Education May Help Lower Anaemia In India



As per an article published in NDTV, According to a study published in the BMJ Global Health Journal, improved public health and nutrition programmes for children under five years of age, and higher education and wealth among expectant mothers substantially contributed to lowering anaemia among these two groups between the years 2006 and 2016. As per the International Food Policy Research Institute (IFPRI), Anaemia reduction among teenage girls and women under 50 years of age, however, showed minimal progress. More than half of the population

of women and children in India is anaemic and is, therefore, currently experiencing reduced quality of life in various respects, which includes work capacity, fatigue, cognitive function, birth outcomes and child development. Better education alone accounted for nearly one-fourth of the improvement seen in the haemoglobin count among expectant mothers, and one-tenth in children. The researchers said that further improvements in these common drivers can substantially impact maternal and child anaemia, simultaneously bringing down anaemia prevalence across the country in these two groups.

**Only 10 Indians on list of world's 4,000 top scientists, but this is double last year's**



As per the report published by Yogita Roa in The Times of India on 3<sup>rd</sup> January ,2019,India boasts of eminent science and social science institutes like IISc, the IITs, TIFR, JNU and TISS. Yet, only 10 Indians figure among the world's top 1% highly-cited researchers (HCR) in the two fields. To top it, some of the 10 are not from the country's leading institutes. The list, comprising over 4,000 of the globe's most 'influential' researchers, in its fifth edition, has been released by the firm Clarivate Analytics.



Eminent scientist and former head of the scientific advisory council to the prime minister, CNR Rao, figures on the list. A professor each from IIT-Kanpur, IIT Madras, and JNU and two from NIT-Bhopal, too, are on the global HCR list, which covers over 60 countries, though more than 80% of the names come from only 10. Remarkably, 70% are from just five countries (see box). Among institutions, Harvard University has the highest representation on the list, with 186 names. While India's representation is negligible, neighbor China is third on the list, ahead of Germany.

**Centre focusing on promoting research & retaining researchers:  
Javedkar**

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As per the report published by I.P.Singh in The Times of India on 6<sup>th</sup> January, 2019, Union HRD minister Parkash Javedkar has said that NDA government is focusing a lot of research and retaining researchers in the country while also working to bring academia, researchers and industry

on one platform so that target of brain gain for the country can be achieved by encouraging available talent in the country. Javedkar, who was here to attend the valedictory session of two-day Women Science Congress at Lovely Professional University on Sunday, said that research was key for progress of any country. Citing examples of Korea, Taiwan, Singapore and China, he asked where were these countries before they embarked on scientific research. These countries took major leaps after they focused on research and it was clear that only through progress in science countries could progress, he said.

He also mentioned the liberal schemes of funding launched by the Union government for attracting research-oriented best minds in the country. He also laid importance on the unified working of academia, industry and research sectors for the progress of the country. He also talked about joint research programmes & scientific co-operation among top universities across the world, where Indian Universities should also be a great part.

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### **BEd curriculum criteria relaxed**

The Union human resource ministry Prakash Javadekar has decided to dilute the mandatory requirement of adhering to the proposed curriculum for institutes seeking recognition under the proposed four-year Bachelor

in Education course, set to be implemented from the next academic year. Instead, the implementation of the proposed curriculum — by the institutes seeking recognition — has been confined to being a “model for emulation by the teacher education institution.” It is learnt that the move to relax the requirement of mandatory adherence to the proposed curriculum has been made as the ministry is fearful that most institutes applying for conducting the proposed four-year BEd programme would be unable to fulfil the requirements and hence not qualify for recognition under the norms.

Sources stated that HRD minister Prakash Javadekar was of the opinion that the curriculum prepared for the four-year integrated teacher education programme should not be made mandatory for the institutions seeking recognition for the programme. The minister is also learnt to have opined that, “at best the proposed curriculum could be a model for emulation by the teacher education institution.” Sources stated that the move comes days after the Narendra Modi government’s decision to introduce the integrated teacher education programme, a four-year Bachelor in Education in the country, from the next academic year. This newspaper had first, on October 30, reported that the proposal has been cleared for implementation by the HRD ministry. The National Council for Teacher Education had developed the proposed syllabus for the new four-year integrated BEd courses. The NCTE is the statutory body that works towards regulating teaching courses in India.

The HRD ministry had put forth the proposal for a four-year degree is expected to save one year of students as they can pursue the course immediately after their class XII examination. Currently, a student needs

to complete a Bachelor's degree before embarking on a degree in education. As per the new integrated BEd programme, the educational institutes imparting the course would need to have better training facilities as well as better infrastructure for the students. As per the proposal, candidates can apply for the four-year integrated teacher-training programme right after completing their Class 12. The new programme is expected to be formulated on the lines of other professional degree courses.

