

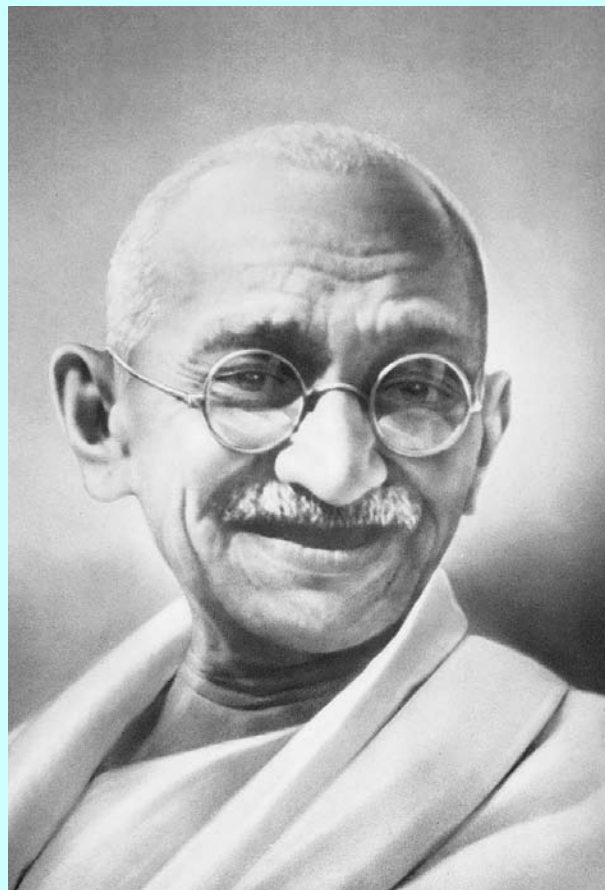
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Special issue on World University Ranking - 2013



Celebrating birthday of Mahatma Gandhi - 2nd October

**“ First they ignore you, then they laugh at you, then they fight you,
then you win”**

— M.K. Gandhi

seed...

IDEL-HE SUMMER SCHOOL, PARIS & MAASTRICHT



Participants and Resource Persons at IIEP, Paris



Participants and Resource Persons at Maastricht School of Management



Participants and Resource Persons with Expert from OECD at OECD Office



Participants, Resource Persons and Faculty Members and Students of IESP, Paris

College Post Editorial Board :
GD Sharma, Baldev Mahajan, M.M. Pant, S. Bhushan, S.C. Sharma, Kavita Sharma & Kunal Mathur

EDITORIAL

CHALLENGES BEFORE RUSA AND PROPOSED NEW EDUCATION COMMISSION



There are two significant developments in the policy domain of higher education and education as a whole. First is proposal to revamp higher education through Rastriya Uchatar Shiksha Abhiyan the other is setting up of an Education Commission. These are, keeping in view the global trends and competition, aimed to respond to future needs of Indian economy, society and body politics.

India is likely to be one of the leading countries which would have a relatively higher proportion of younger population in the world. Population estimated in the age group of 18-24 is eligible for higher education, provided they have completed their higher secondary education and there are enough places in portal of higher education to educate them. Beside, the courses and programme of studies, methods of delivery and evaluation are so designed that these serve the need for human capital formation keeping in view the future needs of India and the world. If India plans to build human resources assets, then it should provide quality and relevant higher education to relatively large proportion of eligible age group population. The lack of provision of relevant and quality higher education, may result into creating liabilities of young energetic population. This thinking seems to have occupied the Government of India, therefore it has proposed to set up Rastriya Uchatar Shiksha Abhiyan, as it has done in the past for Primary Education through Sarva Shiksha Abhiyan, and Upper Primary Education- through Madhyamik Shiksha Abhiyan. The difference being that in the case of earlier two mission mode approaches, there was no system of maintenance and coordination of standards in education through a body set up by the Parliament of India. In the case of Higher Education a national level body the University Grants Commission was mandated to coordinate and maintain the standards in higher education. It has been doing so since 1956 through financial assistance, formulation of policies, regulation and guidelines for maintenance and coordination of standards in higher education. The Rastriya Uchatar Shiksha Abhiyan has, therefore, to address to what is critical for developing youth to become quality human resources for future needs of India in this globally competitive world. However, identifying what is critical for India is gigantic task. This is particular so, as it pertains to what is the vision of India for the next 25 years.

The vision building for India, keeping in view challenging realities of India and external environment is a major exercise. Present day challenging realities pertain to: weakening of agriculture and industrial production, inflation and trade and current account deficit. Vast majority of population needing skill set development in non-formal sector; sizable proportion of population below the poverty line, system of governance needing an urgent reforms and so on. External environment is volatile owing to conflicts and economic fluctuations. These invariably have some impact on the Indian scenario, therefore, this aspect has to be kept in view and prepare plans to tackle adverse impact of external environment. Positive external environment is always welcome.

The positive side is: emerging youth population with lot of energy to respond to the future challenges. India is likely to

be one of the top countries with young age population. India has vast system of education, if liberated can unleash forces of development of knowledge and skills.

This vast system of education would need to be expanded further so that it could prepare our youth population to:

(a) respond to our staggering- Indian agriculture, Industry and a vast non-formal system, unexploited mineral resources, untapped renewable energy resources, water resources and other natural resources which are basic sources of building the national wealth and sustaining the national economy;

(b) Services sectors- education, health, environment, financial institutions, communication-surface, sea, air and telecommunication, art and culture, entertainment, distribution, democratic & executive governance at local, state, national levels and at institutional and industrial level, set of acts, statutes, Laws and system of administration of justice. The system of education is key to all the sectors including education itself. Nothing works without people. The education and quality of people makes and mars the wealth and status of a nation.

(c) Internal law and order, external security and external relations.

The question, therefore, before the education commission should be:

What is vision we have for India for the next 25 years, if not more years?

How does, this vision gets translated through education to build national wealth and quality human resources for sectors (a), (b) and (c) ?

Proposed National Commission on Education has to respond to these challenges

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RUSA AND NEW EDUCATION COMMISSION

SEED and India International Centre held a discussion meeting on Rastriya Uchhatar Shiksha Abhiyan (RUSA) and proposed New Education Commission on 28th September, 13. Thirty seven eminent persons took part in discussion meeting. Participants made several observations on the RUSA. Participating persons urged for allocating more resources for RUSA over and above the amount given to University Grants Commission. They also suggested that nodal agency to implement the mission at the state level and apex levels need a serious re-look as the suggested organizational structure unless professionally manned, may not help achieve the results. It was further stated that prerequisites as mentioned in the documents like contribution of State, level of allocation by State to the tune of 4% of GSDP and filling the exiting vacancy, before becoming eligible for grant may hinder the mission mode approach to revamp the higher education. There is also a need for developing strong information and data base for planning of higher education. Participants observed that private initiative, Distance Mode of education and use ICT in higher education should be incorporated by RUSA.

Proposed National Commission on Education is a good initiative by HRD after lapse of almost 40 years after the submission report of National Commission on Education in 1964-66 headed by Dr. D.S. Kothari. It was pointed out that terms of reference of the commission should be focused and flexible. The commission should develop a long term vision of India and role of education in translating vision into reality. Education system besides giving knowledge skill to students should also focus on character building and developing high values among students. It should have specific focus on strengthening indigenous knowledge and research to address developmental issues of India. The commission should re-examine the present structure and liberate education from political and bureaucratic control. National level qualifications framework of learning outcome and freedom to students learn from any source, mode, location should be made focus point to liberate education from present structural and bureaucratic limitations. Commission should submit its report with 2-3 years so that next plan can be formulated to implement it.

WORKSHOP ON STRATEGIC THINKING AND CAPACITY BUILDING FOR LEADERSHIP IN HIGHER EDUCATION, 19-22 DECEMBER, 2013

Four day workshop as part of International Diploma in Educational Leadership -Higher education is scheduled to be held from 19-22 December, 2013 in Delhi. There will be an award ceremony for second batch participants of IDEL-HE on 22nd December, 2013. Dr. Bikas C.

Sanyal from Paris, Dr. MM Pant, Dr. G.D. Sharma and other eminent persons from Delhi will interact with participants of the workshop. Workshop has been opened for other than participants of IDELHE programme. Number of seats are, however, only 10 for such participants. These will be given on first come first serve basis. Details of workshop are given in inside back cover of this issue.

DEGREE GRANTING STATUS TO COLLEGES

Indian Colleges Forum and Centre for Higher Education Studies and Training of SEED has been pleading for giving degree granting status to colleges which have demonstrated ability to conduct their programmes of studies and evaluation of students. MHRD has recently announced that it is considering amendment of UGC Act to make provision for colleges to grant degrees. This move, if implemented will bring a major reform in the area of higher education in India.

ASSAM PRINCIPALS' COUNCILS HOLDS IS 66TH MEETING AT DIBRUGARH

Assam Principals Council headed by Dr. Bhalender Dass from Guwahati College, Guwahati, held its 66th meeting at MDK Girls College, Dibrugarh, Assam. Dr. Dilip Bhuyan, Principal of College hosted the conference. Dr. Bhuddhin Gogoi was elected as Vice President of Assam Principals Council. He served as Secretary to the council earlier. Several eminent persons interacted with the members of Council.

Dr. G.D. Sharma, President SEED and President ICF was invited to give special address. While speaking in the conference Dr. Sharma congratulated the office bearer and members of the Council for continuing their activities for a long period. He said this could be one of oldest Principals council in the country. He also spoke about leadership role played by the Principals of Assam Colleges. He said a good number of the principals, attending International Diploma in Educational leadership are from Assam. These Principals are also first among those who had international exposure as part of their training programme in Paris and Maastricht. They interacted with eminent persons from UNESCO, IIEP, OECD and Indian Ambassador in France. They also visited institutions and interacted with Indian students studying in Paris. He said Dr. Das and Dr. Gogoi are also considering setting state and regional chapter of ICF in Assam.

WEST BENGAL GOVERNMENT FORM STATE EDUCATION COMMISSION

The West Bengal higher education department has constituted an education commission for preparing a

WORLD UNIVERSITY RANKING 2013. DOES IT REPRESENT UNIVERSITIES IN THE WORLD?

