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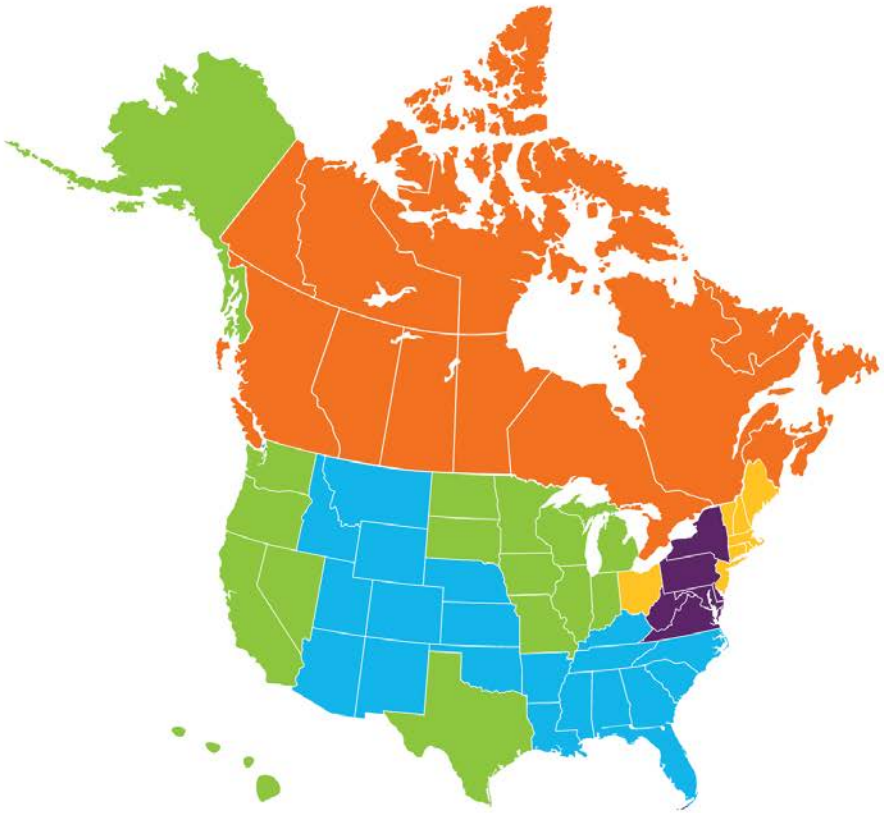
Knowledge Resource Exchange



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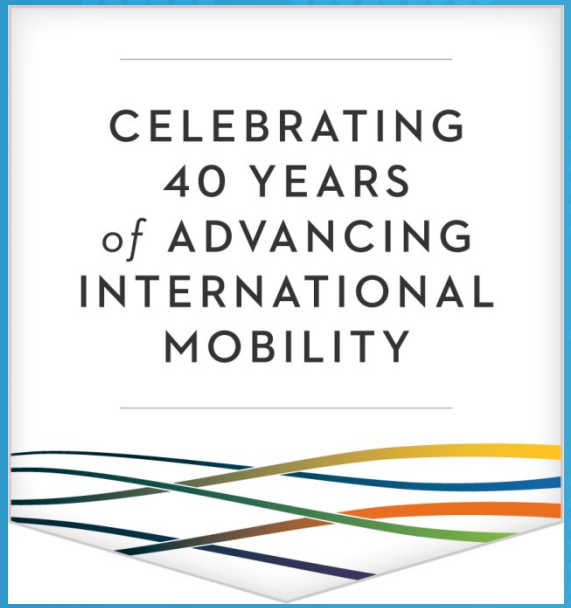
Knowledge Resource Exchange

Reforms to Higher Education in India

Presented by

Uzma Majid

Group Manager
Knowledge Resource Exchange Webinars 2015
World Education Services



What WES Does

Knowledge Resource Exchange

Advances the global mobility and integration of people into academic and professional setting by:

- Advocating for recognition of international education qualifications
- Empowering individuals to utilize their educational credentials

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What WES Does

Knowledge Resource Exchange

As part of not-for-profit mission, WES provides valuable resources to the higher education community:

- Knowledge Resource Exchange
  http://www.wes.org/educators/kre.asp
- World Education News & Review (WENR)
  http://www.wes.org/ewenr/
- WES Grade Conversion Guide
  http://www.wes.org/gradeconversionguide/
- WES Research & Advisory Services
  http://www.wes.org/ras/index.asp

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Connect with WES Thought Leadership

Knowledge Resource Exchange

- Conferences
  - SACRAO | AIEA | NAGAP| AACRAO | NAFSA
- Free WES Webinars - Spring 2015:
  - 13 - Knowledge Resource Exchange
    http://www.wes.org/webinars/index.asp

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WES Expertise

Knowledge Resource Exchange

PRESENTER: UZMA MAJID

GROUP MANAGER

Uzma Majid has worked in the field of international education since 1999 and is currently a Group Manager at World Education Services. Her areas of expertise include Iran, Commonwealth and South Asian Countries and India. She holds a B.A. in Psychology and M.A in Urban Studies from City University of New York.