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## For Better Education: MHRD Launches Faculty Training Programmes LEAP And ARPIT

by **Swarajya Staff** - Nov 14 2018, 1:26 pm,

DrSatya Pal Singh, Minister of State for MHRD (Pic: Twitter)

The Ministry of Human Resource and Development has launched the Annual Refresher Programme in Teaching (ARPIT) and Leadership for Academicians Programme (LEAP), aimed at bringing a significant quality upgrade in teaching and mentoring of higher education institutions, [reports](#) The Times of India. HRD minister Prakash Javadekar said that these initiatives are set to transform quality of teaching and improve leaders and enhancing the quality of higher education institutions.

ARPIT is aimed at reaching out to 13 lakh teachers across central, state and private universities. It will offer a three-month online certificate course through the government through its Massive Online Open Course



(MOOC) portal- SWAYAM. Almost 75 resource centres specialising in various disciplines would coordinate these refresher courses to prepare and train teachers for teaching students and updating them on new developments and concepts in the field. Courses on 68 subjects have already been uploaded on the SWAYAM portal. According to sources, though ARPIT courses will not be compulsory for teachers, they will be considered during promotions. The move would incentivise teachers to improve their skills, said MHRD sources. IIT Kharagpur will coordinate LEAP, envisaged to train academics with leadership potential and help them improve their administrative, crisis management, team work and communication skills.

The training module, which envisions a week-long exposure to a foreign institutes such as University of Michigan, University of Chicago, University of Pennsylvania/ Stanford, Monash University, London School of Economics, among others is developed by 15 NIRF top-ranking Indian universities including IIT Roorkee, IIT Kanpur, NIT Trichy, Indian Institute of Science Education and Research, Jawaharlal Nehru University, University of Delhi, IIT Bombay and TISS Mumbai, among others. LEAP would initially train 200 academics every year in 'leadership and management' skills and aims to train 1.5 million faculty members for leadership roles over the next few years, said reports.

[swarajyamag.com](http://swarajyamag.com)

## New UGC Rules: After Fall In Reserved Seats For University Faculty, HRD Ministry Mulls Ordinance To Restore Old System

by [Swarajya Staff](#) - Nov 12 2018, 10:22 am,

HRD Minister, Prakash Javadekar (Pankaj Nangia/India Today Group/Getty Images)

The HRD (Human Resource Development) Ministry is exploring options to bring in an ordinance to restore the old reservation quota for appointment to faculty posts in universities, as [reported](#) by Business Standard. The UGC (University Grants Commission) had earlier in the year, changed the quota rules for faculty positions in universities across India.

Instead of calculating the number of reserved positions by the total number of available seats in a university, the UGC [decided](#) in favour of quota being based on the total strength of individual departments like English. However, some groups representing the SCs and STs alleged that this new formula would practically reduce the number of reserved seats.

So to restore the old system, HRD has been mulling to bring in an ordinance. But when the proposal was sent to the Law Ministry for scrutiny, it wanted to scrap the old system of reservation in universities entirely and bring in a new one. In the previous scheme, reservation for faculty posts was reserved for SCs and STs at three levels of professorship but only at the entry level of teachers belonging to OBCs. In its new proposal, the Law Ministry wanted to bring the OBC reservation on par with that of the SCs and STs. Though the HRD Ministry was opposed to this overhauling of the entire system, The Economic Times

(ET) has [reported](#) that the Law Ministry has reiterated its support for providing 27 per cent quota to OBCs “across all direct-entry faculty positions in universities.”

swarajyamag.com

## **Much Delayed National Education Policy To Finally See Light Of Day, Javadekar Says Committee Report Is Ready**

Addressing the thirty-first convocation of Goa University, Union Minister for Human Resource Development Prakash Javadekar that K Kasturirangan committee report is ready and the Central Government would announce National Education Policy (NEP) very soon, Press Trust of India has reported. "Our committee under K Kasturirangan today only said that the report is ready. They are ready to hand over the national educational policy at any day and any time" the minister said. Post the submission of the report, the HRD ministry will frame a schedule for accepting and implementing the policy. The report is expected to propose radical policy solution and its scope covers elementary to college education in both rural and urban India.

In June 2017, the Union government had constituted a nine-member committee headed by space scientist and former ISRO chairman K Kasturirangan and tasked it with the responsibility of preparing a draft NEP focused on revamping India's education policy. Besides Kasturirangan, the panel includes Fields Medal winner and internationally acclaimed mathematician Manjul Bhargava from Princeton University and Vasudha Kamat, former vice chancellor of Mumbai's SNDT University and former IAS officer K J Alphonse Kanamthanam. Alphonse had played a

key role in helping Kerala's Kottayam and Ernakulam districts achieve 100 per cent literacy, sources said.

