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CHIEF EDITOR

Dr. Arundhati Dasani

EDITORS

Dr. Lila Simon

Prof. Fehmeeda Shaikh

Prof. Hetal Kherala

Dr. Parth Bhatt

GAP-HARD National

Higher education, research need more funds, says UGC chairman

Garima Singh New Delhi | Updated on February 22, 2019 Published
on February 21, 2019 DP Singh, Chairman, UGC - The Hindu



Education COMMENT

‘India lags way behind US, China in spending ’

Making available more financial and other resources both by the Government (Central and State) and private organisations is one of the major challenges that the higher education system in India is facing, said the top official at University Grants Commission (UGC).

“As an apex education body we wish that adequate funds be made available for higher education and research. India spends 0.6-0.7 per cent of its GDP on research and development which is very low compared to the US (2.8 per cent), China (2.1 per cent), Israel (4.3 per cent) and Korea (4.2 per cent),” said DP Singh, Chairman, UGC.

Singh said there is need for higher education institutes to revisit their courses and assess the job opportunities that would be available in the coming five years.

“Courses that make students employment-worthy should be introduced,” Singh said.

Private players

In international rankings, universities that make it to the list from India are mostly government-funded ones and there is hardly a private university that finds a place in it, he said.

“Now things are changing and private universities are taking initiatives to find a place globally,” he added. “This is because the global rankers prefer multi-disciplinary institutions, and in India, they are more stream-based, such as technical and medical universities,” Singh said. Private players should recognise the need for improvement in the quality of education as that is what would pay in the long run, he added.

On the initiatives being taken by the UGC to improve the quality of education, Singh said, “Those institutes with a Cumulative Grade Points Average (CGPA) of 3.5 and above have been rewarded with full autonomy.”

IoE status

Meanwhile, to raise Indian universities to global standards, 20 universities are being selected for Institute of Eminence (IoE) status, he said. So, far six universities have been selected.

Published on February 21, 2019

HRD Ministry launches Operation Digital Board to boost quality education Education

Updated Feb 20, 2019 | 20:53 IST | PTI

Union HRD Minister PrakashJavadekar on Wednesday launched Operation Digital Board to leverage technology in order to boost quality education in the country.



HRD Ministry launches Operation Digital Board | Photo Credit: Times Now

Union HRD Minister PrakashJavadekar on Wednesday launched Operation Digital Board to leverage technology in order to boost quality education in the country.

The Operation Digital Board (ODB) aims at converting a class room into a digital class room and in addition to availability of e-resources at any time and at any place to students.

"Operation Digital Board is a revolutionary step which will make the learning as well as the teaching process interactive and popularise flipped learning as a pedagogical approach," Javadekar told reporters here.

The digital board will be introduced all over the country in government and government aided schools from class 9 onwards as well as in higher education institutions. The process will begin from the coming session of 2019 itself, he said.

"It will also help in provisioning of personalised adaptive learning as well as intelligent tutoring by exploiting emerging technologies like machine learning, artificial intelligence and data analytics. An expert committee has worked out optimum configuration of the digital class rooms under ODB," he added.

The Union minister said that the biggest challenge facing education sector in the country is maintaining acceptable quality standards across the country.

He said "Although we have good number of premier institutions, which compete with the best in the world, a large number of higher education institutions and schools needs improvements in quality teaching-learning, as the students coming out of these institutions find themselves unsuitable for the requirements of the society and market.

The spread of educational technology and connectivity has given an opportunity to resolve this issue and aim at equity in educational standards, Javadekar added.

7th Pay Commission for teachers: UGC announces implementation date

7th Pay Commission: The revised special allowance per month for vice-chancellors, pro-vice-chancellors, principals in PG college and principal in undergraduate colleges will be Rs 11,250, Rs 9000, Rs 6750, and Rs 4500 respectively.

By [Careers Desk](#) | New Delhi | Updated: February 22, 2019 9:02:46 pm



7th pay Commission will increase the salary of teachers, registrars, principals and VCs. (Representational)

7th Pay Commission: After the Union Human Resource Development (HRD) Minister, Prakash Javadekar announced to revise the allowances and payments received by teachers in government institutes and colleges in

accordance with the 7th Central Pay Commission (CPC), the University Grants Commission (UGC) has announced the date from which the same will be implemented.

According to the latest circular released by the UGC, the revised pay will be implemented from July 1, 2017. Teachers, registrars, principals and other stakeholder involved are expected to get the revised pay from July 26, 2017, to present in a lump-sum amount in addition to the hiked salaries henceforth. The revised special allowance per month for vice-chancellors, pro-vice-chancellors, principals in PG college and principal in undergraduate colleges will be Rs 11,250, Rs 9000, Rs 6750, and Rs 4500 respectively, according to Union HRD Minister Prakash Javadekar.

“This is likely to benefit 30,000 teaching and equivalent staff in central universities and 5,500 in deemed-to-be-universities,” Javadekar had said through a tweet. “This will serve as a benchmark for 7 lakh teachers in state universities,” he had added.

Meanwhile, the University Grants Commission (UGC) has enhanced the allowance given as an honorarium to guest faculty members. Earlier, guest faculties used to get Rs 1500 per lecture which is extended to a maximum Rs 50,000 per month.

International

What is the point of higher education if it doesn't make people happy?