DR. G.D. SHARMA*

World University Ranking is one of the regular annual feature published by Times Higher Education. Many countries count on this ranking for assessing the performance of universities. It is, therefore, essential to examine in detail the methodology of ranking of the universities in the world. This paper attempts to analyse the same in depth and highlights limitations of methodology to rank world universities.

The Times Higher Education brings out world University Ranking based on five major criteria namely, Teaching-learning (30%), International outlook- staff and students (7.5%), Industry Income-innovation (2.5%), Research - volume, income and reputation (30%) and Citations (30%) of overall score of 100. There are sub-criteria within these five major criteria. It carries out ranking based on data supplied by the institutions and Survey of peer group opinion of 16-17 thousand persons conducted by Thompson Reuters on the popularity aspect of undergraduate programmes in the universities and Citation Index prepared by Thompson and Reuters. It excludes those universities which do not conduct undergraduate programme and those who publish fewer than 200 research papers annually. A detailed analysis of methodology adopted by Times Higher Education is discussed in the next section.

Analysis of Universities in the List of 200 World Universities Ranking - 2013

Here an analysis is attempted for World University Ranking for the year-2012-2013 published by Times Higher Education (THE) on 13th of September, 2013. THE has ranked four hundred universities in the range 001-200, 201-225, 226-250, 251-275, 276-300, 301-350 and 351-400 - thus chunking 1-200 then 25 up to 300 then 50 from 300 to 400. The distance between first ranked university and last 200 ranked university in terms of score is more than half of the score from the first ranked university i.e., 95.5 and 46.2 for last ranked university from over all 100 score in the list of top 200 Universities Two countries namely, USA (75) and UK (31) claim half of total number of universities ranked to up to 200. Other European Union countries namely, Germany (11), Netherland (12), Australia (8), France

(7), Switzerland (7), Denmark (3), Sweden (6), Belgium (4), Ireland (2), Austria (1), and Finland (1) New Zealand (1) accounted for another 63 Universities. Canada accounted for 8 universities. Thus USA, UK, European Union countries and Canada accounted for 88.5 percent of universities ranked up to 200 in the World University ranking. Of the other 11.5 percent of ranked universities, for the countries were: Japan (5), China (2), Republic of Korea (4) Hong Kong (4), Singapore (2) Israel (3) Taiwan (1) and Brazil (1). Thus as per the World University ranking world's most of quality higher education seem to be only in USA, Canada, UK, other European countries. Asia accounts for very small proportion of universities ranked in the list 200 Universities by Times Higher Education. For Details see Table 1.

The Range of Scores/Grades of Listed Universities

The range of score of first among the top 200 ranked university last ranked University is very is very wide. First is California Institute of Technology, USA has score 95.5 out of 100 score and last ranked Birkbeck University of UK has 46.2 Score out of 100.

If we take 85-95+ as Very Outstanding and 75-84 as outstanding and 65-74 as A+ grade and 60-64 A - grade, 55-59 B+ Grade and 50-54 as B Grade and below 50 as C grade only 17 universities fall under the Outstanding Grade. Another, 23 Universities in 'Outstanding grade'. Those in A+ and A grade account for 23 and 18 respectively. Those in B+, B account for 38 and 46 respectively. There were 35 universities C grade, having score below 50. The distribution of number of universities under various grades and by countries is given in Table 2.

* Prof. G.D. Sharma, Former Secretary, University Grants Commission (UGC), Govt. of India, New Delhi and Head, Department of Higher Education, National University of Educational Planning and Administration (NUEPA), New Delhi. Currently President, Society for Education and Economic Development (Seed), New Delhi.

Table 1
No. of Ranked Universities, percentage of ranked universities to total ranked Universities, percentage of ranked Universities to total universities, by country, World University Ranking 2013

<i>Name of the Country</i>	<i>Number of Universities</i>	<i>% to Total Ranked Universities</i>	<i>Total Universities</i>	<i>% to Total Universities</i>
United States	76	38.0	1990	4
United Kingdom	31	15.5	168	18
Switzerland	7	3.5	48	15
Canada	8	4.0	145	6
Japan	5	2.5	567	1
Australia	8	4.0	50	16
Hong Kong	4	2.0	12	33*
Singapore	2	1.0	6	33*
Germany	11	5.5	281	4
Sweden	5	3.0	37	14
Israel	3	1.5	22	14
China	2	1.0	381	1
Island	2	1.0	24	8
Rep. of Korea	4	2.0	143	3
Belgium	4	2.0	44	9
Brazil	1	0.5	159	1
Netherlands	12	6.0	32	38
France	7	3.5	362	2
New land	1	0.5	10	10
Finland	1	0.5	31	3
South Africa	1	0.5	22	5
Denmark	3	1.5	31	10
Taiwan	1	0.5	86	1
Austria	1	0.5	43	2
Total	200	100.0		

* High percentage is owing to small number of universities in these two countries.

Table 2
Distribution of Ranked Universities by grades and by Countries

<i>Country</i>	<i>Very Outstanding (85 to 95)</i>	<i>Outstanding (75 to 84)</i>	<i>A+ (65 to 74)</i>	<i>A (60 to 64)</i>	<i>B+ (55 to 59)</i>	<i>B (50 to 54)</i>	<i>C (Below 50)</i>	<i>Total</i>
United States	12	12	10	5	12	11	14	76
United Kingdom	4	2	2	2	4	10	7	31
Germany		1		2	2	4	2	11
Australia		2	1	1	2		2	8
Canada		3			2	1	2	8
Japan		1	1			3		5
Israel					1	3		4
China						2	1	3
Taiwan					1			1
Sweden		1		1	2	1		5
France			2	1	1		3	7
New Zealand						1		1
Finland					1			1
Austria						1		1
South Africa						1		1
Belgium			1	1	1	1		4
Republic of Ireland					1		1	2
Netherlands			2	4	5		1	12
Hong Kong		1		1		1	1	4
Denmark					2	1		3
Republic of Korea			3				1	3
Switzerland	1		1		1	4		7
Brazil						1		1
Total	17	23	23	18	38	46	35	200

Almost all the Very Outstanding Universities are in USA and UK, except for 1 university in Switzerland. The rest of universities of the countries finding place in this list do not figure under this grade. Again majority of universities in 'Outstanding Grade' and A+ Grade are from these two countries. The universities of rest of the countries in this list figure at A, B+ B and C grade. There is moot question whether those falling under C grade should be included in ranking list as these do not qualify for pass grade of 50 score. Country wise detailed analysis and names of universities are given below.

USA: Within USA also there is a wide range in ranking of Universities. Of 76 Universities finding place in top 200 universities, California Institute of Technology is ranked first 95.5 score and the University of Buffalo ranked at 198 has a score of 46.6. There are 12 universities which fall in the list of 'Very Outstanding' and another 12 in 'Outstanding' universities with score between 75-84. Another 10 Universities fall under A+ grade with above 65-74 scores. Five Universities got A- Grade, 12 at B +Grade and eleven at B grade. The rest 14 of the ranked Universities in USA fall under C grades (see Table 3).

Table 3
Ranking of Universities and their scores - United States of America

<i>Sl.No</i>	<i>Rank</i>	<i>Name of the Institutions/Universities</i>	<i>Location</i>	<i>Over all</i>
1	1	California Institute of Technology	United States	95.5
2	2	Stanford University	United States	93.7
3	4	Harvard University	United States	93.6
4	5	Massachusetts Institute of Technology	United States	93.1
5	6	Princeton University	United States	92.7
6	9	University of California, Berkeley	United States	90.5
7	10	University of Chicago	United States	90.4
8	11	Yale University	United States	89.2
9	13	University of California, Los Angeles	United States	87.7
10	14	Columbia University	United States	87.0
11	15	University of Pennsylvania	United States	86.6
12	16	Johns Hopkins University	United States	85.6
13	18	Cornell University	United States	83.3
14	19	Northwestern University	United States	83.1
15	20	University of Michigan	United States	82.6
16	22	Carnegie Mellon University	United States	81.5
17	23	Duke University	United States	81.2
18	24	University of Washington	United States	79.9
19	25	University of Texas at Austin	United States	78.8
20	25	Georgia Institute of Technology	United States	78.8
21	31	University of Wisconsin-Madison	United States	76.9
22	33	University of Illinois at Urbana Champaign	United States	75.8
23	35	University of California, Santa Barbara	United States	75.6
24	38	University of California, San Diego	United States	75.2
25	41	New York University	United States	72.8
26	42	University of North Carolina at Chapel Hill	United States	72.4
27	44	University of California, Davis	United States	71.8
28	44	Washington University in St Louis	United States	71.8
29	47	University of Minnesota	United States	70.5
30	51	Brown University	United States	68.9
31	53	Ohio State University	United States	67.0
32	54	Boston University	United States	66.8
33	56	University of Southern California	United States	66.3
34	61	Pennsylvania State University	United States	65.8
35	69	Purdue University	United States	63.8
36	72	University of Massachusetts	United States	62.9
37	75	Rice University	United States	62.0
38	76	University of Pittsburgh	United States	61.7
39	79	Emory University	United States	61.3
40	87	Tufts University	United States	59.1

41	91	University of Colorado Boulder	United States	58.7
42	94	University of Notre Dame	United States	58.3
43	94	Michigan State University	United States	58.3
44	96	University of California, Irvine	United States	58.2
45	97	University of Maryland, College Park	United States	57.9
46	98	University of Arizona	United States	57.7
47	99	Rutgers, The State University of New Jersey	United States	57.5
48	102	University of Rochester	United States	57.2
49	104	Case Western Reserve University	United States	56.9
50	106	Vanderbilt University	United States	56.6
51	118	University of Virginia	United States	55.0
52	122	University of California, Santa Cruz	United States	54.5
53	122	University of Florida	United States	54.5
54	124	Dartmouth College	United States	54.4
55	134	Indiana University	United States	53.2
56	134	University of Utah	United States	53.2
57	148	Arizona State University\	United States	51.9
58	150	Boston College	United States	51.6
59	154	University of California, Riverside	United States	51.1
60	156	Yeshiva University	United States	50.9
61	156	Texas A&M University	United States	50.9
62	162	Stony Brook University	United States	50.2
63	165	University of Delaware	United States	49.7
64	167	The University of Texas at Dallas	United States	49.5
65	168	George Washington University	United States	49.4
66	169	University of Iowa	United States	49.3
67	174	Georgetown University	United States	48.9
68	174	Rensselaer Polytechnic Institute	United States	48.9
69	190	Wake Forest University	United States	47.3
70	184	William & Mary	United States	48.0
71	184	University of Illinois at Chicago	United States	48.0
72	184	Colorado School of Mines	United States	48.0
73	189	Medical University of South Carolina	United States	47.7
74	193	Iowa State University	United States	46.9
75	193	University of Miami	United States	46.9
76	198	University at Buffalo	United States	46.6

UK: Similarly within UK Oxford University has score 93.7 and ranked at 2 and Birkbeck University having score of 46.6 at 200. There are four universities which fall under the category of 'Very Outstanding' grade. Another 2 at 'Outstanding', two at grade A and four at B+ ten at B and 7 at C grade (see Table-4).