The panel was originally directed to submit its report by December 2017, but was given an extension till March 2018. It was later extended till August 2018 and received another extension for two months. The repeated extensions led to announcements that the idea of NEP itself was shelved as an agenda item in the current term of the government as it could 'anger' other parties. The government initially had come up with a draft policy, formulated by a panel led by former cabinet secretary TSR Subramanian during the term of former HRD minister Smritilrani. But it decided to set up another committee headed by Kasturirangan. India's first NEP was promulgated in 1968 by the government of then Prime Minister Indira Gandhi, and the second by then Prime Minister Rajiv Gandhi in 1986.

swarajyamag.com

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## International News

Britain's exit from the European Union might benefit students and professionals from India



As per the news published in Economocs Times by Ishani Duttagupta on 6<sup>th</sup> January ,2019,A group of 23 universities have already been granted permission to allow foreign students to stay for six months after graduation to find work.Delhi girl Rukmini Sanyal got part-time jobs while studying for her post-graduation from the London School of Economics. But soon after her graduation ceremony, she had to pack up and fly back to India. Sanyal was not able to find a graduatelevel job with a [UK](#) employer who was willing to sponsor her work permit. The four months' time her visa gave her to stay back in the country after her course was not enough to land her suitable employment. Sanyal's story is similar to those of thousands of [Indian students](#) who finish their graduate and postgraduate degrees in the UK. But now, [Brexit](#) had raised employment hopes of Indians going to study in the UK.

Employers in the UK are wary of hiring [foreign students](#) or fresh graduates who need to be sponsored for Tier-2 work permits — which cover students from non-European Union (EU) countries. However, this rule is not applicable to students from the EU, giving them an advantage in the UK employment market. But after Brexit — March 29 is the deadline for the UK leaving the [European Union](#) — the same set of rules would apply to students from the EU and India, and so would the opportunities, explains Sanyal. “For students from India, the transition from a Tier-4 student visa to a Tier-2 employment visa is almost impossible. But once EU students are also covered by the same rules, we will have a better chance based on our qualifications and skills.”

## UK universities keen to deepen ties with Indian universities, companies



As per the news published in Economics Times by Anjali Venugopalan on 1<sup>st</sup> January, 2019, Universities in the UK are keen on forging deeper collaborations with Indian universities and companies, for which the UK [India Business Council \(UKIBC\)](#) is pushing for easing of norms in India, said its chief operations officer, Kevin McCole.

The council is also preparing to launch an online platform in March to match skill needs of Indian companies with those that can be provided by UK universities, said McCole. He said that India allows only the top 200 globally ranked universities to collaborate with Indian universities. However, the top 500 universities should be allowed, as some of the individual courses in the top 500 universities could be topranking, he said. “UK universities are keen to attract more Indians to come and study in the UK,” said McCole. “(They) also want to work with Indian education institutes, both private and public.” A delegation of UK universities visited India in October and November and held discussions with academics and corporate bodies in this regard, he said. It visited the University of Mumbai and the Indian School of Design of Innovation in Mumbai to discuss collaborative research, he said. It also held round-table discussions with Indian companies from banking, oil and gas, manufacturing, engineering, and food and beverages sectors for collaborative research.

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## Ontario government concludes consultation on provincial education system

The Canadian Press

Published Monday, December 31, 2018 11:40AM EST

TORONTO -- The Ontario government says it has wrapped up a large-scale public consultation on the province's education system.

Education Minister Lisa Thompson announced the consultation earlier this year amid controversy about the province's sex-ed curriculum.

The Progressive Conservative government repealed a version implemented by the former Liberal regime in 2015, which addressed issues such as cyber bullying and gender identity, and temporarily replaced it with one based on the 1998 curriculum.

The government says its consultation, conducted via online submissions and telephone town halls, will help shape other policy areas beyond sex ed.

It says areas of focus will include improving student performance in science and math disciplines, improving standardized testing results, managing the use of technology in the class, and teaching student skills including skilled trades, coding and financial literacy.

Thompson says the government will provide an update on the results of the consultation in the winter of 2019.

## New Year, New Learning: Reflections on Education in 2018 and Beyond

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TWEETSHAREEMAIL

Each year, EdSurge asks thought leaders, educators and entrepreneurs to reflect on the state of education technology, and share their thoughts on where it's headed. We're continuing that tradition again this year, but with an added twist: Writers from 2017 were asked to nominate who they would like to hear from this time around. And the EdSurge editorial team also reached out to a few new voices to get their thoughts. A few major themes and recurring threads have popped up this year. We heard from a number of instructors, experts and even CEOs in the higher-ed space on why one of the biggest challenges facing students and educators today—and into the future—has to do with digital literacy, authenticity and teaching students of all ages about getting the facts straight in an increasingly digital world. We also heard from teachers, education reformers and advocates who want to see edtech tools and services do better by students, from data privacy to early childhood education and efficacy. They point to a mix of shortcomings and not-quite-there-yet ideas that hold promise, but have yet to prove they deserve a spot in the classroom. Even in an era of uncertainty and rapid technological innovation, many of our writers have high hopes for the year ahead when it comes to learning. These writers showed us where there is room to grow, and why they believe a bright future for schools, students and educators across K-12 and higher education is within reach. Here you'll



find a mix of skepticism, enthusiasm and speculation for where education is headed. We hope you come away with ideas and inspiration for further debate and discussion from our 2018 end-of-the-year series. Happy reflecting—and Happy New Year.