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WES Expertise

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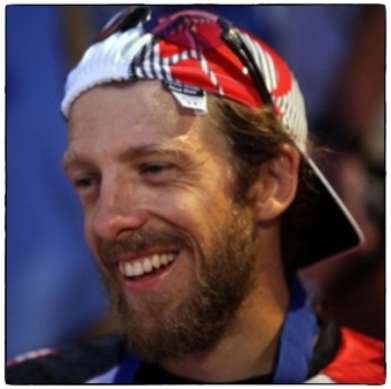

GUEST PRESENTER: NICK CLARK

EDITOR, WENR

Nick Clark has been the editor for World Education News and Reviews for 7 years and at WES for 12 years. He performs research and writes monthly articles and white papers on trends in international education.

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Agenda

PART I: Introduction

PART II: Secondary & Higher Education

PART III: Reforms to Higher Education

PART IV: Q & A

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Section I: Introduction

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Map of India

India

- Population:
  1.236 Billion (est. 2014)
  (Source: CIA World Factbook)
- Compulsory Education
  -ages 6-14
- Academic Year
  - June to March/April (approx. 30 weeks)
- Language of Instruction
  -English (private) and Native language (one of the 30 official regional language)
- Administrative divisions:
  - 28 States
  - 7 Union Territories
- Education Administration:
  - Ministry of Human Resource
  - University Grant Commission (UGC)

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International Students in the United States 2013/2014

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- Total number of international students in the US: **819,644**
- Indian students in the US: **102,673** (12% of total)
  - Undergraduates: 12,771 (12.3%)
  - Graduates: 62,890 (59.5%)
  - Other (30.4%)

Source: IIE Open Doors Data, 2014/2015

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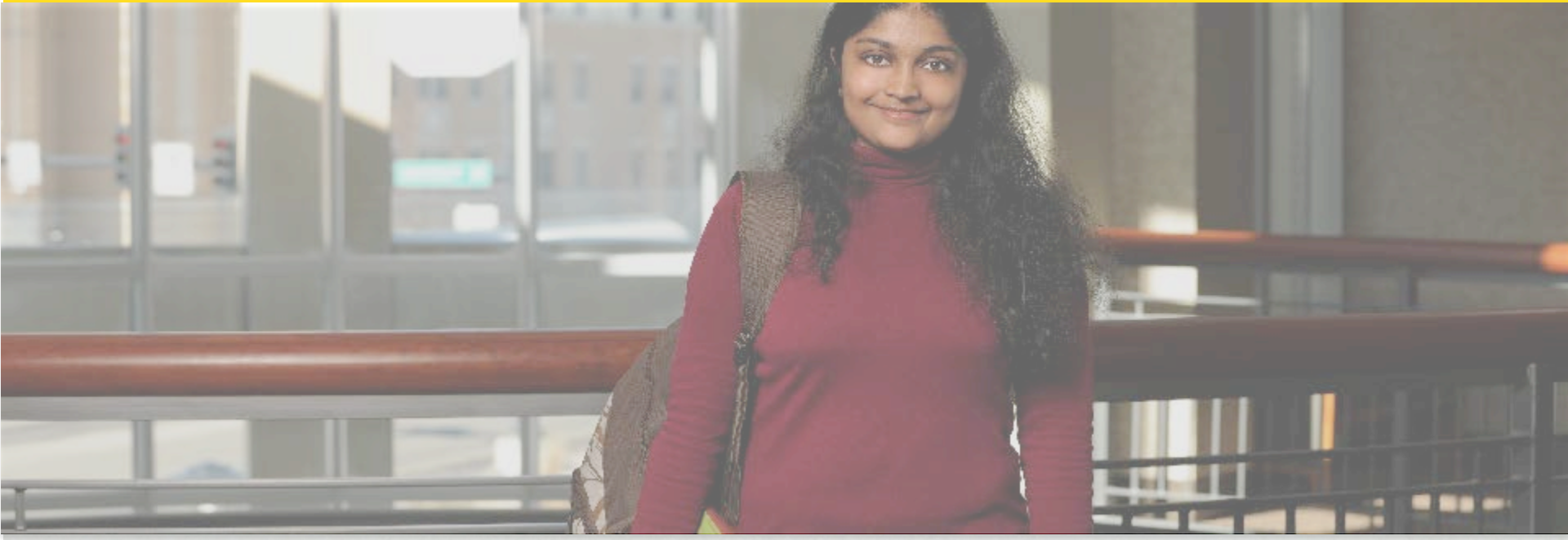
Section II
Secondary & Higher Education



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Structure of Secondary Education