Jonathan Wolff

Forcing universities to compete with each other is a bad idea. What we need is a Teaching Happiness Framework

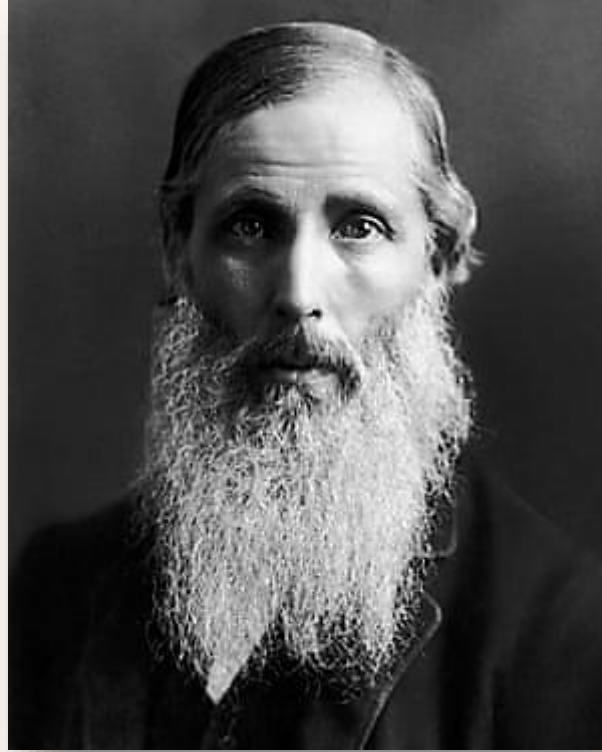
Tue 12 Feb 2019 06.45 GMT



Universities should focus less on competition and more on happiness, writes Jonathan Wolff. Photograph: Alamy

In *The Methods of Ethics*, a book read only by philosophers with an overdeveloped sense of duty, the late Victorian utilitarian moralist Henry Sidgwick argued that other philosophers of his day were wrong to believe that human beings act only for the sake of their own happiness or pleasure. There is a second spring of human action, he argues: the pursuit of excellence. A poet, a philosopher, or a sportsperson working obsessively may hope to be happy, but, more likely, what matters to them most is what they can achieve.

Sidgwick's work faded from fashion soon after his death in 1900. At Cambridge University, where he had been professor, he became a symbol of times past. The young Bertrand Russell and his fellows referred to him as Old Sidg. But his fortunes revived in the 1980s, and he is being read by undergraduates again. I don't know if the current generation of university regulators ever studied him, but, if so, they have only remembered half of what he taught. We have the Research Excellence Framework, and the Teaching Excellence Framework. Where is the Research Happiness Framework, or the Teaching Happiness Framework?



Henry Sidgwick (1838-1900) regarded the pursuit of excellence as irrational unless it led to greater happiness. Photograph: Hulton Archive/Getty Images

Still, if you wanted to be happy you might do better to keep clear of the higher education sector. For most academics and students the idea of making progress is about putting in the hard work and experiencing the frustration of getting most things wrong, most of the time. Almost everyone you talk to claims to have imposter syndrome, feeling that somehow they got their place or position as a result of clerical error. In the rare cases where they don't, they probably ought to.

It's the pursuit of excellence, not happiness, that is built into every university mission statement. But what do we mean by excellence? The philosopher Harry Frankfurt begins a paper on equality with a joke. "First man: how are your children? Second man: compared to what?" And here, I think, he has put his finger on our problem.

One kind of parent wants their children to reach their potential by developing their talents, forming strong relationships, achieving valuable goals, and having a satisfying life – excellence as flourishing. Another kind wants their children to come top of their class, and captain the team – excellence as winning. Universities talk the language of flourishing but a variety of league tables force us into competition. Our excellence is comparative.

And what exactly is the point of pushing universities to compete with each other? To keep us sharp and on our toes, no doubt. To drive up quality, innovation, and variety of supply. But competition can have other effects, too. Karl Marx points out that the natural logic of competition is that someone wins. The Research Excellence Framework accelerates this process by rewarding the winners with the resources to do even better next time. This can leave others struggling to keep up, and, rather than innovating, they may try to ape the strategies that have been successful for those at the top. We see this in teaching, too, where university after university is shrinking the supply of lower-demand subjects, such as languages, and aiming to boost market share by copying successful programmes elsewhere, especially those that, for the moment, have the highest earning potential.

Unlike free-market ideologues, economic regulators know that a competitive system is a delicate ecosystem, and to get its benefits loving care and attention are necessary. Otherwise, the relentless search for profits means every high street looks the same, with small, quirky shops driven out, and one retailer scooping up every online purchase. It is hard to set up a competitive system that rewards difference, and makes room for genuine innovation at all levels. In the HE sector at the moment it is hard to tell if we are even trying.

Although Sidgwick believed that individuals seek both happiness and excellence, eventually he reveals that he regards the pursuit of excellence as irrational unless it leads to a greater total of happiness in the world. Too bad he isn't around to work out whether we have this right in the HE sector today.

• *Jonathan Wolff is professor of social policy at the Blavatnik School of Government, Oxford*

Dr.Arundhati Dasani (Asst.Prof.)

Government Law College

Maninagar –Ahmedabad-08

GAP-HARD

Deloitte to provide education, skills training to 10 mn girls, women by 2030 in India



The exercise will be carried out under its global initiative WorldClass, Deloitte said in a statement. Professional services firm Deloitte Sunday said it will provide education and skills training to 10 million girls and women in India with an aim to equip them to find a meaningful work. The exercise will be carried out under its global initiative WorldClass, Deloitte said in a statement. The initiative aims "to support 10 million girls and women by 2030 through education and skills development," it said. It said that globally, the WorldClass initiative seeks to prepare 50 million people to be better equipped for the future of work, in line with the United Nations' Sustainable Development Goals (SDGs). Deloitte's World Class programme in India will focus on improving girls' retention rate in school, higher educational outcomes, and skills development for women to access employment, it added. Under the initiative, partnerships will be launched with organisations such as Katha and Pratham.

These organisations are working to improve the learning outcomes of millions of children and young people in schools and communities across India. Our goal with WorldClass is to empower 50 million people globally by 2030, by providing them access to the education and skills required to find meaningful work in the new economy," PunitRenjen, Global CEO, Deloitte said.

