

BRICS and the Special Challenges for Undergraduate Education- **INDIA**

Challenges of top universities in improving undergraduate education



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redefine THE POSSIBLE.

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OUTLINE OF PRESENTATION



ज्ञान-विज्ञान विमुक्त

1. What is a “top” research university?
2. Context
3. Challenges/issues with UG education at “top” institutions?
4. New initiatives/programs
5. Conclusion: moving forward?

Key messages



1. *Pinnacles of excellence in a sea of mediocrity (Altbach)*
Outreaching marginalized and disadvantaged populations
Improving quality of higher education in general
2. *In search of India's missing professors (P. Pushkar)*
Improving teaching and learning environments
3. *Undergraduate boom, research gloom (British Council, India)*
Introducing and enhancing early stage research experience/
culture
4. *The need for change*
Research and data on higher education

1. What does a research university mean in an Indian context?



1. Undergraduate education =
public & private **colleges**
affiliated to universities
90% of UGs = affiliated colleges

2. Research

- not within university sector
- not in colleges
- research and teaching separate

1. The “top” undergraduate institutions?



"India is the only one of the ...BRIC ...nations which does not have a university in the world top 100. Mainland China has two, both in the top 50, Russia and Brazil have one each - this should be a cause for concern for India,"

- Baty, 2013.



2. Context



- Largest system in world in terms of number of institutions for higher education
- Second largest in terms of number of students
- Diversity/Inequality – caste, class, gender, region, religion....
- Potential
 - India will become world third largest economy
 - India will outpace China and house largest tertiary education population.

3. Challenges/issues with “top” UG institutions in India - ACADEMIC



1. Elite to outreach/equity
2. Improved teaching & learning; building culture of research
3. Moving away from skewed fields of study
4. Internationalization

3. Challenges/issues with “top” UG institutions in India –CO-CURRICULAR



Total development/ well rounded/character formation; if not more important than classroom experience itself...

1. Supportive and welcoming environment, especially for marginalized populations
2. Improving/Strengthening linkages with industry/research organizations/employers
3. Furthering social responsibility and commitment for social justice

Principal, Lady Sri Ram College for Women, Delhi University



<http://indiatoday.intoday.in/video/lady-sri-ram-college-principal/1/141561.html>

4. New initiatives



1. MITACS Globalink Program

Research internships

<https://www.mitacs.ca/globalink>

2. OMG Program

Student Exchanges

<http://omg.ouinternational.ca>

3. Nalanda University

Reviving an 800 year old tradition

<http://www.nalandauniv.edu.in>

The screenshot shows the Mitacs Globalink website. At the top, there is a navigation bar with links for Home, Event Calendar, and Event Catalogue. Below this is a search bar and social media icons for Facebook, Twitter, and LinkedIn. The main content area features a large image of a group of students sitting on the grass, with one student in the foreground using a laptop. Below the image, the text reads: "Welcome to the Mitacs Globalink Events Portal for Summer 2013 Globalink Interns". There is a section for "About Mitacs Globalink" which describes the program as a world-leading research and innovation destination. A testimonial from a former intern is also visible, stating: "I had a wonderful time this summer while doing my internship at UBC. What I got from the internship is much more than what I expected of it. It was an immensely enriching experience both at the academic and non-academic front. I have learnt a lot in this brief period of three months and feel more confident. I loved the place and loved the people... I am really missing this experience which I very fondly call 'THE BEST TIME OF MY LIFE!!' after coming back to India and I hope that the program is continued so that other students too can benefit from such an all-round experience".

5. Conclusion

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Improving teaching and learning environments

3. *Undergraduate boom, research gloom (British Council, India)*

Introducing and enhancing early stage research experience/culture

4. *The need for change*

Research and data on higher education

Thank you!



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