Table 4
Ranking of Universities and their scores - United Kingdom

<i>Sl.No</i>	<i>Rank</i>	<i>Name of the Institutions/Universities</i>	<i>Location</i>	<i>Over all</i>
1	2	University of Oxford	United Kingdom	93.7
2	7	University of Cambridge	United Kingdom	92.6
3	8	Imperial College London	United Kingdom	90.6
4	17	University College London	United Kingdom	85.5
5	32	University of Edinburgh	United Kingdom	76.1
6	39	London School of Economics and Political Science	United Kingdom	73.1
7	49	University of Manchester	United Kingdom	70.1
8	57	King's College London	United Kingdom	66.2
9	74	University of Bristol	United Kingdom	62.5
10	80	Durham University	United Kingdom	60.7
11	103	University of York	United Kingdom	57.1
12	108	University of St Andrews	United Kingdom	56.5
13	110	University of Sussex	United Kingdom	56.2
14	110	University of Sheffield	United Kingdom	56.2

15	119	Royal Holloway, University of London	United Kingdom	54.9
16	120	University of Nottingham	United Kingdom	54.8
17	124	University of Warwick	United Kingdom	54.4
18	130	University of Southampton	United Kingdom	53.6
19	139	University of Glasgow	United Kingdom	53.0
20	142	University of Leeds	United Kingdom	52.8
21	145	Queen Mary, University of London	United Kingdom	52.1
22	145	Lancaster University	United Kingdom	52.1
23	153	University of Exeter	United Kingdom	51.3
24	158	University of Birmingham	United Kingdom	50.5
25	171	University of Liverpool	United Kingdom	49.0
26	176	University of Reading	United Kingdom	48.8
27	176	University of Aberdeen	United Kingdom	48.8
28	176	University of East Anglia	United Kingdom	48.8
29	180	Newcastle University	United Kingdom	48.6
30	196	University of Leicester	United Kingdom	46.7
31	200	Birkbeck, University of London	United Kingdom	46.2

Netherlands: Of the 12 universities in Netherlands finding place in top 200 Universities one was in A+ grade, five in A, 3 in B+ two in B and one C grade. (see Table 5)

Table 5
Ranking of Universities and their scores - Netherlands

<i>Sl.No</i>	<i>Rank</i>	<i>Name of the Institutions/Universities</i>	<i>Location</i>	<i>Over all</i>
1	64	Leiden University	Netherlands	65.1
2	67	Utrecht University	Netherlands	64.1
3	70	Wageningen University and Research Center	Netherlands	63.2
4	72	Erasmus University Rotterdam	Netherlands	62.9
5	77	Delft University of Technology	Netherlands	61.6
6	83	University of Amsterdam	Netherlands	60.1
7	89	University of Groningen	Netherlands	58.8
8	114	Eindhoven University of Technology	Netherlands	55.6
9	115	Maastricht University	Netherlands	55.5
10	127	Radboud University Nijmegen	Netherlands	54.0
11	140	VU University Amsterdam	Netherlands	52.9
12	187	University of Twente	Netherlands	47.9

Germany: Of the 11 universities finding place in top ranked universities one was in A+ and two were in A grade, two in B+ and four in B grade and two were in C grade (see Table 6).

Table 6
Ranking of Universities and their scores - Germany

<i>Sl.No</i>	<i>Rank</i>	<i>Name of the Institutions/Universities</i>	<i>Location</i>	<i>Over all</i>
1	48	Ludwig-Maximilians-Universität München	Germany	70.4
2	70	Georg-August-Universität Göttingen	Germany	63.2
3	78	Universität Heidelberg	Germany	61.4
4	99	Humboldt-Universität zu Berlin	Germany	57.5
5	105	Technische Universität München	Germany	56.8
6	128	Freie Universität Berlin	Germany	53.7
7	144	Albert-Ludwigs-Universität Freiburg	Germany	52.3
8	151	Karlsruhe Institute of Technology	Germany	51.5
9	154	RWTH Aachen University	Germany	51.1
10	171	Universität Bonn	Germany	49.0
11	199	Johann Wolfgang Goethe-Universität Frankfurt am Main	Germany	46.4

Canada: Of the eight ranked universities three were Outstanding and two were in B+ Grade. One was in B and two were in C grade (see Table 7 below):

Table 7
Ranking of Universities and their scores - Canada

<i>Sl.No</i>	<i>Rank</i>	<i>Name of the Institutions/Universities</i>	<i>Location</i>	<i>Over all</i>
1	21	University of Toronto	Canada	82.2
2	30	University of British Columbia	Canada	77.3
3	34	McGill University	Canada	75.7
4	84	University of Montreal	Canada	59.8
5	88	McMaster University	Canada	59.0
6	121	University of Alberta	Canada	54.7
7	171	University of Ottawa	Canada	49.0
8	196	University of Victoria	Canada	46.7

Australia: In Australia two of the ranked universities fell under Outstanding Grade, One A+, One A, Two B+ and two at C grade (see Table 8).

Table 8
Ranking of Universities and their scores - Australia

<i>Sl.No</i>	<i>Rank</i>	<i>Name of the Institutions/Universities</i>	<i>Location</i>	<i>Over all</i>
1	28	University of Melbourne	Australia	77.9
2	37	Australian National University	Australia	75.4
3	62	University of Sydney	Australia	65.7
4	65	University of Queensland Australia	Australia	64.4
5	85	University of New South Wales	Australia	59.6
6	99	Monash University	Australia	57.5
7	176	University of Adelaide	Australia	48.8
8	190	University of Western Australia	Australia	47.3

France: Two of the ranked universities were in A+ Grade, One each in A and B+ grade and 3 were in C grade. (see Table 9).

Table 9
Ranking of Universities and their scores - France

<i>Sl.No</i>	<i>Rank</i>	<i>Name of the Institutions/Universities</i>	<i>Location</i>	<i>Over all</i>
1	59	École Normale Supérieure	France	65.9
2	62	École Polytechnique	France	65.7
3	81	Université Pierre et Marie Curie	France	60.5
4	92	Université Paris-Sud	France	58.6
5	166	Université Paris Diderot - Paris 7	France	49.6
6	170	École Normale Supérieure de Lyon	France	49.2
7	180	Université Joseph Fourier, Grenoble	France	48.6

Switzerland: Of the seven ranked universities one was very Outstanding, one was a + and one B +, four B grade. None of the ranked universities in Switzerland got C grade. (see Table 10).

Table 10
Ranking of Universities and their scores - Switzerland

<i>Sl.No</i>	<i>Rank</i>	<i>Name of the Institutions/Universities</i>	<i>Location</i>	<i>Over all</i>
1	12	ETH Zürich - Swiss Federal Institute of Technology Zürich	Switzerland	87.8
2	40	École Polytechnique Fédérale de Lausanne	Switzerland	73.0

3	89	University of Zürich	Switzerland	58.8
4	130	Université de Lausanne	Switzerland	53.6
5	133	University of Geneva	Switzerland	53.5
6	142	Universität Basel	Switzerland	52.8
7	151	University of Bern	Switzerland	51.5

Japan: Of the five Universities finding place in the top ranked universities one was ranked at outstanding, one A+ and four B grade. (see Table 11)

Table 11
Ranking of Universities and their scores - Japan

<i>Sl.No</i>	<i>Rank</i>	<i>Name of the Institutions/Universities</i>	<i>Location</i>	<i>Over all</i>
1	27	University of Tokyo	Japan	78.3
2	54	Kyoto University	Japan	66.8
3	128	Tokyo Institute of Technology	Japan	53.7
4	137	Tohoku University	Japan	53.1
5	147	Osaka University	Japan	52.0

Sweden: Of the five ranked Universities, one was ranked at A+, one A, two at B+ and one at B (see Table-12)

Table 12
Ranking of Universities and their scores - Sweden

<i>Sl.No</i>	<i>Rank</i>	<i>Name of the Institutions/Universities</i>	<i>Location</i>	<i>Over all</i>
1	42	Karolinska Institute	Sweden	72.4
2	82	Lund University	Sweden	60.3
3	106	Uppsala University	Sweden	56.6
4	117	Stockholm University	Sweden	55.0
5	140	KTH Royal Institute of Technology	Sweden	52.9

Finland: It had four ranked universities in the list of 200 Universities; two were B+ and another two B grade Universities. (see Table 13)

Table 13
Ranking of Universities and their scores - Finland

<i>Sl.No</i>	<i>Rank</i>	<i>Name of the Institutions/Universities</i>	<i>Location</i>	<i>Over all</i>
1	109	University of Helsinki	Finland	56.4
2	113	University of Cape Town	South Africa	55.8
3	134	National Taiwan University	Taiwan	53.2
4	162	University of Vienna	Austria	50.2

Hong Kong: Of the four universities finding place among ranked Universities, one was outstanding and one A grade and one each B and C grade. (see Table -14)

Table 14
Ranking of Universities and their scores - Hong Kong

<i>Sl.No</i>	<i>Rank</i>	<i>Name of the Institutions/Universities</i>	<i>Location</i>	<i>Over all</i>
1	35	The University of Hong Kong	Hong Kong	75.6
2	65	Hong Kong University of Science and Technology	Hong Kong	64.4
3	124	Chinese University of Hong Kong	Hong Kong	54.4
4	182	City University of Hong Kong	Hong Kong	48.5