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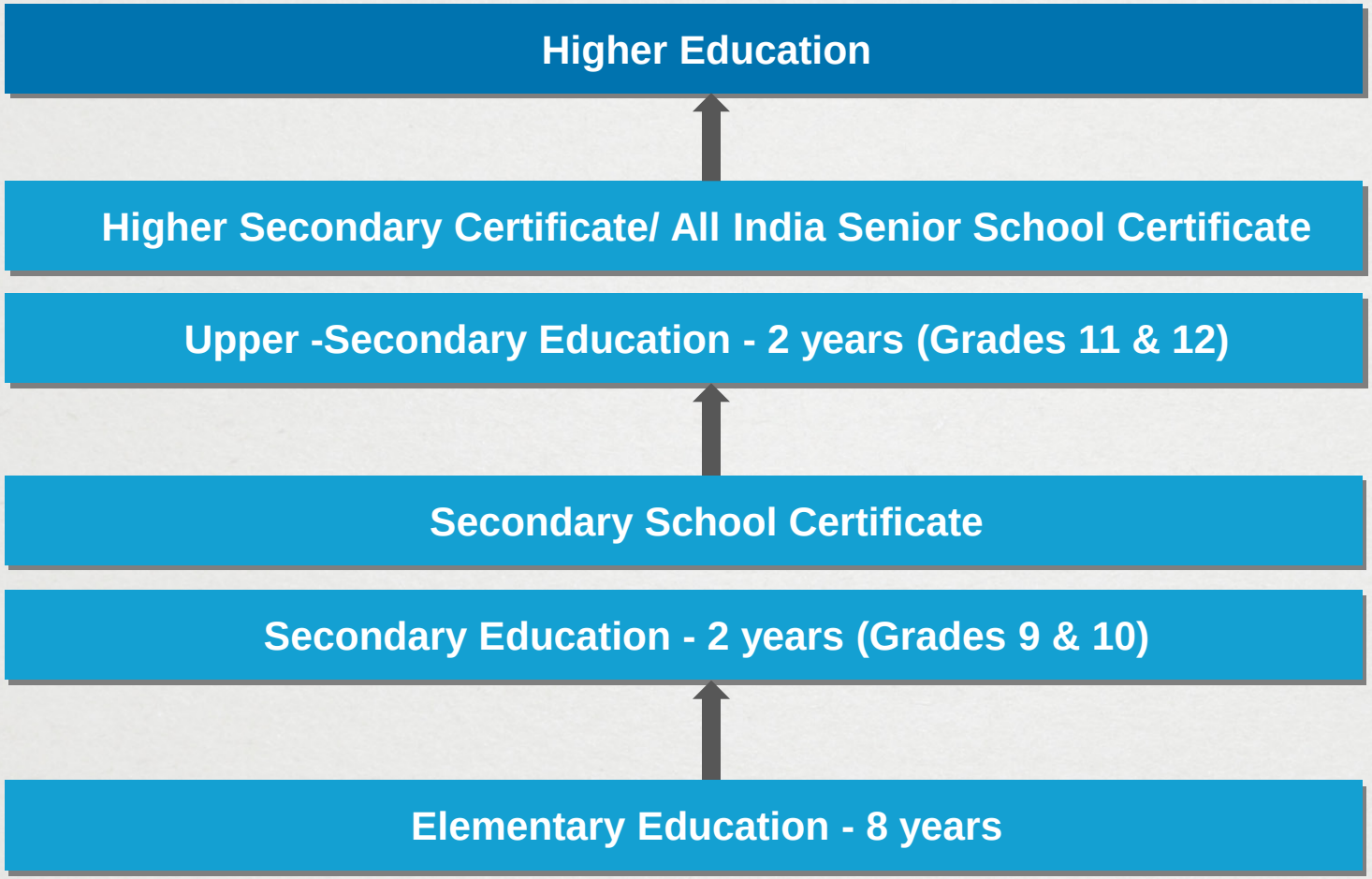

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Structure of Tertiary Education