Read more at:

[//economictimes.indiatimes.com/articleshow/68136219.cms?utm_source=contentofinterest&utm_medium=text&utm_campaign=cppst](http://economictimes.indiatimes.com/articleshow/68136219.cms?utm_source=contentofinterest&utm_medium=text&utm_campaign=cppst)

Higher education council to map employability of degree students

As per the news published in the times of India on 19th February,2019, At a roundtable conference, organised in collaboration with the British Council India , stakeholders of higher education deliberated on various exercises that can be under taken to enhance students' employability. As a primary step the stakeholders have decided to map employability of degree students in order to outline academic reforms that may improve job prospects of graduates.“In the ensuing academic year, we will map the kind of jobs degree students can secure, what do they do after securing a degree and what kind of skills do students lack in order to a job. Once we know the problem, we can bridge the gap by bringing in necessary academic reforms,” said S Ramachandram . OU vice-chancellor, adding that the University Grants Commission has also asked universities to map employability of students. During the conference, Ajay Mishra, chief secretary to Telangana government, said that academic excellence should be a product of universities' curriculum and not from the

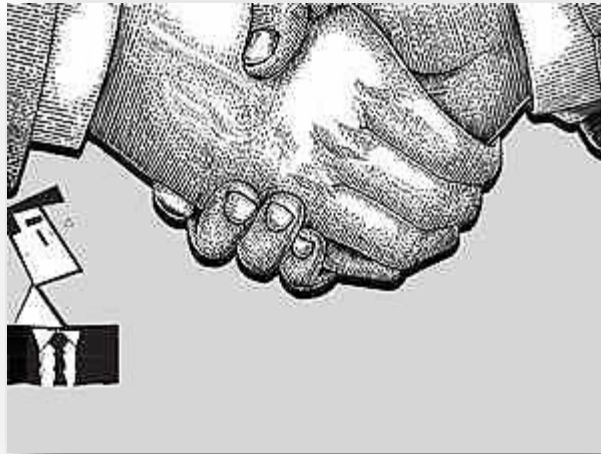
market. Echoing similar sentiments, Navin Mittal, commissioner of collegiate called for developing job oriented curriculum and usage of technology and flexibility in choosing subjects.

During the conference, Ajay Mishra, chief secretary to Telangana government, said that academic excellence should be a product of universities curriculum and not from the market. Echoing similar sentiments Navin Mittal, commissioner of collegiate education, called for developing job oriented curriculum and usage of technology and flexibility in choosing subjects.

Read more at:

http://timesofindia.indiatimes.com/articleshow/68055567.cms?utm_source=contentofinterest&utm_medium=text&utm_campaign=cppst

Wipro, King's College London jointly begin Master of Arts in STEM



As per the news published in the economics times on 26th February,2019, Wipro and King's College London jointly announced on Tuesday the start of enrolment process for the “first” Master of Arts (MA) programme in STEM

Education in the UK. The MA in STEM Education will welcome students seeking formal training and the skills to drive educational change in an increasingly technological and science-rich world.

The company said in a press release that the degree programme, which would commence in September 2019, is designed to be a year-long programme for full-time students and a two-year course for part-time students .The MA in STEM education will welcome students seeking formal training and the skills to drive educational change in an increasingly technological and science-rich world. According to the release, this programme will focus on essential and practically-oriented STEM knowledge as well as emerging fields such as environmental education and will take a blended learning approach, involving face-to face as well as online learning opportunities. Wipro said it has supported King's College London in developing the curriculum for the Master of Arts in STEM education course and would offer scholarships to cover up to 70% of tuition fees, to ensure accessibility of the course for diverse cohorts of in-service teachers and educators from the UK. The company first announced this proposal in September last year primarily to bridge the technology skill gap in the region.

Read more at:

[//economictimes.indiatimes.com/articleshow/68162596.cms?utm_source=contentofinterest&utm_medium=text&utm_campaign=cppst](http://economictimes.indiatimes.com/articleshow/68162596.cms?utm_source=contentofinterest&utm_medium=text&utm_campaign=cppst)

Top business leaders unite to address Brain Drain; plan for world-class tech university



As per the news published in the economics times on 23rd February, 2019, Over 40 CEOs & entrepreneurs have joined hands to set up a Rs 2,000 crore institute in Mohali. More than 40 top CEOs and entrepreneurs, mostly IIT and IIM alumni, have come together to set up a Rs 2,000-crore project that involves setting up a university with a sharp focus on engineering directly aimed towards bolstering entrepreneurship and a home-grown startup ecosystem.

These Indian honchos include Vineet Nayar, vice chairman of IL&FS and Executive vice-chairman of Tech Mahindra, CP Gurnani, managing director of Tech Mahindra, Ambarish Raghuvanshi, founder of Infoedge, V Vaidyanathan, chairman of IDFC First, Mukul Agarwal, chairman of Param Capital, Dalip Pathak, former head of Warburg Pincus Europe, Neeraj Aggarwal, Asia head BCG, Ashish Gupta, managing director at Helion Ventures and Niten Malhan, founder of New Mark Advisors among others. The vision originated in the minds of few IIT alumni, including Vineet Gupta

(founder of Jamboree Education), Ashish Gupta, (founder of Benori Knowledge Solutions and a McKinsey Alumnus), Neeraj Aggarwal (BCG Asia Chairman) and Manas Fuloria (CEO of Nagarro). They believe in the power of education and its ability to unleash the huge potential that India has. Plaksha University, named after the mythical tree of knowledge from which river Saraswati originated, will come up in Mohali in 2021. With a campus spread over a vast area of 50 acres, the institute will focus on core engineering, deep technology such as artificial intelligence, machine learning and mathematics. It has already entered into a MoU with Stanford Research Institute for joint research and has made collaborations with other Ivy League names such as Berkeley and Purdue Universities. Well-known academics such as Ashish Nanda of Harvard University, Anant Agarwal of MIT, S. Shankar Sastry of University of California-Berkeley, and Arvind Raman of Purdue University are among those who have joined the academic advisory board of the new university. Plaksha has also tied up with Stanford Research Institute and Purdue University. Well-known academics such as Ashish Nanda of Harvard University, Anant Agarwal of MIT, S. Shankar Sastry of University of California-Berkeley, and Arvind Raman of Purdue University are among those who have joined the academic advisory board of the new university. Plaksha has also tied up with Stanford Research Institute and Purdue University. "This institution will focus on innovation, will be real world oriented and emphasize real world learning. I think these are very important for a high-quality technology institution for tomorrow," said Prof Nanda, senior Lecturer at Harvard Business School.

