Proceedings

International Meet on Transnational Education

Trivandrum, 3-5 January 2014

Organized by
The Kerala State Higher Education Council
www.kshec.kerala.gov.in

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Foreword

I am happy to present the proceedings of the International Meet on Transnational Education, held in Thiruvananthapuram during January 3-5, 2014.

The meeting brought together over 150 academicians and academic policy makers from around the world to discuss the opportunities and challenges created by new developments in Transnational Education (TNE). After many intensive and interactive sessions, on topics ranging from academic ranking to massive open online courses (MOOCs), the meet brought out a Thiruvananthapuram Declaration on Transnational Education.

This was the first time that such a document was published explicitly calling upon educational stakeholders in India to embrace the opportunities of MOOCs and virtual classrooms to supplement the educational efforts in India.

A number of positive developments have taken place around the world regarding TNE since this event. I have been personally promoting this subject, often to people who had never heard the word MOOC, around the state and the country. A large number of new MOOCs and even new MOOC platforms have come up in the meanwhile and more and more people are seeing the opportunities and benefits.

Things are also changing in India. The Union Government has, at the highest level, endorsed some of the ideas that emerged at the IMTE, particularly use of technology to bridge the gap between our syllabi and the knowledge available globally. The President of India stated in his policy speech after the formation of the new Government, *"The Government will set up Massive Open Online Courses and virtual classrooms. It will formulate a National Education Policy aimed at meeting the challenges posed by lack of quality, research and innovation in our educational institutions."* The Prime Minister reiterated this at the BRIC Summit in Brazil, when he said, *"We could also consider establishing Massive Open Online Courses for making quality education accessible to all"*

I am delighted that MOOC and virtual classrooms form an integral part of the educational policy initiatives of the new government. In achieving skills, scale and speed, MOOCs have an important and even inevitable role to play. Also, India getting serious about MOOC will also its landscape around the world. We at Kerala State Higher Education Council (KSHEC) are happy to be frontrunners on this topic and I encourage institutions in Kerala to take up opportunities provided by TNE to update their curriculum, improve teaching materials and enhance student performance.

These proceedings of IMTE are brought out to maintain a record of our deliberations and create a "one stop shop" on the topics covered during the event. We have included both the background paper and the Thiruvananthapuram Declaration in it.

I would like to thank all participants in the event, including the Honorable Chief Minister and Honorable Minister of Education, the then Honorable Minister of State for Human Resources Development and national and international speakers for making the event an intellectually stimulating one. I would also like to thank the Vice Chancellors of the various Universities in Kerala and the Pro Vice Chancellor, MG University for efficiently chairing the sessions. The organizing committee, including my colleagues at KSHEC put in long hours to make the event a success.

Finally I want to thank Professors Latha Nair and Lekha Sreenivasan, from St Therasa's College Kochi and Dr.Muralee Thummarukudy who put together the proceedings.

Former Ambassador T P Sreenivasan
Executive Vice Chairman

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Text : Latha Nair & Lekha Srinivasan

Layout : Devices

International Meet on Transnational Education

Background

Internationalisation is an important ingredient of the Higher Education 2.0 that we are building in Kerala. An International Relations Group (IRG) set up by the Government of Kerala has been working diligently with the universities in Kerala to foster international cooperation with other foreign universities, particularly in the US, the UK, the European Union, China, Malaysia and Singapore. Innovative courses are being shaped and facilities are being created to attract foreign students to India, and to facilitate and establish academic linkages and twinning programmes between Universities. The main objective of the KSHEC is to collaborate with the best universities in the world to offer joint degree programmes of an interdisciplinary nature.

Revolutionary changes are taking place in the sphere of higher education (HE) due to the confluence of a number of factors. It is believed that education will change more in the next ten years than it has done in the last hundred years. Economic development around the world is seeing an increased appetite for higher education, improved awareness and globalization of the market place leading to formation of global benchmarking stan-

dards lowered costs of digital connectivity is making it possible to deliver educational content around the world at costs unimaginable even a decade ago. The result is that more students are crossing borders to attain education, more universities are opening campuses outside their country and more courses are offered online with a global audience. The US President recently spoke about the desirability of the US students seeking higher education.