## Revealed: the universities most likely to award higher grades

### Grade inflation risks undermining confidence in degrees, campaigners claim

Mon, Dec 31, 2018, 00:00 Peter McGuire,

Carl O'Brien The Irish Times has used a mix of Freedom of Information requests and statistics from the Higher Education Authority (HEA) to crunch the numbers. The analysis shows grades at Ireland's seven universities have been rising consistently over the past decade.

The proportion of graduates awarded first-class and upper second-class (2.1) degrees is up from 59 per cent in 2009-2011 to 64 per cent in 2015-2017.

The patterns vary significantly across different institutions, based on the latest available data.

Students are most likely to secure first-class or upper second-class degrees at Dublin City University (72 per cent), followed by UCD (71 per cent), University College Cork (69 per cent), Maynooth University (63 per cent), NUI Galway (59 per cent) and University of Limerick (53 per cent). Trinity College Dublin's figures are more difficult to calculate as it has changed the way it categorises second-class honour degrees

(increasingly, it no longer divides second-class honours into 2.1s or 2.2s).

However, based on first-class honours, students are most likely to get a first in Trinity (20 per cent) than in any other university.

There are also interesting grade variations across subject areas within individual colleges, with top grades much more likely in some programme areas than others.

For example, in arts at UCD last year, just 8 per cent of students secured a first-class honour, while 55 per cent were awarded a 2.1.

On the issue of quality, there is no evidence of a decline in the quality of our graduates

By contrast, in business at UCD the proportion of firsts was almost twice that of arts – 17 per cent – while 72 per cent of all students received a 2.1.

Disciplines such as medicine are traditionally much tougher to secure top grades in.

At Trinity, just 7 per cent of medicine and dental science students secured a first, while 62 per cent received a second-class honour and 27 per cent got a pass.

An area where firsts are even harder to come by is education. At DCU's institute of education, just 5.5 per cent secured a first-class honour.

Researchers

So, why has this happened, what are the consequences of grade inflation and should we be worried?

Three researchers at IT Tralee have been working to highlight the extent of grade inflation in Ireland's third-level institutions over the past decade.

Irish universities' grade inflation sparks claims of 'dumbing down'

Staff protest over 'grade inflation' at institute of technology

Dublin college merger: Technological universities arrive with a TUD

Under the banner of the Network for Irish Educational Standards, Brendan Guilfoyle, Martin O'Grady and Simon Quinn's work shows grade inflation is nothing new.

An analysis they produced of all third level colleges in 2007 showed that the number of first-class honours and upper second-class honours grades had surged over the previous decade.

Then, in 2016, Guilfoyle and O'Grady released further data which showed that the proportion of students at institutes of technology graduating with first-class honours degrees had doubled in the previous 15 years.

Guilfoyle says grade inflation offers a further advantage to stronger students.

"If the regime is made easier, the lower end of the class doesn't reap the same benefit as the top end. If, for instance, a lecturer drops a hint about the exam paper in class, the most alert students are more likely to be listening and get the advantage."

First-class honours and 2.1 degrees are now well over 50 per cent of the overall graduate outcomes, at a time when many top graduate employers are hiring only those who secured a minimum 2.1 degree.

"If almost everyone is getting a 2.1, their degree could have less meaning. But the pressure from the Higher Education Authority and the management of the various third-levels is all one-way: the only way is up," Guilfoyle says.

"Members of exam boards are reporting that they have to put up a fight to avoid a student's grade being inflated."

While there are substantial differences in the grades being awarded between different disciplines, the trends are generally the same across the board, says Guilfoyle: grades are steadily climbing up.

## Skills

He says students are not coming into third level with the necessary maths skills needed for certain science, engineering and technology courses.

If the majority of degrees outcomes are the same, Guilfoyle says, there's a risk that the only way to differentiate between the various institutions will be to look at where degrees come from, giving a further advantage to the most prestigious or elite institutions, particularly Trinity College.

Meanwhile, he says, the Bologna protocols which were developed to demarcate the difference in learning outcomes between a further education course, undergraduate and postgraduate course are being steadily undermined.

The HEA, however, rejects much of this analysis. A spokesman for the authority said it had not applied any pressure on higher education institutions.

"Grades are really a matter for the institutions," a HEA spokesman said.

"On the issue of quality, there is no evidence of a decline in the quality of our graduates and in fact, the national employers' surveys show strong satisfaction rates with them."

