

# DNYANA GANGA

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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

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## NUMBER THAT MATTERS

- Children under five who live in conflict zones are 20 times more likely to die from diarrhoeal diseases linked to unsafe water than from direct violence as a result of war.

**Source: UNICEF**

## KNOW YOUR HEALTH / DID YOU KNOW

- Drinking one bottle of wine a week is equivalent to smoking ten cigarettes a week for women and five for men in increasing the life time risk of developing cancer, especially breast cancer in women and cancers of the gastrointestinal tract in men.

**Source: BMC Public Health.**

- People whose nightly sleep length varied by more than two hours on average during a seven day period were 2.2 times more likely to have a cardiovascular event. People whose bedtime varied by more than 90 minutes each night had double the risk of a cardiovascular event.

**Source: American Heart Association**

- Men who wear moustaches have a 16 times lower risk of developing actinic keratosis (a pre-cancerous lesion) on the lower lip that can increase the risk of a cancer called squamous cell carcinoma.

**Source: Journal of the American Academy of Dermatology**

- Weighing yourself daily can help you maintain or even lose weight. Seeing weight increase can motivate behavioural changes like exercising more and watching your diet.

**Source: Obesity Journal**

- Older adults who regularly play word and number puzzles such as crosswords and Sudoku have sharper brains and perform better on a range of cognitive tasks assessing memory, attention and reasoning.

**Source: International Journal of Geriatric Psychiatry**

- Drinking 32 ounces of energy drink in an hour can cause abnormal electrical activity in the heart and increase blood pressure.

Source: Journal of the American Heart Association

## Gross Enrollment Ratio Should Improve for Better Higher Education in India: NITI Aayog Member

Gross Enrollment Ratio (GER), a key indicator in higher education, needs to go up, as also an increase in investment and other measures, for higher education to improve in the country, NITI Aayog member V K Saraswat said. *"We have a very huge demographic advantage today we only have to provide the nice ecosystem and the environment for them (youth) to become productive and also contribute to the countries progress"*, he said.

Saraswat added, "Higher education is one area which certainly helps them in doing what they are looking forward to. But if you look at the picture of higher education in our country today, is not very, very bright. It is quite grim". NITI Aayog member, Saraswat, was addressing a 'National Workshop on Accreditation, Quality Improvement and Ranking in Higher Education Roadmap Ahead', organised jointly by the Telangana State Council of Higher Education and others.

The GER (how many students are enrolled in the higher education) is about 25 per cent in the country, while it is 50 per cent in most of the developed countries, he said. He was asked about his comments that the situation is grim and the response of the government and NITI Aayog to it, "If you look at the quality GER we will be further lower than this 25 per cent quality GER is what we have to look at". He suggested that more autonomy and resources be given to universities, among others, to quality of higher education.

Saraswat said India spends four per cent of its GDP on education, while other countries spend more than that China spent nearly 565 billion dollars on education in 2016-17, of which 145 billion dollars was spent on higher education. In contrast, India spent about 12.5 billion dollars on the sector, of which only 4.5 billion was on higher education. In addition, there are issues over rankings and ratings, he told reporters. He ruled that there was not even a single university.

*He was addressing a "National Workshop on Accreditation, Quality Improvement and Ranking in Higher Education Roadmap Ahead", organised jointly by the Telangana State Council of Higher Education and others.*

**Gross Enrollment Ratio (GER)**, a key indicator in higher education, needs to go up, as also an increase in investment and other measures, for higher education to improve in the country, NITI Aayog member V K Saraswat said on Monday. "We have a very huge demographic advantage today we only have to provide the nice ecosystem and the environment for them (youth) to become productive and also contribute to the countries progress," he said.

### **State of higher education system not bright in India: Saraswat**

"Higher education is one area which certainly helps them in doing what they are looking forward to. But if you look at the picture of higher education in our country today, is not very, very bright. It is quite grim," Saraswat said.

He was addressing a "National Workshop on Accreditation, Quality Improvement and Ranking in Higher Education Roadmap Ahead", organised jointly by the Telangana State Council of Higher Education and others. The GER (how many students are enrolled in the higher education) is about 25 per cent in the country, while it is 50 per cent in most of the developed countries, he said.

## **More autonomy and resources be given to universities**

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## **4.5 billion investments on higher education in India**

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Source: <https://www.indiatoday.in/education-today/news/story/gross-enrollment-ratio-improve-better-higher-education-india-niti-aayog-divd-1565303-2019-07-09>

## **Paytm Education Brings Focus On Learning and Exams with Fee Payments, Financial Services**

- Paytm to become a destination for students, parents and government job aspirants
- Targets 25,000 institutional partners, including schools, colleges, coaching centres as well as exam bodies
- Will offer education-related services such as fee payments, application forms, career counselling and more

Paytm has announced its entry into the Indian education market, with Paytm Education. The platform, which will compete in the lucrative \$101.1 Bn education market, is said to offer a full bouquet of services across payments (in-app and educational centres), commerce (coaching, scholarships, test preparation, admission forms etc.), financial support (student insurance, educational loans, EMIs, smart cards) and academic services.

Paytm Education is looking to tap all areas in partnership with educational institutions, both private and government. It's going after private entrance tests as well as public university tests, and government jobs, which is a highly lucrative market. The list includes names such as Railway Recruitment Board, Maharashtra Public Service Commission, National Testing Agency, Indian Navy, Amity, VIT, Manipal, AKTU, Army Public Schools, Delhi Public Schools, Delhi University, IITs, IIMs, NITs, Aligarh Muslim University, AIMA, ICAI, Narayana Group, Career Launcher, Made Easy, Career360 and several others.