This is both an opportunity and challenge for practitioners and policy makers around the world. Not every issue regarding TNE is resolved. There remain areas of uncertainty, both technological and institutional, but what must be clear to all is that TNE is the future and status quo is no longer possible. The key is how to entwine higher educational goals and practices to this trend and benefit from globalisation of education. As the quality of higher education in India matches world standards, it is possible to develop "outsourcing" facilities for education and also facilitate educational tourism as our costs will remain much lower than in the developed countries. For several countries, India could become a centre for English studies also.

The State of Kerala, in India, has a long history of taking lead on educational issues be it initiating school education, giving education to women, establishing universities or making higher education more affordable to the masses. The benefits of leading from the front on educational trends are here for all to see with people from Kerala able to seek employment all over the world and contribute to the economy back home. It is, therefore, both natural and imperative that we look at the emerging trends in TNE and analyse what opportunities it presents to Kerala HE sector.

It is in this context that the KSHEC organised an International Meet on "Transnational Education: Global Trends and Local Opportunities."

Objectives of the Workshop

1. Raise the profile of "Transnational Education" in Kerala by having an event and gathering attention of media and decision makers in higher education sector
2. Bring international experts with experience in TNE to Kerala, learn from their experience and discuss how they could be adapted to the Kerala context
3. Stimulate debate on TNE by learning from best practices in other countries and regions
4. Discuss how Kerala could frame policy incentives to promote TNE and benefit from it
5. Provide recommendations to the Government of Kerala and Government of India on adaptation of TNE best practices

Sessions

The international meet brought together over 100 academicians and academic policy makers from around the world. The meet was conducted in 12 separate sessions over 3 days. The sessions varied from plenary sessions to panel discussions and to classical technical sessions. The key topics of discussions were the following:

1. Open Education, E-learning and MOOCs
2. Credit Transfer and TNE
3. Increasing Diversity in Classrooms

4. Quality Assurance in HE
5. Maintaining Standards in a Globalising World
6. Is TNE acceptable in Kerala ?
7. Role of Private Sector in TNE
8. International Branch Campuses (IBCs) and other forms of Educational Collaborations

In addition to the technical sessions, there was a plenary session to formulate recommendations on Transnational Education. The detailed outline of the sessions along with the speakers is given in Appendix I.

Participants

The event was attended by key decision makers in the field of education in India and Kerala, prominent academicians and academic administrators from around the world and all over India and officials from the United Nations, in addition to a large number of academicians and academic administrators from Kerala. Technical sessions were chaired by vice chancellors of the various universities. The Pro-Vice Chancellor of MG University led the consultative session for formulating the outcomes of the event. The list of participants in the event are presented in Appendix II of this report.

Political Commitment

Political commitment to the issue by senior policy makers was demonstrated by the presence of the Honorable Chief Minister Mr. Ommen Chandy, Honorable Minister for Education Mr. Abdul Rabb and (then) Minister of State for Education Dr. Shashi Tharoor. The speeches made at the opening sessions showed that the political leadership had not only understood the key issues but also had made an effort to think through the potential and challenges of TNE. The inaugural session had a fascinating keynote lecture by Professor Dinesh Singh of the Delhi University. The text of the speech by the Chief Minister is given in Appendix III of this report. A video recording of this lecture is available at the KSHEC website.

Outcome Document

Having debated over three days, the conference produced an outcome document, titled Thiruvananthapuram Declaration on Transnational Education which among other things, called for decision makers in India and abroad to understand the full potential of the MOOCs and see how they can be used to supplement higher education. The outcome document also agreed that the conclusions from the sessions should be taken up at various national and international fora to motivate implementation. The full text of the Thiruvananthapuram Declaration is included in the report

Detailed Proceedings

> The time has come to reshape our education system in the light of global experience

International Meet on Transnational Education Inaugural Session

T.P. Srinivasan in his inaugural address, spoke about the objectives of the conference. He emphasised the fact that this is an attempt made by the KSHEC to understand the revolutionary changes that are happening in the field of education and to design a strategy to transform the existing teaching and learning environment in Kerala. The time has come to reshape our education system in the light of global experience where we would witness the transformation of the blackboard to the white board, to MOOCs, Flip Schools, Studio schools and TED Talks and the dramatic changes in the way the world teaches and learns are sweeping the globe. This International Meet has succeeded in providing a platform for experts from different parts of the globe along with our own educationists to shape our education for the future. The Thiruvananthapuram Declaration on "Higher Education 2.0", will mark a new beginning in the quest for an education system that is relevant for the 21st century India. This will be hailed as a landmark event when Dr. Shashi Tharoor releases the first issue of the first volume of our academic journal, "Higher Education for the Future".