The watchdog for quality in third-level institutions, Quality and Qualifications Ireland (QQI), said grade inflation appeared to be a symptom of a variety of factors .

It said students were more focused on securing higher grades because degrees were being used far more widely for selection into employment or advanced studies.

This, in turn, had prompted changes such as greater levels of feedback for students on how to improve their performance in assessments, along with the spreading of assessment across a wider range of assignments. “These are all features which could broadly be considered as improvements in higher-education practice, even if they are offset by factors such as declining resources per student,” the QQI said in a statement.

Employers, it said, often look at other factors – such as projects, placement reports and essays – if they want to discriminate fairly between applicants.

The QQI said debate over grade inflation may, in fact, reflect “social anxieties about status and competition for scarce safe niches is a precarious employment market than about deep-seated concern for the quality of education or learning”.

BH Associates, higher-education consultants, disputes whether grade inflation really is something we should be worried about, noting that the quality of learning should be a much bigger issue.

“The fact of grade inflation is, at best, a second-order concern,” says Tom Boland of BH Associates and former head of the HEA.

“What should be the primary concern and focus of attention, and action, for policymakers, universities and institutes, is the quality of the learning outcomes we are achieving from our higher-education system in terms of the readiness of graduates for fulfilling lives and with the skills society and the economy needs.”

Boland says the grades awarded at the end of a programme of study are an indicator of the quality of outcomes from that programme – an indicator validated by a system of external examiners.



## Evidence

After several years of discussion about grade inflation, Boland says that the evidence is that our graduates continue to be of high quality in terms of employability. In its most recent study of the employment of graduates nine months after graduation, the HEA noted that for the class of 2016, 62 per cent of honours degree graduates were in employment, with just 5 per cent seeking employment.

Among those with masters degrees and doctorates, some 81 per cent were in employment.

Latest CSO data also indicates that the unemployment rate for those with an honours degree or higher was just 3 per cent. By contrast, unemployment rates for those with a Leaving Cert or upper secondary education were almost three times higher (8.5 per cent) and more than four times higher for early school-leavers (12.5 per cent).

In fact, Boland says, grade inflation is a “sideshow” and a distraction from the real issue affecting the quality of outcomes from Irish higher education.

“We have had over a decade of seriously inadequate investment, both recurrent and capital, and the abysmal failure of successive governments and the wider political system to address the issue of how we can sustainably fund a system so central to the success of individuals and our society,” he says.

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## ARTICLE

### Intellectual Property Rights: What Academicians and Researchers need to know?

#### Overview

Intellectual Property rights help to protect creations of the mind that include inventions, literary or artistic work, images, symbols, etc. If you create a product, publish a book, or find a new drug, intellectual property rights ensure that you benefit from your work. These rights protect your creation or work from unfair use by others. In this article, we will discuss different types of intellectual property rights and learn how they can help researchers.

Protecting and managing intellectual property rights (IPR) is the first step for any business seeking to establish its presence in India, and must be incorporated as an integral part of the business asset growth strategy. Having a distinguished intellectual property can set your business apart from competitors, and become an essential part of your marketing. An intellectual property can also be sold or licensed to generate revenues for you or your business.

In India, there are different types of intellectual property, which are protected under separate laws. As a result, registering intellectual property involves navigating complex legalities and submitting numerous documents. This requires expertise and familiarity with procedural norms to ensure fast and effective registration.

## Types of Intellectual Property Rights

There are [two main types of intellectual property rights](#) (IPR).

1. Copyrights and related rights
2. Industrial property

Copyrights give authors the right to protect their work. It covers databases, reference works, computer programs, architecture, books, technical drawings, and others. By copyrighting your work, you ensure that others cannot use it without your permission.

Industrial property rights include trademarks, patents, geographical indications, and industrial designs.

### What Do I Need to Know About IPR?

Intellectual property rights are governed by [WIPO](#), the World Intellectual Property Organization. WIPO harmonizes global policy and protects IPR across borders. As a researcher, you rely on the published work to create a new hypothesis or to support your findings. You should, therefore, ensure that you do not infringe the copyright of the owner or author of the published work (images, extracts, figures, data, etc.)

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How do you decide whether to publish or patent? Check your local IPR laws. IPR laws vary between countries and regions. In the US, a patent will not be granted for an idea that has already been published. Researchers, therefore, are advised to file a patent application before publishing a paper on their invention. Discussing an invention in public is what is known as public disclosure. In the US, for instance, a researcher has one year from the time of public disclosure to file a patent. However, in Europe, a researcher who has already disclosed his or her invention publicly loses the right to file a patent immediately.