Vineet Kaul, SVP, Paytm said the company will provide details on 25K colleges, schools, courses and exams to facilitate payments, commerce and financial services. Further, with Paytm Education, the company is aiming to sign up 3.5 Cr users across 20K private schools, 1,000 higher educational institutes and 1,000 coaching institutes while achieving higher GMV with its large bouquet of services.

Paytm already offers fee payment services at more than 10,000 educational institutions across the country. By FY 2020, it plans to cross INR 20K CR GMV in the education business.

In FY 2019, the company reported 5.5 Bn transactions with a gross transaction value (GTV) of over \$50 Bn. The company currently offers more than 200 services and have also entered into online wealth management with Paytm Money last year.

According to a June 2019 IBEF report, India has the world's largest population in the age bracket of 5-24 years, totalling around 500 Mn and this provides a great opportunity for the education sector. The number of colleges and universities in India reached close to 40K in 2017-18, while 36.64 Mn students were enrolled in higher education in 2017-18.

Even when it comes to elearning and online courses, India is a huge market with an ever-increasing addressable market. It is the second-largest market for elearning after the US, and this sector is expected to reach \$1.96 Bn by 2021 with around 9.5 Mn users in India. Evidently, the opportunity in the Indian education sector is far from saturated. The operational edtech startups in the country have just scratched the surface and the sector is still dominated majorly by offline institutions.

According to Datalabs by Inc42, around [3,500 startups in India](#) are catering to the education or edtech space, creating content in various formats and languages for students to consume at their own convenience. In 2018, Indian edtech startups received close to \$700 Mn in funding — an 85% jump from the \$375 Mn funding in 2017 (of which \$230 Mn was invested in BYJU's alone).

Source: <https://inc42.com/buzz/paytm-education-launch-offers-payments-forms-loans-support/>

## **National Assessment and Accreditation Council plans binary accreditation for Higher Education Institutions in Telangana**

**HYDERABAD:** At a time when higher education institutions in the State are wary of multiple agencies from which as proposed by the draft National Education Policy 2019, they will be required to get the accreditation in future, the National Assessment and Accreditation Council (NAAC) is in the process of finalising the parameters for institutionalising the process. The NAAC now has a 100-day window to communicate the same.

Lata Pillai, the advisor for NAAC, speaking at the workshop on Accreditation, Quality Improvement and Ranking in Higher Education, organised by the Telangana State Council Of Higher Education, Rashtriya Uchchatar Shiksha Abhiyan (RUSA), Commissionerate of Collegiate Education, on Monday, said that by 2020-22 the agency will reinvent itself and will no longer be a body that accredits institutions but one that licenses accrediting institutions.

“In 10 years there will only be binary accreditation, though initially (2020-22), both mechanisms, grading and binary, will be used and by 2030 it will only be binary accreditation. The intent is to have high-quality accreditation system in place,” she said. Detailing the role of NAAC post-National Education Policy 2019, Pillai said that “it would be to calibrate the accreditation institutions, serve as grievance redressal mechanism between the Accreditation Institutions and Higher Education Institutions (HEIs)”. “NAAC would assume the role of a mentor and facilitator,” Pillai said.

“We cannot ignore the large number of underperformers... cannot shut them overnight. They need to be hand-held and mentored,” she said, adding that unlike other countries where accreditation is about quality enhancement, for India it is still about quality improvement and then sustaining it. Of the 42,000 HEIs in the country, only 8,000 have been accredited so far.

### **‘Industry 4.0 needs education 4.0’**

Stating that industry 4.0 needs education 4.0, Vijay Kumar Saraswat, a member of NITI Aayog, said that “this would be possible only when accreditation is taken into account, not just infrastructure but also learning the outcome”. Speaking at a national workshop on Accreditation, Quality Improvement and Ranking in Higher Education, he said, “While granting accreditation, don’t just look at numbers but also at the quality or impact of the papers.”

Though the overall Gross Enrolment Ratio is around 25 per cent, the GER for higher education will be even lower, and steps to ensure its improvement is the major requirement, he said. While China spends \$546 billion on education, India spends only \$1.4 billion of its



\$12.5 billion finds for education on higher education. “Inadequate funding and autonomy is reflected in ranking at the global level, where not even a single HEIs features in the top 100,” he said.

### **Quality assessment**

There are 42,000 HEIs in the country, but the NAAC has visited 12,000 and just 8,000 of them have been accredited so far. Speaking about the criticism NEP faced for proposing multiple private accreditation agencies, the advisor said that for a country as diverse as India one size fits all policy, with one huge framework that suits everyone, cannot work. She added that though data is an essential policy-relevant statistic and a diagnostic tool, looking at numbers is not sufficient.

Source:<http://www.newindianexpress.com/states/tehrangana/2019/jul/09/national-assessment-and-accreditation-council-plans-binary-accreditation-for-higher-education-institutions-in-tehrangana-2001294.html>

## **Report: Huge gap between the skill needs of the Indian Economy and the supply of graduates**

**New Delhi**—There is a huge gap between the skill needs of the Indian economy and the supply of graduates, a government backed report says, adding that non-technical, non-professional degree courses should have 20-35 per cent vocational content. The move, it has argued, will impart employability skills to those completing these courses. The report has pointed out that there was no convergence between higher education and the skill ecosystem as higher education contributed only 4 per cent in offering skill training.

The findings and suggestions are part of the Education Quality Upgradation and Inclusion Programme (EQUIP) report, which aims to improve quality and access to higher education in the country. For EQUIP, the Human Resource Development (HRD) Ministry roped in several experts that were divided into 10 groups to focus on 10 critical areas such as accessibility, governance reforms, teaching, research and finance.