> Kerala was the first state in India to achieve total literacy and we still lead in this field

Inaugural Address of the Honorable Chief Minister Shri Ommen Chandy at the International Meet on Transnational Education

The Chief Minister spoke about Kerala's achievements in the field of education. He said that Kerala was the first state in India to achieve total literacy and we still lead in this field. It has the best student-teacher ratio in the country. Every panchayat in the state has schools for primary and secondary education. The investment in education has also provided rich dividends. It has improved the quality of life indices like reduced child and maternal mortality and longevity, which resulted from improving education for women.

But in spite of all these, our contributions in the field of research have to improve. This is partly because of the focus on making both basic and HE accessible to all, rather than on creating a few institutions of excellence. The twin objectives of economic growth and preservation of our environment can be made possible only through research and by making use of the services of highly trained professionals. This alone can provide the state with a sustainable economic growth. He emphasized the need to create excellent research institutes in the state to provide opportunities for youngsters to contribute much in the field of research. The KSHEC has to create a blueprint for the future. We have identified six areas for concentrated effort-infrastructure, use of technology, teacher training, research, autonomy and internationalisation.

The fact that the Higher Education Council of our state is the first among the country to organise a special session, that too an International Meet, is the finest example to prove that we are switched on to the latest developments in the academic world.

A combination of globalisation and technology is transforming the academic world by making best quality curriculam and training available to students all over the world almost free. The MOOCs and IBCs are both an opportunity and a challenge for our education system. But this would upgrade the curriculum of our educa-

tional programmes and improve quality of our teaching.

The Chief Minister said that this conference on TNE is an attempt to provide all support to the academic players in the state to take a quantum leap in HE in the state specially to achieve excellence in research and increase academic contributions to the world at large.

> Considering the very low cost of good education in Kerala, it can become a destination for educational tourism

Honorable Minister of Education, Mr. Abdu Rabb

The KSHEC has been working in six areas that require urgent attention in the HE sector. One among them is the expansion of our international linkages. This is with a view to adopting the best practices available in countries that have achieved excellence in education. The objective of this international meet is to exchange ideas on the latest trends in HE and to develop models that will be suitable for Kerala. Such a meet will throw up ideas, which will enable us to use new methods and technology in our institutions. A special technical session has been planned to obtain political advice on the suitability of these methods in the Kerala context.

The IRG set up by the Government, has developed guidelines for the universities to design courses in those areas in which Kerala has special talents, whether it is indigenous medicine, classical dances, literature and martial arts. Considering the very low cost of good education in Kerala, it can become a destination for educational tourism and we have decided to set up facilities, which are suitable to foreign students. We hope to showcase some of these at this meet to initiate a two-way collaboration in higher education. There are sessions on quality assurance, credit transfer, world ranking system and role of the private sector, which are issues that are relevant to any system of education. We would like to see the Thiruvananthapuram Declaration 2.0 the outcome document of this meet evolving in to a comprehensive, practical and futuristic solution addressing a plethora of needs in higher education.

> The purpose of this discourse is to grasp how we can improve the quality and reduce the migration

Dr. Shashi Tharoor, Ex. Minister of State, Ministry of Human Resource Development, Govt. of India

The conference theme has a significance and particular resonance in Kerala. But he said that we need to be cautious about the techno-determinism, self evident in the concept note of the conference. One cannot overlook the very notion of classroom experience and we face the risk of being carried away by the technology. Such shifts in perspectives reflect not only the results of intellectual labour, but the manner in which real historical developments and transformations are appropriated in thought and praxis. MOOCs cannot guarantee or replace the traditional teaching and learning practices in the academic world. It should be implemented, with its fundamental orientations, its conditions of existence, pertaining to the habitus of the educational system in Kerala. This is going to be complex articulation between thinking and historical reality reflected in the social and economic categories of thought. The continuous dialectic between knowledge and power, should particularize its idiom of thought, especially in the context of higher education in the state. It should not exclude the experiential thickness of its traditional system which definitely embodies culture and consciousness of our state.

