



## **European Union Erasmus Mundus Programme**

### **Project UNIQUE**

University Quality Exchange

**India Higher Education Policy and Systems – EU India Mapping**

**Birla Institute of Management Technology**

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<u>European Higher Education Standards</u>	<u>Explanation/Description</u>	<u>Similar Higher Education Standards</u> <u>In Country (INDIA)</u>	<u>Explanation/Description</u>
<b>Bologna Declaration</b>	<p>The <b>Bologna Declaration</b> (in full, “Joint declaration of the European Ministers of Education convened in Bologna on 19 June 1999”) is the main guiding document of the Bologna process. It was adopted by ministers of education of 29 European countries at their meeting in Bologna, Italy in 1999.</p> <p>The Bologna Declaration has the following main goals:</p> <ul style="list-style-type: none"> <li>• Competitiveness of the European system of Higher Education;</li> <li>• Mobility and employability in the European Space.</li> </ul> <p>To reach these goals, some objectives were defined:</p> <ul style="list-style-type: none"> <li>• a system of comparable degrees, including the implementation of the Diploma Supplement;</li> <li>• a system essentially based on two main cycles: <ul style="list-style-type: none"> <li>○ a first cycle relevant to the labour market;</li> <li>○ a second cycle requiring the</li> </ul> </li> </ul>	<b>Government of India Declaration</b>	<p>Clause (3) of Article 77 ("Conduct of Business of the Government of India ") of the Constitution of India lays down the functions of Government of India for operational delivery of education system.</p> <p>Ministry of Human Resource Development's Policy Department is responsible for formulation of policies of the Government in relation to business allocated to it and also for the execution and review of those policies. The Ministry of Human Resource Development (MHRD) is one of the Ministries specified in the First Schedule of the above Rules, and consists of the following two Departments:</p> <ul style="list-style-type: none"> <li>• Department of School Education &amp; Literacy (SE &amp; L)</li> <li>• Department of Higher Education (S &amp; HE)</li> </ul> <p>The Department of Higher Education, MHRD, is responsible for the overall development of the basic infrastructure of Higher Education sector, both in terms of policy and planning. Under a planned development process, the Department looks after expansion of</p>

	<p>completion of the first cycle;</p> <ul style="list-style-type: none"> <li>• a system of accumulation and transfer of credits;</li> <li>• the mobility of students, teachers, researchers, etc;</li> <li>• the co-operation in quality assurance.</li> </ul> <p>The declaration calls for intergovernmental co-operation and for the contribution of the institutions of higher education to the process. To achieve the main goals of the Bologna Declaration, changes are required. These include national reforms, but also implementation of the reforms at institutional level.</p> <p>For more information please see:  <a href="http://www.ond.vlaanderen.be/hogeronderwijs/bologna/documents/mdc/bologna_declaration1.pdf">http://www.ond.vlaanderen.be/hogeronderwijs/bologna/documents/mdc/bologna_declaration1.pdf</a></p>		<p>access and qualitative improvement in the Higher Education, through world class Universities, Colleges and other Institutions.</p> <p><b>Vision</b>  To realize India's human resource potential to its fullest in the Higher Education sector, with equity and inclusion.</p> <p><b>Mission:</b></p> <ul style="list-style-type: none"> <li>• Provide greater opportunities of access to Higher Education with equity to all the eligible persons and in particular to the vulnerable sections.</li> <li>• Expand access by supporting existing institutions, establishing new institutions, supporting State Governments and Non-Government Organizations/civil society to supplement public efforts aimed at removing regional or other imbalances that exist at present.</li> <li>• Initiate policies and programmes for strengthening research and innovations and encourage institutions – public or private – to engage in stretching the frontiers of knowledge.</li> <li>• Promote the quality of Higher Education by investing in infrastructure and faculty, promoting academic reforms, improving governance and institutional restructuring toward the inclusion of the hitherto deprived communities.</li> </ul> <p>The ministry creates a system of governing institutions and councils for regulation of higher education in India.</p> <p><a href="http://mhrd.gov.in/Overview_Higher">http://mhrd.gov.in/Overview_Higher</a></p>
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<p><b>Bologna Process</b></p>	<p>The <b>Bologna Process</b>, launched with the Bologna Declaration, of 1999, is one of the main processes at European level, as it is nowadays implemented in 47 states, which define the <b>European Higher Education Area (EHEA)</b>.</p> <p>Members of the Bologna Process are the 47 countries, together with the European Commission, and the <b>consultative members</b>, namely the Council of Europe, UNESCO, EUA, ESU, EURASHE, ENQA, Education International and BUSINESSEUROPE * (For further information have a look in glossary).</p> <p>The three overarching objectives of the Bologna process have been from the start: introduction of the three cycle system (bachelor/master/doctorate), quality assurance and recognition of qualifications and periods of study.</p> <p>For more information please see: <a href="http://www.ehea.info/article-details.aspx?ArticleId=5">http://www.ehea.info/article-details.aspx?ArticleId=5</a></p>	<p>Government of India (GoI) Higher Education Agenda and Process</p>	<p>Higher Education is the shared responsibility of both the Centre and the States. The coordination and determination of standards in institutions is the constitutional obligation of the Central Government. The Government of India provides Higher Education through an institutional system of governing, funding bodies and regulatory charters and bodies.</p> <p><b>Regulatory and funding bodies:</b></p> <ul style="list-style-type: none"> <li>• Council of Scientific &amp; Industrial Research (CSIR), other Research and Regulatory Councils.</li> <li>• Regulatory Bodies {University Grants Commission (UGC), All India Council of Technical Education (AICTE), National Councils (NCs), Distance Education Council (DEC)}</li> <li>• Central / State Governments / Union Territory Administrations.</li> <li>• Autonomous Bodies, Indian Institute of Advance Study (IIAS), Central Educational Institution, Deemed to be Universities, Subordinate offices.</li> <li>• United Nations Educational, Scientific and Cultural Organization (UNESCO) and other International Partners.</li> </ul> <p><a href="http://mhrd.gov.in/higher_education">http://mhrd.gov.in/higher_education</a></p>
<p><b>European Higher Education Area</b></p>	<p>The European Higher Education Area (EHEA) was launched along with the Bologna Process' decade anniversary, in March 2010, during the Budapest-Vienna Ministerial Conference.</p> <p>As the main objective of the Bologna Process since its inception in 1999, the EHEA was meant to ensure more comparable, compatible and coherent</p>	<p>Indian Geography</p>	<p>Government of India official territory is the area for functioning of the Higher Education by Department of Higher Education, Ministry of Human Resource Development, Government of India.</p> <p>The operational system for central, state, union territory decide the educational area of the HEIs. Sometimes, state level institutions cannot function outside state with</p>

