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Degrees of recognition across borders

The internationalisation of higher education provides benefits and opportunities at the individual, institutional and national levels. It has also, however, thrown up some systemic problems at the points where perceived national interests collide with internationalisation. Recognition of HE qualifications across national boundaries is a basic case in point.

Difficulties in securing recognition for qualifications gained elsewhere is not a new problem, of course, but the spread of transnational education (TNE) has heightened the profile of degree recognition as an area of concern. This is certainly the case here in the UK, although as an issue it is not confined to the UK.

China continues to pose a challenge to the UK sector in regard to its recognition of degrees awarded through collaborative arrangements between recognised and non-recognised bodies. It is possible that Chinese employers began suggesting to the Ministry of Education that students attending one UK institution – but with degrees awarded from another – had irregular qualifications. Different entry requirements between the institutions may have triggered this wariness. Partly as a consequence of lobbying, notably by **GuildHE**, the issue featured on the agenda of the bilateral ministerial summit in Beijing in October 2007; **DIUS** and the **Quality Assurance Agency** continue actively to seek its resolution.

The **All-India Council on Technical Education (AICTE)** provides accreditation to technical education programmes collaboratively delivered with foreign universities. Without it, graduates are ineligible for public-sector jobs and to sit the entry exams for public universities. Whether or not it is up to date, the AICTE website indicates only three foreign universities with accredited status: **Huddersfield**, **Staffordshire**, and an aeronautics college in New York.

Recognition problems also occur between these two emerging powerhouses. Since 2003 Chinese universities have successfully pursued the Indian medical

student market by offering training at rates much lower than available at private Indian medical colleges. It appears that there were **teething problems** in that students about to graduate did not know whether their degrees would be recognised by the **Medical Council of India (MCI)**. The MCI has a standard **screening test**, however, which determines whether the holder of an award from China may practice in India.

Problems with recognition occur even between EU partners. A longstanding example is that of Greece, where the authorities do not recognise certain UK degrees for a range of reasons. This impedes the employment and further-study opportunities of the many Greek students returning home with UK qualifications. Greek legislation also refuses to recognise professional qualifications from private universities in Greece, many of which offer UK degree courses on a franchise basis. In 2003 the European Commission brought Greece before the European Court of Justice for failure to transpose and apply a **Directive (89/48/EEC)** on the recognition of HE diplomas.

In January of this year, Universities Minister Bill Rammell and Rick Trainor, President of Universities UK, met with the new Greek Minister for Education, who agreed on the need to introduce amendments to the Greek constitution which would allow these degrees to be recognised. The **UK HE Europe Unit** works on these and other recognition challenges facing UK HEIs on the continent.

Canada's highly decentralised federation (no federal education ministry and no national accreditation body) experiences the recognition problem across its own provincial boundaries. **Recent cases** have involved graduates from colleges being unable to gain entry to postgraduate programmes at universities in other provinces as a consequence of college degrees being unrecognised by universities.

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Markets & Intelligence

Digby Jones to speak at International Unit Conference 13 March 2008



The Minister of State for Trade and Innovation, Digby, Lord Jones of Birmingham, is to give a keynote address at the *Rethinking Higher Education: The Practice of Internationalisation* conference, organised by the UK HE International Unit and i-graduate, with assistance from UKTI.

The one-day conference will be held on 13 March at 1 Victoria Street Conference Centre, London. Details of speakers and how to register can be found [here](#).

New FT rankings reflect increasing global competition

The Financial Times published its latest **ranking of business schools** on Monday which, for the first time, reflects the growing number of world-class business schools in Asia.

American schools again dominate the rankings, accounting for just over half of the 'top 100' MBA programmes. European schools make up just over a quarter, with British universities accounting for over 50% of the European best.

The 2008 rankings are the tenth published by the FT, revealing interesting trends over the past decade. In 1999, the FT ranked the 'top 50' global business schools: 31 were from the US and 16 from Europe. Yet while American schools have more or less retained their share a decade on (57 schools in the top 100), there are only 28 European schools in the 2008 rankings. The FT attributes

this relative decline to lesser European schools falling victim to a growing number of quality Asian, South American and **Australian schools**.

The new rankings see three Chinese schools and one Indian institution in the rankings. **Ceibs**, the China-European business school based in Shanghai, has retained its ranking at number 11, while **Hong Kong University** (ranked 17) and the **Indian School of Business** in Hyderabad (ranked 20) make their debuts in the table.

