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Dnyanprassarak Mandal's

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Compiled By:
Dr. Jayaprakash
Librarian
Dnyanprassarak Mandal's College and Research Centre
Assagao, Bardez, Goa – 403 507

About this e-Bulletin

It is a compilation of information from different sources which would be of interest to professionals, academicians and students. While adequate care has been taken to ensure the accuracy of links provided, we do not accept any liability. If you have any interesting information to share or to provide feedback, pl. write to dmclibrarian@rediffmail.com.

KNOW YOUR HEALTH

- People with abdominal obesity and excess belly fat have an increased risk of cardiovascular disease, even if they are not overweight.

- Listening to the sounds of nature, like birds singing, waves lapping, and rain falling, can improve health, decrease pain, improve mood, lower stress and annoyance, and enhance congnitive performance.

- Pregnant women who drink as little as half a cup of coffee a day on average may give birth to smaller babies than pregnant women who avoided caffeinated beverages.

- Fast eaters tend to eat more and are more likely to gain weight and become obese.

- People who work more than 55 hours a week after a heart attack are twice as likely to suffer a second heart attack compared with those who work 35 to 40 hours a week.

- Eating your breakfast before 8.30am may reduce your risk for developing type 2 diabetes.

Source: Health Supplement, The Week, January - July 2021

Majority of Indian colleges are run by private sector, govt tells Rajya Sabha

The majority of colleges in India—in excess of 31,000—are run by the private sector; the Union education ministry informed the Rajya Sabha on Thursday. According to the All India Survey of Higher Education (AISHE), the total number of private colleges in the country, the details of which are available, is 31,390. Besides, there are 388 private universities and 88 private deemed to be universities functioning in the country, the ministry said.

According to AISHE data, overall there are 1,043 Universities and 42,343 colleges in the country as of 2019-20. It means more than 70% of the colleges are managed by private players. The fee structure in these private educational Institutions is either decided by the state government concerned, or by the university or institutions concerned, the ministry told the parliament.

"All universities are autonomous in nature, hence, they can decide their own curriculum, subject to the approval of respective statutory councils. However, the UGC (university grants commission) has framed model curriculum for various courses, which is followed by private universities with certain freedom. Private deemed to be universities are required to adopt learning outcome based curriculum framework (LOCF) and revise curriculum at regular intervals," the ministry said in a written reply.

It said, private colleges are affiliated to universities and the degrees are awarded only by their affiliating University. Private universities and deemed to be universities are empowered to award degrees which are specified by the UGC under Section 22 of the UGC Act, 1956. Courses can be offered under regular mode at their main campuses with the prior approval of the statutory council(s) concerned. These universities can also offer courses under distance or online mode in accordance with the UGC regulations, education minister Dharmendra Pradhan said in his written reply.

According to official data, at least 60.5% of the colleges are located in rural area and 10.75% colleges among the overall list, are exclusively for female students.

Source: https://www.livemint.com/news/india/majority-of-indian-colleges-are-run-by-private-sector-govt-tells-rajya-sabha-1627556238570.html

Pandemic Accelerates Higher Education Space towards Education 4.0

India has seen an exponential jump in the adoption of EdTech and is on the path to global standards as far as access to technology, devices and infrastructure are concerned. At present, India has seen an exponential jump in the adoption of EdTech and is on the path to global standards as far as access to technology, devices and infrastructure are concerned. While the EdTech space has been growing at a steady pace, the COVID-19 pandemic has accelerated this growth making way for a massive expansion in the sector. Today students have access to global resources, and it is only a matter of time when there will be a shift from local to global, from a student's perspective. Hence, it is imperative that the higher educational institutes in India adapt to this changing behaviour and needs. Today, India finds itself in the global EdTech index with the cities of Bangalore and Delhi getting into the 7th and 14th position in the global ranking. As per the reports by Indian venture capital associations, the volume of funds going to educational technology (ed-tech) companies shot four times to over $2 billion compared to $550 million the year before.

The Edtech market is estimated to grow by 3.7 times in the next five years from USD 2.8 billion (in 2020) to USD 10.4 billion (by 2025). In India, the sector is predicted to grow to around USD 30 billion in size in the next 10 years, as per a report released by transaction advisory firm RBSA Advisors.