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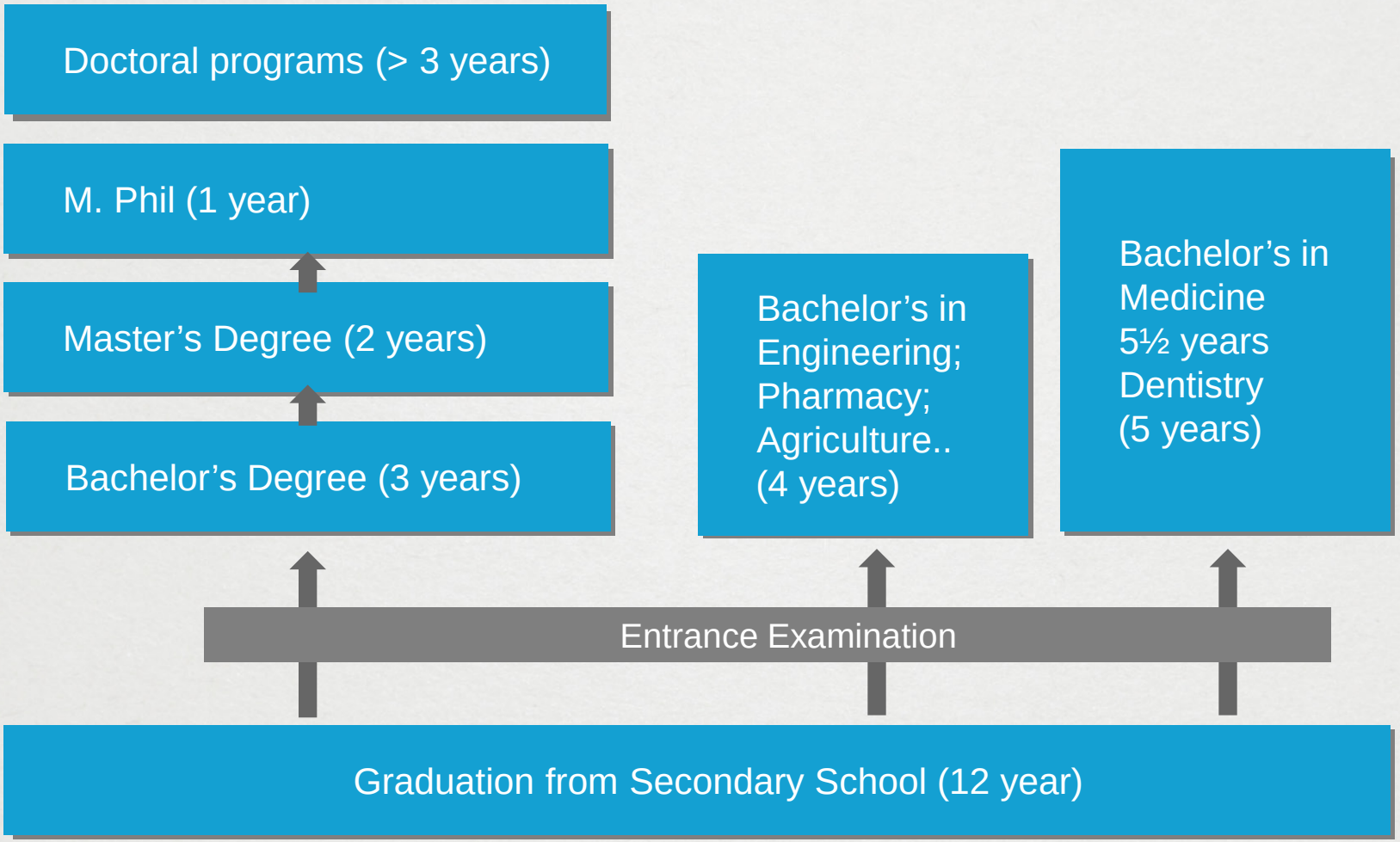

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Higher Education: Administration, Policy, Funding and Regulation

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- Central Government/Ministry of Human Resource Development (MHRD)
- State Governments/Departments of Education
    - Establish Universities & Colleges
    - Provide funding for their development and maintenance
- National Higher Education Mission(Rashtriya Uchchattar Shiksha Abhiyan-RUSA)
- The University Grants Commission (UGC)
- Professional Councils (AICTE, NCTE, MCI, etc.)

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University Grants Commission (UGC) Role

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- Promotes and co-ordinates university education
- Advises the Central and State governments on the establishment of higher education institutions
- Advises the Central and State governments on the measures necessary for improvement of university education
- Responsible for coordination, determination and maintenance of standards through the NAAC
- Distributes funding
- Proposes model curricula

ज्ञान-विज्ञान विमुक्तये

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Quality Assurance and Accreditation Mechanism

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The University Grants Commission/UGC founded the National Assessment and Accreditation Council/NAAC in 1994

- The Mission of NAAC
  - Quality Assurance through evaluation and accreditation of higher education institutions
  - Accreditation is voluntary
- Eligibility
  - Universities
  - Affiliated and Autonomous colleges
- Criteria
  - Curriculum analysis
  - Teaching and student assessment
  - Infrastructure and resources
  - Institutional management

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Current NAAC Grading System

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Cumulative Grade Point Average (Range)	Letter Grade	Performance Descriptor	Interpretation of Descriptor
3.01-4.00	A	Very Good (Accredited)	High level of academic accomplishment as expected of an institution
2.01-3.00	B	Good (Accredited)	Level of academic accomplishment above the minimum level expected of an institution
1.51-2.00	C	Satisfactory (Accredited)	Minimum level of academic accomplishment expected of an institution
< 1.50	F	Unsatisfactory (Not Accredited)	Level of academic accomplishment below the minimum level expected of an institution

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Institution Types

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- **Institution Types Universities & University Level Institutions**
  - Central Universities
  - State Universities
  - Institutes of National Importance (e.g. IIT)
  - Deemed to be Universities
  - Open Universities
  - Specialty Universities –law, agricultural, medical, architecture, etc.
- Colleges
  - Affiliated
  - Constituent
  - Autonomous (234)
  - Polytechnics

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Section III
Reforms to Higher Education

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Reforms to Higher Education in 2013

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Government objectives to improve Education in India:

- **Gross Enrollment Ratio (GER)**

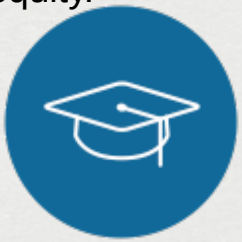
The government's12th five year plan (2012-2017) has set a goal of increasing the enrollment ratio among Indians of college age GER to 30% by 2020

- **Quality Standards (QS)**

It recognizes that quality standards need to be improved in tandem with access if the GER goals impact on the Indian Economy

- **Social Equity (SE)**

It also recognizes that in conjunction with improvement in quality, this will improve social equity.