The good and bad parts of any such break with its accent on technology reductive economism and organisational determinism would definitely problematise the site. The concept would remain complex one, a site of convergent interests, rather than a logically or conceptually clarified idea. A majority of Institutions might need a teacher to interpret or articulate this online programme. But the most important point is that it rests on the active and indissoluble relationship between man and social elements /practices and our ability to modify the resources and see it as a particular and contemporary form of human energy. We have to address the poor infrastructure in a majority of institutions and poor learning background that is a visible part of our educational system. We need to rework on our policies and achieve a synergy between academic competence and linguistic competence. The merit of our educational system cannot be overlooked. The purpose of this discourse is to grasp how we can improve the quality and reduce the inflow of Indian students migrating to other countries. The time has come for us to deliberate upon how to bring about radical revisions in redefining our educational policies and the characteristic forms of its organisations and all its complexities. It is impossible to replace the base of our educational system but we can reinforce it by exploring transnational opportunities.

Prof. Dinesh Singh, Vice Chancellor, University of Delhi

> Education is a personal journey searching for one's own self

There have been radical changes in the field of education and it has contributed in making us fully conscious about the need to rediscover the importance of our past. India has a remarkable history of knowledge production that remains unique. The grand theme of the conference would definitely illuminate and touch upon the importance of powerfully integrating the demands of technology without losing our traditional methods of producing new knowledge. What disturbs is the use of the term higher education which implies that education at school level is low. The three greatest ideas which radically changed and influenced human practices and human energy were contributed by school teachers. Education is a personal journey searching for one's own self. One has to search for the drumbeats of one's own self to produce ideas of profound depths. We cannot assign any university to Jesus Christ, Gautama the Buddha and Mahatma Gandhi. But they enriched society in different ways through noble ideas. Their lives define a productive relationship between individuals and self realization. They developed a comprehensive philosophical framework which established strongest protocols against any form of analytic abstraction that reduce the importance of our culturally and historically distinguished practices. This resulted in a very pragmatic approach that welcomed noble ideas from everywhere. The power of their ideas rested in their ability to delve deeply into one's own self. The methodology that we had, emphasized an openness which gave importance to freedom of thought and encompassed an ideology that allowed a lot of freedom in assimilating knowledge. Education needs to have an open space. Powerful ideas have the power to travel and disseminate all over the world. Knowledge exists in all spheres and becomes powerful when it works in close conjunction with other disciplines. There is no alternative but to retain our identity and our autonomy of knowledge production, different practices, their internal specificity and conditions which would make them transnational. The whole discourse gains power when knowledge is conceived as powerful experience not as a reflection but as an authenticating source based on our sense of perception. Technology then would occupy a space that would never be sectarian and would address the self-righteous climate of criticality and human intelligence. We should deliberate upon a synthesis between technology and technologies of the self which would liberate powerful ideas from the prison-house of divergent politicised economies that control education and knowledge production

Vote of Thanks:

Dr. P Anvar
Member Secretary
KSHEC

Session Summaries

Technical Session I

Open Education, E-learning and Massive Online Open Courses

Friday 3rd January 2013, (9:30 AM – 11.00 PM)

Chair : **Dr. Jancy James,**
Vice Chancellor, Central University of Kerala, Kasargod, Kerala, India

Panel : **1. Dr. Scott Simkins,**
Director, Academy for Teaching & Learning, North Carolina A & T University, USA

2. Prof Bhagavat Shonil,
Director, Research Degree Programme, The Open University, UK

3. Dr Muralee Thummarukudy,
Chief Disaster Risk Reduction, UN Environment Programme, Geneva, Switzerland

Session Summary

Dr. Jancy James, Chair of the Session, spoke about the relevance of convening an International Meet on Transnational Education, which would start a meaningful discourse in initiating changes in higher education. The wired and wireless world of technology has contributed to the introduction of MOOCs which compel educationists and academic practitioners to think about revamping traditional teaching and learning literacy practices of HE in Kerala. She stressed the need to frame a meaningful policy for HE, which would ensure quality and would facilitate collaborative programmes with the acclaimed universities of the world. The greatest challenge is to identify quality and introduce relevant programmes. .