There are three broad areas where Higher Education Institutes (HEIs) need to adopt technology- Learning and Teaching, Administrative Services, and Student Services. Traditionally Indian HEIs have had technology solutions and systems implemented in bits and pieces to primarily cater to administrative needs. These, too, have mostly been in silos across multiple systems, be it finance, examination management, admissions and others, driven by specific department needs and priorities.

The whole concept of learning and teaching however has completely changed with the COVID-19 pandemic. Before 2020, the level of technology adoption in HEIs was at a minimum to nothing. This holds true even on the student services side, be it, student, to academia, alma to institution engagement or student to industry, they have all been minimum to nothing in terms of technology.

While the use of Information and Communications Technology (ICT) to promote education and development has been a part of policy and plan documents on education, decision-makers at both central and state are now favouring the inclusion of new computer and internet-based solutions in the education sector. This includes the adoption of cloud-based virtual classrooms, digital campuses and digital universities as well as mLearning initiatives.

The most important aspect of advanced technologies be it AI, ML or NLP is that they can be used effectively in every aspect of the education institution. EdTech solutions that use these technologies should stand the test of how these would cater to better learning, teaching, student services or administrative experiences. Advanced technologies make every aspect of HEIs more user friendly and provide decision-makers access to data faster. However, all this comes into play only when institutions have their baseline infrastructure in place. For desired results, it is imperative that the solution HEIs implement is enabled by technologies such as AI, ML and NLP amongst others.

The pandemic has accelerated the evolution of the Higher Education space towards the Education 4.0 paradigm. This has been on the radar and was bound to happen, what has happened in the past 12-18 months is that it has been accelerated. The shift is not new but has been anticipated earlier, now it is just much faster!

This is the new normal and institutions have grown to realize that the current mode of operations offers a lot to the entire community in terms of efficiency (think the usage of resources – Human and Infrastructure), improved outreach (does not matter where the student or the teacher is) and collaboration (efficient use of resources). There is going to be a lot of emphasis on predictive analytics to understand the pulse of the student and of employees within the institutes to be able to create suitable interventions in order to drive outcomes in each area. We see institutions seeing dramatic results with their investment and continuing to invest further into areas like online labs and more.

The Indian government has implemented several national as well as state-specific schemes that run concurrent to a large number of privately led IT initiatives at Higher Education Institutions. Most recently the NEP (New Education Policy) framework proposed by the government has encouraged higher education institutes to move rapidly toward technology-enabled solutions for the teaching and learning outcomes of students. With the NEP framework and COVID-19 disruption, HEIs will need to reinvent teaching and learning outcomes and enable systems that are student-centric and outcome-driven.

Source: http://bweducation.businessworld.in/article/Pandemic-Accelerates-Higher-Education-Space-Towards-Education-4-0-/30-07-2021-398782/

Russian universities in talks with Indian varsities for tie- ups

Chennai, July 23 (PTI): Russian universities have begun discussions with Indian varsities and health care providers for possible tie-ups towards exchange of faculty and students, taking up joint research activities, among others, in the wake of the COVID-19 outbreak.

They would hold a virtual education fair on August 1,aimed at creating awareness on engineering and medical programmes to attract students from India, according to Consul Genral of The Russian Federation in South India, Oleg N Avdeev. The standard of higher education in Russia is considered one of the most advanced in the world and the cost is comparatively cheaper as it is 'highly subsidised' by the government of the Russian Federation, he said in a release.

As part of eyeing a larger share of Indian students opting to study in Russia, the number of seats was increased to 5,000 from the earlier 3,000 since the last academic year. Currently, there are 15,000 students studying at medical colleges and various other institutions in Russia, he said.

The Russian Centre of Science and Culture, in association with Study Abroad Educational Consultants, has initiated talks with Indian medical colleges, including city-based Dr MGR Medical University, for clinical training of their students in India, exchange of faculty and students and taking up joint research work, the release said. Some Russian varsities have already begun admitting Indian students in undergraduate and graduate programmes in medicine and engineering, it said, adding the classes would be conducted online as long as travel restrictions were in place.