Read more at:

[//economictimes.indiatimes.com/articleshow/68125896.cms?utm_source=contentofinterest&utm_medium=text&utm_campaign=cppst](http://economictimes.indiatimes.com/articleshow/68125896.cms?utm_source=contentofinterest&utm_medium=text&utm_campaign=cppst)

Researchers have isolated Antarctic fungi for new chemotherapeutic treatment at Indian Institute of Technology



As per an article published by PrachiVerma on 19th February, 2019, Researchers from the Indian Institute of Technology (IIT) Hyderabad researchers and National Centre for Polar and Ocean Research (NCPOR), Goa, have isolated Antarctic fungi that contain L-asparaginase, an enzyme-based chemotherapeutic agent used to treat acute lymphoblastic leukemia (ALL). The isolation of L-asparaginase containing fungi from extreme environments can lead to development of new chemotherapeutic treatment methods that have fewer side effects than the existing methods, say researcher. ALL is the most common type of childhood cancer. In ALL, the bone marrow produces an excess of immature lymphocytes, a form of white blood cells. One of the most frequently used chemotherapy drugs to treat ALL is the enzyme L-Asparaginase. L-Asparaginase reduces the supply of

asparagine, an amino acid that is essential for the synthesis of protein, to cancer cells. This prevents the growth and proliferation of the malignant cells.

Read http://economictimes.indiatimes.com/articleshow/68063730.cms?utm_source=contentofinterest&utm_medium=text&utm_campaign=cppst more at:

IIT Kharagpur launches scholarship programme for SAARC students



As per news published in the economics times on 19th February by Prachi Sharma, Indian Institute of Technology Kharagpur is launching a full scholarship programme for students from the SAARC region. It will be open to full-time students across all levels—undergraduate, postgraduate and doctoral studies—from Bangladesh, Bhutan, Nepal, the Maldives and Sri Lanka. The institute will reach out to universities and embassies of these countries directly as well as through the ministry of external affairs starting this month for enrolment for 2019.

The first batch of the programme will be open for 10 students with funding from IIT Kharagpur alumnus and US-based petrochemical industrialist AsokeDeySarkar. The first edition, named the AsokeDeySarkar International Program, or ADSIP, will provide funding for the students' airfare, tuition fee, living expenses, local transportation as well as medical insurance. "SAARC nations share a common heritage. We would like to know how students in neighbouring countries are gearing up to face the new challenges, what new things they are learning, what solutions they are coming up with," said Baidurya Bhattacharya, dean of international relations at IIT Kharagpur. The students will be required to explore the courses and research areas and identify experts at IIT Kharagpur as mentors. In addition to formal application, they will be required to appear for a video interview.

Read more at:

[//economictimes.indiatimes.com/articleshow/68056604.cms?utm_source=contentofinterest&utm_medium=text&utm_campaign=cppst](http://economictimes.indiatimes.com/articleshow/68056604.cms?utm_source=contentofinterest&utm_medium=text&utm_campaign=cppst)

IGNOU provides higher education option for Ghaghidih jail inmates

As per the news published in the times of India on 25th February, 2019, Justice Aparesh Kumar Singh of the Jharkhand high court inaugurated the distant education extension centre of Indira Gandhi National Open University (IGNOU) at the Ghaghidih central jail in Jamshedpur on Sunday. The inauguration of the education centre brought smiles on the faces of the inmates as they look at it as an opportunity to transform their lives by pursuing higher education from the prison. "The education center will prove a milestone in establishing prison as a reform house in the real terms," Singh said. "The centre is the outcome of the joint effort put in by the District Legal Service Authority (DLSA) and district

administration," S N Sikdar, DLSA secretary (East Singhbhum), said. "The advantage of the courses is that inmates who has not passed their Class X and XII board exams can take admission in the degree course after successfully completing any of the courses that are on offer," he added.

Institutes need to cope with changing environment in higher education: WB governor

As per news published in the times of India on 9th February, 2019 ,West Bengal Governor K N Tripathi on Friday called upon higher educational institutes to cope with the new changing environment in higher education and respond accordingly to the evolving situation.

Addressing the third foundation day of the St Xavier's University at New Town here, Tripathi said access to quality teaching, learning, innovation, research, consultancy and placement are the key areas in the field of higher education.

"St Xavier's belongs to a global education network where Jesuit fathers are running 65 colleges and 20 higher institutions all over the country. Jesuit education is known for excellence and high quality," he said.

Infosys offers e-courses for engineering students



As per an article published by Avik Das on 16th February, 2019 in the economics times, Infosys has launched a digital learning platform, offering curated content targeted at engineering students in their third and fourth years. The idea is to create more industry-ready talent among fresh graduates. The InfyTQ (talent quotient) app, as it is called, was rolled out on Friday in Mysuru with 300 colleges participating in the event. Students signing up on the platform get access to proprietary course ware to accelerate learning, and deploy the knowledge gained on live projects. Infosys will provide a certification for some of the courses. In time, the platform will also morph into an additional hiring channel. The programmes will be offered free to students and colleges.