Dr. Scott Simkins, said that the thrust is on interactive dialogues as TNE provides a fantastic opportunity to collaborate with institutions in Kerala. It would definitely address the needs of higher education and bring about meaningful changes in future. MOOCs demands a totally different teaching and learning practice. Development of MOOCs will never threaten the closure of universities. It cannot replace the traditional face-to-face teaching, but could function as an effective tool if it is made to synchronize with the larger frame-work of teaching methodology. If it gets converted into a hybrid, it could be used as an open educational resource. It can also be used at the entry level to give academic orientation to students attending graduate programmes. Many institutions in the United States are still resisting the implementation of MOOCs. There is a great deal of pedagogical changes that should happen through faculty members. MOOCs can become a free resource, a knowledge source, which enables the students to remain connected. It cannot reduce the importance of faculty members, but the greatest advantage is its availability for 24 hrs and 7days

Prof.Bhagavat Shonil : The Open University has 45 years' history of lifelong learning and has been at the forefront of developing distance-learning programmes, revolutionising education in the UK. Over the last five years, the Open University has used Open Learn a virtual learning environment platform that allows anyone to make use of a selection of course material. In November 2012, the Open University launched Future Learn in collaboration with two dozen other universities providing a wide variety of MOOCs. The "openness" of MOOCs - the fact that anyone who wants to learn can have access to learning via MOOCs - has driven our imagination wild. MOOCs themselves are very diverse - there are various models: business models (private, public, corporate); delivery models (purely e-learning with no tutor interaction, e-learning with tutor interaction, blended learning); pedagogic models (those in Science and Technology are very different to those in Social Sciences and Humanities) - MOOCs can potentially have a massive number of students (although completion rates are very low, <10%) and their scale takes e-learning a step ahead by appealing to the masses. MOOCs may open-up the possibility of creation, delivery and reception of content to far beyond the confines of academic establishments. MOOCs will unleash higher education from the confines of the so-called "ivory towers" which is how universities are often seen by the general public. MOOCs will certainly widen participation in higher education and make it more easily accessible to those who want to seek it - this is a big step forward from the "only for the elite" model of much of the higher education. However MOOCs are never going to replace conventional education which requires contact (whether face-to-face or virtual) between students and teachers, pedagogical framework, step-by-step learning, examination, assessment and certification, Nevertheless, MOOCs will add an important tool to the "toolkit" that higher education has made available. Teaching and research do not part ways in a MOOC world; instead, opportunities for combining research with teaching can be identified (at the Open University, course content is often linked closely with research interests of the academics who write the course material). Academics will have the freedom to choose whether to take a research-focused or teaching-focused career path and neither will disadvantage their career prospects. It alleviates academic pressure. There needs to be an international framework - let's call it United Nations Convention on Open Education - similar to other conventions which have, for example, got countries to sign up to conserve their biodiversity or to reduce deforestation or to prevent desertification. Such a convention will trigger policy processes and regimes that are necessary to make MOOCs available for free.

Dr.Murali Thummarukudy : MOOCs is "a remarkable phenomenon" all set to transform the academic world in the 21st century. The course content is made available to the takers through Internet and a lot of research is taking place in this particular area to make it accessible for the masses free of cost. He is extremely convinced that by 2020 all the students will speak and start using MOOCs. Universities like Oxford are not convinced about the richness of learning experience that is provided by MOOCs. But young faculty members are fascinated by the enormous prospects that this unique facility of learning provides. The question to be debated at this juncture is how far we can successfully implement MOOC in higher education ventures in Kerala. It opens us enormous job opportunities in the labour market but what is needed in Kerala is the widespread acceptance of these practices in the academic world. This would provide an opportunity for a student to opt for a course that is offered by Harvard or any other leading university of the world. Two things that would ensure acceptance of MOOC is the framing of a global policy and getting accreditation to MOOC courses in the academic world and decoupling between degrees and jobs in the labour market. Efforts should be taken to incorporate MOOCs to obtain credits into main stream academic programmes and we should also try to get partnership with private enterprises to accept MOOC certifications for employment. Both faculty and teachers should be given training before initiating these massive online courses

Technical Session II

Credit transfer and Transnational Education

Friday 3rd January 2013, (11:00 AM – 12.30 PM)

Chair : Dr.M.K.Abdul Khader,
Vice Chancellor, Kannur University, Kerala

Panel : 1.Prof Sylvia Heuchemer,
Vice President, Academic Affairs, Cologne University of Applied Sciences, Germany

2.Dr. Achut Shankar S. Nair,
Director, Center for International Academics, University of Kerala, India

3.Dr Maneesha V Ramesh,
Director, Amrita Center for International Programs, Amrita University, India

Session Summary

Dr.M.K.Abdul Khader spoke about the significant changes that are taking place in the field of higher education. We should convince the world about the importance of TNE. The greatest challenge is to address the credit transfer when universities and institutions collaborate with foreign universities and introduce twinning programmes.