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Government's 11th Five-year Plan Tertiary-Level Enrollment Growth

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Tertiary-Level Enrollment Growth, 2006-2012				
Institution Type	2006-2007	2011-2012	Increase	Growth (%)
Government	6,339,000	8,963,000	2,625,000	41.4%
Central	310,000	563,000	253,000	81.6%
State	6,028,000	8,400,000	2,372,000	39.3%
Private	7,512,000	12,823,000	5,311,000	70.7%
Distance	2,741,000	4,201,000	1,460,000	53.2%
Total	**16,591,000**	**25,897,000**	**9,396,000**	**56.6%**

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MHRD: National Higher Education Mission (Rashtriya Uchchattar Shiksha Abhiyan)

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National Higher Education Mission (Rashtriya Uchchatar Shiksha Abhiyan - RUSA) is a Centrally Sponsored Scheme (CSS), launched in 2013 aims at providing strategic funding to eligible state higher educational institutions.

Objectives

- Improve the overall quality of state institutions by ensuring conformity to prescribed norms and standards and adopt accreditation as a mandatory quality assurance framework
- Ensure reforms in the affiliation, academic and examination systems
- Ensure adequate availability of quality faculty
- Create an enabling atmosphere in the higher educational institutions to devote themselves to research and innovations
- Expand the institutional base by creating additional capacity in existing institutions and establishing new institutions, in order to achieve enrolment targets
- Improve equity in higher education

Source: MHRD

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MHRD: National Higher Education Mission (Rashtriya Uchchattar Shiksha Abhiyan)

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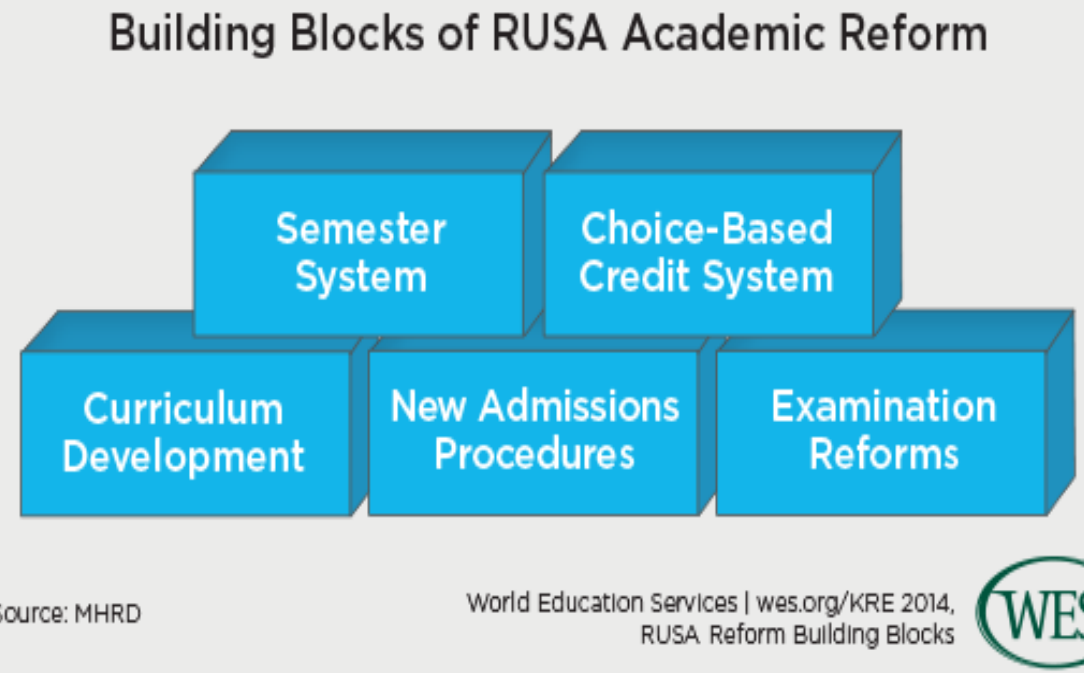

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Semester System Introduced in 2011

The key facets of the new semester system are as follows:

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- Two semesters of five to six months in duration(90 teaching days spread over 18 weeks)
- Credits based on the workload of the learner.
- Comprehensive continuous assessment (versus end-of-year examinations).
- New assessment protocols based on grades rather than marks
- Curricular flexibility and increased options for student mobility.
- Regular updates to curriculum