	<p>systems of higher education in Europe. Between 1999 - 2010, all the efforts of the Bologna Process members were targeted to creating the European Higher Education Area, that became reality with the Budapest-Vienna Declaration of March, 2010.</p> <p>For more information please see:  <a href="http://www.ehea.info/">http://www.ehea.info/</a></p>		<p>same legal entity; they would need a fresh legal approval.</p>
<p><b>European Qualification Framework</b></p>	<p>The European Qualifications Framework for lifelong learning (EQF) provides a common reference framework which assists in comparing the national qualifications systems, frameworks and their levels. It serves as a translation device to make qualifications more readable and understandable across different countries and systems in Europe, and thus promote lifelong and life-wide learning, and the mobility of European citizens whether for studying or working abroad.</p> <p>In order to make the EQF work, European countries participating in "Education and Training 2020" should relate their national qualifications levels to the appropriate levels of the EQF and to indicate in all new qualification certificates, diplomas and Europass documents the relevant EQF level.</p> <p>The core of the EQF consists of eight reference levels describing what a learner knows, understands and is able to do – i.e. 'learning outcomes'. Levels of national qualifications will be based on one of the central reference levels, ranging from basic (Level 1) to advanced (Level 8). This will enable a much easier comparison between</p>	<p><b>Indian Qualification Framework</b></p>	<p>Indian education system has been framed with National Education Policy in 1964, 1968 and finally 1986. The National Education Policy 1986 aimed to promote national progress, sense of common citizenship and culture and to strengthen national development. It laid stress on improving quality at all stages of education and greater attention to science and technology domain, and cultivation of moral values and close relationship of education and life of people.</p> <p>The levels are defined in the education policy 1986. Although the formal categorization is not specific, the census data collection reflects the categories as follows.</p> <ul style="list-style-type: none"> <li>- L1: Primary school</li> <li>- L2: Upper primary school</li> <li>- L3: High school</li> <li>- L4: Higher secondary/ Intermediate/ Pre University/ Senior Secondary school</li> <li>- L5: Non technical diploma or certificate not equal to degree</li> <li>- L6: Technical diploma or certificate not equal to degree</li> <li>- L7: Under Graduate level</li> </ul>