“A high amount of vocationalisation of higher education is required through a modular approach. We would suggest that all non-technical and non-professional degree courses (BA, BSc and BCom) should have anything between 20 and 35 per cent of their course content as vocational,” suggested the group led by Hasmukh Adhia, Chancellor, Central University Gujarat, which deliberated on the strategies for expanding the access of higher education. The restructuring of the non-technical programmes can be easily done using the vocational modules of the Massive Open Online Courses (MOOCs) and aided by local artisan and expert who can be hired on a contractual basis, it said.

The group has observed that due to the lack of employability skills of numerous programmes offered, there was a large pool of unemployed graduates and post-graduates. “If we look at the detailed statistics of the kind of programmes in which most of our students are graduating, we can see that there is a huge chasm between the skill requirements of the Indian economy and the supply of graduates. While BA and MA degrees can make more aware citizens, their ability to contribute to the needs of the economy is low. As a result, we have already created a situation of having a pool of unemployed graduates and post-graduates,” it noted.

The failure to reap economic benefits from their degrees contributes to frustration of the unemployed. “Their failure to get economic returns from their education contributes to their social frustration. Therefore, without re-orienting the entire higher education system towards meeting the economic aspirations of today’s youth, there is no gain in simply ballooning the student enrolment numbers in an existing manner. This will mean bringing in a lot of vocational and skill education in every degree programme,” it said.

The group has stressed that there was a dire need for de-centralisation of the vocational curriculum in the country for furthering its reach among the socially backward communities. “Decentralisation of vocational curriculum contextualized to local needs will further be needed for deeper penetration of vocationalisation among SC, ST students.” It wants the central government to rigorously pursue the states to provide university level education in vocational courses to the students who opted from them in school.

“In 2014, the Department of School Education, MHRD, had issued a letter to all states about B. Voc courses approved by UGC with the direction that each state should plan for students who have opted for vocational education at school level and who are desirous of higher study in such vocations at the university level. This needs to be vigorously pursued.”

It has batted against opening any new colleges or institutions, except in the backward areas, for expanding the access of higher education. “The entire emphasis should be on a maximum utilisation of existing colleges and educational infrastructure available for schools.” EQUIP proposal, which is the vision plan for the HRD Ministry for the next five years, would now go for inter-departmental consultations and appraisal before being taken to the cabinet for approval. (IANS)

**Source:** <https://indianewengland.com/2019/07/report-huge-gap-between-the-skill-needs-of-the-indian-economy-and-the-supply-of-graduates/>

# Finding A Job In The US From India Might Be Easier Than You Think

**New Delhi:** Union Finance Minister Nirmala Sitharaman in her Budget speech on Friday allocated Rs 94,854 crore for the Ministry of Human Resource Development (HRD), which looks after higher and secondary-level education in India. The FM in her budget speech expressed the government's determination to transform the education system in India. While proposing the implementation of a new National Educational Policy (NEP), Sitharaman said, "The NEP will be brought in to transform India's educational system, major changes in higher as well as school system will be brought in."

"A draft legislation is being prepared for setting up the Higher Education Commission of India," she added. In order to make India a hub of higher education, she also proposed the 'Study in India' aimed at providing premier education to international students at affordable costs. Further emphasising on the government's constant endeavour to improve higher education, she said, "From no single Indian institute in top 200 universities ranking until five years ago, we now have three institutions, including two IITs and IISc, in the top 200 global institutions bracket."

However, as far as allocation for the education sector is concerned, though there has been an increase in the overall amount, its percentage share in the total Budget is on a decline. There is an increase of Rs 11,228 crore in allocation for the HRD ministry when compared to the revised budget of 2018-19 (Rs 83,636 crore), but the share in the total Budget was 3.4 per cent. In 2014-15, the government had allocated Rs 68,875 crore for the HRD ministry, while the ministry received Rs 67,239 crore in 2015-16, Rs 72,016 in 2016-17, and Rs 80,215 in 2017-18. As a share of total budget, this turned out to be 4.3 per cent, 3.75 per cent, 3.64 per cent, 3.74 per cent for 2014-15, 2015-16, 2016-17 and 2017-18, respectively.

Simultaneously, the budgetary allocation for the HRD ministry in proportion to the gross domestic product (GDP) of the country has also witnessed a decline. While the allocation for the ministry was 0.55 per cent of the GDP in 2014, it is 0.49 per cent of the GDP in the latest Budget. As compared to 2018-19 (RE) budget, the latest budget sees an increase of Rs 6,423 crore in allocation for school education and a hike of Rs 4,805 crore for higher education. School education and higher education were allotted Rs 56,537 crore and Rs 38,317 crore, respectively.

As part of school education, a total of Rs 471.2 crore has been allocated for central sector schemes/projects which is Rs 85.75 crore less than what was allocated in the previous budget. There has also been a substantial decrease in the fund allocated to the 'National Scheme for Incentive to Girl Child for Secondary Education'. The government has set aside Rs 100 crore for the scheme in the latest budget, whereas Rs 256 crore was allocated in 2018-19 (RE). Further, autonomous bodies have also received a cut of Rs 151 crore.

On the other hand, the government has increased funding for 'National Education Mission' and 'National Programme of Mid-Day Meal' in schools for which the allocations are Rs 36,447 crore and Rs 11,000 crore, respectively. In higher education, funding has been increased in the categories of world class institutions, student financial aid, research and Innovation, grants to central universities, deemed universities, Indian Institutes of Technology (IITs), Indian Institutes of Management (IIMs), Indian Institute of Science, Education and Research (IISERs), Indian Institute of Science (IISc) and Indian Institutes of Information Technology (IIITs).