The current courses are tuned towards getting the students trained on four key technology building blocks — programming fundamentals, object-oriented programming, data structures & algorithms, and database management

systems. The first three building blocks are taught using the Python language. The platform also offers soft skills courses, including one on business English. Infosys will keep adding courses to benefit more learners. Infosys COO PravinRao said it's a next-generation digital platform to offer the best learning and engagement experience to engineering students across India. "It offers a ready channel for students to stay connected with the latest developments. The courses available will eventually lead to certification that will make students industry-ready," he said.

Read more at:

[//economictimes.indiatimes.com/articleshow/68020030.cms?utm_source=contentofinterest&utm_medium=text&utm_campaign=cppst](http://economictimes.indiatimes.com/articleshow/68020030.cms?utm_source=contentofinterest&utm_medium=text&utm_campaign=cppst)

Only two FIRs for 24 fake universities spotted by UGC



As per the news published in the times of India on 9th February,2019, Out of 24 universities listed as "fake" on its website, the University Grants Commission (UGC) has taken legal action against only two of them, while being satisfied

with serving only "show cause and warning notices" to most of them. This came in a written reply in Parliament on Thursday by Satya Pal Singh, Minister of state for Human Resource Development. "The UGC has issued show-cause/warning notices to fake universities and cautioned that running of undergraduate and postgraduate degree courses and giving misleading advertisements shall attract severe action under the provisions of appropriate laws including the UGC Act and the Indian Penal Code," he said. The two "universities" against which FIR was lodged were Indian Institute of Planning and Management (IIPM) in Delhi and Bio-Chemic Education Grants Commission in Nadia, West Bengal.. Though the UGC maintains a list of fake universities on its website, it remains ill-equipped to effectively deter such culprits from going mischievous again. Despite the severity of crime, which has potential to affect thousands of students adversely, the commission is only empowered to levy a penalty of mere Rs 1,000 against these fake institutions, as per the UGC Act.

Read more at :<https://timesofindia.indiatimes.com/home/education/news/only-two-firs-for-24-fake-universities-spotted-by-ugc/articleshow/67911193.cms>

India Is No Lesser Than Any Other Country In Education: Princess Of Sharjah

As per the news published in the NDTV on 26th February,2019, Princess of Sharjah, SheikhaHendBint Faisal Al-Qassemi Monday 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," she said 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.

Read more at:

<https://www.ndtv.com/education/india-is-no-lesser-than-any-other-country-in-education-princess-of-sharjah-1999301>

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

The mega Regional Comprehensive Economic Partnership (RCEP) deal: Gains and losses

Hetal
Kherala Assistant
Professor
R.C.College of
Commerce

The RCEP pact is an aspiring deal that intends to bring in the largest economies of Asia-China, India and Japan in to a regional trading bloc with ASEAN countries.

As per the expectations the tariff levels in the important RCEP markets are low, the negotiated tariff reductions from the Indian side will be greater. Indian industry is somewhat apprehensive about tariff reductions in RCEP, which would open market for RCEP Countries. Major sectors that may be impacted includes steel, plastics, copper, aluminum, machine tools, chemicals, textiles and pharmaceutical, which would suffer from cheaper imports.

Simultaneously, India has been undertaking wide-ranging domestic reforms to make its manufacturing sector more competitive. The 'Make in India' initiative has targeted multiple areas such as investment facilitation, trade facilitation, and foreign direct investments with notable results. These efforts are now gaining increasing urgency and must be further fast-tracked to connect to the Asian production networks.

Regional Comprehensive Economic Partnership (RCEP)

RCEP is a proposed free trade agreement with 16 nations. The members of this agreement are the ten member states of the Association of South East Asian Nations (ASEAN). India and 15 other nations in Asia and Asia Pacific regions have been working to sew up contentious remaining areas, forge an agreement, which will put in place by the end of 2019. The list of RECP nations is as below.

ASEAN		OTHERS
Indonesia	Brunei	China
Malaysia	Vietnam	Japan
Philippines	Laos	South Korea
Singapore	Myanmar	India
Thailand	Cambodia	Australia
		New Zealand

Free Trade Agreement:

The simple meaning of trade agreements means when two or more nations agree on the terms of trade between them. The agreement determines the tariffs and duties that countries impose on imports and exports. All kind of trade agreements affect the international trade.

- **Three types of Trade Agreement**
 - 1) Unilateral Trade Agreement
 - 2) Bi-lateral Agreement
 - 3) Multi lateral Agreement

History and Progress in RCEP:

The negotiation formally launched in the year 2012 at the ASEAN summit in Cambodia and began in May 2013. The first RCEP summit held in the year 2017 in Manila, Philippines. Now, it is expected to get its final shape

by the end of 2019.

It has undergone 24 rounds at expert levels and 25th round of negotiations is expected in the next month in Thailand.

The proposed RCEP is gigantic in size and scope. A clear sense of exuberance was seen among the members of proposed group in mid-November at Singapore, which had hosted the summit level talk of the RCEP nations. Our present Prime Minister Narendra Modi, who participated in the event, committed to early conclusion of the agreement.

Afoot with caution:

The pressure from industry on RCEP was very high; the government asked three entities/consultants to assess the RCEP's gains and losses independently on Dec-2018 namely;

- 1) Indian Council for Research on International Economic Relations
- 2) Centre for Regional Trade- New Delhi. (A commerce ministry funded autonomous body)
- 3) An expert in international trade, Rupa Chanda a professor at IIM-Bangalore, concluded that the signing of RCEP would be beneficial in the long haul.

Aims of RCEP:

- To create a free trade zone between 10 ASEAN nations and Australia, China, India, Japan, South Korea and New Zealand.
- It means a zero customs duty in a geography that contributes 34%

of global gross domestic product and 40% of world trade.

Is it a question of worry?

The one view said, if the Indian officials participating in the negotiations are to be believed, the pact might cover 80 to 90% of tariff lines in 20 years, with an exclusive category of select goods for which customs duties will not be zero even after two decades. This should come as a relief to some manufacturers, as customs duties ensure their market is protected from the onslaught of cheap imports.