## IPR and Collaborative Research

IPR laws can impact international research collaboration. Researchers should take national differences into account when planning global collaboration. For example, researchers in the US or Japan collaborating with researchers in the EU must agree to restrict public disclosure or publication before filing a patent. In the US, it is common for publicly funded universities to retain patent ownership. However, in Europe, [there are different options](#). An ideal collaboration provides everyone involved with the maximum ownership of patent rights. Several entities specialize in organizing international research collaborations. Researchers can also consider engaging with such a company to manage IPR.

## IPR and India

A knowledge-based product requires protection so that the investments made by companies in Research and Development may be justified. It has been seen that developing countries, including India, provide a very weak intellectual property protection. India acknowledged in principle the case for strict IPR protection, but in India, this could be done only in phases suited by its own ground reality. The reality - absence of international IPR protection for some decades had spawned employment for millions, so an overnight clampdown on IPR violators would foment social unrest.

This has made the scene grim for companies investing / willing to invest in research and development efforts. India has lagged behind in formulating relevant laws, making it difficult to protect the country's biodiversity. We have a wealth of traditional knowledge and product's lying in the public domain that needs to be adequately protected. The Basmati controversy clearly underlines the need to have stringent IP laws. Had the Geographical Indication Law been there, Ricetec could not have branded its rice 'basmati rice lines and grains', as the law would have protected basmati on the basis of geographical indication, like France and Scotland did for Champagne and Scotch many years ago.

As globalization deepens further, it also increasingly encompasses the sharing, utilization and enjoyment of IP products like inventions, designs, books, etc. India is fast developing into a technology producing country, particularly in biotechnology, information technology and pharmaceuticals sector. Therefore, development of stringent and staunch IPR system is an urgent need. Keeping in view, this emergency



the Indian corporate' are responding positively to TRIPS by gearing itself to increasing the R&D outlays. And as far as the government and legislation is concerned, the following work has been done in this direction, in order to provide a strong Intellectual Property protection system.

(Source: <http://www.ipindia.nic.in/>)

Compiled by

Dr. Parth Rashmikant Bhatt

Academician, Gujarat.

GAP –HOME FRONT

GAP-MINOR RESEARCH PROJECT



ज्ञानः अध्ययनः परम्परा



**SHRI. R.P. ARTS, K.B.COMMERCE & SMT. B.C.J SCIENCE COLLEGE, KHAMBHAT**  
(Affiliated to Sardar Patel University; D.P. Code: 50; Zone Code: 92)

**25<sup>TH</sup> JANUARY 2019**

# GAP

## MINOR RESEARCH GRANT PROGRAMME

### Call for Proposals

GAP invites high quality research proposals that examine significant questions of public concern in the areas of Culture, Philosophy, Literature Education, Public policy and Governance and development and sustainability. Following are the areas opened for the researchers.

Schedule	
Last date for submission of Concept Notes	February 25th, 2019
Indication of initial interest	February 28th, 2019
Last date for submission of Full Proposal	March 30th, 2019
Proposals sent for review	March 30th - May 30th, 2019
Decisions Made	May 30th, 2019
Projects Start date	July, 2019

### Topics

Public history	Media history	Counselling
Understanding human Reality	Social well-being	Researching society & Culture
Feminism	Women in Political thought	Methodology to understand human society
The Monarchy of Fear	Culture of fear in the 21 <sup>st</sup> Century	From knowledge of wisdom
The paradigm of science	The paradigm of humanities	On the problem of identity
Image & culture	How ideas travel	Gandhi on answer to modern civilisation
Predicament of value	Post humanism	Innovation in Higher Education

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- ❖ GLOBAL ACADEMIC ASSESSMENT CONSORTIUM

### Documents required

- CV for all investigators
- Short concept note of not more than 4 pages
- Budget Breakdown
- Anticipated timeline

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**Abstract Submission Guidelines**

We invite original unpublished research papers on the aforementioned themes. Please send your abstracts on [gapbss52019@gmail.com](mailto:gapbss52019@gmail.com)

- The subject line of the email should be "GAP-BSSS Global Conference-2019"
- The abstract should have 300-350 words with 4-5 keywords
- The name of the author and affiliation should be clearly mentioned
- Please use Times New Roman, Font 12, and 1.5 spacing
- Selected peer-reviewed papers will be published in the Open Access Peer Reviewed ISSN Global Journal of Grand Academic Portal ([www.gapjournals.org](http://www.gapjournals.org)) and in an edited book by an international publisher

**Important Dates**

- Abstract submission-30 November 2018
- Review of the abstract-6 December 2018
- Registration and full paper submission-15 January 2019

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## POEM

### Let Us Be Strangers

let us be strangers again,  
let we leave A life,  
where you were not there,  
there was not i.

let at least try to see life  
without any prefixes  
from an unknown horizon  
where there is no view  
of yours not mine.

let us just pass by  
on the road

where you will glance at  
as if i was not  
(that u have always do).

let us come across our names  
sounding strange and unknown  
and there is someone  
pointing at us!

let us again be -  
Strangers!  
where you don't care  
and there i stand, noticing you not!

let us experience  
the vacuum!  
where we were and  
we are again?

let us fathom  
how that will be?  
where you are not there and  
there not i...