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Choice Based Credit System (CBCS):

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A semester credit is measured as one lecture (one hour) per week over the course of the semester
A minimum of two hours of tutorials a week
or one practical session per week

Guidelines on credit load for specific levels of study are as follows:

- Diploma (Level 2): 50-60 credits
- Undergraduate degree program (three year): 120-150 credits
- Undergraduate technical program (four year): 200-240 credits
- Postgraduate Diploma: 50-60 credits
- Master's program: 100-120 credits
- Doctoral degree after M. Phil: 100 credits
- Doctoral degree without M. Phil: 125 credits

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New Higher Education Admission Procedures by MHRD:

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- Merit-based admissions protocols would include:

- Clear and well-publicized guidelines
- Available places
- Required qualifications
- Admissions dates
- Unbiased and confidential admissions assessments
- Availability of appropriate bridging courses

Source: MHRD

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Assessment & Grading University of Gujarat

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Gujarat University Grading Scale for BA, BSc & BCom			
Grade Point	Grade	Marks	Description
8.5 – 10	O+	85+	Outstanding
7.0 – 8.49	O	70-84.99	Excellent
6.0 – 6.99	A	60 – 69.99	Very Good
5.5 – 5.99	B+	55 – 59.99	Good
4.8 – 5.49	B	48 – 54.99	Fair
3.6 – 4.79*	C	36 – 47.99	Average
0	D(dropped)	<36	Dropped or Fail

4.0 / 40% is the minimum pass mark in BBA programs

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Examination Reforms:

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- With the intention of lessening the burden of end-of-semester examinations, the RUSA reforms require Internal Assessment and End of Semester
- The weighting of Internal Assessment and End of Semester Examinations will be counted
- Typically, affiliated colleges are responsible for internal assessment while the parent university grades end-of-semester examinations
- The overall pass mark in most universities at the undergraduate level is 40%, with a range between 30% and 50%
- Grade cards (or transcripts) also come in a variety of forms but a uniform grade card has been advised by the UGC to facilitate the mobility of students across institutions; however, a common credit system under the RUSA reforms

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University Grading Reforms Begin to Take Hold Across India

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WENR article by Nick Clark and Vijaya Khandavilli

Institution Types Sampled for this Report	
TYPE OF HEI	**NUMBER**
Public funded State Universities	14
Universities with Potential for Excellence (UPE)	08
Central Universities	06
Privately funded State Universities	02
Autonomous Affiliated Colleges	02
Deemed to be University	01
Autonomous University	01
Total	34

Including:
University of Mumbai
Presidency University
St. Xavier's College
Guru Gobind Singh Indraprastha University
University of Madras
Gujarat University

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University Grading Reforms Begin to Take Hold Across India

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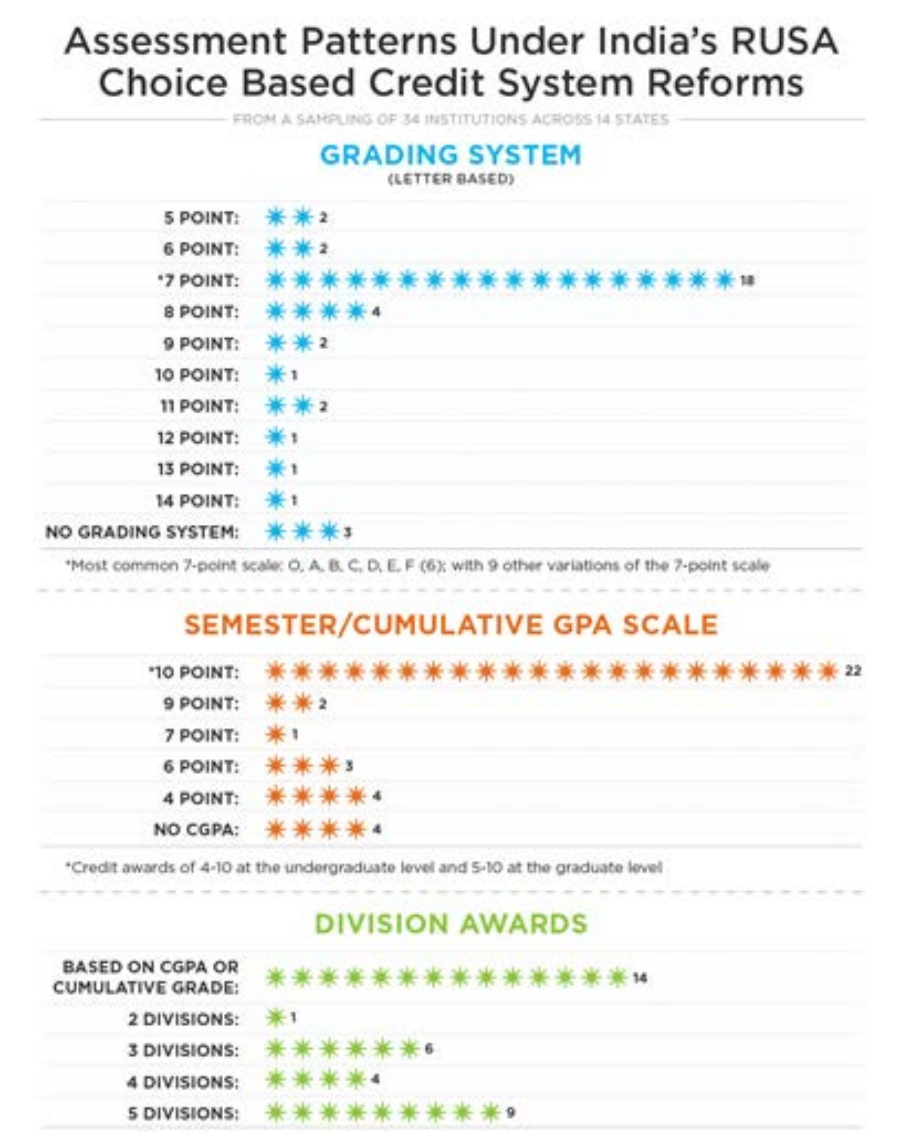