Financial Times MBA 2008 "Top Ten" Business Schools

Rank	Institution	Country
1	University of Pennsylvania	USA
2	London Business School	UK
3	Columbia Business School	USA
4	Stanford University GSB	USA
5	Harvard University	USA
6	Insead	France
7	MIT Sloan	USA
8	IE Business School	Spain
9	University of Chicago Business School	USA
10	University of Cambridge	UK

The FT points out that in 2008, the top 20 schools include four programmes that barely existed in 1999, including the one-year MBAs at the **University of Cambridge's Judge Business School** and the **Saïd Business School** at the **University of Oxford**, Ceibs and the Indian School of Business.

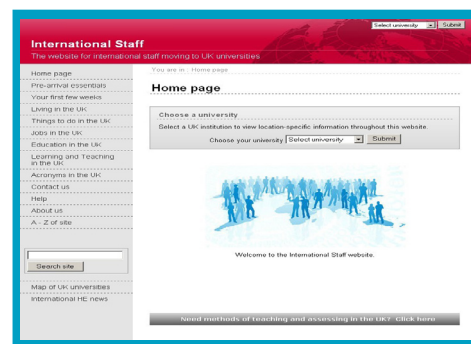
According to the FT, this suggests that with appropriate support and branding, the establishment of a 'world-class business school' can be accomplished relatively quickly. The paper claims there are two key components to creating business schools that are perceived as world class: i) building on a strong university brand such as Oxford, Cambridge or the Hong Kong University; ii) a strong programme in a region of the world where there is a shortage of highly-trained managers, such as China or India. Banks, consultancies and corporations hoping to do business in these markets are prepared to pay to

recruit graduates from institutions which have strong links to the region.

International staff website launch

A new website has been launched to provide support for anyone moving to the UK to take up an appointment at a British university.

Internationalstaff.org includes helpful advice on how to make the smooth transition to living and working in the UK. It has been designed to assist all UK institutions in encouraging and helping new international members of staff feel informed and comfortable about their time in the UK.



In addition to practical information on moving to and living in the UK, it also provides a range of information about the UK HE system: how it works and how to gain the most positive experience working within it.

There is advice on effective pre-departure organisation, continued support throughout the time spent working in a UK university and detailed information on learning and teaching in UK HE.

A business case is currently being developed to enable the site to be rolled out to other institutions. Many universities have expressed an interest in subscribing to the site and see it as a great benefit in offering international staff tailored support.

For further information and enquiries please contact **Christopher Butcher** or **Heather Timm** at the University of Leeds.



Markets & Intelligence cont...

RCUK China launches grant scheme

The Research Councils UK Office in China has launched a **Summer School grant scheme** to enable travel between the UK and China.



Awards of up to £12,000 are available towards the cost of travel and subsistence for visitors from the sending country.

The scheme aims to strengthen the capacity of UK and Chinese institutions to undertake joint research-related activity, and to enable younger researchers to benefit from interaction with experts and researchers from the other country.

This first call will give priority to activities taking place in China in 2008 or 2009. RCUK hopes to offer 10 awards each year.

For more information on how to apply, please contact **Jing Cai** at RCUK China. Closing date for applications is Wednesday 12 March 2008.

Europe Unit reveals new-look website

The UK HE Europe Unit has launched an updated and restyled website, designed to improve navigation and accessibility.



New features include a policy paper archive, an interactive glossary and an FAQ page. The website provides updated sections on the **Bologna Process** and new sections focus on EU policies on education, research and structural funding with links to other resources where available.

Recruitment

UCAS figures: overseas acceptances show significant rise

Of those overseas students choosing to apply to UK universities through the UCAS system, full-time acceptances to UK undergraduate courses starting in 2007 rose by 7.9% to almost 50,000 according to **end of year figures** released by UCAS.

The rise is significantly higher than the 0.4% overall increase reported last year.

This year's figures show that **Norway** (17.5%), **Malaysia** (14.4%), **China** (12.4%), **Sri Lanka** (8.6%), Hong Kong (7.9%) and **Canada** (7.5%) saw the largest rises in percentage terms. However, there were fewer acceptances through UCAS from **India** and **Nigeria**, down 0.8% and 7.9% respectively.