	<p>national qualifications and should also mean that people do not have to repeat their learning if they move to another country.</p> <p><b>Descriptors defining levels in the European Qualifications Framework (EQF):</b>  <b>KNOWLEDGE:</b> In the context of the EQF, knowledge is described as theoretical and/or factual.  <b>SKILLS:</b> In the context of the EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).  <b>COMPETENCE:</b> In the context of the EQF, competence is described in terms of responsibility and autonomy.</p> <p><b>LEVEL 1</b>  Learning outcomes relevant to Level 1:</p> <ul style="list-style-type: none"> <li>• <b>KNOWLEDGE:</b> basic general knowledge</li> <li>• <b>SKILLS:</b> basic skills required to carry out simple tasks</li> <li>• <b>COMPETENCE:</b> work or study under direct supervision in a structured context</li> </ul> <p><b>LEVEL 2</b>  Learning outcomes relevant to Level 2:</p> <ul style="list-style-type: none"> <li>• <b>KNOWLEDGE:</b> basic factual knowledge of a field of work or study</li> <li>• <b>SKILLS:</b> basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools</li> <li>• <b>COMPETENCE:</b> work or study under</li> </ul>		<ul style="list-style-type: none"> <li>- L8: Post Graduate level</li> <li>- L9: Doctoral and Post doctoral</li> </ul> <p>Although there is no structured outline of the qualification framework in the system, it lays down the descriptions in the definition of each layer.</p> <p><b>Primary school:</b>  Child centered and activity based process of learning to be adopted at primary stage. Children encouraged to undertake rediscovery of India, each with its own image and perception.</p> <p><b>Upper primary school:</b>  The common core will include history of India's freedom, constitutional obligations and other content essential to national identity. The component of cognitive learning will be increased and skills organized through practice. Highest priority to solve children dropping out of school coordinated through network of non- formal education.</p> <p><b>High school:</b>  Secondary education begins to expose students to the differentiated roles of science, the humanities and social sciences. Access to secondary education will be widened with emphasis on enrolment of girls and backward communities particularly in science, commerce and vocational streams.</p> <p><b>Higher secondary/ Intermediate/ PreUnivercity/ Senior Secondary school:</b></p>
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	<p>supervision with some autonomy</p> <p><b>LEVEL 3</b> Learning outcomes relevant to Level 3:</p> <ul style="list-style-type: none"> <li>• <b>KNOWLEDGE:</b> knowledge of facts, principles, processes and general concepts in a field of work or study</li> <li>• <b>SKILLS:</b> a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information</li> <li>• <b>COMPETENCE:</b> take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems</li> </ul> <p><b>LEVEL 4</b> Learning outcomes relevant to Level 4:</p> <ul style="list-style-type: none"> <li>• <b>KNOWLEDGE:</b> broad range of factual and theoretical knowledge in a field of work or study</li> <li>• <b>SKILLS:</b> a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study</li> <li>• <b>COMPETENCE:</b> exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities</li> </ul> <p><b>LEVEL 5</b> Learning outcomes relevant to Level 5:</p>		<p>Efforts to develop basic understanding of theory and practice which can help in creating first level of employment OR become the foundation for the higher education. The practical work offers real learning. This level provides computer literacy to equip children with necessary computer skills to be effective in emerging technological world.</p> <p><b>Non technical diploma or certificate not equal to degree:</b> This level provides basic theoretical knowledge and requisite skills required for field of work. This equips participants with requisite practical knowledge and skills to be applied for the work for producing products and services and offering creative solutions to problems of work.</p> <p><b>Technical diploma or certificate not equal to degree:</b> Technical vocational education provides basic theoretical knowledge and requisite skills required for field of work. This equips with practical knowledge and skills which can be used to carry out the work using basic and simple tools and equipment for producing and repairing products.</p> <p><b>Under Graduate level:</b> This level is basic training on the theoretical concepts and principles. The training also demands field work for experiential learning to enhance the connect of knowledge and practice. This should address to develop a particular competency and skill for dealing to the critical problems in the employment or to follow it to higher degree in next level education. It is important to develop the sense of responsibility, project management, group management skills, decision</p>
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	<ul style="list-style-type: none"> <li>• <b>KNOWLEDGE:</b> comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge</li> <li>• <b>SKILLS:</b> a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems</li> <li>• <b>COMPETENCE:</b> exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others</li> </ul> <p><b>LEVEL 6</b> Learning outcomes relevant to Level 6:</p> <ul style="list-style-type: none"> <li>• <b>KNOWLEDGE:</b> advanced knowledge of a field of work or study, involving a critical understanding of theories and principles</li> <li>• <b>SKILLS:</b> advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study</li> <li>• <b>COMPETENCE:</b> manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups</li> <li>• <b>BACHELOR level</b></li> </ul> <p><b>LEVEL 7</b> Learning outcomes relevant to Level 7:</p> <ul style="list-style-type: none"> <li>• <b>KNOWLEDGE:</b> highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as</li> </ul>		<p>making and ability to handle complex situations.</p> <p><b>Post Graduate level:</b> This level is specialized field of training on knowledge and competency. The candidate should be able to development new frames from the pursued knowledge domain, create new knowledge, ability to integrate and apply knowledge of different fields, and develop special skills to handle critical situations in the employment, entrepreneurship or life. This level promotes entrepreneurship and innovation in every field for creating new opportunities.</p> <p><b>Doctoral and Post doctoral:</b> Highly specialized domain working and new knowledge creation in this level. It is based on research and ability to high order of cognitive working. The special treatment to knowledge framework for life long solutions, critical thinking on new issues and developing new fields of study are specific working of this level. The field demonstrate an authority on field specific knowledge and creates next level in the domain.</p> <p>For more information, please follow the link <a href="http://mhrd.gov.in/documents/term/136">http://mhrd.gov.in/documents/term/136</a></p> <p><a href="http://www.teindia.nic.in/mhrd/50yrsedu/g/T/49/OT490501.htm">http://www.teindia.nic.in/mhrd/50yrsedu/g/T/49/OT490501.htm</a></p>
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	<p>the basis for original thinking and/or research; critical awareness of knowledge issues in a field and at the interface between different fields</p> <ul style="list-style-type: none"><li>• <b>SKILLS:</b> specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields</li><li>• <b>COMPETENCE:</b> manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams</li><li>• <b>MASTER level</b></li></ul> <p><b>LEVEL 8</b> Learning outcomes relevant to Level 8:</p> <ul style="list-style-type: none"><li>• <b>KNOWLEDGE:</b> knowledge at the most advanced frontier of a field of work or study and at the interface between fields</li><li>• <b>SKILLS:</b> the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice</li><li>• <b>COMPETENCE:</b> demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research</li></ul>		
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	<ul style="list-style-type: none"> <li>• <b>DOCTORATE level</b></li> </ul> <p>For more information please see:  <a href="http://www.ond.vlaanderen.be/hogeronderwijs/bologna/news/EQF_EN.pdf">http://www.ond.vlaanderen.be/hogeronderwijs/bologna/news/EQF_EN.pdf</a></p>		
<b>Learning Outcomes</b>	<p>Learning outcomes are skills, knowledge and competences which a student has obtained in a specific educational programme.</p> <p>Learning Outcomes are usually described in a taxonomy which shows which skills and competences a student has obtained. It is most common in the EHEA to use a taxonomy introduced by Mr. BLOOM. According to Bloom's taxonomy, learning outcomes can be defined by using the following verbs: "know, understand, apply, use, reflect, analyse...". These verbs are always used in the context of what the student is able to do after the completion of the course.</p> <p>For more information please see:  <a href="https://lib.sandiego.edu/cas/documents/assessment/UsingBloomsTaxonomyforLearningOutcomes.pdf">https://lib.sandiego.edu/cas/documents/assessment/UsingBloomsTaxonomyforLearningOutcomes.pdf</a></p>	<b>Learning Outcomes</b>	<p>Learning outcomes of the education systems is reflected through the knowledge, skill and competency for each level and programs.</p> <p>This is not practiced at a common policy level. The school education, vocational education and higher education have different documents on quality which describe the learning outcomes.</p> <p>The Knowledge Commission report describes the formats of learning;  <a href="http://knowledgecommission.gov.in/reports/default.asp">http://knowledgecommission.gov.in/reports/default.asp</a></p>
<b>Europass</b>	<p>Europass is a portfolio of five documents, designed to make skills and qualifications clearly and easily understood across Europe.</p> <p>What is Europass for?</p> <p>It helps citizens:</p> <ul style="list-style-type: none"> <li>• make their skills and qualifications understood and recognised by employers,</li> </ul>	<b>Multiple Agency Formats</b>	<p>There are multi agency channels in Indian system for qualification assessment and certification. The process is focused for only Indian needs.</p> <p><b>A1: Association of Indian Universities (AIU)</b>  Equivalence: This is equivalence for the degree/ diploma documents by global institutions for the quality of the degree/diploma, however it does not prescribe anything on the skills and competence.</p>