Republic of Korea: It had four universities among top ranked 200 universities. Of this two were A+, one A and C Grade. (see Table -15)

Table 15
Ranking of Universities and their scores - Republic of Korea

<i>Sl.No</i>	<i>Rank</i>	<i>Name of the Institutions/Universities</i>	<i>Location</i>	<i>Over all</i>
1		Pohang University of Science and Technology	Republic of Korea	69.4
2	59	Seoul National University	Republic of Korea	65.9
3	68	Korea Advanced Institute of Science and Technology	Republic of Korea	64.0
4	183	Yonsei University	Republic of Korea	48.2

Belgium: Of the four ranked universities, one was A+, one B+ and one each B and C respectively. (see Table -16)

Table 16
Ranking of Universities and their scores - Belgium

<i>Sl.No</i>	<i>Rank</i>	<i>Name of the Institutions/Universities</i>	<i>Location</i>	<i>Over all</i>
1	58	KU Leuven	Belgium	66.1
2	93	Ghent University	Belgium	58.4
3	164	Université Catholique de Louvain	Belgium	50.0
4	192	University of Antwerp	Belgium	47.1

Israel: Of the 3 ranked universities in Israel, two were ranked at B and one at C. (see Table-17)

Table 17
Ranking of Universities and their scores - Israel

<i>Sl.No</i>	<i>Rank</i>	<i>Name of the Institutions/Universities</i>	<i>Location</i>	<i>Over all</i>
1	137	Hebrew University of Jerusalem	Israel	53.1
2	158	Tel Aviv University	Israel	50.5
3	193	Technion Israel Institute of Technology	Israel	46.9

Denmark: Of the three ranked Universities one was B+ and Two were B grade (see Table-18)

Table 18
Ranking of Universities and their scores - Denmark

<i>Sl.No</i>	<i>Rank</i>	<i>Name of the Institutions/Universities</i>	<i>Location</i>	<i>Over all</i>
1	116	Aarhus University	Denmark	55.3
2	130	University of Copenhagen	Denmark	53.6
3	149	Technical University of Denmark	Denmark	51.7

China: Of the two ranked universities in the list of 200 universities one was A+ another A Grade. (see Table-19)

Table 19
Ranking of Universities and their scores - China

<i>Sl.No</i>	<i>Rank</i>	<i>Name of the Institutions/Universities</i>	<i>Location</i>	<i>Over all</i>
1	46	Peking University	China	70.7
2	52	Tsinghua University	China	67.1

Ireland: Of the two ranked universities, one was B+ and one C Grade. (see Table-20)

Table 20
Ranking of Universities and their scores - Ireland

<i>Sl.No</i>	<i>Rank</i>	<i>Name of the Institutions/Universities</i>	<i>Location</i>	<i>Over all</i>
1	110	Trinity College Dublin	Republic of Ireland	56.2
2	187	University College Dublin	Republic of Ireland	47.9

Singapore: Of the two ranked universities one was outstanding and another B+ Grade. (see Table21)

Table 21
Ranking of Universities and their scores - Singapore

<i>Sl.No</i>	<i>Rank</i>	<i>Name of the Institutions/Universities</i>	<i>Location</i>	<i>Over all</i>
1	29	National University of Singapore	Singapore	77.5
2	86	Nanyang Technological University	Singapore	59.4

Brazil: It had one ranked university scoring at B Grade. (see Table 22)

Table 22
Ranking of Universities and their scores - Brazil

<i>Sl.No</i>	<i>Rank</i>	<i>Name of the Institutions/Universities</i>	<i>Location</i>	<i>Over all</i>
1	158	University of São Paulo	Brazil	50.5

The Share of Ranked Universities by Countries

The proportion of universities finding place in top 200 universities in the world to total ranked universities in respective countries, is highest for USA it accounts for 38 percent. Followed by USA, the UK accounts for 15.5 percent of total ranked 200 Universities in the world. Followed by UK the proportion of ranked universities to total ranked universities was 6 percent for Netherlands and 5.5 percent for Germany. The rest of countries finding place in top 200 universities accounted for very small proportion of ranked universities in the world.

The USA and UK are two countries which have almost half of the total 200 ranked universities in the world. The scores of ranked universities, within these two countries has very wide range and the system of higher education represent a few islands of excellence (as per score award) and the rest as a normal system of university education. If we take ranked universities in the rest of European countries, as stated above more than 88.5 Percent of universities ranked in the list of 200 universities are from Europe, USA and Canada. The rest of the ranked universities, in Asia other continents account for 11.5 percent. It is not known how many universities from rest of the world is covered by the THE ranking system.

Share of Ranked Universities to total Universities in the Respective Country

From above data analysis, it is further noted that, percentage of ranked universities to total Universities in USA is very small. This could be owing to the fact that USA has vast university system and every college is a degree granting university, whereas in many other countries there are associated/affiliated colleges which are part of universities in respective countries. Given this distinction, the USA although, having highest number of universities finding place in top 200 universities of the world accounts for only four percent of total universities in the United States of America. The proportion of ranked Universities in UK to total universities in UK was 18 percent. Netherlands accounted for 33 percent of its total universities. Figures for Hong Kong and Singapore, though higher cannot be compared owing to small number of universities in these two countries.

It may be pertinent to mention that there are about 9015 Universities in 209 Countries as listed by Universities Worldwide Listing, 2 October, 2013 . Number of countries and universities covered under World University Ranking, 2013 is relatively very small i.e., 2.2 percent only.

This brings us to three important questions pertaining to: (a) methodology of ranking, (b) wide range among the ranked universities in general and within a country and, (c) leaving out the vast system of university education in the world, yet calling it World University Ranking.

Before we attempt to address these issues, let us look at, yet another 200 universities ranked between 201-400 by the Times Higher Education, 2013.

Ranking of 201- 400 World Universities

The score of these universities have been withheld by the Times Higher Education. However Universities have been grouped in range of 201-225, 226-275, 276-300, 301-350 and 351-400. Ranks have been given according to these groupings. Obviously score of universities ranked at 201 and below would be less than the university ranked at 200 with score below 50 and in C grade.

Analysis of Universities Ranked between 201-400

The list shows that of another 200 universities ranked between 201-400, the largest number are from USA and UK. i.e., 35 and 16 universities respectively. These account for 17 and 8 percent of total 200 universities ranked between 201-400. Italy-16, Germany-14, Canada-12 and Australia-12 universities account for 8%, 7% and 6% each respectively. France -5, one each university was from Switzerland, Greece and Netherlands in this list. Thus more than half of the universities ranked in the list 201-400 were from USA, Canada and European Union. In Asia, countries namely, Japan-8, China-7 and India-3, Republic of Korea-2 account for 10 percent of total ranked Universities- The Asian Region with highest population and largest number of Universities had a very poor share in both lists i.e., 1-200 and 201-400 (see Table 23).

Fourteen countries had more than two universities in 201-400 ranking and another 12 countries had one university each. Universities of the rest of the countries in the world did not find place in the 201-400 ranking list.

Table 23
Numbers of Universities in World Universities Ranking 201-400 by Countries

<i>Name of the Country</i>	<i>Numbers</i>	<i>Percentage</i>
Russian Federation	2	1
South Africa	3	1.5
Belgium	3	1.5
Taiwan	6	3
Finland	4	2
Iceland	1	0.5
Hong Kong	2	1
Republic of Ireland	3	1.5
Brazil	1	0.5
Denmark	2	1
Saudi Arabia	1	0.5
Czech Republic	1	0.5
Greece	1	0.5
Switzerland	1	0.5
Iran	1	0.5
Colombia	1	0.5
Mexico	1	0.5
Thailand	1	0.5
Portugal	3	1.5
Poland	2	1
Estonia	1	0.5
Spain	6	3
United States	35	17.5
United Kingdom	16	8
Japan	8	4
Germany	14	7
Turkey	5	2.5
Italy	16	8
Canada	12	6
Australia	12	6
China	7	3.5
Sweden	5	2.5
Norway	4	2
Austria	4	2
France	5	2.5
Republic of Korea	2	1
Netherlands	1	0.5
New Zealand	5	2.5
India	3	1.5
Total	200	100

Range of Ranked of Universities by Group of Ranking and Country

Though data have been withheld, yet universities have been grouped in the above stated groups. Positions of ranked universities in these groups are given in Table 24.

Table 24
Distribution of Universities ranked between 201-400 by Groups and Country

<i>Country</i>	<i>201-225</i>	<i>226-250</i>	<i>251-275</i>	<i>276-300</i>	<i>301-350</i>	<i>351-400</i>	<i>Total</i>
United States	3	6	2	7	7	10	35
United Kingdom	3		1	4	2	7	17
Germany	4	2	2	4		2	14
Italy			3	3	5	3	14
Australia			3	1	3	5	12
Canada	1	6	1		3		11
Japan	1		1	1	3	2	8
Spain	3				1	3	7
China	2		1	1	3		7
Taiwan		1	1		2	2	6
Turkey	1	2		2			5
Sweden	1	1	1	1	1		5
France	1	1		1	1	1	5
New Zealand			1	1	2	1	5
Finland			1		2	1	4
Norway	1	1	1		1		4
Austria	1				3		4
India		1	1			1	3
South Africa		1	1			1	3
Portugal						3	3
Belgium		1			1	1	3
Republic of Ireland					2	1	3
Russian Federation	1	1					2
Hong Kong			1		1		2
Denmark			2				2
Poland						2	2
Republic of Korea	1	1					2
Netherlands	1						1
Saudi Arabia					1		1
Czech Republic					1		1
Greece					1		1
Switzerland					1		1
Iran					1		1
Colombia						1	1
Mexico						1	1
Brazil			1				1
Thailand						1	1
Iceland			1				1
Estonia						1	1
Total	25	25	26	26	48	50	200

It may be seen from the table above that almost half of the universities ranked between 201-400 fall under last two groups i.e. 301-350 and 351-400. Another half of the ranked universities are more or less equally distributed in the groups ranging from 201-225 to 275-300.