Funding for University Grants Commission (UGC) has also been slashed to Rs 4,601 crore. In the previous Budget, it was allotted Rs 4,687 crore. The National Institutes of Technology (NITs) and Indian Institute of Engineering, Science and Technology (IIEST) have received a marginal increase in funds at Rs 3,787 crore in the 2019-20 budget. In 2018-19, NITs and IIEST had received Rs 3,721 crore.

**Source:** <https://www.news18.com/news/business/allocation-for-hrd-ministry-goes-up-but-falls-in-terms-of-total-budget-share-at-3-4-2220203.html>

## What Modi 2.0's Budget 2019 has to offer for the education sector

The first full budget of the second term of the Modi government was presented by Finance Minister Nirmala Sitharaman on Friday, and featured announcements regarding schools and higher education, as well as skill development for youth. The Centre has allocated Rs 56,536.63 crore to the Department of School Education and Literacy, and Rs 38,317.01 crore to the Department of Higher Education, making the education budget a total of Rs 94,853.64 crore. This is an increase from the Revised Budget 2018-19, which was at Rs 83,625.86 crore.

Although the Kothari Commission in 1965 had recommended that educational expenditure must amount to 6% of the GDP, the allocation has consistently remained much lower.

Here are some of the major announcements made regarding education in the budget released on Friday.

### 1. New regulatory body to replace the UGC

In her speech, Nirmala reiterated that the University Grants Commission (UGC) will be replaced by a Higher Education Commission of India (HECI). “Regulatory systems of higher education would be reformed comprehensively to promote greater autonomy and focus on better academic outcomes,” she said, and added that a draft legislation for setting up the Higher Education Commission of India (HECI), would be presented in the year ahead.

Last year in June, the central government had announced its plans to establish the HECI in place of UGC, and a draft Higher Education Commission of India (Repeal of University Grants Commission Act) Bill, 2018 was released for public feedback.

Unlike the UGC, which provides grants to central institutions, the HECI was proposed to not have any financial powers. The funding role was proposed to be shifted to the MHRD instead – a proposal that has been opposed by several sections.

**Read: [‘TN’s experience of getting funds from GoI not positive’: EPS to Modi on UGC scrapping](#)**

## **2. New National Education Policy**

In her speech, Nirmala said that the government would bring in a new National Education Policy, which will propose major changes in school and higher education. A draft National Education Policy (NEP) was released by the MHRD on May 31, and was opened to public feedback and comments till June 30.

Compiled by a committee led by Dr K Kasturirangan, a former ISRO chief, the draft policy had come under a lot of criticism for different reasons. The three language formula in particular, which made learning Hindi mandatory in non-Hindi speaking states caused massive uproar. The MHRD quickly released a revised draft in response, removing the requirement. The draft policy also recommended extending the RTE ambit to secondary education, a move that could ensure compulsory education for children till the age of 18, from the existing age of 14. It also suggested revamping three-year Bachelor courses to four-year courses. Discontinuing the M Phil degree in the country was also recommended.

**Read: [After Hindi imposition backlash, Centre revises draft education policy](#)**

## **4. Funds for Research and Innovation**

A total amount of Rs 608.87 crore has been allocated under the head ‘Research and Innovation’. This is a huge increase from the amount of Rs 243.60 crore estimated to be spent in 2018-19. The draft NEP had also recommended a new authority called the National Research Foundation (NRF) to fund, coordinate, and promote research at the college-level.

Speaking about NRF in her budget speech, Nirmala said, “NRF will ensure that the overall research ecosystem in the country is strengthened with focus on identified thrust areas relevant to our national priorities and towards basic science without duplication of effort and expenditure. We would work out a very progressive and research-oriented structure for NRF. The funds available with all Ministries will be integrated in NRF. This would be adequately supplemented with additional funds.”

Earlier this year in March, a controversial circular by the Central University of Kerala (CUK) had also directed that research topics for PhD students must be in accordance to ‘national priorities’, and research in ‘irrelevant topics’ and ‘privilege areas’ must be discouraged. The University had issued the circular following a Vice Chancellors’ meeting in Delhi with the MHRD and the UGC. However, the MHRD had responded to the circular saying that while the issue was discussed in the meeting, they had not issued directions to restrict the choice of research. The Ministry added that the government believes in the principle of freedom in research.

## **5. ‘World Class Institutions’**

Nirmala in her speech also said that the new NEP will “transform India’s higher education system to one of the global best education systems.” Crediting the Modi government for the recent inclusion of three institutions from India in the QS World University Rankings (IIT Bombay, IIT Delhi and IISc), the minister announced that an amount of Rs 400 crore will be provided for “World Class Institutions”, for FY 2019-20. This is an increase from the Rs 128.90 crore allocated for the same in the revised budget 2018-19.

A programme called ‘Study in India’ with a focus on bringing foreign students to higher educational institutions in India was also proposed, in order to make India a “hub of higher education.” Commenting that higher educational institutions are becoming ‘centres of innovation’, the Finance Minister referred to programmes like SWAYAM (Study Webs of Active –Learning for Young Aspiring Minds), Global Initiative of Academic Networks (GIAN) and the IMPRINT (IMPacting Research INnovation and Technology) scheme.



While SWAYAM offers open online courses from Class IX to post-graduation free of cost, both GIAN and IMPRINT are primarily focused on elite institutes like IITs and IISc. The speech also mostly referred to science education, with no mention of the social sciences.