The Indian students would be required to get their COVID-19 vaccinations ahead of their travel to Russia, once the curbs are lifted. Vladimir V Shkarin, Rector, Volgograd State Medical University, Volgograd, Aleksey S Sozinov, Rector, Kazan State Medical University, Kazan, Victoria V Panova, Vice President for International Relations Far Eastern Federal University, Vladivostok, and Gennadii A Rogalev, Director of The Russian Centre Of Science and Culture were present on the occasion.

Study Abroad Educational Consultants Managing Director Ravichandran C said there are over 100 government medical universities in Russia, recognised by the National Medical Commissioner (formerly Medical Council of India). Study Abroad, in association with the Russian Center of Science and Culture, has also organised a series of webinars scheduled in August for students to interact with varsity officials and obtain information on admission procedures, the release added.

Source: https://in.news.yahoo.com/russian-universities-talks-indian-varsities-115858062.html

Women in STEM: The growing numbers, challenges and whether it translates into jobs

The number of Indian women who have opted for STEM as a field of study has increased in the last three years, but challenges remain. The number of women in India who have opted for Science, Technology, Engineering and Mathematics (STEM) as a field of study has increased by 53,388 in the last three years — from 10,02,707 in 2017-18 to 10,56,095 in 2019-20, Education Minister Dharmendra Pradhan said earlier this week.

This is in contrast to the number of men who enrolled for studies in the field of STEM — from 12,48,062 in 2017-18 to 11,88,900 in 2019-20, according to the annual All India Survey on Higher Education (AISHE) report, which indicates enrollment in undergraduate, Masters, and PhD-level programmes. In a written reply to the Lok Sabha Monday, Pradhan, citing the World Bank data, also said in terms of percentage, there are more Indian female graduates (43%) in STEM at the tertiary level than in developed nations like the US (34%), UK (38%), Germany (27%) and France (32%).

The AISHE report reflects an increase in women enrollment, particularly in medicine-related courses. The number of women who enrolled for BSc (Nursing) in the last four years was 445 (2015-16), 384 (2016-17), 379 (2017-18), 358 (18-19), and 385 (2019-20). For the BSc course, the number went up from 94 (2016-17) to 113 (2019-20); for MBBS, it went up from 99 (2016-17) to 113 (2019-20). During the same period, enrolment in Bachelors in Technology course went up from 39 in 2016-17 to 42 in 2019-20.

What is STEM

STEM is a common abbreviation for four closely connected areas of study: Science, Technology, Engineering and Mathematics. The fields are often associated due to the similarities they share both in theory and practice. Till now, the representation of women in these fields has been much less compared to men. The push for increasing the number of women employed in STEM-related fields is something that several women scientists across the world have been calling for. A survey by edtech platform, Avishkaar, found that 57 per cent girl students are interested in pursuing STEM — this is because of the increased awareness of the subject and access to online learning.

The rise of online learning platforms like Coursera and upGrad has also led to an increased participation by women. For Coursera, the share of STEM course enrollments by women learners in India increased to 33 per cent in 2020 from 22 per cent pre-2020, while upGrad saw a 27 per cent rise. In February, Women and Child Development Minister Smriti Irani announced that 11 new chairs would be set up in prominent institutions of the country to encourage women to pursue STEM. In order to increase the participation of women in science, the government has also initiated several schemes such as Knowledge Involvement Research Advancement through Nurturing (KIRAN). The scheme, launched in 2014-15, provides opportunities for women scientists in moving up the academic and administrative ladder.

One of the programmes under the KIRAN scheme — 'Women Scientist Scheme' — provides career opportunities to unemployed women scientists and technologists, especially those who had a break in their career.

Source: https://theprint.in/india/education/women-in-stem-the-growing-numbers-challenges-and-whether-it-translates-into-jobs/700564/

Vice-President inaugurates World Universities Summit, calls upon India to be 'Vishwaguru' in Education

Vice President M Venkaiah Naidu inaugurated the World Universities Summit 2021 (WUS 21) organised by OP Jindal Global University on "Universities of the Future: Building Institutional Resilience, Social Responsibility and Community Impact" on Wednesday. In his address the Vice President said, "There are pressing issues facing higher education today as we embark on a path of recovery from the pandemic. Education drives the economy of the nation to chart the course of prosperity through the useful application of knowledge.