Country-wise Analysis

United States of America: having the highest numbers of universities in 201-400 range, has almost half of them in the last two groups and the rest were equally distributed in other groups.

UK: A similar position of ranking of universities in UK under these groupings is also found.

Germany: having the third largest number (14) of universities in the range of 201-400 had relatively less number of universities in the last groups.

Canada: Similarly, Canada having fourth largest number of universities in the range of 201-400 had relatively very small number in the last two groups. Most of them were in first two groups.

Italy: Of the 14 universities finding place in this list eight were in last two groups and three each in previous two groups.

Australia: Of the 12 universities finding place in this list, the majority (8) were in last two groups. There were two universities in 251-275 and one 276-300 groups.

Japan: Of the 8 Universities five were in the last two groups and one in the 201-225 and one each in 252-275 and 276-300 groups respectively.

Spain: Of the 7 Universities four were in last two groups and three in first group.

China: of the 7 universities finding place in the list 201-400, had two universities in the first group and one each in third and fourth groups and 3 in last but one group.

Taiwan: Of the 6 Universities finding place, four were in last two groups and one each in second and third group.

Turkey, Sweden, France and New Zealand: Each had five universities in the ranking of 201-400. Turkey, Sweden and France had one each in first group, Turkey had two universities and Sweden and France had one university each in the second group. Sweden had one each in last three groups. Turkey had two in third group. France had one each in last three groups. New Zealand had 2 and 1 in last two groups.

Norway, Finland and Austria: Each had four universities in the ranking of 201-400 universities. Norway and Austria had one each in first group. Finland had one in third group and two last but one group. Norway had one each in second, third and last but one group and Austria had three universities in last but one group.

India, South Africa, Portugal, Republic of Ireland and Belgium: Each had three universities in the ranking of 201-400 universities. Position of Universities of India and South Africa were same each had one university in second group and one each last two groups. Portugal had all the three universities in the last group. Republic of Ireland had 2 and 1 in the last two groups. Belgium had 1 in second and one each in the last two groups.

Russian Federation, Republic of Korea, Hong Kong, Denmark and Poland: Each had two universities in the ranking of 201-400 universities. Russian Federation and Republic of Korea had one each in first two groups. Denmark had both universities in third group and Poland in the last group. Hong Kong had one each in third and last groups.

Netherlands, Switzerland, Saudi Arabia, Czech Republic, Iran, Greece, Thailand, Brazil, Colombia, Mexico, Iceland, Estonia: Each had one university in the list of 201-400 Universities. Netherlands university was in first group. Iran, Switzerland, Saudi Arabia, Czech Republic, Greece each had their universities in last but one group. Iceland and Brazil each had in third group. Universities of Thailand, Colombia, Mexico and Estonia were in the last group.

Position of Universities by Name, Country and Ranking by Groups

The names of universities, their ranking in respective group by each of the country are given in Tables 25 to 39. This will help the reader to find out the position of each of the university country wise in the list of 400 universities ranked by THE.

Table 25
Names and Ranking of universities by groups - United States of America

<i>S.No</i>	<i>Rank</i>	<i>Name of Institutions/ Universities</i>	<i>Location</i>	
1	201-225	Brandeis University	United States	Data withheld by THE
2	201-225	University of Georgia	United States	Data withheld by THE
3	226-250	Georgia Health Sciences University	United States	Data withheld by THE
4	226-250	University of Missouri	United States	Data withheld by THE
5	226-250	University of South Florida	United States	Data withheld by THE
6	226-250	Tulane University	United States	Data withheld by THE
7	251-275	University of Connecticut	United States	Data withheld by THE
8	251-275	University of Oregon	United States	Data withheld by THE
9	276-300	Drexel University	United States	Data withheld by THE
10	276-300	University of Kansas	United States	Data withheld by THE
11	276-300	University of Montana	United States	Data withheld by THE
12	276-300	Oregon State University	United States	Data withheld by THE
13	276-300	Virginia Polytechnic Institute and State University	United States	Data withheld by THE
14	301-350	Creighton University	United States	Data withheld by THE
15	301-350	University of Kentucky	United States	Data withheld by THE
16	301-350	University of Maryland, Baltimore County	United States	Data withheld by THE
17	301-350	North Carolina State University	United States	Data withheld by THE
18	301-350	Washington State University	United States	Data withheld by THE
19	301-350	Wayne State University	United States	Data withheld by THE
20	301-350	University of Vermont	United States	Data withheld by THE
21	351-400	Binghamton University, State University of New York	United States	Data withheld by THE
22	351-400	George Mason University	United States	Data withheld by THE
23	351-400	University of Houston	United States	Data withheld by THE
24	351-400	Lehigh University	United States	Data withheld by THE
25	226-250	Florida Institute of Technology	United States	Data withheld by THE
26	226-250	University of Cincinnati	United States	Data withheld by THE
27	276-300	University of South Carolina	United States	Data withheld by THE
28	301-350	State University of New York Albany - University at Albany	United States	Data withheld by THE
29	351-400	University of Oklahoma	United States	Data withheld by THE
30	351-400	Temple University	United States	Data withheld by THE
31	351-400	The University of Texas at San Antonio	United States	Data withheld by THE
32	276-300	Colorado State University	United States	Data withheld by THE
33	201-225	Northeastern University	United States	Data withheld by THE
34	351-400	Southern Methodist University	United States	Data withheld by THE

Table 26
Names and Ranking of universities by groups - United Kingdom

<i>S.No</i>	<i>Rank</i>	<i>Name of Institutions/Universities</i>	<i>Location</i>	
1	201-225	Cardiff University	United Kingdom	Data withheld by THE
2	201-225	University of Dundee	United Kingdom	Data withheld by THE
3	201-225	St George's, University of London	United Kingdom	Data withheld by THE
4	276-300	Aberystwyth University	United Kingdom	Data withheld by THE
5	276-300	Bangor University	United Kingdom	Data withheld by THE
6	276-300	University of Bath	United Kingdom	Data withheld by THE
7	276-300	Queen's University Belfast	United Kingdom	Data withheld by THE
8	301-350	Brunel University	United Kingdom	Data withheld by THE
9	301-350	University of Portsmouth	United Kingdom	Data withheld by THE
10	351-400	Heriot-Watt University	United Kingdom	Data withheld by THE
11	351-400	University of Hertfordshire	United Kingdom	Data withheld by THE
12	351-400	Keele University	United Kingdom	Data withheld by THE

13	351-400	Loughborough University	United Kingdom	Data withheld by THE
14	351-400	University of Stirling	United Kingdom	Data withheld by THE
15	351-400	University of Strathclyde	United Kingdom	Data withheld by THE
16	351-400	University of Surrey	United Kingdom	Data withheld by THE
17	351-400	University of Wyoming	United Kingdom	Data withheld by THE
18	251-275	University of Essex	United Kingdom	Data withheld by THE

Table 27
Names and Ranking of universities by groups - Germany

S.No	Rank	Name of Institutions/Universities	Location	
1	201-225	Friedrich-Alexander-Universität Erlangen-Nürnberg	Germany	Data withheld by THE
2	201-225	Universität Konstanz	Germany	Data withheld by THE
3	201-225	Johannes Gutenberg-Universität Mainz	Germany	Data withheld by THE
4	201-225	Eberhard Karls Universität Tübingen	Germany	Data withheld by THE
5	226-250	Technische Universität Darmstadt	Germany	Data withheld by THE
6	226-250	Universität Würzburg	Germany	Data withheld by THE
7	251-275	Christian-Albrechts-Universität zu Kiel	Germany	Data withheld by THE
8	251-275	Westfälische Wilhelms-Universität Münster	Germany	Data withheld by THE
9	276-300	Universität Bayreuth	Germany	Data withheld by THE
10	276-300	Universität Bielefeld	Germany	Data withheld by THE
11	276-300	Technische Universität Dresden	Germany	Data withheld by THE
12	276-300	Ruhr-Universität Bochum	Germany	Data withheld by THE
13	351-400	Universität Duisburg-Essen	Germany	Data withheld by THE
14	351-400	Leibniz Universität Hannover	Germany	Data withheld by THE

Table 28
Names and Ranking of universities by groups - Italy

S.No	Rank	Name of Institutions/Universities	Location	
1	276-300	University of Bologna	Italy	Data withheld by THE
2	251-275	University of Trieste	Italy	Data withheld by THE
3	251-275	University of Milan	Italy	Data withheld by THE
4	251-275	University of Milan-Bicocca	Italy	Data withheld by THE
5	351-400	University of Salento	Italy	Data withheld by THE
6	351-400	University of Modena and Reggio Emilia	Italy	Data withheld by THE
7	351-400	University of Ferrara	Italy	Data withheld by THE
8	301-350	Sapienza University of Rome	Italy	Data withheld by THE
9	301-350	University of Padua	Italy	Data withheld by THE
10	301-350	University of Pavia	Italy	Data withheld by THE
11	301-350	University of Pisa	Italy	Data withheld by THE
12	301-350	Polytechnic University of Milan	Italy	Data withheld by THE
13	276-300	University of Trento	Italy	Data withheld by THE
14	276-300	University of Turin	Italy	Data withheld by THE

Table 29
Names and Ranking of universities by groups - Australia

S.No	Rank	Name of Institutions/Universities	Location	
1	251-275	Macquarie University	Australia	Data withheld by THE
2	251-275	Queensland University of Technology	Australia	Data withheld by THE
3	251-275	Vienna University of Technology	Austria	Data withheld by THE
4	351-400	Charles Darwin University	Australia	Data withheld by THE
5	351-400	Deakin University	Australia	Data withheld by THE
6	351-400	Flinders University	Australia	Data withheld by THE
7	351-400	University of Technology, Sydney	Australia	Data withheld by THE
8	301-350	University of Wollongong	Australia	Data withheld by THE
9	301-350	University of South Australia	Australia	Data withheld by THE

10	301-350	Murdoch University	Australia	Data withheld by THE
11	276-300	The University of Newcastle	Australia	Data withheld by THE
12	351-400	University of Tasmania	Australia	Data withheld by THE