	<ul style="list-style-type: none"> <li>education and training;</li> <li>find a job or enrol in education or training;</li> <li>live and work anywhere in Europe.</li> </ul> <p>How does it work? Two documents are directly completed and updated by citizens with the help of online examples and tutorials:</p> <ul style="list-style-type: none"> <li>the <u>Curriculum vitae</u> (CV) presents skills and qualifications acquired in formal and non-formal learning;</li> <li>the <u>Language passport</u> gives a detailed description of language skills.</li> <li></li> </ul> <p>Three documents are issued by national authorities:</p> <ul style="list-style-type: none"> <li>the <u>Europass mobility</u> is a record of knowledge and skills acquired during a placement or a training in another European country;</li> <li>the <u>Certificate supplement</u> describes the content of training programmes (knowledge and skills acquired, validation, certification level, legal framework). It complements the information included in official certificates;</li> <li>the <u>Diploma supplement</u> is issued to graduates of higher education. It describes the nature, level, context, content and status of the studies.</li> </ul> <p>For more information please see: <a href="http://europass.cedefop.europa.eu/en/about">http://europass.cedefop.europa.eu/en/about</a></p>		<p><b>A2:</b> Government Employment Exchanges: These are offices of assessment and evaluation of the degree/diploma. These are also the centres for providing data to the employers on the specific needs and offering services of employment information opportunity to registered candidates.</p> <p><b>A3:</b> Open Exchanges: these are private organizations which assess/certify the knowledge and educational qualifications and help candidates and organizations to match make.</p>
<p><b>Europass Mobility</b></p>	<p>Europass mobility is a document to record knowledge and skills acquired in another European</p>	<p><b>Mobility Documentation</b></p>	<p>The compliance reports of the educational institutions are expected to deliver on the mobility of the students</p>