"We face a complex demand in education which is not only marked by large student numbers and the rural-urban geographic divide, but also by the unique diversity in our country. While our numbers and diversity are our strength, they also bring upon us the challenges of equity of access to education. "We should aim to be 'Vishwagurus' in education. The ongoing pandemic has disrupted our lives and an estimated 1.2 billion children have been pulled out of classrooms globally. Today 32 direct-to-home channels are dedicated to providing online education but not all have access to online infrastructure.

"Even if we resolve these issues, we cannot substitute the classroom experience with online learning. We need to explore the best hybrid model combining the best practice of online learning and classroom teaching." Education Minister Dharmendra Pradhan congratulated the OP Jindal Global University about the scale and scope of WUS 21. He said, India has a long history of higher education. "India needs an education system designed for 1.38 billion people and our reality today is starkly different than before. In today's age of globalisation and liberalisation, we must reform the education sector. The New National Education Policy (NEP) 2020 reimagines the transformation of India's education landscape and it outlines the vision of Prime Minister Narendra Modi in not only creating responsible citizens but also a global citizen -- Vishwamanav.

"The four pillars of NEP of quality, equity, accessibility and affordability are the foundation on which a new India will emerge. Our future institutions will have synergy and seamless integration with global norms that will turn our human resource into human capital. We have to promote India as a global education destination, providing education at an affordable cost. We will also enable high quality foreign institutions to collaborate and operate in India." Professor (Dr.) DP Singh, Chairman, University Grants Commission (UGC), "Today the Indian Education System is facing many challenges. One is from Covid-19 and the other is how to realise the vision and guiding philosophy of the National Education Policy (NEP) 2020.

"One of the themes of the Summit is to build institutional resilience, which has never been tested as of now. The UGC has addressed critical issues like access, equity and quality of education and institutions have tried to leverage technology for integrated digital learning platforms, online access to education and more." Naveen Jindal, Founding Chancellor, OP Jindal Global University, welcomed the august gathering and said, "We had a vision to create an institution to impart world class education in the memory of my father, furthering the mission of social change through education that he believed in.

"From humble beginnings, JGU has grown to include nearly 8,000 students and established 12 schools with a teaching capacity of global repute and access to the best of education globally. We wanted to ensure a research-intensive institution which can contribute to the larger good of the community. All our collective efforts have culminated in JGU being recognised as an Institution of Eminence (IoE) and as India's No. 1 Private University as per the QS World University Rankings. JGU has enhanced the global footprint of Indian higher education.

"As the world faced an unprecedented pandemic, we ensured the resumption of online classes within a week for the benefit of our students and have conducted more than 20,000 online classes in just 2020! For this we were bestowed with the Certification for E-Learning Excellence for Academic Digitisation (E-LEAD) from the coveted QS I-Gauge Learning. This summit could not have come at a more apt time to discuss the future of universities." Professor (Dr.) C. Raj Kumar, Founding Vice-Chancellor of O.P. Jindal Global University (JGU) said, "The vision is that the World Universities Summit 2021 organised by JGU will be akin to the World Economic Forum as far as promoting global discourse on the future of universities and higher education.

"JGU has partnered with 6 Global Education Networks -- Association of Commonwealth Universities(ACU), Association of Indian Universities (AIU), Coursera, International Cooperation Group of Brazilian Universities (GCUB), STAR Scholars Network and UpGrad -- to bring this unprecedented 3-day World Education Summit.

"It has an imagination to create a global platform for Indian and global universities to come together to help shape the universities of the future. Today when we witness social, political, economic and technological shifts across the world due to the ongoing pandemic, the world is faced with the pivotal challenge of reimagining the role of the universities of the future to strengthen their vision towards institutional resilience, social responsibility and community impact." --IANS

Source: https://www.tribuneindia.com/news/schools/vice-prez-inaugurates-world-universities-summit-calls
-upon-india-to-be-vishwaguru-in-education-286272

Multidisciplinary Education and Research University will open up new opportunities for Students: Minister

The proposed multidisciplinary education and research university (MERU) will open up new opportunities for the youth, promote inter-disciplinary research and make India a global hub of research and development, Union Education Minister Dharmendra Pradhan said on Wednesday. Virtually addressing the inaugural session of World Universities Summit, he said the new National Education Policy (NEP) added a new imagination for the Indian higher education system -- multidisciplinary education and research.