## **6. Skill training**

Alluding to 12th century social reformer and Kannada Bhakti poet Basavanna's principles, Nirmala said, "Implementing 'KayakaveKailasa' (work is worship), the government enables about 10 million youth to take up industry-relevant skill training through the Pradhan MantriKaushalVikasYojana (PMKVY)." She went on to say that the scheme has created a pool of high standard skilled manpower, which would help tackle the 'severe labour shortages' predicted for major economies in the future.

The Finance Minister also mentioned an increased focus on 'new-age skills' like Artificial Intelligence (AI), Internet of Things (IoT), Big Data, 3D Printing, Virtual Reality and Robotics, with lucrative job prospects and high salaries. A recent [study](#) has indicated that AI and IoT can create more than 28 lakh jobs in the country in the next few years. Currently, B Tech courses in AI are being offered mostly in premier institutions like IIT Hyderabad and IIIT Delhi.

## **7. Sports Education**

A National Sports Education Board for development of sportspersons was announced under the Khelo India programme, which was launched in 2017. The programme, which is meant for promoting sports, and supporting and funding sportspersons across the country, will be expanded to provide all necessary financial support, Nirmala said in her speech. Khelo India has been allocated Rs 601 crore this budget, an increase from Rs 550.69 crore from last year.

**Source:**<https://www.thenewsminute.com/article/adani-s-next-gamble-bets-big-selling-data-storage-services-google-amazon-105313>

## **Rs 400 crore allocated for creating world class educational institutions**

As it went ahead with effecting a 13 per cent budgetary hike this fiscal for the education sector, the Centre on Friday allocated Rs 400 crore for setting up world-class education institutes and announced a 'Study in India' programme aimed at attracting foreign students to the country. Presenting the first Budget of the NDA Government in its second term, Union Finance Minister Nirmala Sitharaman said the Government will bring in a new national education policy to transform India's higher education system to one of the best in the world.

The policy proposes major changes in both school and higher education, improve governance and gives more focus on research and innovation, for which a National Research Foundation (NRF) would be set up to coordinate and promote research in the country, she said.

"NRF will ensure that the overall research ecosystem in the country is strengthened with focus on identified thrust areas relevant to our national priorities and towards basic science without duplication of effort and expenditure," the minister explained. The funds available with all Ministries will be integrated in NRF and would be adequately supplemented with additional funds, she said.

Sitharaman said to build "world-class institutions" in the field of education, Rs 400 crore has been allocated for the 2019-20 fiscal, which is over three times the revised estimates for the previous year. The Centre earmarked Rs 94,853.64 crore outlay for the education sector for the fiscal 2019-20 which is an increase of over 13 per cent from the revised estimates of 2018-19 financial year. In the last budget, the then Finance Minister Arun Jaitley had allocated Rs 85,010 crore for the education sector which was later revised to Rs 83,625.86 crore.

While a sum of Rs 38,317.01 crore has been set aside for higher education, Rs 56,536.63 crore has been earmarked for school education. The Government has made available Rs 30,000 crore using the Higher Education Financing Agency (HEFA) funding mechanism, the HRD ministry said. The outlay for the University Grants Commission saw a decline as compared to

2018-19. A total amount of Rs 4,600.66 crore has been allocated for the UGC, as against the revised estimate of Rs 4,687.23 crore in 2018-19. The initial outlay was Rs 4,722.75 crore.

A draft legislation for setting up Higher Education Commission of India (HECI) would be presented in the year ahead, she said, adding, "This will help to comprehensively reform the regulatory system of higher education to promote greater autonomy and focus on better academic outcomes."

The Minister also said the Khelo India Scheme will be expanded to provide all necessary financial support. Also, a National Sports Education Board for Development of Sportspersons would be set up under the Khelo India Scheme to popularise sports at all levels.

**Source:**<https://www.dailypioneer.com/2019/india/rs-400-crore-allocated-for-creating-world-class-educational-institutions.html>

## **Young degree holders set to double to 300 million by 2030**

In an extensive analysis, the OECD has examined the fast-changing global higher education landscape over the past 10 years and changes that can be expected in the coming decade. It forecasts that the number of young people with a degree will reach 300 million in OECD and G20 countries by 2030 and highlights challenges of access, cost, quality and relevance.

Among top trends revealed are persisting inequality in higher education attainment and low completion rates, notably for bachelor degrees, and less job security for doctorate holders. Time-to-completion has not been reduced for bachelor degrees and the percentage of students who drop out remains stubbornly resistant to decline, averaging 20%. Diversity in higher education has increased, says the OECD report *Benchmarking Higher Education System Performance*, published last month.

In the decade to 2015 investment in the sector grew by 30% across OECD countries, while student numbers expanded by 10%. The report decries a lack of publications that check if performance in higher education has improved and whether increased investment has produced value-for-money.

### **Graduate numbers soar**

The study says the number of young people aged 24 to 34 completing a tertiary degree across OECD and G20 countries is expected to increase to 300 million by 2030, up from 137 million in 2013, with the greatest growth in numbers in China and India.

Of the 137 million holding a degree in 2013, 17% were living in China, 14% were in the United States, 14% in India, 10% in the Russian Federation and 6% in Japan. Of the 300 million 24- to 34-year-olds projected to have tertiary education in 2030, 27% are expected to live in China and 23% in India while the United States' share of global tertiary degree holders will decline to 8%.

Thus, China and India together will have 150 million or half of the world's tertiary degree holders in 2030 compared to 24 million in the US, 15 million each in Brazil and Indonesia, 12 million in Russia, six million in each of the UK and Germany, and three million in France.

### **Higher education pays off**

Among the main findings is that higher education provides graduates with favourable economic and social outcomes. Even if these benefits vary considerably between nations, there is a pay-off across the OECD in economic life earnings for those with a tertiary education compared to those without.