	<p>country.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• a work placement in a company;</li> <li>• an academic term as part of an exchange programme;</li> <li>• a voluntary placement in an NGO.</li> </ul> <p>The Europass mobility is for any person moving to a European country to learn or acquire work experience, whatever their age or level of education.</p> <p>For more information please see:  <a href="http://europass.cedefop.europa.eu/en/documents/european-skills-passport/europass-mobility">http://europass.cedefop.europa.eu/en/documents/european-skills-passport/europass-mobility</a></p>		<p>and their learning for study of one term, internship and placements. This is not managed by any single agency at national level.</p>
<p><b>Diploma Supplement</b></p>	<p>The Diploma Supplement contains detailed information on higher education degrees.</p> <p>The Diploma Supplement</p> <ul style="list-style-type: none"> <li>• offers a clear and internationally comparable description of individual study processes and the specific core competences which students should obtain during their studies.</li> <li>• gives standardized information on the respective higher education and academic systems to enhance comparability.</li> <li>• facilitates academic and professional recognition.</li> <li>• is a tool to promote mobility, to make the acquisition of qualifications more attractive for students, and to facilitate the access to education and lifelong learning.</li> </ul>	<p><b>Degree Supplement Information</b></p>	<p>The additional information on the degree helps in assessing the standards and quality of the degree/diploma. The system of grading and evaluation is not standardized in the whole higher education system of India. Thus, the supplementary information varies on the systems and formats of the higher education institution.</p> <p>The following systems are practiced in Indian system:</p> <ul style="list-style-type: none"> <li>- credit based system</li> <li>- grade based system</li> <li>- marks based system</li> </ul> <p>The degree/diploma system defines the supplementary format for easy translation and comparative scales.</p> <p>Present UGC norms are promoting universal standards for the credit evaluation and grading patterns which will</p>

	<p>The Diploma Supplement is not a substitute for the original diploma or degree and does not automatically guarantee their recognition.</p> <p>For more information please see:  <a href="http://ec.europa.eu/education/lifelong-learning-policy/doc/ds/ds_en.pdf">http://ec.europa.eu/education/lifelong-learning-policy/doc/ds/ds_en.pdf</a></p>		<p>standardize the formats in future.</p>
<p><b>ECTS Points</b></p>	<p>ECTS points makes teaching and learning in higher education more transparent across Europe and facilitates the recognition of all studies. The system allows for the transfer of learning experiences between different institutions, greater student mobility and more flexible routes to gain degrees. It also aids curriculum design and quality assurance.</p> <p>In a very simple way ECTS points reflect the entire workload of a student in a course. One ECTS point equals between 25 and 30 hours (depending on the EHEA member state). The student workload in ECTS includes hours spent in class and self-study.</p> <p>Institutions which apply ECTS publish their course catalogues on the web, including detailed descriptions of study programmes, units of learning, university regulations and student services.</p> <p>Course descriptions contain 'learning outcomes' (i.e. what students are expected to know, understand and be able to do) and workload (i.e. the time students typically need to achieve these outcomes). Each learning outcome is expressed in terms of credits, with a student workload ranging from <b>1 500 to 1 800</b> hours for an academic year,</p>	<p><b>Credits and Grade Points</b></p>	<p>The course work needed under the Credit system is defined by the annual work load. An annual work load for 525 to 600 hrs is considered to be qualifying to meet the annual academic requirement. A 10 hr load is considered as 1 credit for the course. The program duration specifies the need of the credit and the hour for the academic classroom work and additional work.</p> <ul style="list-style-type: none"> <li>- The bachelor degree requirement usually demands 52-60 credits annually and 156 – 180 credits for the degree</li> <li>- The masters degree requirement usually demands 52-60 credits annually and 105 – 120 credits for the degree</li> </ul> <p>The credit system involves teaching, learning and evaluation for the course and pedagogy includes classroom teaching, research projects, assignments, tutorials, seminars etc.</p> <p>For more information on program structure and evaluation (for example - management program), please follow the link:  <a href="http://www.aicte-india.org/downloads/Model_Curriculum_PGDM_060912.pdf">http://www.aicte-india.org/downloads/Model_Curriculum_PGDM_060912.pdf</a></p>