**Manisha Gosai**  
Assistant Professor  
G. E. C. Bhuj

## 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.

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



Answer:

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

### MCQ's –General Knowledge

1). Why should a student not be punished severely?

(a) He may quarrel with a teacher.      (b) He may leave the school and join another.

(c) His parent may quarrel with the teacher.

(d) The students may develop a negative attitude towards his studies, teacher and school.

2).The term “least restrictive environment” refers to the education of the

(a) Handicapped.      (b) Gifted.

(c) Early Childhood Youngsters.      (d) Retarded.

3). According to Dewry, education is a

- (a) Social Need. (b) Personal Need.  
(c) Psychological Need. (d) Theoretical Need.

4). Each child grows in its unique way. The wide individual differences are caused by

- (a) Heredity. (b) Endowment.  
(c) Environmental influences. (d) All of these.

5). All of the following are advantages of teaching machines except

- (a) The control of cheating (b) Tracking of Errors  
(c) The Insurance of Attention  
(d) Their Universal use for different kinds of programmes.

6). A teacher can established rapport with his pupil by

- (a) Becoming a figure of Authority  
(b) Impressing them with knowledge and skill..  
(c) Playing the role of a Guide with desire to help them  
(d) Becoming a friend to the pupils.

7). The Biochemical processes taking place in the body is known as

- (a) Catabolism. (b) Metabolism.  
(c) Anabolism. (d) None of above.

8).Noise is known as

- (a) Transmitting barrier. (b) Receiving barrier.  
(c) Sender barrier. (d) None of these.

9). Find the odd one out.

- (a) Sucheta Kriplani (b) J.Jayalalitha  
(c) Padmaja Naidu (d) Mayawati

10). The area covers by forest in India is about

- (a) 46% (b) 33%  
(c) 23% (d) 21%

**Answers:**

- (1). d (2).a (3).a (4).d (5).d (6).c (7).b (8). a (9).c  
(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. All hand meeting.
2. Forward planning.
3. At this point in time.
4. Cradle to grave.
5. Beef up.
6. Buck the trend.
7. Banner Year.
8. Touch Base.
9. Mission critical.
10. Shovel ready.

### ➤ PARAPROSDOKIANS

The first time I heard about Paraproisdokians , I liked them. Paraproisdokians are figures of speech in which the latter part of a sentence or phrase is surprising or unexpected and is frequently humorous.

1. Some people are like slinkies... not really good for anything, but you can't help smiling when you see one tumble down the stairs.
2. Dolphins are so smart that within a few weeks of captivity , they can train people to stand on the very edge of the pool and throw them fish.
3. If you're not part of the solution, you're part of the precipitate.
4. A fly was very close to being called a Land, because that's what it does half the time.
5. I' got binocular because I don't want to go that close.

6. If you are going through hell keep going.
7. There's a fine line between cuddling and holding someone down so they can't get away.
8. Being second is the first of the ones who lose.
9. The only thing that interferes with my learning is my education.
10. A problem is really only a fact that someone is resisting.

### ➤ Training Game

Name: Balls in Water bottles.

Duration: 20 Minutes.

Objective: To boost Creative Thinking

Overview: A challenging activity that requires some creative thinking for the team to solve the predicament of trying to get ping pong balls out of water bottles using chopsticks.

Timing of Activity: When doing goal setting.

Requirements: Empty water dispenser bottles' (a bottle for each team) ping pond balls, chopsticks, tape, stop watch.

Activity:

- Split the class into teams of 4 or 5 per team, Issue to each team a water bottle, two ping pong balls and several chopsticks and tape.
- Instruct each group to drop the two ping pong balls into the empty water bottles.
- The teams cannot turn the bottles over to take out the balls\_.



- The team can use the chop sticks or talpe chopsticks together to ger the balls out.
- The team that manages to take both ping pong balls out first is the wining team.

**Learning:** This activity promotes team creative thinking. Filling the bottles with water ,the ping pong balls will easily come out of the bottles without having to turn the bottles over. .