However, the low basic skills of some graduates are a concern, the OECD says – in some countries up to 30% of the cohort graduating have low literacy and numerical proficiency. Higher education investment per student is increasing rapidly. Between 2005 and 2015 the number of students grew by 10% while total spending rose by more than 30%.

Of great concern in the report is that only four in 10 bachelor degree students complete their degree on time – and 20% of those enrolled never complete the degree. Also, young doctoral degree holders have less job security compared to their predecessors and people in other sectors.

## **Mobility increases**

The number of international students has soared from two million in 1999 to five million in 2016, a rise on average of 5% per year in OECD countries and 6% in non-OECD countries. In some countries one third of total enrolment is foreign students.

Internationalisation and international mobility are highest at the doctorate level, where across the OECD more than one out of four entrants to doctoral education is an international student, compared to one out of five at the masters' level and one out of 10 at the bachelor level.

The number of full-time researchers in higher education grew from 1.2 million in 2006 to 2.3 million in 2016 in OECD countries, and the number of higher education institutions in the world expanded to 18,000.

Full-time researchers per 1,000 people in the labour force differs significantly across OECD nations. The highest levels in 2016 were in Denmark (15.5); Sweden (14); Iceland and Finland (13); South Korea and Norway (12). The lowest levels, at under five researchers per 1,000 people in the labour force, were found in Italy, Poland, Latvia and Turkey.

The report reveals that of all European Union countries, Belgium has been the most successful in attracting funding from the Horizon 2020 research and development programme, in terms of proportion of successful bids. It achieved an 18% success rate out of 15,000 filed applications, followed by Austria, France, Luxembourg and the Netherlands with a 17% success rate, non-EU member Norway together with Germany and Sweden at 16%, and the UK, Ireland and Denmark at 15%.

## **Attainment and migration**

The number of global immigrants rose by 30% to 230 million people between 2000 and 2017, when on average 13% of the total population of OECD countries were immigrants, says the report. The OECD highlights that unequal access to higher education is a persistent challenge caused by socio-economic and migration background factors.

The children of parents who themselves have a degree have higher attainment levels in all OECD countries. Children of foreign-born parents are between 10% and 60% less likely to enter a bachelor degree programme.

The children of foreign-born parents (excluding international students) represent 15% of all 18- to 24-year-olds in the population average across OECD countries, based on available data. But they represent only 10% of new entrants to higher education in the same age group to study for bachelor and long-term first degrees in OECD nations.

One challenge in the coming years is to educate immigrant populations. This challenge appears to have been overcome in Sweden, though. People not born in Sweden, or born in Sweden to two parents who were born outside the country, are now proportionally entering higher education to a greater degree than Swedes, the Swedish Education Authority UKÄ reported in its 2019 annual report. The OECD report should be complemented with studies that can find out which factors might increase migrant entry into higher education.

### **Huge benchmarking exercise**

The report's 648 pages, including figures and illustrations across OECD countries, illustrate complex and increasingly diversified patterns emerging as higher education systems have not been converging over time. It represents "the first extensive examination of higher education systems undertaken by the OECD in more than a decade".

A large number of OECD staff members participated in producing overviews comparing countries across numerous statistics, and hundreds of experts delivered data and monitored the interpretations, notably from 'case studied' benchmarking countries selected: Estonia, the Flemish community of Belgium, the Netherlands and Norway.

The volume deals with higher education in the wider social and economic context; the structure and governance of higher education; financial resources; human resources; access to higher education; investments in research and development; and higher education performance.

## **Shifts in global higher education**

Mats Benner, professor of science policy at Lund University School of Economics and Management in Sweden, told *University World News*: “The OECD overview points at the shift in the global higher education and research system, with the continuous expansion of Asia and more modest growth in Europe and North America. “The rise of Asia is not merely quantitative. Asia is leading the way in many areas of research and training, primarily in engineering.

“Europe, which possesses neither the globally leading universities of the United States nor the powerhouses of Asia, needs to capitalise on its strengths, inclusion, diversity and history. This calls for a continued increase in investments and widened recruitment and participation in education.”

Elena Denisova-Schmidt, a research associate at the University of St Gallen in Switzerland and a research fellow at Boston College Center for International Higher Education in the US, pointed out that the massification of higher education was a global trend that cannot be stopped – but it impacts significantly on the quality of higher education.

“The ‘low basic skills of some graduates, up to 30% of the cohort graduating with low literacy and numerical proficiency’ is one of the visible and measurable consequences. Some consequences might remain invisible so far – such as lack of academic integrity – and they might be much more worrying, I think.”

## **More responses**

Professor Kjell G Salvanes of the Norwegian School of Economics told *University World News*: “The OECD report says Norway has slower growth than other OECD countries in the proportion of young people recruited to higher education. Since the report also states that in general higher education has positive returns both in terms of money and other outcomes, an interesting question is why this is the case.”

A second issue raised, he said, is that although on average the returns to higher education are positive, the report questions whether the knowledge gained matches the jobs graduates land. “Both these questions are of great importance and Norway’s success post-oil will depend on good answers,” he said. Salvanes’ research and that of other Norwegians shows there is a clear positive return from

higher education, as well as positive effects of education on individuals and society. Research also shows that firms that are interested in these skills are willing to pay for them.

Dr Serhiy Kvit, who was minister of education and science in Ukraine from 2014-16 and is currently a professor at the National University of Kyiv-Mohyla Academy – where he was president from 2007-14 – commented to *University World News*: “In my opinion, the systems of higher education in the countries of Eastern and Western Europe will come closer to each other.