India's trade deficit has given sleepless nights to many. In 2017-18, Indian exported goods worth US \$13.1 billion to China and imported goods worth US \$ 76.3 billion-creating a trade deficit of US \$63 billion. India has trade deficits with other RCEP nations, too, such as South Korea (US \$11.9 billion) and Australia (US \$10 billion). However, China's trade muscle gives India Inc the jitters. Beijing has manipulated laws to give subsidies to its domestic manufacturers, despite being a member of the WTO for 18 years, says Indian manufacturers. The global trade body has strict anti-subsidy stance. The following table represents the data of India's goods trade deficit in last five financial years with other nations.

Table -1 INDIA and OTHERS
Billions)

(Values in US\$

Nations	Year	Export	Import	Total Trade	Deficit
Australia	2013-14	2.300	9.823	12.123	-7.523
	2014-15	2.782	10.247	13.029	-7.465
	2015-16	3.263	8.899	12.162	-5.636
	2016-17	2.958	11.154	14.112	-8.196
	2017-18	4.012	13.994	18.006	-9.982
China	2013-14	14.824	51.035	65.859	-36.211
	2014-15	11.934	60.413	72.347	-48.479
	2015-16	9.011	61.708	70.719	-52.697
	2016-17	10.172	61.283	71.455	-51.111
	2017-18	13.334	76.381	89.715	-63.047
Japan	2013-14	6.814	9.481	16.295	-2.667
	2014-15	5.386	10.131	15.517	-4.745
	2015-16	4.663	9.850	14.513	-5.187
	2016-17	3.846	9.755	13.601	-5.909
	2017-18	4.734	10.973	15.707	-6.239

	18				
New Zealand	2013-14	0.277	0.615	0.892	-0.338
	2014-15	0.322	0.591	0.913	-0.269
	2015-16	0.308	0.548	0.856	-0.240
	2016-17	0.310	0.504	0.814	-0.194
	2017-18	0.353	0.644	0.997	-0.291
South Korea	2013-14	4.209	12.471	16.68	-8.262
	2014-15	4.603	13.529	18.132	-8.926
	2015-16	3.523	13.047	16.570	-9.524
	2016-17	4.241	12.585	16.826	-8.344
	2017-18	4.461	16.362	20.823	-11.901

(Source: Ministry of
Commerce and Industry)

Table-1 represents import, export, total trade and trade deficit of India with Australia, China, Japan, New Zealand and South Korea. From the table we can state that trade deficit of India is gradually increasing. India's trade deficit with china is US \$ 63 billion, With South Korea US \$

11.9 billion, with Australia US \$ 10 billion, with Japan US \$ 6 billion and with New Zealand US \$ 0.3 billion during last financial year.

Table-2 Indian trade with ASEAN

(Values in US\$ billions)

	Year	Export	Import	Total Trade	Deficit
ASEAN	2013-14	33.134	41.278	74.412	-8.144
	2014-15	31.813	44.715	76.528	-12.902
	2015-16	25.133	39.91	65.043	-14.777
	2016-17	30.962	40.617	71.579	-9.655
	2017-18	34.204	47.134	81.338	-12.93

(Source: Ministry of

Commerce and Industry)

India has free trade agreement with ASEAN countries. Table-2 shows the Indian Trade with ASEAN countries. India is in trade deficit with ASEAN countries also. In a last financial years India has US \$ 13 trade deficit with ASEAN countries.

India already making loss of US \$ 13 import duty with ASEAN countries. If India sign mega RCEP deal, then the country is likely to

lose import duty of US \$ 91.3 billion, which is 700% higher than the ASEAN countries.

Table-3 Total Indian Trade

(Values in US\$ Billions)

	Year	Export	Import	Total Trade	Deficit
India (Total Trade)	2013-14	314.405	450.2	764.605	-135.795
	2014-15	310.338	448.033	758.371	-137.695
	2015-16	262.291	381.008	643.299	-118.717
	2016-17	275.852	384.357	660.209	-108.505
	2017-18	303.526	465.581	769.107	-162.055

(Source: Ministry of Commerce and Industry)

Table-3 is showing the total trade of India with the all over world for the last five financial years. In the year 2013-14 India were in a trade deficit of US \$ 135.795 billion, which rose in to US \$

billion trade deficit in the last financial year.

Indian Inc. representatives views on RCEP:

As per Sharna, Heads an electronic export promotion panel in the confederation of Indian Industry, Dairy Cooperative Amul and Jindal Stainless and others have expressed his views “if the pact will be signed then the result will be that Chinese goods will flood the Indian market even more”.

RCEP will also affect India's revenue collection. Assuming that India and China agree to eliminate customs duties on 85% of bilateral trade Chinese goods imports US \$ 63 billion will become duty free. This will led to an estimated loss of US \$ 6.3 billion to the exchequer, going that the concessions are given at one go. The goods, however, will become duty free over 20 years.

Former commerce secretary Rajeev Kher argues India must weigh in its economic interest. It will give New Delhi a chance to stall some of its unfair practices such as doling out subsidies unethically and stalling Indian pharmaceutical products, among others on the pretext of quality control.

Experts say RCEP will give Indian exporters a window to be a part of global value chains. "Indian industry has no option but to rise to the competition. After RCEP, the nature of Indian business will change from family run ones to more of joint ventures."

Conclusion:

Is India being unduly apprehensive about China's presence in mega RCEP trade deal? In reply 30% of the audience were agree, 64% were disagree and 6% were cannot say. This survey had been conducted by economic times on 8 January 2019. From this, it is clear majority opinions are against RCEP pact, researcher is also of same opinion. India is already in a Free Trade Agreement with ASEAN countries. The data above has also shown that India is already in deficit with china in terms of goods. The ministries as well as the governing body are also

of opinion that we should avoid buying of Chinese product because it affects the Indian retail market and small and medium scale enterprise. We as a honest citizens of India strictly following this then why as a country India should sign this pact. India would continue to face pressure for conclusion of RCEP. India must safeguard the interest of Indian industry — services and the agriculture sector.