Number of overseas applicant acceptances by country of origin

Country	2007	2006	% change
Norway	652	555	17.5
Malaysia	1,942	1,698	14.4
China	5,058	4,502	12.4
Sri Lanka	708	652	8.6
Hong Kong	2,546	2,360	7.9
Canada	645	600	7.5
USA	1,179	1,121	5.2
Pakistan	1,384	1,362	1.6
Singapore	732	729	0.4
India	1,506	1,518	-0.8
Nigeria	1,913	2,078	-7.9
All overseas	48,886	45,326	7.9

US study abroad programmes under investigation

The New York attorney general, Andrew Cuomo, is to **widen his investigation** into US college study abroad programmes to include the universities of **Harvard**, **Brown**, **Cornell**, **Columbia** and **Northwestern**.

Suspicion was raised after a **New York Times article** in August 2007 claimed that overseas program providers offered US colleges rebates, free travel, unpaid seats on advisory boards, help with back-office services, marketing stipends and other benefits. The NY attorney general's office is concerned about potential conflicts of interest, resulting in fewer study options for US students and higher prices for those wanting to study overseas.

Study abroad programmes are proving **increasingly popular** with US students. During the 2005-2006 academic year, 223,534 American students studied abroad, up 8.5% from the year before, according to an annual survey by the **Institute of International Education** published in November 2007.

Investigators are now seeking information on university administrators responsible for approving study abroad programmes, how each institution selects approved programmes, whether it has received anything of value from a study abroad provider, and how students are billed for participating in such programmes.

Although the investigation is ongoing, a **source told the New York Times** that the goal is to develop a code of conduct that would govern the programmes and the ties between colleges and study abroad providers.



In Focus: UKIERI

UKIERI

UK-India Education and Research Initiative

UK-India initiative builds bilateral trust

The aim of the **UK-India Education and Research Initiative (UKIERI)** is to bring a significant positive change to the Indo-UK education and research relationship. It was inaugurated in 2006 and is now in its second year of a five-year mandate.

UKIERI is a partnership of the Foreign & Commonwealth Office, Department for Innovation, University and Skills, Department for Children, Schools and Families, the British Council, the devolved administrations and the corporate champions: BP, GSK, Shell and BAE Systems. UKIERI has now secured the Indian Department of Science and Technology (DST) and the Ministry of Human Resource Development (which contains the Department of Higher Education) as funding and operational partners. UKIERI is worth a total of £26m over the five years.

In a short time the initiative has already done much to rebuild trust in the bilateral relationship. This important role was recognised in the **Joint Declaration** signed in Delhi last week by the Prime Ministers of both countries (see page 6).

For its second year UKIERI has a total of 83 awards. It has just completed a second round of research awards in Higher Education and Schools, and a further round in Professional Skills and Training will follow shortly. In all there are 13 DST-UKIERI science and technology awards, 24 collaborative research awards, 9 collaborative programme delivery awards, 13 school cluster partnerships, 15 research fellowships and 9 PhD scholarships.

Tim Gore, UKIERI Project Manager based in Delhi, explains, 'The second round of India-UK awards greatly increases the depth and breadth of the knowledge partnership between our two

countries, with the research and collaborative awards and school links spanning a great range of academic activity. UKIERI ensures that both India and UK benefit from the collaborations it encourages.'

The UK and India also agreed to support a further round of UKIERI awards designed to establish networking links between Indian and UK HE and research institutions with the UK committing £2m over 3 years and DST agreeing to match this funding on a parity basis. A further £1m is given over to student exchanges and work placement schemes over three years.

UKIERI is also signing an MoU for an India-UK Higher Education Leadership Development Programme. The aim of this programme is to develop higher education leadership in India and the UK by forming working partnerships between HE leaders. These partnerships will also contribute to the development and dissemination of good practice in HE management and leadership in Indian and UK higher education institutions.

The key highlights of the initiative since inception are:

- 6 Major Research Awards (of up to £500,000 each)
- 61 Standard Research Awards (of up to £150,000 each)
- 20 PhD Scholarships
- 43 Research Fellowships
- 20 Collaborative Programme Delivery (CPD) Awards
- 88 Travel Grants
- 24 Cluster School Partnerships involving over 300 schools
- 3 Linkages in Professional and Technical Skills
- 35 Events in policy dialogue and networking

Tim Gore says, 'Higher education institutions are competing on a global scale. The UKIERI partnership ensures that Indian and UK education systems are strengthened and increasingly global in outlook, enabling both countries better to

succeed in a global knowledge economy. UKIERI is also becoming significant as a framework under which governments, institutions and corporate bodies push forward the bilateral education agenda. Its main principles are excellence, mutuality and sustainability.'