'It outlines the vision of Prime Minister Narendra Modi to make an Aatmanirbhar Bharat. Quality, equity, accessibility and affordability are the four pillars of the new education policy on which a new India will emerge,' he added. The minister said the vision of 'Study In India-Stay In India' will take the country towards becoming a global destination in education.

'No student should suffer due to language limitations or regional linguistic constraints,' he said. 'The multidisciplinary education and research university (MERU) will open up new opportunities for India's youth. It will promote inter-disciplinary research and make India a global hub of research and development,' Pradhan said. The minister stressed that synergising education with skill development will open new avenues of socio-economic empowerment.

'The NEP will facilitate integration of education with skills and enable India to reap the demographic dividend. COVID-19 pandemic necessitated the adoption of online learning and use of digital technologies to ensure that learning continues. This mode is going to stay giving way to hybrid methods of learning and knowledge dissemination. Our future planning, therefore, needs to fill a digital divide,' he said. Vice President M Venkaiah Nadu, UGC chairperson D P Singh were among those who attended the virtual event organised by O P Jindal University.

Source: https://in.news.yahoo.com/multidisciplinary-edu-research-university-open-123016847.html

India branch campus risks and costs "too high", survey suggests

At least eight top 200 universities in the ranking would "definitely consider" having a branch campus in India, according to a recent survey on Establishing International Branch Campuses in India by the National Institute of Educational Planning and Administration. Of those, two were in the top 100, which the report said was "of particular significance because the National Education Policy 2020 had recommended to allow only universities from the 'top 100 category' in the World University Rankings to operate in India".

The July 2020 NEP of India made it possible for highly ranked universities to operate in India, with suggestions that "a legislative framework facilitating such entry will be put in place, and such universities will be given special dispensation regarding regulatory, governance, and content norms on par with other autonomous institutions of India".

However, 16 other institutions said they would not consider an India campus and a further 16 marked 'other' in the survey, suggesting concerns surrounded the viability of campus branches in India and potential local challenges. "Setting up a campus in India is attractive but comes with many challenges. First and foremost is the general approval from the government and general acceptance of this from the general public," said one anonymous respondent.

"In India education is inclusive and should be accessible for all, keeping this in mind it is difficult to have a university with a higher cost of tuition operating in India without a backlash from the society. "There is also an issue of dilution of standards of teaching and delivery when we plan to set up a foreign campus. There is a lot of investment in training local staff to adhere to our standards, and without a strong legal and financial structure it becomes a risky proposition."

Others noted challenges around "bureaucratic and regulatory issues, lack of surety on the local operational environment including restrictions on repatriating profits" which "may be off-putting the top global universities to consider establishing campuses in India".

One option suggested by respondents would be for the country to offer incentives, as has been the case in other countries like China. "There is definitely an interest in a branch campus in India but the perceived risks and costs are currently too high. Financial support from the Indian government would offset these risks, as would tax breaks for branch campuses," they said. Yet while universities may not be fully committed to branch campuses just yet, interest in TNE remains.

Good news is that there is interest, but the detail is what all the institutions would welcome. Clarity around land and infrastructure, models, ability to repatriate, recognition and framework that they would need to adhere to would be critical for international institutions to become comfortable with the idea of setting up a campus in India," Lakshmi Iyer, executive director and head of education. "We at Sannam S4 believe that much before campuses there will be more models of TNE that would emerge which will help Indian and international universities to collaborate and experiment with new ways of teaching, which could benefit in capacity building in India and build channels for Indian students to access an overseas educational experience at an affordable price point."

A total of 43 universities from 11 countries took part in the survey between December 2020 and February 2021.