Summary: There is no definitive grading, GPA or final division system under the CBCS reforms, but the most common systems are the 7-point grading scale, a 10-point GPA scale with final awards tied to the cumulative Grade Point Average.

Source: wenr.wes.org

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Conclusions:

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- The new semester-based evaluation system represents a significant departure from the annual system
- Some universities are implementing them more proactively and innovatively than others
- No common grading or credit point scale and that equivalencies are going to have to be established on an institution-by-institution basis

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Online Resources: India

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- Ministry of Human Resource Development/MHRD: mhrd.gov.in/about-mhrd
- Ministry of Human Resource Development/ RUSA http://mhrd.gov.in/rusa
- University Grants Commission (UGC) Recognized Universities www.ugc.ac.in/inside/university.html
- National Assessment and Accreditation Council (NAAC) List of accredited universities http://www.naac.gov.in/CGPA_System_accredited_inst.pdf
- Association of Indian Universities (AIU) List of Member Universities www.aiuweb.org/Members/MembersR.asp
- WENR: Higher Education Reforms in India: Credits, Semesters and Access http://wenr.wes.org/2014/09/higher-education-reforms-in-india-credits-semesters-and-access/
- WENR: http://wenr.wes.org/2015/02/university-grading-reforms-begin-to-take across-india/

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Questions and Comments

Please enter your questions into the chat box to your right (send to Host and Presenter)

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WES Resources for Students

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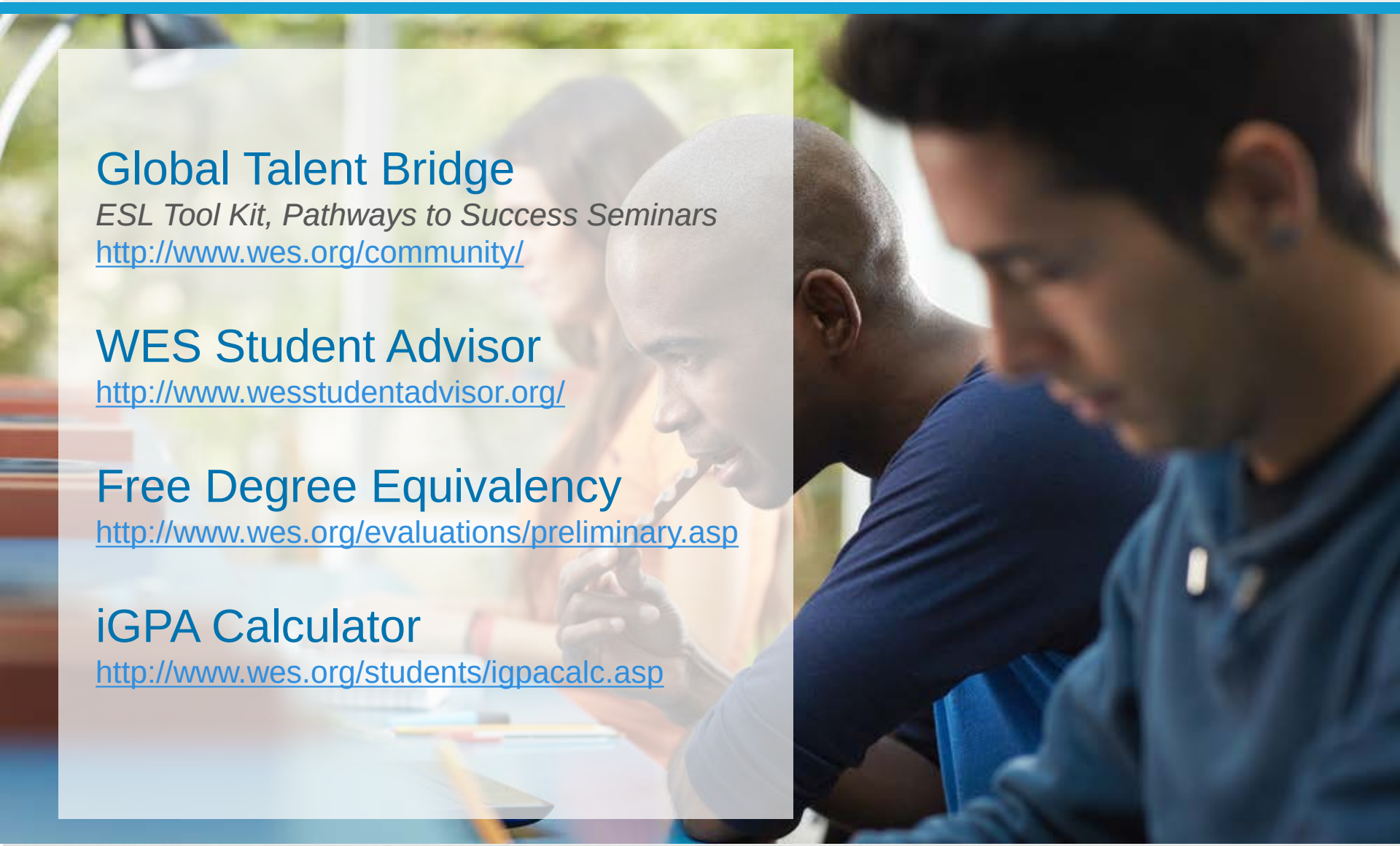