“We are also talking about wider regularities related to the processes of modernisation and global mutual understanding within the framework of a certain new system of international security. That's why the contemporary university's social role will increase in terms of political and cultural values of the West.

“According to such a trend, both East and West European understanding of higher education is relevant to our view on the task of the development of society: we all need to build a common language for a prosperous and safe future.”

Source: <https://www.universityworldnews.com/post.php?story=20190711110157794>

## **Budget 2019: The high point of higher education**

Budget 2019 India: Sentiments across the education sector have been primarily positive post Budget announcements. Increased fund allocation to schools (12.8%) and higher education (14.3%) is commendable. In fact, at Rs 400 crore, the allocation is over three times revised estimates for last year.



As the finance minister noted, five years ago, India was nowhere in the top-200 world university rankings. However, thanks to initiatives like GYAN, three of its institutions, including two IITs and IISc Bangalore, have made it to the list.

Focus on research: The NEP will help India increase its global presence by stressing on areas like research and innovation, as also setting up world-class institutions. This will supplement its plans to promote 'Study in India' programme and attract foreign students. The government plans to present a draft legislation for setting up the Higher Education Commission of India. Then there is the proposal to establish the National Research Foundation.

Skill development: Considering the evolution of technology and the nature of jobs, demographic trends point towards skill shortages in the future. The government will focus on imparting practical working knowledge to professionals in innovative technologies such as AI, big data, 3D printing, robotics, etc.

Edtech industry: As more and more start-ups are entering edtech space, there is a proposal of a new channel under the Doordarshan bouquet to provide a platform to them to disseminate information.

But the government has overlooked a few issues that have been restricting educators and students from realising their full potential. Edtech industry expected the government to scrap GST on online video tutorials (18%) and on e-books (5%). However, the Budget did not mention any change in this area. A revision in rates coupled with measures to empower the edtech industry will provide a fillip to the economy. It remains to be seen when will the government take these steps.

Source:<https://www.financialexpress.com/budget/budget-2019-the-high-point-of-higher-education/1644014/>

## **India's student-teacher ratio lowest among compared countries, lags behind Brazil and China**

India trails behind several countries including Brazil and China in terms of student-teacher ratio in higher education segment, a government report has revealed. **The 24:1 ratio of India is lower than 19:1 in Brazil and China.** Among the eight countries compared, India's student-ratio has turned out to be the lowest - against Sweden's 12:1, Britain's 16:1, Russia's 10:1 and Canada's 9:1.

How does a low teacher-student ratio affect education?

A low teacher-student not only results in overburdening a small group of teachers but also adversely affects the quality of academic research taken up by them, says a Human Resource Development Ministry report. "A low student-teacher ratio indicates the burden on a single teacher of teaching multiple students as well as the lack of time that each student gets. Apart from this simplistic effect, in an institution of higher learning, a smaller number of overburdened teachers are also unable to pursue any research or encourage their students to do so," said the report.

"Consequently, **the culture of questioning and reasoning cannot be inculcated as a part of higher education** in most institutions," the Education Quality Upgradation and Inclusion Programme (EQUIP) report said.

### **Rising enrolment and low hiring rates results in lack of teachers**

The faculty shortage has worsened over the time due to increasing enrolment rate of the students and low faculty recruitment in the higher education institutes. As per the ministry's All India Survey on Higher Education statistics, while the student enrolment in higher education institutes have increased from 32.3 million in 2013-14 to 36.6 million in 2017-18, the total number of teachers have declined from 13,67,535 to 12,84,755.

According to estimates, the country's higher education sector -- central, state and private universities -- is facing a shortfall of over 5 lakh teachers. "India is short of professors, with

6,600 posts vacant in central universities, a shortfall of 33 per cent. In IITs and state universities, 35 per cent and 38 per cent vacancies need to be filled respectively," the report stated.

**Read: Over 2,800 faculty positions vacant at IITs, 3,211 at NITs**

It added that the faculty vacancies have negatively impacted the quality of teaching and research. "Available data shows that this shortfall in faculty is being bridged by using large numbers of ad hoc or part-time faculty. However, institutions with a high number of ad hoc or part-time faculty perform poorly in terms of teaching quality."

Source:<https://www.indiatoday.in/education-today/news/story/india-s-student-teacher-ratio-lowest-lags-behind-brazil-and-china-1568695-2019-07-14>

## **HRD ministry launches 'Study in India' programme to attract students for higher education in India**

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To attract foreign students to higher education in India, the Ministry of Human Resource Development has launched a programme called 'Study in India'. Union Minister for Human Resource Development Dr Ramesh Pokhriyal 'Nishank' in a written reply in Rajya Sabha on Thursday said that the programme is under implementation.

The 'Study in India' programme was proposed in the recent budget speech by Finance Minister Nirmala Sitharaman in the Parliament, where she said that there was not a single Indian institution in the top 200 in the world university rankings five years back, but due to concerted efforts by Indian institutions to boost their standards and also project their credentials better, India has three institutions now – two IITs and IISc Bangalore – in the top 200 bracket.

The HRD minister on Thursday announced, "The programme focuses on attracting international students from select 30 plus countries across South-East Asia, Middle East and Africa. The programme envisages participation of select reputed Indian institutes and universities

by way of offering seats for international students at affordable rates, along with fee waivers to meritorious foreign students ranging from 100 to 25 percent.”

Significantly, a centralised admission web portal has been launched to work as a single window for admission of foreign students. The website identifies five steps for the foreign students to study in India, which also includes adequate research about the course they wish to study. The candidates have to choose among more than 160 private and public institutes that provide 1,500 courses in undergraduate, post-graduate and PhD level.