Source: https://thepienews.com/news/eight-top-universities-campus-india/

Tableau Partners With All India Council For Technical Education (Aicte) To Empower Educators And Students In Over 10,500 Higher Education Institutions Across India With Data Skills

Tableau, the world's leading analytics platform, today announced its partnership with the All India Council for Technical Education (AICTE), Ministry of Education, Government of India to equip students and educators from AICTE's over 10,500 higher learning institutes with modern data analytics skills. Through this partnership, Tableau will provide AICTE with Tableau Desktop and Tableau Prep licenses, access to eLearning, and sample curriculum material co-created with University professors for educators to get started teaching analytics in classrooms.

Speaking on the partnership, Dr. Chandrasekhar Buddha, Chief Coordinating Officer, AICTE, Ministry of Education, Government of India, said, "We are happy to collaborate with Tableau to bring data skills into higher education nationwide. Skill sets are changing across the globe to accommodate a data-driven world. It is increasingly valuable for knowledge workers across all industries to use data to problem solve and make decisions."

"The year 2020 showed us the significance of data and how it is a strategic asset for all to navigate in the pandemic," said Anand Ekambaram, Country Manager India, Tableau. "Everyone, regardless of their position or department, must understand data which is the new language of business. We're honored to partner with AICTE to democratize analytics and put the power of data in the hands of everyone."

Since 2011, Tableau's Academic Programs have enabled more than 1.7 million students and teachers from accredited institutions around the world, across disciplines, with critical data skills.

Source: https://martechseries.com/analytics/tableau-partners-with-all-india-council-for-technical-education-aicte/

Percentage of STEM women graduates in India higher compared to developed nations: Government

Union Education Minister Dharmendra Pradhan says while the number of men in STEMM has decreased from 12.48 lakh in 2017-18 to 11.88 lakh in 2019-20, the number of women grew from 10 lakh to 10.56 lakh during the same period.

The percentage of women graduates in Science, Technology, Engineering and Mathematics (STEM) at tertiary level in India is higher compared to developed nations like the US, UK, Germany, and France, the Lok Sabha was informed on Monday. The information was shared by Union Education Minister Dharmendra Pradhan in response to a written question.

While in India the female share of graduates in STEM was **42.72 percent in 2016,** that of the US was 33.99 percent, Germany 27.14, United Kingdom 38.10, France 31.81, and Canada 31.43 percent. The trend continued in 2017 and 2018 when the percentage of women in STEM in India was 43.93 and 42.73 percent.

To a question seeking details of the number of STEM graduates over the last three years and whether there are more men than women in STEM, Pradhan shared the All India Survey on Higher Education (AISHE) data for past three years which revealed that while the number of men has decreased from 12.48 lakh in 2017-18 to 11.88 lakh in 2019-20, the number of women grew from 10 lakh to 10.56 lakh during the same period.

"The government, under Department of Science and Technology, has taken several steps to increase the participation of women in STEM for higher education. This includes implementation of women exclusive schemes like 'Knowledge Involvement Research Advancement through Nurturing (KIRAN)' to encourage women in the field of science and technology.

"The 'mobility' programme has been introduced to address relocation issue of working women scientists. Further 'Indo-US Fellowship for Women in STEMM' (Science, Technology, Engineering, Mathematics and Medicine) was launched to provide opportunities to Indian women scientists, engineers and technologists to undertake international collaborative research in premier institutions in the US for duration of three to six months," Pradhan said.

"The Consolidation of University Research through Innovation and Excellence in Women Universities (CURIE) provides support to develop research infrastructure and state-of-the-art research facilities in women universities and to help enhancing women's participation in research and development activities in science and technology domain," the minister added.

The minister also shared a set of World Bank data which showed that at least till 2016 there are more Indian women graduate in STEM compared to the US, UK, Germany, and France, among others.