	<p>and one credit generally corresponds to 25-30 hours of work.</p> <p>A full-time student would need to complete 60 ECTS per academic year, which represents about 1,500 to 1,800 hours of study. According to the ECTS, study programs in Europe are worth the following number of credits:</p> <ul style="list-style-type: none"> <li>○ Bachelor's degrees (first cycle) are worth 180 - 240 ECTS (3 to 4 years)</li> <li>○ Master's programs (second cycle) are worth 60 - 120 ECTS (1 to 2 years)</li> <li>○ PhD studies (third cycle) have no ECTS range</li> </ul> <p>A series of ECTS key documents help with credit transfer and accumulation – course catalogues, learning agreements, transcript of records and Diploma Supplements (DS).</p> <p>Although ECTS can help recognition of a student's studies between different institutions and national education systems, higher education providers are autonomous institutions. The final decisions are the responsibility of the relevant authorities: professors involved in student exchanges, university admission officers, recognition advisory centres (ENIC-NARIC), ministry officials or employers.</p> <p>For more information please see:  <a href="http://ec.europa.eu/education/lifelong-learning-policy/doc/ects/guide_en.pdf">http://ec.europa.eu/education/lifelong-learning-policy/doc/ects/guide_en.pdf</a></p>		<p><a href="http://www.ugc.ac.in/oldpdf/regulations/firstdegree_regulation.pdf">http://www.ugc.ac.in/oldpdf/regulations/firstdegree_regulation.pdf</a></p>
<b>Erasmus</b>	The Erasmus Charter for Higher Education (ECHE)	<b>UGC and NBA</b>	University Grant Commission and National Board of

<p><b>Charter</b></p>	<p>provides the general quality framework for European and international cooperation activities a higher education institution (HEI) may carry out within the Programme. The award of an Erasmus Charter for Higher Education is a pre-requisite for all HEIs located in an eligible country (the list is published in the call – see the link below) and willing to participate in learning mobility of individuals and/or cooperation for innovation and good practices under the Programme. For HEIs located in other countries, the ECHE is not required, and the quality framework will be established through inter-institutional agreements between HEIs. The Charter is awarded for the full duration of the Programme.</p> <p>For more information please see:  <a href="http://eacea.ec.europa.eu/lfp/erasmus/erasmus_university_charter_en.php">http://eacea.ec.europa.eu/lfp/erasmus/erasmus_university_charter_en.php</a></p>	<p><b>Charter</b></p>	<p>Accreditation charters on quality ensure the quality of programs, research and international cooperation activities. The quality framework is divided in 2 levels.</p> <ol style="list-style-type: none"> <li>1. Compliance based – this requires the minimum criteria to be met for offering the minimum quality of the programs. In absence of the same, HEI will not be allowed for functioning.</li> <li>2. Quality Accreditation – this framework offers a higher quality persuasion by the HEIs and gives more autonomy to the institutions.</li> </ol> <p>This framework is developed to stimulate the quality of teaching, self evaluation and accountability in higher education and facilitate the Institutions in realizing their academic objectives, adopt teaching practices that enable them to produce high quality professionals and to assist them in continuously contributing to the domain of knowledge through innovations &amp; research.</p> <p>For more information:  <a href="http://www.ugc.ac.in/oldpdf/xiplanpdf/IQACguidelines.pdf">http://www.ugc.ac.in/oldpdf/xiplanpdf/IQACguidelines.pdf</a>  <a href="http://www.nbaind.org/views/Home.aspx#sthash.tQ35moWw.dpbs">http://www.nbaind.org/views/Home.aspx#sthash.tQ35moWw.dpbs</a></p>
<p><b>Erasmus Mobility</b></p>	<p>The status of 'Erasmus student' applies to students who satisfy the Erasmus eligibility criteria and who have been selected by their university to spend an Erasmus period abroad – either studying at an eligible partner university or carrying out a placement in an enterprise or other appropriate organisation.</p> <p>For study mobility, both universities must have an</p>	<p><b>Mobility by Indian System</b></p>	<p>There is no particular government regulation to motivate and support and to take care of students' mobility as an exchange program. Government has provided norms for establishing the international collaboration for academic activities and University/Institution establishes its own collaborations with foreign University/Institution with whom it undertakes series of activities like students exchange for one term, study tours of students etc.</p>