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Let's recall our GURUS

1. Father of the famous approach to business administration, called Fayolism
2. Developed the famous “Scientific Management Theory” that is now called “Taylorism” and also the Stop Watch Method for business efficiency
3. Developed the world-famous approach in management called “Management by Objectives”.
4. Developed “Job Enrichment” and the “Motivator-Hygiene Theory”.
5. Gave management Maslow's Hierarchy Of Needs Theory
6. Developed “Need Theory”
7. Father of famous “Hawthorne effect”
8. Developed “ERG Theory”
9. Developed the famous Theory X & Theory Y
10. Known as father of “Strategic Management” and developed “Product Market Growth Matrix”
11. Founder of Boston Consulting Group (BCG)

12. Considered to be the Mother of Modern Management
13. Developed SWOT Analysis Approach
14. Created the valuable Gantt Charts
15. Developed the famous 5-point Likert Scale
16. Cog's Ladder Approach
17. Known as early Systematizer of Management
18. Known as The Father of Statistical Quality Control (STC)
19. Developed PDCA Approach also known as Deming Cycle
20. Developed the approach of Quality Circle also known as Ishikawa Charts
21. Both of these two experts developed performance management tool called Balanced Score Card (BSC)
22. Developed Economic Order Quantity (EOQ) approach for inventory management
23. Six Thinking Hats Approach
24. Critical Path Method (CPM) Algorithm
25. Getting Thing Done (GTD) Method for Time Management

Answers:

1. Henri Fayol (1841-1925)
2. Frederick Winslow Taylor (1856-1915)
3. Peter Ferdinand Drucker (1909-2005)
4. Frederick Herzberg (1923-2000)
5. Abraham Harold Maslow (1908-1970)
6. David Clarence McClelland (1917-1998)
7. Henry A. Landsberger (1926-1917)
8. Clayton Paul Alderfer (1940 - 2015)
9. Douglas McGregor (1906-1964)
10. Igor Ansoff (1918-2002)
11. Bruce Doolin Henderson (1915-1992)
12. Mary Parker Follett (1868 -1933)
13. Albert S. Humphrey (1926-2005)
14. Henry Laurence Gantt (1861 – 1919)
15. Rensis Likert (1903 - 1981)

16. George O. Charrier
17. Henry R. Towne (1844-1924)
18. Walter Andrew Shewhart (1891 –1967)
19. W. Edwards Deming (1900 - 1993)
20. Kaoru Ishikawa (1915 - 1989)
21. Robert S. Kaplan (1940) & David P. Norton (1941)
22. Ford Whitman Harris (1877 - 1962)
23. Edward de Bono (1933)
24. Morgan R. Walker and James E. Kelley Jr
25. David Allen (1945)

Compiled by

Dr Lila Simon

Sr Assistant Professor and Head [Department of Management]

The Bhopal School of Social Sciences

ARIIA – Atal Ranking Of Institutions On Innovation Achievements



"Golden Quadrilateral project connecting North-South-East-West and all weather roads for unconnected villages is an innovation in infrastructure development"

~ AtalBihari Vajpayee

ABOUT

The buzzword across the globe for the 21st century is 'Innovation'. In the simplest term, Innovation could be defined as converting ideas into new or improved products, processes and services. Undoubtedly, Innovation is about taking inventions to marketplace by translating scientific knowledge into products, services and offerings for economic growth and social development. Even, Hon'ble Prime Minister of India has declared decade 2010-20 as the 'Decade of Innovation', to unleash the creative potential of every Indian. India has already been improving on global stage in terms of Innovation ranking from 86th place, 5 years ago, to 57th place this year.

For India to emerge as a global innovation hub, the youth of our country, especially in higher education institutions (HEIs) need to play a crucial role

to create a sustainable innovation ecosystem. Hence, ideally all HEIs should have a comprehensive and functional mechanism to convert research into innovations. This ecosystem will encourage, inspire and nurture young students by exposing them to new ideas and processes resulting in innovative activities in their formative years.

Atal Ranking of Institutions on Innovation Achievements (ARIIA) is an initiative of Ministry of Human Resource Development (MHRD), Govt. of India to systematically rank all major higher educational institutions and universities in India on indicators related to “Innovation and Entrepreneurship Development” amongst students and faculties.

Major Indicators for consideration

Assessment of innovation and startup ecosystem in HEIs will be based on Seven parameters with certain weightings allocated as below.

- Budget, Expenses to Support & Revenue Generated **(20 Marks)**.
- Infrastructures & Facilities to Support Innovations and Start-ups **(10 Marks)**.
- Awareness Activities for Promoting Idea Generation and Innovation **(20 Marks)**.
- Promotion and Supporting Entrepreneurship Development **(20 Marks)**.
- Intellectual Property (IP) Generation, Technology Transfer and Commercialization **(14 Marks)**.
- Innovative Learning Methods & Courses **(10 Marks)**.
- Innovations in Governance of the Institution **(6 Marks)**.

ARIIA ranking will certainly inspire Indian institutions to reorient their mind-set and build ecosystems to encourage high quality research, innovation

and entrepreneurship. More than quantity, ARIIA will focus on quality of innovations and will try to measure the real impact created by these innovations nationally and internationally. Moreover, ARIIA will set tone and direction for institutions for future development for making them globally competitive and in forefront of innovation.