Another important aspect of UKIERI is its involvement in education policy. The initiative has hosted major conferences and a large number of smaller events for exchange and discussion. These explore aspects of importance to UK and India and develop the relationships with key regulators and government bodies. They also bring large numbers of influential educationalists together, which in itself leads to more collaborations.

The next event is in Chennai on 6-7 March, entitled '**Assuring the Quality of National and Transnational Higher Education Programmes: An International Perspective**', and organised in association with the Australian and New Zealand governments and with the support of the Indian HE regulatory authorities. It will focus on the interfaces between India and its partner countries in education and will also take a detailed look at quality assuring of transnational collaborative programmes.

For further information on the UKIERI awards and events please visit the UKIERI website at www.ukieri.org.

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In Focus: International collaboration and the creative industries



UNIVERSITY OF LEEDS

International collaboration and the creative industries

Universities are essential for the long-term economic health and cultural vitality of the creative industries. As one of the world's fastest growing and most pervasive industrial sectors, the creative industries thrive on graduate talent and imagination. Combining searching analytical skills, entrepreneurial flair and a keen appetite for creative practice, students are increasingly searching for courses and study environments that allow them to develop symbiotically their academic and creative abilities. This applies as much to international students seeking to study in the UK as it does to the **United Kingdom's** own home students.

The United Kingdom possesses an enviable international reputation for its creative industries. Their growth, innovation and impact on wider society attract researchers from around the world, interested to find out about them.

At the **University of Leeds**, we have responded to these trends in our Faculty of Performance, Visual Arts and Communications. Its four Schools of Design; Fine Art, History of Art and Cultural Studies; Music; Performance and Cultural Industries, and Institute of Communications Studies have created an environment dedicated to combining critical thinking with exploratory practice covering the breadth of disciplines at the core of the creative industries.

At Leeds, our ambition is to integrate our research, teaching and learning with our enterprise and knowledge transfer work. This integrated model provides an ideal environment within which our academics can explore and challenge the boundaries of knowledge and creative practice, it fosters a vivid, dynamic student experience and it stimulates innovation that impacts as much upon the locality of Leeds as it does through our international collaborative work.

The way we use our new state of the art research and public performance facility – **stage@leeds** – is a typical example of this model at work. At the time of writing, stage@leeds has provided a week long residency to **Projecting Performance**, a collaborative research initiative exploring the creative potential of image projection technologies involving academics, a specialist new media technologies company, a dance company (formed by recent graduates) and enough technology to fly a jet. This truly interdisciplinary venture combines Research Council-funded research, long-term industrial collaboration, creative practice and student enterprise.



The wider economic, political and social context within which this type of work takes place is the core research interest of our new Cultural and Media Industries Research Centre. Co-directed by Professors Justin O'Connor and David Hesmondhalgh, the Centre is fostering a community of international scholars who share a common interest in developing rigorous knowledge about these fast-growing and important industries with a special emphasis on the socio-economic

conditions within which they work. Current research students are investigating topics as diverse as the impact of digital technologies on citizenship in post-Soviet society; arts markets in **Taiwan**; regional cultural policy and regeneration in the UK; media and youth stigmatization in Hong Kong; creative industries clusters in Shanghai and changing trends in **Korean** classical music. Members of the Centre are currently developing a combined European and East Asian network for international comparative research into the creative and cultural industries.

Internationalist in outlook, the Masters programme offered by the School of Performance and Cultural Industries in Culture, Creativity and Entrepreneurship draws its students from all over the world. The programme is designed to realise the ambition of providing a post-graduate programme that offers genuine opportunities for learning through knowledge exchange – between cultures, between disciplines and across the realms of research, industrial practice and entrepreneurship.

The theme of productive interaction and dialogue characterises our work on the creative and cultural industries. Whether we are working with other researchers, in the UK or abroad, or with any of our industrial collaborators, our aim is to achieve the thorough integration of research with learning that we believe is the hallmark of a genuinely creative university culture.