Table 30
Names and Ranking of universities by groups - Canada

<i>S.No</i>	<i>Rank</i>	<i>Name of Institutions/Universities</i>	<i>Location</i>	
1	201-225	Queen's University	Canada	Data withheld by THE
2	226-250	University of Calgary	Canada	Data withheld by THE
3	226-250	Carleton University	Canada	Data withheld by THE
4	226-250	Laval University	Canada	Data withheld by THE
5	226-250	Simon Fraser University	Canada	Data withheld by THE
6	226-250	University of Waterloo	Canada	Data withheld by THE
7	226-250	Western University	Canada	Data withheld by THE
8	251-275	Dalhousie University	Canada	Data withheld by THE
9	301-350	York University	Canada	Data withheld by THE
10	301-350	University of Guelph	Canada	Data withheld by THE
11	301-350	University of Manitoba	Canada	Data withheld by THE

Table 31
Names and Ranking of universities by groups - Japan

<i>S.No</i>	<i>Rank</i>	<i>Name of Institutions/Universities</i>	<i>Location</i>	
1	351-400	Waseda University	Japan	Data withheld by THE
2	351-400	Keio University	Japan	Data withheld by THE
3	301-350	University of Tsukuba	Japan	Data withheld by THE
4	301-350	Hokkaido University	Japan	Data withheld by THE
5	276-300	Tokyo Medical and Dental University	Japan	Data withheld by THE
6	251-275	Tokyo Metropolitan University	Japan	Data withheld by THE
7	201-225	Nagoya University	Japan	Data withheld by THE
8	301-350	Kyushu University	Japan	Data withheld by THE

Table 32
Names and Ranking of universities by groups - Spain

<i>S.No</i>	<i>Rank</i>	<i>Name of Institutions/Universities</i>	<i>Location</i>	
1	225	Autonomous University of Barcelona	Spain	Data withheld by THE
2	201-225	University of Barcelona	Spain	Data withheld by THE
3	201-225	Pompeu Fabra University	Spain	Data withheld by THE
4	351-400	Polytechnic University of Valencia	Spain	Data withheld by THE
5	351-400	University of Vigo\	Spain	Data withheld by THE
6	301-350	Autonomous University of Madrid	Spain	Data withheld by THE
7	351-400	University of Valencia	Spain	Data withheld by THE

Table 33
Names and Ranking of universities by groups - China

<i>S.No</i>	<i>Rank</i>	<i>Name of Institutions/Universities</i>	<i>Location</i>	
1	201-225	Fudan University	China	Data withheld by THE
2	201-225	University of Science and Technology of China	China	Data withheld by THE
3	251-275	Nanjing University	China	Data withheld by THE
4	276-300	Shanghai Jiao Tong University	China	Data withheld by THE
5	301-350	Renmin University of China	China	Data withheld by THE
6	301-350	Sun Yat-sen University	China	Data withheld by THE
7	301-350	Zhejiang University	China	Data withheld by THE

Table 34
Names and Ranking of universities by groups - Sweden

S.No	Rank	Name of Institutions/Universities	Location	
1	201-225	University of Gothenburg	Sweden	Data withheld by THE
2	226-250	Chalmers University of Technology	Sweden	Data withheld by THE
3	251-275	Umeå University	Sweden	Data withheld by THE
4	276-300	Swedish University of Agricultural Sciences	Sweden	Data withheld by THE
5	301-350	Linköping University	Sweden	Data withheld by THE

Table 35
Names and Ranking of universities by groups - France

S.No	Rank	Name of Institutions/Universities	Location	
1	201-225	University of Strasbourg	France	Data withheld by THE
2	226-250	Mines ParisTech	France	Data withheld by THE
3	276-300	Université Montpellier 2	France	Data withheld by THE
4	301-350	Université Claude Bernard Lyon 1	France	Data withheld by THE
5	351-400	Université Paris Dauphine	France	Data withheld by THE

Table 36
Names and Ranking of universities by groups - Norway

S.No	Rank	Name of Institutions/Universities	Location	
1	201-225	University of Oslo	Norway	Data withheld by THE
2	50	University of Bergen	Norway	Data withheld by THE
3	251-275	Norwegian University of Science and Technology	Norway	Data withheld by THE
4	301-350	University of Tromsø	Norway	Data withheld by THE

Table 37
Names and Ranking of universities by groups - Austria

S.No	Rank	Name of Institutions/Universities	Location	
1	201-225	University of Innsbruck	Austria	Data withheld by THE
2	301-350	Karl-Franzens-Universität Graz	Austria	Data withheld by THE
3	301-350	Johannes Kepler Universität Linz	Austria	Data withheld by THE
4	301-350	Medical University of Vienna	Austria	Data withheld by THE

Table 38
Names and Ranking of universities by groups - India

S.No	Rank	Name of Institutions/Universities	Location	
1	226-250	Indian Institute of Technology, Kharagpur	India	Data withheld by THE
2	251-275	Indian Institute of Technology, Bombay	India	Data withheld by THE
3	351-400	Indian Institute of Technology, Roorkee	India	Data withheld by THE

Table 39
Names and Ranking of universities by groups - Republic of Korea

S.No	Rank	Name of Institutions/Universities	Location	
1	201-225	Sungkyunkwan University (SKKU)	Republic of Korea	Data withheld by THE
2	226-250	Korea University	Republic of Korea	Data withheld by THE

Since scores for the 201-400 ranked universities have been withheld, it is not possible to figure out the level of these and how have these been ranked? What is the lowest score of last ranked university? Since their scores would be below C grade, it is not possible to determine where they actually stand in the grading?

Inferences

The analysis indicates that:

- (a) World University Ranking is basically a phenomenon of American, European, Canada and similarly positioned countries in terms of University Education.
- (b) The methodology and coverage do not seem to capture the world higher education system. It may be owing to the fact that unless universities are patterned on two dominant models of university education system i.e., USA and UK the methodology including the system of gathering data/information may not capture the vast variety of University Education in the world. This is more so, as Universities in Middle East, Africa (other than South Africa) and the rest of Asian Countries, as also a large number of universities in more than 144 countries which have membership of UNO/WTO, having a good university system do not even figure in the list. It is also not possible to accept that these universities in their own way have not contributed to the field of knowledge, human resource development, and progress in Science and technology. A good number of them are rated very high by their countries assessment and accreditation system as also from the aspects of parameters and a system of assessment as developed by International Quality Assurance in Higher Education Authority. A good number of countries assessment and accrediting authorities are part or associated with INQAAHE.
- (c) How far it is tenable to include those universities in ranking list when these are rated poorly as per the score below 50 awarded to these universities.
- (d) Ranking of universities in the range of 201-400 seems to be arbitrary and withholding their score clouds the system of ranking and puts a question mark on the method of ranking of universities.

Above observation makes us to look into methodology of ranking in detail.

Methodology of Ranking of Universities

In view of above observations, it may be pertinent to have a fresh look at the methodology of ranking of World Universities by Times Higher Education. As stated earlier the methodology broadly covers - Teaching-learning (30%), Research Volume and Reputation (30%), Citation (30%), International Outlook- staff and students (7.5%)

and Industry Income (2.5%). Prima Facie methodology seems to be biased towards Citation and Research Volume and Reputation as these two accounts for 60 per cent of Scoring System. High weighting to citation may be auto-correlated to research volume. It may again be highly influenced by culture of publish or perish as followed in USA and UK and similarly positioned countries without significantly contributing to body of knowledge.

It may be further noted that methodology excludes those universities which do not offer under graduate programme. Universities in many countries may be offering Post Graduate and Research Programme and not undergraduate programme. Hence these are out of coverage by World University Ranking.

The area/ aspect of International outlook and industry income is again a phenomena of developed countries, as they are able to attract students and faculty because of high income as also higher opportunities for students to earn while learning. Again this aspect is tilted towards developed countries. It may be pertinent to have an indepth look at those parameters and their sub-parameters so as to understand these issues better.

Let us look into details of three major areas/ aspects namely, Teaching and learning, Research Volume and Citation as these three aspects cover 90 percent of scoring system. For purpose of preciseness, we will reproduce the area and indicators adopted by THE for ranking of universities.

Indicators of Performance Assessment for Ranking

As stated above the methodology to quote involve five major aspects/areas namely,

- Teaching: the learning environment (worth 30 per cent of the overall ranking score)
- Research: volume, income and reputation (worth 30 per cent)
- Citations: research influence (worth 30 per cent)
- Industry income: innovation (worth 2.5 per cent)
- International outlook: staff, students and research (worth 7.5 per cent).

There are 13 performance Indicators in these five major areas. These are:

- International outlook (7.5) is composed of three sub-indicator:
 - o the ratio of international to domestic students and is worth 2.5 per cent
 - o the ratio of international to domestic staff is worth 2.5 percent
 - o the proportion of a university's total research journal publications that have at least one international co-author and reward higher volumes. This weighting of 2-5 percent. It is normalized to account for a university's subject

- mix and uses the same five-year window as the "Citations: research influence" category.
- Teaching: The learning Environment (30%) is composed of five sub-indicators namely,
 - Reputation - (15%) The score is based on reputation survey conducted by Thompson and Reuters' opinion survey - a worldwide poll of experienced scholars - in spring 2012.
 - o (It examined the perceived prestige of institutions in both research and teaching. There were 16,639 responses, statistically representative of global higher education's geographical and subject mix.)
 - Staff-to-student ratio (4.5%)
 - Ratio of doctoral to bachelor's degrees awarded by each institution (2.5%)
 - Ratio of doctorate awarded by an institution to academic staff (6%)
 - o (This indicator is normalized by taking into account - a university's unique subject mix, reflecting the different volume of doctoral awards in different disciplines)
 - Institutional Income measured against academic staff (2.5%)
 - o (The income figure is adjusted for purchasing-power parity so that all nations may compete on a level playing field).