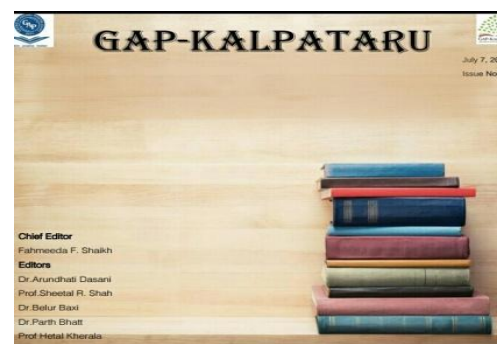
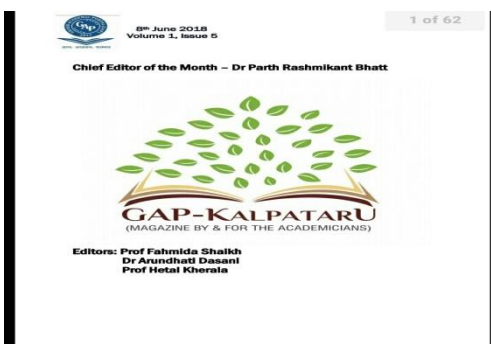
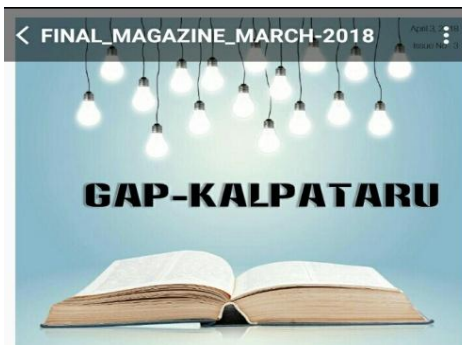
### *WE ARE PROUD OF YOU*

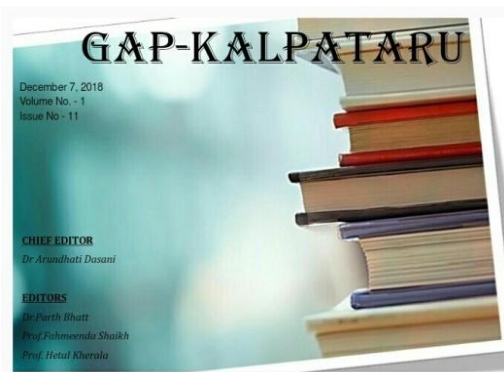
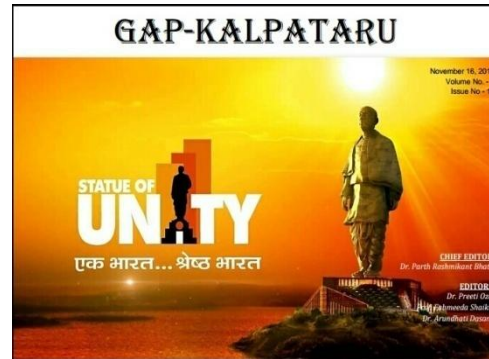
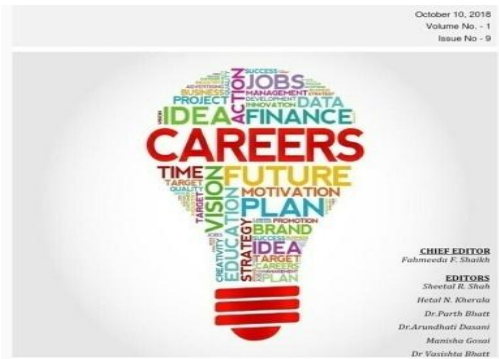
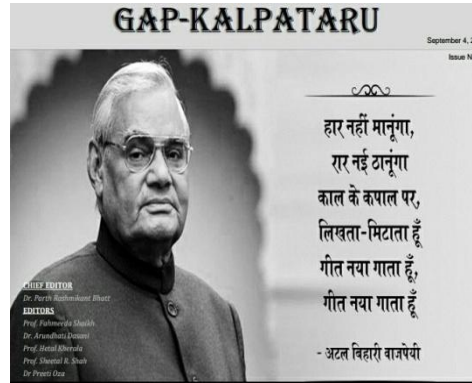
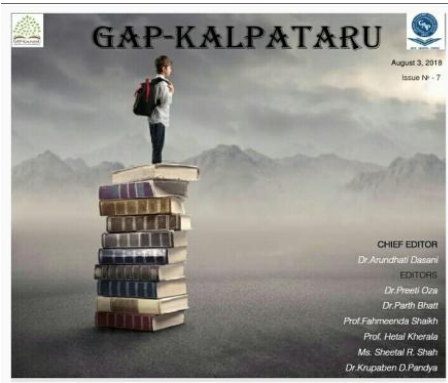
*CA Haresh Kothari was invited as one of the eminent speaker to address the National Conference on topic “Future of Tax-The transformation of a core business function globally” organized by Parul University, Baroda on 21-22<sup>nd</sup> November, 2018 .*

*GAP is extremely proud of him and wishes him a hearty congratulation & all the best for future.*



GAP –Kalpataru is extremely delighted to launch its last i. e 12<sup>th</sup> issue of volume 1. We would like to extend our sincere gratitude and appreciation for all the contributions and dedication provided by our highly talented and inspiring editors and expect the same kind of cooperation and contribution from them for the upcoming issues also and wishes them best of luck for future.





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