	<p>Erasmus University Charter awarded by the European Commission. For placement in enterprise the home university must hold an extended Erasmus University Charter (i.e. also covering rights and obligations relating to placements).</p> <p>An Erasmus student is entitled to expect:</p> <ul style="list-style-type: none"> <li>• The home and host universities to have an inter-institutional agreement.</li> <li>• The sending and receiving institutions to sign with you and before you leave a Learning/Training Agreement setting out the details of your planned activities abroad, including the credits to be achieved.</li> <li>• Not to have to pay fees to your host university for tuition, registration, examinations, access to laboratory and library facilities during your Erasmus studies.</li> <li>• Full academic recognition from your home university for satisfactorily completed activities during the Erasmus mobility period, in accordance with the Learning/Training Agreement.</li> <li>• To be given a transcript of work at the end of your activities abroad, covering the studies/work carried out and signed by your host institution/enterprise. This will record your results with the credits and grades achieved. If the placement was not part of the normal curricula, the period will at least be recorded in the Diploma Supplement.</li> <li>• to be treated and served by your host university in the same way as their home students.</li> <li>• to have access to the Erasmus University</li> </ul>		<p>The norms of exchange for both incoming and outgoing on academic and financial issues are personal charters of the HEIs. However this is considered in the accreditation process of the HEIs.</p> <p>The amount of funding available for this also varies for different Universities /Institutions. However UGC and AICTE also provides grant to faculty to overseas travel for attending conferences, delivering lectures, undertaking international projects.</p> <p>For more information –  <a href="http://www.nbaind.org/Files/Accreditation%20Manual%20MBA.pdf">http://www.nbaind.org/Files/Accreditation%20Manual%20MBA.pdf</a></p>
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	<p>Charter and European Policy Statement of your home and host universities.</p> <ul style="list-style-type: none"> <li>The student grant or loan from to the home country to be maintained while being abroad.</li> </ul> <p>For more information please see:  <a href="http://www.erasmusprogramme.com/">http://www.erasmusprogramme.com/</a></p>		
<p><b>Erasmus Exchange Programme</b></p>	<p>The <b>ERASMUS programme</b> is a <b>European student exchange programme</b> established in 1987 offering university students a possibility of studying or working abroad in another European country for a period of at least 3 months and maximum 12 months.</p> <p>Each student receives a grant which covers partly the costs of the stay abroad. Students going on exchange under the ERASMUS programme <b>do not pay any university fees</b>. All rights and obligations of exchange students are described in the <b>Erasmus Student Charter</b>.</p> <p>One of the basic rights each exchange student has is the <b>full recognition of courses</b> passed successfully abroad by the home university. Before leaving the home university, the participating student signs the <b>Learning Agreement</b> - a document that describes the programme of studies followed in the host university. At the end of the stay the host university should prepare for the student a document called the <b>Transcript of Records</b> that confirms the completed studies' program and the results.</p>	<p>Exchange Program</p>	<p>As stated above in '<b>Mobility by Indian System</b>'.</p>

	<p>In addition, students can improve their language skills by participating in one of the <b>Erasmus Intensive Language Courses</b> offered at the host university.</p> <p>If you are longing for more information please see: <a href="http://www.esn.org/content/erasmus-programme">http://www.esn.org/content/erasmus-programme</a></p>		
<p><b>Incoming and Outgoing Programmes</b></p>	<p>At many European Universities international exchange is offered to students. Therefore, a high number of incoming and outgoing students sum up. In order to deal with the incoming and also outgoing students there is a <b>department for international relations</b> which deals with the incoming and outgoing students and also organizes special programmes for incomings and outgoings.</p> <p>These programmes for incomings include most of the time a buddy programme which means that a local student takes care about the incoming, an introductory course about the visiting country and the administrative issues.</p> <p>Also in some European countries <b>special incoming study programmes</b> such as tandem teaching or languages courses are offered to address fully the needs of the visiting students. Many universities also provide <b>orientation programmes</b> which introduce students to local habits in the host country and address intercultural issues. These orientation programmes also provide basic information on social security and other important matters and procedures in the host university.</p>	<p><b>Incoming and Outgoing Programmes Process</b></p>	<p>The norms of exchange for both incoming and outgoing on academic and financial issues are personal charters of the HEIs.</p> <p>The student exchange programme is offered by various institutions to support international movement for learning and exposure of students. It brings also an international network for internship and final placements to students on their own. The exchange programmes takes place only with partners institutions.</p> <p>The operational details on living, social and academic needs are detailed in the information bulletin of the programs.</p>

<p><b>Joint Studies</b></p>	<p>Six main features are usually associated with qualifications described as 'joint degrees':</p> <ul style="list-style-type: none"> <li>• the programmes leading to them are developed or approved jointly by several institutions;</li> <li>• students from each participating institution spend part of the programme at other institutions;</li> <li>• students spend significant periods of time at the participating institutions (as opposed to short exchanges);</li> <li>• periods of study and exams passed at the partner institution(s) are recognised fully and automatically by all institutions and countries involved;</li> <li>• teaching staff from each participating institution devise the curriculum together, form joint admissions and examinations bodies and participate in mobility for teaching purposes;</li> <li>• students who have completed the full programme ideally obtain a degree awarded jointly by the participating institutions, and fully recognised in all countries.</li> </ul> <p>For more information please see:  <a href="http://www.jointdegree.eu/">http://www.jointdegree.eu/</a></p>		<p>The norms for offering joint degree are well laid and evaluated on certain standards like-</p> <ul style="list-style-type: none"> <li>- objective of the program</li> <li>- degree award and justification</li> <li>- duration of program</li> <li>- qualification and eligibility criteria</li> <li>- curriculum</li> <li>- evaluation</li> <li>- norms and standards of other requirements</li> </ul> <p>The proposal is submitted by the collaborating institutions to the regulatory body for approval.</p> <p>For more information, pls visit:  <a href="http://www.aicte-india.org/downloads/guidelines_Dual%20Degree%20in%20Management_040512.pdf">http://www.aicte-india.org/downloads/guidelines_Dual%20Degree%20in%20Management_040512.pdf</a></p>
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If you do have additional Higher Education Standards in your country which you think are relevant for the UNIQUE project please list them below:

<b><u>Similar Higher Education Standards</u></b>	<b><u>Explanation</u></b>
<b>Higher Education Bill 2012</b>	Higher Education Bill is the new norm for the higher education functioning. This is at pending in the parliament of Government of India. The proposals in the new bill are meeting international standards and would change the practices. For more information: <a href="http://www.prsindia.org/uploads/media/Higher%20education/high%20edu.pdf">http://www.prsindia.org/uploads/media/Higher%20education/high%20edu.pdf</a>
<b>Foreign Education Providers Bill 2010</b>	Foreign Education Providers Bill is also an important regulation waiting for the approval in the parliament of India. The norms and practices are in line with the regulatory system of global regulations from developed nations. For more information: <a href="http://www.prsindia.org/uploads/media/Foreign%20Educational%20Institutions%20Regulation/Foreign%20Universities%20Bill%20_SCR.pdf">http://www.prsindia.org/uploads/media/Foreign%20Educational%20Institutions%20Regulation/Foreign%20Universities%20Bill%20_SCR.pdf</a>

## Glossary

UNESCO	<p>The UNESCO (United Nations Educational, Scientific and Cultural Organization), is a specialized agency of the United Nations (UN).</p> <p>Its purpose is to contribute to peace and security by promoting international collaboration through education, science, and culture in order to further universal respect for justice, the rule of law, and human rights along with fundamental freedom proclaimed in the UN Charter. It is the heir of the League of Nations' International Commission on Intellectual Cooperation. UNESCO has 196 member states and nine associate members.</p> <p>Most of the field offices are "cluster" offices covering three or more countries; there are also national and regional offices. UNESCO pursue its objectives through five major programs: education, natural sciences, social and human sciences, culture, and communication and information.</p> <p>Projects sponsored by UNESCO include literacy, technical, and teacher-training programmes; international science programmes; the promotion of independent media and freedom of the press; regional and cultural history projects; the promotion of cultural diversity; translations of world literature; international cooperation agreements to secure the world cultural and natural heritage (World Heritage Sites) and to preserve human rights, and attempts to bridge the worldwide digital divide. It is also a member of the United Nations Development Group.</p>
EUA	<p>The European University Association (EUA) is the main voice of the higher education community in Europe. EUA membership is open to individual universities and national rectors' conferences, as well as associations and networks of higher education institutions. With approximately 850 members in 47 countries, EUA is building strong universities for Europe through targeted activities aimed at supporting their development. These activities include policy dialogue, conferences, workshops, projects, and more targeted services such as the Institutional Evaluation Programme, and an independent service dedicated to doctoral education.</p>
ESU	<p>The European Students' Union (ESU) is the umbrella organisation of 47 National Unions of Students (NUS) from 39 countries (December 2012).</p> <p>The aim of ESU is to represent and promote the educational, social, economic and cultural interests of students at the European level towards all relevant bodies and in particular the European Union, Bologna Follow Up Group, Council of Europe and UNESCO. Through its members, ESU represents over 11 million students in Europe.</p>
EURASHE	<p>EURASHE is the European association of Higher Education Institutions (HEIs) that offer professionally oriented programmes and are engaged in applied and profession-related research within the Bologna cycles. Currently, more than 1,400 higher education institutions in 40 countries within and outside the European Higher Education Area (EHEA) are affiliated to EURASHE. The Association is present mostly through National Associations of Higher Education Institutions and individual institutions, such as Universities, (University) Colleges and Universities of Applied Sciences, as well as through other</p>

	professional associations and stakeholder organisations active in the field of higher education.
ENQA	ENQA is a membership association which represents its members at the European level and internationally. ENQA members are quality assurance organisations from the European Higher Education Area (EHEA) that operate in the field of higher education. The membership criteria of ENQA encompass Part III of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and some additional requirements and guidelines. Bodies that do not wish to, or for whatever reason are unable to, apply to become members of ENQA may request affiliate status within ENQA. <b>Affiliates</b> are bona fide organisations or agencies with a demonstrable interest in the quality assurance of higher education.
Education International	Education International is the voice of teachers and other education employees across the globe. A federation of 401 associations and unions in 171 countries and territories, it represents some 30 million educators in education institutions from early childhood to university.
BUSINESSEUROPE	BUSINESSEUROPE is the leading advocate for growth and competitiveness at European level, standing up for companies across the continent and campaigning on the issues that most influence their performance. A recognized social partner, we speak for all-sized enterprises in 35 European countries whose national business federations are our direct members.