Salient Features of ARIIA

- The methodology designed to calculate ARIIA metrics considers all major parameters/ indicators used globally to rank education institutions for innovation output. Additionally, ARIIA also measures some parameters which are India specific considering the current scenario and status of higher education in India.
- The ARIIA parameters are primarily organized in major broad parameters with 7 indicators which are further elaborated into suitable sub-heads. Each broad head has an overall weight assigned to it. Within each head, the various sub-heads also have an appropriate weight distribution.
- To ensure transparency in ranking system, an attempt is also made to identify the relevant data needed to suitably measure the performance score under each sub-head. Emphasis here is on identifying data that the institution can easily provide or is easy to obtain from third party sources and easily verifiable, wherever verification is needed. The overall score is computed based on the weights allotted to each head.
 - The overall score can take a maximum value of 100.
 - The institutions will be rank-ordered based on their scores.

Eligibility Criteria of ARIIA

All recognized Higher Educational Institutions of India are eligible to participate in the ARIIA ranking.

"Innovation is born out of cultural excellence. This excellence is a process when an individual or a nation continues to fulfill the dream with calculated risks."

~ A. P. J. Abdul Kalam

"Failure is an option here. If things are not failing, you are not innovating enough"

~ Elon Musk

(Source: <https://www.ariia.gov.in/>)

Compiled by:
Dr. ParthRashmikant Bhatt
Academician,
India.
Mail for feedback: parthbhatt16@gmail.com

GAP ACHIEVEMENTS

Happy to announce that GAP Journals have started receiving many important globally accepted indexing for all three Journals

Happy to announce that GAP NGO has got 80-G sanctioned from the Income Tax Department.

GAP-Umbrella

GAP – Bali International Conference on Possibilities in Higher Education of Asia

**International Conference on
POSSIBILITIES AND PROBABILITIES
IN HIGHER EDUCATION OF ASIA**
Denpasar, Bali, Indonesia - May 3, 2019

Program Schedule

Program	Venue	Time
Registration	Conf. Hall	8.00 am onwards
Parallel Sessions I:	FPAS Bld	8.30 – 10.00 pm
Coffee break	Conf. Hall	10.00 – 10.30 pm
Opening Session Balinese Traditional Dance Indonesian national anthem "Indonesia Raya" Invocation	Conf. Hall	10.30 – 12.00 am
Welcoming Address:		5 th
Opening address and going ceremony by Prof. H. Mohamad Nasir, Ph.D. <i>Minister of Research, Technology and Higher Education of Indonesia</i>		5 th
Address by Dr. Gerudatta Japee <i>Founder - GAP, Associate Professor, Head, Dept. of Advanced Business Studies, School of Commerce Gujarat University, Ahmedabad- Gujarat-India</i>		10 th
Keynote Address by Prof. Dr. Susanto Zuhdi <i>Professor, Faculty of Cultural Sciences, Universitas Indonesia, Depok - Indonesia</i>		15 th
Plenary Session:	Conf. Hall	12.00 – 1.00 pm
Lunch Session	FPAS Bld	1.00 – 1.30 pm
Parallel Sessions II:	FPAS Bld	1.30 – 3.00 pm
Coffee break	FPAS Bld	3.00 – 3.15 pm
Closing Session Chairperson Certificate distribution	Conf. Hall	3.15 – 3.30 pm

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KEYNOTE SPEAKER



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BACKGROUND

Higher education continues its evolution without any new reality. Shifting student demographics, changing demands from the labor market, emerging educational technologies, growing national demands for accountability and quality assurance, and declining public funding, are among the global trends that are requiring colleges and universities to respond by transforming longstanding processes, and by questioning long-held assumptions.

Higher education leaders called upon to navigate these tempests are increasingly expected to be futurists and strategists, among other roles. As futurists, higher education leaders must anticipate forces that may drive change over the next one, five, ten, or more years. As strategists, the same leaders must prepare their institutions to respond and innovate in preparation for likely events. Either of these roles presumes reasonably steady change; there may be the occasional disruption, such as economic challenges that strain resources, but the previously identified trends will reassert themselves, eventually.

Global megatrends that will affect higher education as an entire sector will necessarily have particular impacts on internationalization of the academy and the senior international officers who lead this. How, for example, will universities align such perennial objectives as broadening access to higher education with our own traditional goals, such as increasing participation in education abroad? How closely will internationalization plans align with expectations regarding demonstrated ROI on a college degree? How will rapidly developing new learning technology affect the future of campus internationalization? Which new players or external agents as yet unknown will become our institutional partners in leading change? These are just a few of the questions that may challenge senior international officers in the possible, probable yet mostly unpredictable future.

Universitas Hindu Indonesia and GAP-Grand Academic Portal invite submissions for sessions that consider international higher education leaders as both futurists and strategists. We seek proposals that anticipate trends that may, directly and indirectly, affect international higher education in the nearer and longer term. We particularly invite sessions that examine how senior international officers can lead innovation in a time

SUB THEMES

- Philosophy, Arts, and Religion
- Sociology and Anthropology
- Economics
- Political Studies
- Education
- Theories and Interdisciplinary Approaches in Cultural Studies
- Area Studies
- Media Studies
- Identity, Local Autonomy, and Nationalism
- Economic Growth, Prosperity, and Index of Happiness
- Creativity, Innovation, and Cultural Heritage
- Local Wisdom, Local Language, and Globalisation
- Social Media and Political Discourses
- Youth, Violence, and Education System
- Intolerance, Radicalism and Disintegration
- Border Studies, Area Studies and Maritime Studies
- Importance of Cross-Border Research in Higher education
- Challenges specific to Higher Education in Asia
- Global Academia and Asian Higher Education- compare and Contrast
- Impact of Ancient Culture and Heritage on Modern Higher Education - Asian Scenario
- Conflict, Struggle and Trauma - Deliberations in Education and Local Literature

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IMPORTANT DATES

- Abstract submission deadline: February 28, 2019 (deadline)
- Review of the abstract: March 1 - 6, 2019
- Registration: April 18, 2019 (deadline)
- Full Paper Submission: April 10, 2019 (deadline)

Please register and submit your abstract at
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