Source: https://yourstory.com/herstory/2021/07/percentage-stem-women-graduates-india/amp

MIT-ADT University, Pune announces a PG Degree Program in M.A/M.Sc. in E-learning from the Academic year 2021-22

MIT Art, Design & Technology University (MIT-ADT University), Pune is a leading futuristic multi -disciplinary University with a unique blend of Art, Design & Technology program to offer. MIT Art, Design & Technology University, under the mentorship of visionary educationist, **Prof. Dr. Vishwanath Karad, President, MIT Art, Design and Technology University, Pune** and dynamic trailblazer, and torchbearer, **Prof. Dr. Mangesh Karad, Executive President and Vice-Chancellor**, is always in pursuits of carving a niche in the education sector by being at the forefront in preparing students for the future through its new-age cutting-edge program. MIT-ADT University is very much aware that the world is changing at a faster pace, and with it learning too is drastically changing with new emerging learning ecologies and new technologies. Hence, they have taken up the task of equipping their students for the jobs of tomorrow that are constantly evolving.

As digital education, driven by advanced technologies, is representing a major opportunity for entrepreneurs and investors, there is an ever-growing demand for experts in the e-learning education sector who can create advanced and sophisticated e-learning program for students worldwide. These experts in the e-learning industry need to be armed with skills to intertwine immersive technologies and conceptual subject knowledge into customized learning content, which is easily accessible, engaging, and user-centric. The careers in the e-learning industry are varied and flexible - from Subject Matter Experts (SMEs), Multimedia, Gamification, Mobile learning, Learning Analytics. The job profile that rules this list of possible careers in e-learning is that of Instructional Designers, also known as ID. But there is a dearth of courses that formally train instructional designers or experts to be in the field of the e-learning industry. Recognizing the need for having trained IDs and experts for the e-learning industry, the *School of Education and Research*, **MIT-ADT University, Pune** announces a post-graduate degree program in **M.A/M.Sc. in e-learning** from the Academic year 2021-22.

This is a 2-year Postgraduate Program with multiple entry and exit points! This Program is an 80-credit course with hands-on practical applications. **M.A/M.Sc. in e-learning** Program is a fine blend of pedagogical sciences, design, and technology. The Program is designed to train students in Visual Design, Storyboarding, Theories and Applications of Instructional Design, Research Methodology amongst other courses. This Program offers double specialization - one to be chosen in the first year and the second one in the final year. The specializations that students choose will prepare them for the e-learning industry in various cohorts like technical/content development, multimedia content development to designing MOOCs. The course has a compulsory industrial internship component of an entire semester in the second year. In case, if unfortunately, a student opts to exit after the first year, the student can earn a **Post-Graduate Diploma Certification** on completion of all credit requirements. Such students can return after a gap and complete their Program within the next 3 years. Drawing heavily from the field of Design, this Program is characterized by block pedagogy with Jury-based studio and cumulative assessments with a lesser focus on theory papers. Postgraduates of M.A./M.Sc. e-learning programs will be equipped to do things like create interactive and engaging e-learning courses, incorporate technology in the classroom, develop new, more effective instructional designs for education, and also can show educators how to use learning technologies for professional development.

The eligibility criteria for candidates who want to pursue **M.A/M.Sc. in e-learning,** can be *graduates from any disciplines* familiar with computers and the internet. No coding or programming knowledge is required. Selection of students will be done based on an entrance test for the limited seats of 30. Remember, this is a unique course with MIT-ADT being the only second University in the country to offer such a course.

The professionally qualified students with M.A/M.Sc. in e-learning from the School of Education & Research, MIT-ADT University, Pune will have a wide range of career options. They can work with the e-learning industry and corporates to develop multimedia, educational games, online learning content and also design, develop, implement, and evaluate training program. The students after completing this course in M.A/M.Sc. in e-learning will be able to work in government, universities, non-profits, and other cutting-edge business organizations as Instructional Designers, Storyboard developers, e-Content developers, Online content creators, Consultants in e-learning, Corporate trainers, Researchers in varied dimensions of online education/Educational technology, Entrepreneurs of e-learning related areas, and Edupreneurs.

In short, there is a lot one can do with this M.A./M.Sc. e-learning program, and prospects seem likely to expand further as technology is improving and e-learning is gaining wider acceptance.

Source: https://www.prnewswire.com/news-releases/mit-adt-university-pune-announces-a-pg-degree-program-in-m-a-m-sc-in-e-learning-from-the-academic-year-2021-22-822098344.html

Eight foreign universities considering a branch campus

At least eight universities from the United States, United Kingdom, Australia and Canada are seriously considering India as a destination for establishing an international branch campus; however, the global COVID-19 pandemic has postponed many plans for others, a survey of top universities has found. The eight unnamed universities said they would 'definitely consider' establishing a branch campus in India, according to a just-released survey report by the Unit for International Cooperation of the government-funded National Institute of Educational Planning and Administration (NIEPA) in New Delhi, which conducted an international online survey between December 2020 and February this year.