Another major area is:

- Research: Volume, Income, Reputation (30%)
- This is composed of three sub-indicators:
- University's reputation for research excellence among its peers (18%)
 - o (This is based on the 16,000-plus responses to THE annual academic reputation survey.)
 - University's Research Income scaled against its academic staff (6%).
 - o (This is normalized with purchasing power parity. This is further normalised by taking into account each university's distinct subject profile, reflecting the fact that research grants in science subjects are often bigger than those awarded for the highest- quality social science, arts and humanities research.)
 - Research output scaled against staff numbers (6%)
 - o (This is based on the number of papers published in the academic journals indexed by Thomson Reuters per academic, scaled for a university's total size and also normalised for subject.)
 - Citations: Research Influence (30%)
 - o This is a single highest weighted indicator to examine the influence university on transfer of knowledge and ideas.
 - o (The research influence is measured by capturing the number of times a university's

published work is cited by scholars globally. This is based on data supplied by Thomson Reuters which examined more than 50 million citations to 6 million journal articles, published over five years. The data are drawn from the 12,000 academic journals indexed by Thomson Reuters' Web of Science database and include all indexed journals published between 2006 and 2010. Citations to these papers made in the six years from 2006 to 2011 are also collected. The data are fully normalised to reflect variations in citation volume between different subject areas. This means that institutions with high levels of research activity in subjects with traditionally high citation counts do not gain an unfair advantage. Any institution that publishes fewer than 200 papers a year is excluded so as to ensure that we have enough data to make statistically valid comparisons."

The sub-indicators, which are part of five major areas, leads us towards some more relevant questions. Some of them have also been briefly indicated earlier regarding biasness of some of the major indicators and nature of auto-collinearity of indicators and sub-indicators. Here we make some observations about the suitability of these indicators to measure the performance and ranking of universities and titling it as World University Ranking by THE.

Opinion Based Ranking

Methodology of ranking is highly based on opinion survey regarding reputation - teaching and research excellence. Which greatly depends on perception of people. This could, however, be objectively subjective, yet it tends to promote and perpetuate what is popular. Therefore, one finds the same set of institutions with minor variations get the higher ranking year over year. In opinion poll, it is generally difficult to voice differently than what is popularly known. Both these opinion surveys account for 18 and 15 percent of total score i.e., one third of total score. To rate performance of universities and rank them based on one third weighting to opinion poll is somewhat debatable, if not questionable, as the methodology of ranking.

Citation is Very Poor Tool to Assess Influence and Idea Contribution

Methodology of giving high weighting to Citation as a measure of research and idea influence suffers from: (a) reproducing same set of indicators like faculty research productivity and publications, (b) heavy bias in favour of universities having policy of publish or perish, (c) culture of reproducing and referring to same set of authors to elicit their point of view. It fails to measure research and ideas which have helped solving the

problems or added to knowledge field. Citation is a very poor measure of assessment of research and idea influence. Again this indicator is limited by the fact that less than 200 publications a year by a university is not included. High weight to single aspect i.e., Citation, besides double counting, is distorting the system of ranking of universities.

University Income and Research Income - Biased Towards Market and Developed Economies

University Income and Research income indicators tend to count two times the same aspect and therefore appear to be highly auto collinear. These also depend on policy and income level of country specific. Therefore, it is tilted more towards developed countries. This controversial point has been noted by the THE, but have been overlooked as suggested by their experts.

International Outlook - Biased Towards Developed Economies

International outlook is again a feature of developed economies, which can attract students and faculty by giving scholarship and better pay packet as also giving opportunity to students to earn while they learn. This indicator goes against universities in developing and least developed part of the world.

Lack of Coverage and Transparency

It is not clear how many universities of world have been examined by THE? What is the portion of world universities covered by the world university ranking? Many of the universities of developing part of world might have not applied and shared their data, as these may not be fitting into the kind of methodology adopted by the THE. This aspect make us to seriously questions the title "World University Ranking."

Reality Test - USA President's Observation on US Universities

Recent observations made by President of USA Mr. Obama regarding universities in USA reflecting on different kind of indicators, may be relevant here to reproduce The Economist-August 31st-September 6th, 2013 p-31 has recently published a report on higher education titled as "Universities Challenged". Mr. Obama has suggested that measures of performance should incorporate:

- (a) How much it costs to attend an institution?
- (b) What proportion of Students Graduate
- (c) How much they earn afterwards?

His concern arose from the fact that "...Graduation rates are miserable. Only 58% of full time graduate who started Four-Year College in 2004 earned a degree within six years." It is further stated that the average American graduate finishes college with \$26,600 debt;

some with far more. The proportion of students loan at least 90 days in arrears has risen from 8.5% to 11.7 %...Many graduates are struggling."

Aspects to be Considered for Performance Indicators and Ranking

The performance indicators and rankings of universities should basically incorporate value added by universities in terms students pass out, students' outcome of learning, students' employment and income, students' cost of education and earning, Research that has solved the problem within respective countries and added to the body of knowledge. in a diversified manner in the world. The performance evaluation has to be based on hard data analysis and it should give least weighting to opinion poll. Heavy weightings to Citation Index should be avoided; aspects of auto-collinearity of indicators must be carefully examined.

Conclusions

Implications of University Ranking based on Debatable Methodology

To conclude World Universities Ranking 2013, published by Times Higher Education as pointed above suffers from several methodological and approach limitations. The methodology of ranking, therefore, needs to be re-looked into before another list of World University Ranking is brought out for the year 2014. This is particularly essential, as such ranking list, though based on defective methodology, is often used by academics, policy makers and politicians to compare/as also to undermine/denounce domestic higher education system in developing part of world.

In recent efforts for Internationalization of higher education, Times Higher Education World University Ranking is used for permitting these universities to set up campuses or collaborate with Indian partner. This policy needs to be re-examined. In our view best measure of quality would be the level of accreditation of a university by respective countries, Accrediting Authorities rather than this list.

Proto-typing of Universities - A Dangerous Model for Knowledge Development

World University Ranking being a very strong marketing tool to promote set of universities in the world might make others to follow them. High publicity of ranking of university by THE may also promote proto-typing of university education in the world on the model of universities of developed part of the world. The proto-typing would be dangerous in this era of knowledge society as it may affect diversified rich indigenous body of knowledge, the need for developing knowledge keeping in view the cultural ethos and level of development of the country concerned.

China: Prime Minister Wen Jiabao while addressing congress said that "China must rely on scientific innovation and an improvement in labour quality to enhance the quality and efficiency of [economic] growth". In doing so, he put universities at the centre stage of a more sustainable economic path. He said more important were indicators such as education funding as a proportion of GDP and the share of funds for R&D. Education and R&D were "the most powerful, most sustainable and most reliable factors" that will underpin innovation in China.

According to the country's Innovation 2020 blueprint, R&D is predicted to contribute 60% of the nation's economic development by 2020 with R&D investment rising to 2.5% of GDP by 2020 Last year China's science spending increased 14% from the year before. (Source : <http://universityworldnews.com> - 15th October, 2013).

OECD: The OECD Skill Outlook -2013 - major international survey of education standards has found serious skills weaknesses in European Union countries when compared to levels in other parts of the developed world .In spite of heavy investment in higher education in recent years in the European Union, the study suggests that a fifth of the working age population has worrying low literacy and numeracy skills and a quarter of adults lack the digital skills needed to effectively use information and communication technologies. The survey is the first to assess literacy, numeracy and computer-based problem-solving in the 16 to 65-year-old age group in 24 countries. The survey was compiled by the OECD's Programme for the International Assessment of Adult Competencies and the European Commission. (Source: <http://universityworldnews.com> 15th October, 2013).

Russia: The Russian government is hoping to attract the country's major industrial companies to invest in establishing higher education institutions and chairs in top universities, to prepare highly skilled employees and produce research for their sectors.

The initiative targeting companies such as Rusal, Rosneft, Gazprom and LUKOIL was proposed by Prime Minister Dmitry Medvedev, who promised that the government would provide companies with all the support they needed to implement such projects, including partial tax exemptions.

(Source: <http://universityworldnews.com> 15th October, 2013)

UK: An Indian student was denied a visa to study at a UK university after currency fluctuations left him less than £20 short of the amount required for living costs The student, who had paid his course fees in full, fell foul of Home Office rules stating that applicants must have funds

in their bank accounts equivalent to £800 for each month of their courses. . Student had deposited required amount, but due to fluctuation in exchange rate the amount fell short of requirement. An appeal by university for leniency has been refused. "A student has put money aside in good faith and has been turned away due to circumstances completely beyond their control," said the university's vice-chancellor who preferred not be named." (Source: *Times Higher Education News*, 10th October, 2013 by Jack Grove)

Sweden: Nobel Prize in Economic Science -2013

Predicting unpredictable- Stock, Bonds and other assets prices- the Nobel Prize winning work in Economic Science- Swedish Academy of Nobel Prize gave prize for contribution by three eminent economists who worked in the area of rather very unpredictable fluctuating stock and bond prices over a week and making most difficult to predict the stock price behavior. It was for Shiller Fama and Hansen who worked in this area and laid foundation of prediction, if not in short term, but in long term certainly. To quote

Robert Shiller in early 1980s "found that stock prices fluctuate much more than corporate dividends, and that the ratio of prices to dividends tends to fall when it is high, and to increase when it is low. This pattern holds not only for stocks, but also for bonds and other assets."

Eugene Fama and several collaborators in 1960s demonstrated that stock prices are extremely difficult to predict in the short run, and that new information is very quickly incorporated into prices. These findings not only had a profound impact on subsequent research but also changed market practice. The emergence of so-called index funds in stock markets all over the world is a prominent example.

One approach interprets these findings in terms of the response by rational investors to uncertainty in prices. High future returns are then viewed as compensation for holding risky assets during unusually risky times .

Lars Peter Hansen developed a statistical method that is particularly well suited to testing rational theories of asset pricing. Using this method, Hansen and other researchers have found that modifications of these theories go a long way toward explaining asset prices.

Another approach focuses on departures from rational investor behavior. So-called behavioral finance takes into account institutional restrictions, such as borrowing limits, which prevent smart investors from trading against any mispricing in the market."

The announcement states that "The Laureates have laid the foundation for the current understanding of asset prices. It relies in part on fluctuations in risk and risk attitudes, and in part on behavioral biases and market frictions" (Source www.nobelprize.org).

American Dream, RIP ?