In some of the institutes, the candidate has to appear for an interview. Students can register themselves for the courses of their choice and institutes in the website itself. The procedure of registration this year started in March. Results for PhD and post-graduate level admissions were announced on 15 June and those for under-graduate courses on 5 July. The candidates can check their results online on the portal itself. There are also facilities of fee waivers and concessions for overseas students and Indian diaspora students apart from scholarships provided for by individual institutes.

### **The General Scholarship Scheme**

The General Scholarship Scheme (GSS) is one of the most important and popular schemes of the ICCR to attract foreign students. Scholarships are awarded under this scheme annually to international students belonging to certain Asian, African and Latin American countries for the undergraduate, postgraduate degrees and for pursuing research at Indian universities. However, scholarships for medical studies for MBBS, BDS or for medical research leading to a PhD degree are not offered under the GSS scheme.

The list of countries covered under the GSS is given below:

Argentina, Armenia, Azerbaijan, Belarus, Belgium, Belize, Brazil, Cambodia, Fiji, France, Georgia, Germany, Greece, Guatemala, Hungary, Indonesia, Iran, Iraq, Israel, Jamaica, Japan, Jordan, Kazakhstan, Kyrgyzstan, Laos, Lebanon, Malaysia, Maldives, Mongolia, Myanmar, Nepal, Netherlands, Oman, Palestine, Poland, Portugal, Qatar, Russia, Saint Denis Reunion Island, Saudi Arabia, Siberia, Slovenia, South Korea, Spain, Suriname, Syria,

Tajikistan, Thailand, Timor-Leste, Trinidad & Tobago, Turkey, Turkmenistan, Tuvalu, UAE, Ukraine, Uzbekistan, Venezuela, Vietnam, Yemen.

### **Scholarship Programme for Diaspora Children**

Scholarship Programme for Diaspora Children (SPDC) has been offered since 2006-07 to make higher education in Indian universities/institutes in different fields (except medical and related courses) in India accessible to the children of persons of Indian Origin (PIOs) and non-resident Indian students (NRIs) and promote India as a centre for higher studies.

Under the scheme, PIO/NRI students are awarded scholarship of up to \$4,000 per annum for payment of tuition fee, admission fee and post-admission services for under graduate courses in engineering, technology, humanities, liberal arts, commerce, management, journalism, hotel management, agriculture, animal husbandry and some other courses.

A revamped SPDC was launched from academic year 2016-17 with extension from 40 to 66 countries (including 17 Emigration Check Required countries); enhancing number of scholarships from 100 to 150 with 50 earmarked for Children of Indian Workers in ECR countries. Of these 50 scholarships, 1/3rd are reserved for children of Indian workers in ECR countries studying in India. The entire process of applying, processing etc is now through a portal.

Scholarship is offered for pursuing courses in central universities of India offering undergraduate courses, including those pertaining to Information Technology, BSc (Nursing) and BPharma in institutions accredited "A" grade by NAAC; and institutions covered under DASA Scheme, National Institutes of Technology (NITs), Schools of Planning and Architecture (SPAs), Indian Institutes of Information Technology (IIITs) etc. Applications are submitted and processed through the portal.

## **Visa rules**

### **Eligibility**

Indian missions/posts grant a student visa for a period of five years or for the duration of the course of study, whichever is less, to the below:

- To foreign students coming to India to pursue regular and full time academic studies in India.
- For foreign students coming for industrial training, summer project and internship.
- Provisional student visa valid for six months for the students exploring admission or taking admission tests.
- Applicant should possess the proof of admission to a full time regular academic course in a reputed/recognised educational institution in India and evidence of financial support.
- The applicant should also possess a "No Objection Certificate" from the Ministry of Health in case of admission in medical or para-medical course.
- Spouse and dependent family members accompanying the applicant must apply for an Entry Visa. Its termination date will coincide with the period of the principal visa holder.

### **Validity**

Student visas are issued for up to five years, depending on the duration of the course. They can also be extended in India.

### **Entry points**

Passengers having valid student visa can enter India from any desired port of immigration check post (airport, seaport).

### **Fee for student visa**

Visa fees for student visa is different for all the countries. It ranges from \$13 to \$118.

### **Form**

The visitors are required to fill online visa application by visiting a website and visit their nearest embassy with printout of the online filled application and required travel documents.

**Required documents**

- Passport with six-month validity
- Passport size photographs
- Photocopy of passport
- Proof of residential address
- Copy of online filled form
- University admission letter
- University details

Source: <https://boi.gov.in/content/student-visa-s>

## **Biz houses should aid Indian varsities: Dimpa**

Jasbir Singh Dimpa, MP from Khadoor Sahib, while speaking on the Central University Amendments Bill in the Lok Sabha on Friday, said Indian corporate houses have made a fortune in India but when it comes to giving grants for research and infrastructure they choose foreign universities. He gave examples of three Indian business houses who have given billions of dollars to American universities and one business woman who this month gave 7 million USD to a Scottish university. He demanded that the Union Human Resource Minister to bring an ordinance so that corporate houses should prefer Indian universities over foreign ones. He also sought special focus on Tarn Taran saying it lacked in higher education facilities as there were no universities or colleges in the area. Earlier moving the Central Universities (Amendment) Bill, 2019, for passage, HRD Minister Ramesh Pokhriyal 'Nishank' said the Education Department had a budget of Rs 1.25 lakh crore. TNS

Source: <https://www.tribuneindia.com/news/punjab/biz-houses-should-aid-indian-varsities-dimpa/801212.html>

**THE END**