Some 43 institutions from 11 countries responded, including many that are already operating international branch campuses elsewhere in the world. Of those 'definitely considering' setting up a branch campus in India, five were from the US, and one each from the UK, Australia and Canada. But many foreign universities are still adopting a 'wait and see' approach as domestic rules and regulations that govern the setting up of international branch campuses in India are yet to be framed by the government, the report notes.

All 43 responding institutions are in the top 200 of the *Times Higher Education* World University Rankings and three are in the top 10. A wide cross-section of universities from the UK, US, Australia and Canada considers India as a strategic market for student recruitment, said Eldho Mathews, deputy advisor with the unit at NIEPA and author of the survey report.

Establishing International Branch Campuses in India

"Most of the respondents are focusing mainly on Indian students. Based on the nature of the new regulations they can even develop various models including a hybrid one where for two years the students can study at the Indian campus and the remaining years they can go to the host institution," Mathews told *University World News*. All eight universities underlined the importance of a liberal regulatory framework for improving the attractiveness of India as a place to set up a branch campus.

India's 20-year blueprint for higher education, the National Education Policy (NEP), announced in July 2020, had recommended that select universities from the 'top 100 category' in the world university rankings should be allowed to operate in India. Among the eight considering setting up a branch campus, three were from the top 100, according to the survey.

Need for Legislation

The NEP also recommended that "a legislative framework facilitating such entry will be put in place, and such universities will be given special dispensation regarding regulatory, governance and content norms on par with other autonomous institutions of India".

India will need new primary legislation in order to allow in foreign branch campuses, in accordance with the recommendations of the NEP, and this has not yet been tabled in parliament. Previous attempts at legislation in the past 15 years failed or had to be withdrawn. "Everything depends on the new act that is going to be framed by the Indian parliament because the new education policy talks about allowing foreign universities to come into India, but the act should be passed by parliament and then only can the University Grants Commission initiate actions to frame regulations," Mathews said.

Five universities that indicated they would 'definitely consider' India as an ideal destination for establishing an international branch campus said they were concerned about the availability of financial and non-financial incentives.

Funding and repatriation of profits

Some universities considering India as a potential destination were looking for arrangements involving partial support from the Indian government in terms of buildings, facilities and scholarships and fellowships, while others were hoping for partial support from private Indian companies for buildings and other facilities.

Some were interested in education hubs in cities promoted by the government and private companies, or setting up using facilities owned by existing Indian public universities or colleges. But three foreign institutions ranked in the 100-200 range were willing to consider a model without any support from the Indian government.

A sensitive issue in India is the repatriation of profits to the home institution's country, with three respondents definitely considering India for a possible branch campus saying it was extremely important. But it was of low importance for three others.

One institution indicated it would be critical to repatriate a portion of revenues to cover administrative and other expenses incurred. Another said either provision to repatriate funds or use of the Indian campus as a means for attracting students to the home university would be their priority.

"There is definitely an interest in a branch campus in India, but the perceived risks and costs are currently too high. Financial support from the Indian government would offset these risks, as would tax breaks for branch campuses," said one respondent quoted in the report. The report recommends the "creation of higher education-focused hubs in select cities of the country, funded by the central and state governments, which would be attractive to foreign institutions".

"This would also help to accommodate different branch campuses under one roof. These locations should have excellent infrastructural facilities," the report said. It also recommended the creation of a new academic accreditation body "in partnership with prominent international agencies that are experienced in the performance analysis of 'top 200' universities".

The National Accreditation Council, the 'meta-accrediting body' proposed in the NEP 2020, could accommodate this specific accreditation agency, it said. Australia's Monash University, which has branch campuses in a number of Asian countries, has indicated an interest in setting up a branch campus in Mumbai. It already runs a joint centre with the Indian Institute of Technology in Mumbai.

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