A short review based on review report published by the Economist-September 21-27, 2013 P-36

There is a very thought provoking book written by Mr. Tyler Cowen, an economist about impact of disruptive power technology - the computer power and possible impact on crashing of American Dream of reducing inequality or to say America's wealth gap. According Mr. Cowen "about 10-15% percent of American will have the brains and self-discipline to master tomorrows technology and extract profit from it." He says future will be largely stripping middling jobs. A few will enjoy economic power and rest will endure stagnant or even falling wages. A few will survive as service provider to rich. Online cheap education will be a great leveler. Yet future will give rise to a "hyper-meritocracy" at work and will ignore "those left behind". What is more provoking prediction is that "have-not will be too engrossed in video games to light real petrol bombs" The ageing population will be rather conservative. Labour market will reward conscientious worker over labour with muscle. Mr Cowen speculation is that with income squeezed, people will move to cheap sun-baked places causing heartburn to local natives. Historically speaking Mr. Cowen observes that "the late 1960s, when the society was in turmoil was golden age of income equality, while some highly unequal moments in the history, including the medieval time, were rather stable".

Mr. Cowen's point of disruptive technology and gigantic unstoppable shifts is an important statement that needs to be understood by both developed and developing economies as there may be time gap in causing disruption technology and gigantic shifts, but it seems to be imminent and therefore needs to be attended by planner and policy makers. Developing countries are better placed to tackle it owing to young age population.

Shanker Deva - Saint and Educator of Assam - A brief talk with Devi Prashad Bagodiya

I was in Dibrugarh attending conference of Principals of Colleges of Assam and I was introduced to unique person Shri Bagodiya by Dr. Anil Sakia, Principal of Moran College, Moran Hat, Assam. Shri Bagodiya family is early migrants from Rajasthan and have settled in Assam engaged in Tea Garden business. They are processing and selling tea. We had an early morning breakfast meeting to discuss his literary contribution to literature and culture of Assam by reaching it out to other people through translation in Hindi and from Hindi to Assamese. A bridge between culture and ethos of two languages. What impressed me most was that he has collection of about 20,000 gramophone records. He has collection of works of Shanker Deva and has translated his works in Hindi. Such translation runs into dozens of

books. What surprised me was while completely engaged in Tea Garden Business he could devote so much time for music, literature and translation of Shanker Deva's works. I had a curiosity to find out how could he do so much.

In the breakfast meeting he told that Shanker Deva was founder of Assamese culture and education and spiritualism. This was the period of 15th Century. Shri Shanker Deva was born on Vijaya Dashmi, at Naogon District Alipukhri Village in Shak Sawat, 1371. He organized people and shared with them his vision of Assamese Society, gave them places of worship and fellow feeling through establishing Satraps and Namghar. He said that this was the time when there was spiritual & religious movements through out India. In West Bengal Chaitannya Mahaprabhu led the bhakti movement, Shankracharya from south led religious movements through out India. In Assam Shanker Deva led movement of culture, spiritual, religion and social development. Shri Bagodiya describes Shanker Deva as Spiritual Guru (Adhyatmik Guru) in his translation of Shanker Deva's Gunmala. The Gunmala has 490 short stanzas. These short stanzas are rich messages of Religion. Gunmala is very popular among Assamese. If you wish to know philosophical and religious learning of Assamese culture and social ethos, you should know Gunmala and organization of Satrap and Namghar as also Bhakti Sangeet of Assamese and assemblies of Assamese in Satrap and Namghar.

There is another Book "Jyoti Prabha" containing translation of Assamiya Literature translated by Shri Bagodiya. The Book has seven parts. First part pertain to life and work of Jyotiprasad Agarwal, Second Part translation of 51 Geets- songs, 31 Poems, Kavitas and Fourth part is about children literature. Fifth part is Essays, Sixth part has stories, Seventh part has Drama and there is epilogue. Book is a unique bouquet of translation of literary contribution. Unique in the sense that it deals with all the aspects of literature namely, songs, poetry, drama, essay, story and above all children's literature. This establishes uniqueness of this bouquet of translated works.

To my curiosity about how did he do this much work while doing his full time business. His simple answer was: he had a table and chair in his back room of office and used to devote his time during lean hours in daily business to literary translation, their publication and collection of gramophone records and music. I had a chance to listen to some of the old music on new gramophone machine playing old records. I told Principal Sakia who also has huge collection of gramophone records and Shri Devi Prasad Bagodiya to set up museum of this heritage of gramophone records and his works for the benefit of posterity. I wish them success in their endeavor for keeping future generation informed of heritage of India.

Challenges before RUSA*contd. from page 1*

while recommending an appropriate approach, policies that address some of these issues. Till then, the critical aspect for RUSA is to focus on strengthening higher education system, which attempts to address some of the basic challenges of India through Programmes of studies, contents of courses i.e., knowledge, skills and values, system of delivery, system of evaluation and certification, system of recruitment and retention of teachers, abolishing the system of ad hoc teachers, building adequate infrastructures and an information based regulation, rather than approval based regulation.

On the side of development of system of standardization of qualifications and outcome of learning, the RUSA should invest on developing National Qualifications Framework dealing with all the levels of education- as this is the domain of higher education. Who should do this? Whether MHRD or UGC? What should be the structure of implementation and monitoring of achievement are matters that could be debated, discussed and resolved. The resolutions of differences are essential, so that resources so invested gain high value additions through this Abhiyan and a functional system is created to achieve the mission so as to prepare vast young population of India to face the challenges of future.

"I have gone through your Journal College Post and found more valuable articles/analysis pertaining to 'education'.

- Dr. P.H. Naik, Hyderabad - 500049

News : West Bengal Education Commission*contd. from page 2*

road map to improve the state's education sector over the next two decades.

The commission will highlight the areas that need improvement and also provide solutions.

The activities of the Commission encompass elementary, secondary, higher secondary, higher education, mass education, technical and vocational education, non-formal education and madrasa education of the state.

The 12-member panel, comprising eminent teachers and scientists, was formally launched on Oct 1, 2013. The Commission is headed by Council of Scientific and Industrial Research Director General Samir K. Brahmachari, the panel includes river expert Kalyan Rudra, Indian Institute of Management-Calcutta former director Amitava Bose and Shantanu Maharaj of the Ramakrishna Mission, Belur Math.

The panel has been formed in line with Chief Minister Mamata Banerjee's 'Vision 2020 and 2030' education road map that will "take the state towards educational glory".

The Commission is expected to submit an interim report within six months and the final report in an year.

PUBLICATIONS FOR COLLEGES (LIMITED CIRCULATION)

The list of Publications and Research Studies is given below:

- Issues in Development of Colleges - Governance and Other Aspects
- Issues in Development of Colleges - Quality and Resources Aspects
- Coaching Institutions for Admission to IIT, Engineering and Medical Courses - Research Study sponsored by Department of Science and Technology, Government of India, New Delhi
- Decent Jobs-India – Study sponsored by Global Policy Network, Washington, USA.
- Handbook of Quality Assurance in Higher Education, SEED, 2012– Study sponsored by EdCIL India
- Handbook for Students Going Abroad for Higher Education Studies 2013
- Handbook for Students Coming to India for Higher Education Studies 2013
- Copyright Law in Education, SEED, 2013 – Study sponsored by EdCIL India

Write to Desk Officer, to obtain these publications at cost price.

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Workshop on Strategic Thinking and Capacity Building among Principals of Colleges and Educational Leaders

(19th – 22nd December 2013 : New Delhi)

The Background

Changing World Economies and Role of Higher Education

Present day technology, means of production, means of distribution, system of governance and management require highly educated people. Therefore, countries have to plan to expand higher education. Heads of institutions of higher education has to do strategic planning to achieve the objective of excellence in higher education.

SEED Initiative

SEED has launched an International Diploma Programme in educational Leadership-Higher Education. As a part of this programme as also to provide opportunity to those interested in Strategic Thinking and Capacity Building, SEED-CHEST is organizing four days workshop on Strategic Thinking and Capacity Building among Principals of Colleges and Educational Leaders of Higher Education from 19th through 22nd of December, 2013.

Workshop Themes

- ♦ International Trends in Development of Higher Education
- ♦ Key Characters and Decisive Traits of Leaders in Higher Education
- ♦ Measures of Quality Assurance and Achievement of Excellence
- ♦ Brand and Reputation Management
- ♦ International Trends in Finances in Higher Education
- ♦ Managing Institutional Finances - Innovative Methods of Financing
- ♦ Educational Entrepreneurship
- ♦ Strategic Thinking and Capacity Building of Leaders for Development of Higher Education
- ♦ Strategic Thinking to Contribute to Development of Economy and Society by Colleges/Universities

Resource Persons

Dr. Bikas Sanyal, former advisor to Director General UNESCO, and specialist of higher education, IIEP, Paris and Dr. G. D. Sharma , former Secretary UGC, Professor NUEPA New Delhi, Professor M.M. Pant former PVC IGNOU and Education Technology Expert, Dr. Mridula Sharma formerly with Institute of Applied Manpower Research and presently Director, FMG Academy and other eminent persons will interact with the participants.

Participants

Eminent principals of colleges undergoing International Diploma Programme in leadership in higher education (third batch) participants attending focused three months course and those who are desirous of capacity building in leadership are invited to participate in this programme.

Seats Available

Total number of seats available for other than IDEL-HE participants in the workshop-10 (Ten Only). These will be filled on the basis of first come first serve. Seats for IDELHE participants are reserved.

Last date of receipt of applications – 25th November, 2013

Workshop Fee:

Non-ICF members	Rs. 12,000/-
ICF Member	Rs. 10,000/-
IDELHE participants - Workshop fee is covered in their course fee	

Fee Remittance

Course Fee may be sent through DD drawn in favour of SEED-CHEST, Canara Bank, Jit Singh Marg, New Delhi 110067 SB A/C No.1484101025196 or Fund Transfer to account 1484101025196 IFSC:CNRB0001484

Travel, Lodging and Boarding Charges

Participants will bear travel, boarding and lodging charges. SEED would facilitate in booking accommodation in guest houses which have reasonable boarding and lodging charges.

Contact

Workshop Coordinator
Society for Education and Economic Development
Kh. No. 774/6 Main Mandi Road, Near Toll Tax Booth
New Delhi-110047, Tel: 011-26651196
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Group Photo of Participants and Resource Persons of IDEL-HE Summer School Program at Maison De, L' Inde before departing to India