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Research & Collaboration

UK government indicates support for HE expansion in India

On 21 January the Prime Ministers of the **UK and India signed a joint declaration** on aspects of the bilateral relationship including higher education and research, science and technology. PM Brown was on an official visit to **India and China**, accompanied by an array of business leaders, the President of **UUK** and four other Vice-Chancellors.

The declaration welcomed the **RCUK** office soon to open in Delhi and announced the establishment of a Science Bridges Initiative to support research collaboration and inter-institutional S&T partnerships. RCUK and the **Indian Department of Science & Technology** will each contribute £4m to this. A further £4m for a new round of awards, over three years, for networking links under the **UK-India Education & Research Initiative (UKIERI)** was also agreed. UKIERI's success, since 2006, in **driving closer bilateral links** between the two knowledge societies was affirmed.

The declaration also committed the UK government – if not the HE sector itself – to supporting the planned expansion at the top end of the Indian HE sector as articulated in India's **11th five-year plan**. This includes the establishment of 8 new Indian Institutes of Technology, 7 Institutes of Management, 5 Institutes of Science Education & Research, and 30 new Central Universities.

Links between some of these new institutions and UK universities are to be actively promoted, noted the declaration, and UKIERI will develop a programme with UK academics for faculty development. Other specific initiatives were increasing efforts for an Education Partnership Agreement and an MoU on an India-UK HE Leadership Development Programme,

modelled, presumably, on the existing one with China.

The precise nature of UK HE involvement in India's drive to create world-class institutions remains to be seen. A decision by the Indian government to push through regulatory changes to make it easier for UK universities to do business there would be welcomed by the UK sector, though of course there is no guarantee of one (see **International Focus 2** for a summary of the domestic political constraints). The Indian media reported that **Indian and UK VCs will meet later this year**.

Oxford establishes India Business Centre

Oxford University is to establish an India Business Centre and a new Chair in Indian business studies. The announcement was made by Vice-Chancellor Dr John Hood in New Delhi, where he accompanied the Prime Minister, Gordon Brown, as part of a UK delegation to the country.



Dr Ajit Gulabchand and University of Oxford VC, Dr John Hood announcing the joint initiative

The Centre, which will be located at **Oxford's Said Business School**, will address major business issues affecting India, through collaborative research between academics in Oxford, India and elsewhere. According to Dr Hood: 'The primary objective of this research centre is to learn from India's business success. A clear understanding of the issues faced by India and their innovative solutions, as India transitions from poverty to prosperity, will form a guide to future generations of countries attempting similar transitions.'

The Oxford University India Business Centre is supported by the **Lavasa Corporation**, which has endowed a new Chair – The Ajit Gulabchand Professor of Indian Business Studies named after Lavasa's Chairman.

Professor Colin Mayer, Dean of the Said Business School, said the purpose of the Centre is to address major business policy questions in India through collaborative research between academics in Oxford, in India, and from around the world.

'Besides the generation of research-based projects, the Centre will be concerned with teaching and will provide doctoral programmes for students and scholarships for our degree programmes in Oxford. We will also develop a range of executive education programmes for practitioners to be delivered in India,' said Prof Mayer.

One of the key activities of the Oxford University India Business Centre will be to develop a range of custom and open executive education programmes which will be delivered in India at a new facility located in Lavasa, near Pune.

Southampton signs MoU with IIT Bombay

The **University of Southampton** has signed a Memorandum of Understanding (MoU) with **IIT Bombay** following collaboration between several academic departments and research groups of the two institutions over the years.

Past activities have included joint research seminars and participation in joint events set up by external funding bodies, for example the Royal Society.

Several visits have taken place to discuss synergy between Southampton and IITB and last November, Vice-Chancellor Professor Bill Wakeham visited India to finalise discussions. The MOU was signed this month during the Vice-Chancellor's Conclave held as part of IITB's 60th anniversary celebrations.

Continues on next page...

Research & Collaboration cont...

Under the terms of the five-year MoU, Southampton and IITB will identify opportunities to work together in joint research, exchange of staff, development in disciplines of mutual interest, opportunities for commercialisation of technology and participation in joint activities such as seminars and conferences. Specific academic areas of mutual interest which will be explored include engineering, maths and health professions.

Funding for agreed individual projects and programmes may come from either external sources or support from the institutions themselves. It is hoped that the MOU will underpin academic submissions for funding from sources such as UKIERI.