Global Talent Bridge

ESL Tool Kit, Pathways to Success Seminars

http://www.wes.org/community/

WES Student Advisor

http://www.wesstudentadvisor.org/

Free Degree Equivalency

http://www.wes.org/evaluations/preliminary.asp

iGPA Calculator

http://www.wes.org/students/igpacalc.asp

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Who are WES Professional Evaluators

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- Seven dedicated teams that focus on major world areas (education systems and language)
- Over 75 evaluators, who speak over 25 languages, keep abreast of developments in education worldwide
- Receive in-depth and continuous training on international educational systems
- Share their expertise through KRE webinars and conference presentations

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WES Facts

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Did you know?

- KRE delivered 29 webinars in 2014 with over 8,000 attendees
- WES received about 180,000 applications for evaluation in 2014
- WES securely delivers online evaluations to over 1,000 registered institutions
- AICES WES' custom evaluation database contains data on:
  - 200+ countries and jurisdictions
  - 47,000 institutions
  - 12,000 credentials
  - 2,000 grading scales

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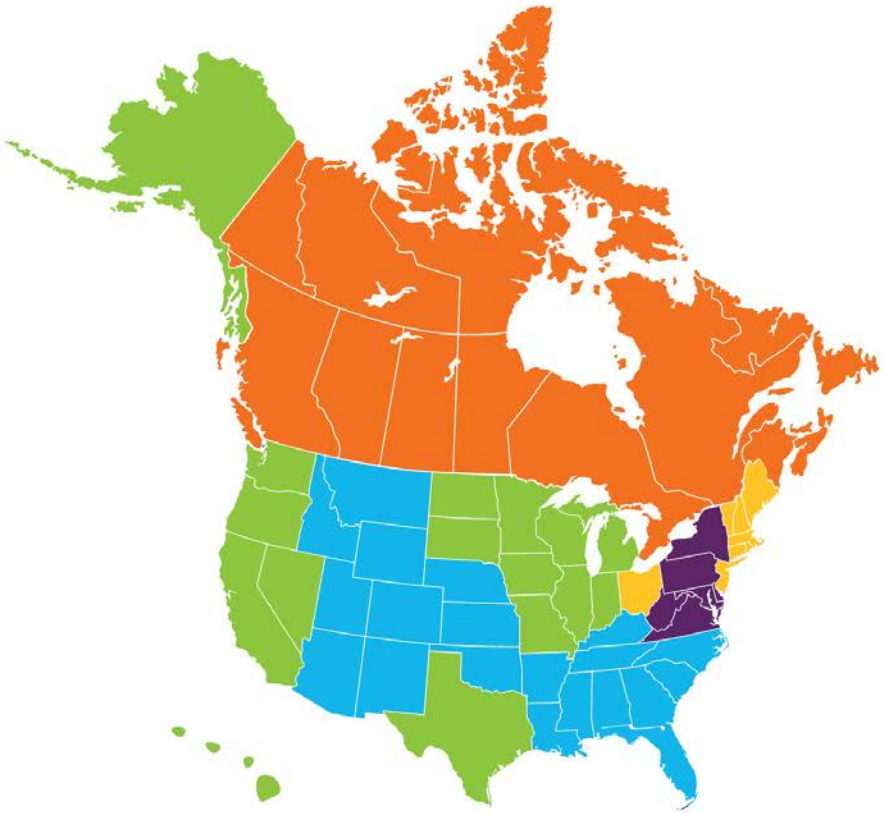

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