Jo Nesbitt, Deputy Head of the International Office at the University of Southampton, said 'The University of Southampton is a highly-regarded international university with a strong global profile, and as such, we aim to establish and strengthen our links, partnerships and profile around the world.

'We have now signed strategic agreements with several institutions in India, the most recent of which is IITB. We also have agreements with the Indian Institute of Technology Madras (IITM) and the Tata Institute of Fundamental Research (TIFR).'

Greater research funding needed to sustain US competitiveness

A new report by the **US National Science Board (NSB)** claims the United States remains the world leader in scientific and technological innovation but that its dominance is under threat from other nations, particularly in Asia.

The NSB, established in 1950, serves as an independent advisory body to the President and Congress on broad national policy issues related to science, engineering research and education. Its latest biannual report, **Science and Engineering Indicators 2008**, is the most comprehensive source of information on research and development conducted by American universities, industry and the federal government.

The 2008 edition contains comparative statistics that reveal the strengths and weaknesses of US research capability.

The US is the largest single R&D-performing nation in the world: it spent an estimated \$340bn on R&D in 2006. Of this total, basic research accounted for 18% (\$62bn), applied research for 22% (\$75bn) and development accounted for the remaining 60% (\$203bn).

The report shows that the US is a leading producer in high-tech manufacturing and knowledge-intensive services, but that several Asian countries, led by China, have rapidly increased their global market share. Whereas the US leads the world in economically viable patents, filed in the US, **Japan** and Europe, the US comparative advantage in exports of high-tech products has eroded: its trade balance in advanced technology products shifted from surplus to deficit in 2002. Information and communications products emerging from Asia - particularly China and Malaysia - account for this deficit.

In 2006, the federal government supplied about 60% of all basic research funds, industry about 17%, with private foundations and academic institutions supplying most

of the rest. Federal obligations for all academic research, basic and applied, declined in real terms between 2004 and 2005 and are expected to drop further in 2006 and 2007. This would be the first multi-year decline for academic research since 1982. The NSB published a companion piece, **Research and Development: Essential Foundation for US Competitiveness in a Global Economy**, in order to convey its concern that these data reveal 'disturbing trends'.

In October 2007 the **Sainsbury Review of Science and Innovation Policies** in the UK called for more government funding to promote scientific and technological innovation by British business and industry. By way of contrast, the concern in the US is for increased support for basic research from both government and industry. But the reasons are the same: to enhance the competitiveness of high-tech industry abroad and to create and maintain highly skilled jobs at home.

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Degrees of recognition across borders

The internationalisation of higher education is an apt phrase, as it reinforces the fact that the basic units of reference in international HE are nation states, with their national priorities. When one wonders why particular problems in the mutual recognition of qualifications persist over time, it is worth remembering that these national priorities are politically determined. There are no technical fixes to recognition problems but rather solutions that require political will.

UK universities currently caught up in an unresolved recognition problem must grapple with its financial and ethical implications. International recruitment is most obviously affected and radically new strategies may be necessitated, not only by the need to maintain that revenue stream but also by the ethical constraints on continuing to recruit in affected markets.

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Laws & Regulations

The National Knowledge Commission of India – 2nd report to the nation

The National Knowledge Commission (NKC), established in 2005 as an advisory body to Indian PM Singh, published its **second annual report** earlier this month. It focuses on higher education. Given its timing – a day or two before the PM’s summit with his UK counterpart, at which grand plans for a world-class Indian HE sector played a central role – its criticism of government inaction on education might have made uncomfortable reading. However, PM Singh is himself a supporter of HE reform and a consistent critic of India’s sclerotic education system.

The NKC’s recommendations are not laid out in a methodical way but relate to the broad areas of access to knowledge, institutional reinvigoration, the conditions for India’s aspirations to global leadership in knowledge creation, the use of ICT, and using knowledge for inclusive growth and the delivery of public services. More specifically it calls for a robust intellectual property rights regime and a digital broadband network to connect all research and education institutions.

The NKC stated that at various levels of government, there is ‘resistance to new ideas, experimentation...’, external interventions, transparency and accountability due to rigid organisational structures with territorial mindsets’. It concluded that ‘the real challenge lies in organisational innovation with new regulatory frameworks’. In an oblique nod to the 11th five-year plan’s proposed five-fold increase in the education budget, to Rs 3 trillion (some £38.5bn), it noted that without the needed structural changes, increasing resources could result in ‘more of the same’.