Prof. Sylvia Heuchemer opens that ECTS is a tool to design, describe and deliver study programmes and to award HE qualifications. It allows flexibility when gaining degrees. It aids quality assurance and promotes student mobility. It is a student-centered credit system which facilitates a learner-centered approach. ECTS credits are based on work loads of students. Workload is based on contact hours and mainly other significant learning activities.

Learning outcomes are verifiable statements of what students are expected to know, to understand and able to do. It is related to internationally accepted level descriptors.

The descriptors consist of five sets of criteria.

1. Acquiring knowledge and understanding,
2. Applying knowledge,
3. Making informed judgments and choices,
4. Communication skills, and
5. Capacities to continue learning.

The possibility of credit transfer facilitates mobility. The degree awarding institution is responsible for the decision on credit recognition and transfer, which is based on learning outcomes. The greatest challenge is the recognition of the non-formal and informal learning. ECTS is in line with innovative and active learning methods.

Achuth Sankar S Nair: Kerala University, has framed regulations for recognizing degrees from other Universities. It addresses three things:

1. Recognising courses in regular modes
2. Recognisng MOOC, and
3. Recognising certification from other universities.

Kerala University has benefitted from the credit transfer system. No other university is willing to implement this in Kerala. As a part of the twinning programme twelve American students are visiting Kerala University. Rather than experimenting with larger models, it would be satisfying to implement smaller modules, in a highly visible environment. State universities may be encouraged to start comparable and independent models where it is easy to implement effectively the transfer of credits. A consensus should be reached between the universities involved in formulating and interpreting grades.

To popularise MOOC among students, the universities should insist on a continuous assessment motivating

the students to do MOOCs and get credits. It can become a part of the internal assessment. If proper training is imparted to faculty, MOOCs would become very effective and would get the due ascend. We can also develop a local MOOC in which students can register.

Dr Maneesha V Ramesh:

What is essential in higher education today is a change in the mindset. We have to accept the plethora of demands placed by the internationalisation of education in the global scenario. Amrita has 78 collaborations with international universities. The greatest challenge is to motivate the students to opt for dual degree programmes. The students are very much aware of choices that they have in their learning environment. The best way to start TNE is through student exchange. Students perform extremely well but proper training should be given to overcome the cultural dilemmas. One has to develop proper understanding of the other academic environment to gain mutual acceptance. Stakeholders have to be happy. Importance is given to students' feedback. There is plenty of scope to develop different models. A proper research insight is needed for effective collaboration. Students achieve a high level of employability in Indian companies as well as other multinational companies. It increases research output and contributes to peer learning. Course level setting is very important. We have to agree on different levels and deliberate upon various learning outcomes. It is possible to restructure the existing courses and educational components

Technical Session III

Increasing Diversity in Classrooms

Friday 3rd January 2013 (3.55 – 5.20 PM)

Chair : **Dr. M. Abdul Salam,**
Vice Chancellor, University of Calicut

Panel : **1. Prof. Sayid Shamsul Alam,**
Former Vice Chancellor, Aliah University, West Bengal

2. Prof. N. R. Madhava Menon,
Former Director, National Law School of India University, Bangalore

3. Mr. Shabarinath Nair,
Global Migration Expert, Swiss Agency for Development and Cooperation (SDC), Switzerland.

Session Summary

Prof. Sayid Shamsul Alam, Indian classrooms are unique because of their diversity. It is difficult to promote understanding in a multilingual and multi literate society. But a philosophical outlook that dwells upon the uniqueness of human beings would transform the educational scenario. We have to open up accessibility to knowledge, and the accountability of teachers play a significant role in changing the educational landscape. There should be a bond between the teacher and the student. The role of a teacher and transparency in the literacy practices of teaching are vital to transform higher education. In India everything is knowledge based. India has to generate a new type of knowledge and think about the underlying principles that punctuate our unity in diversity. The endless unwinding of tradition which is a beloved of history of ideas should not lose its relevance when we adopt technology to regroup our teaching and learning practices .

Prof. N.R Madhav Menon, Transnational education or diversity in education assumes importance only in the context of the objectives of education. It is essential to increase diversity in classrooms to create responsible citizenship. In India we take diversity for granted and do not tap its potential. The benefits of increasing diversity are, 1. Positive attitudes towards differences, 2. Cognitive development of students and 3. Increase in the quality of learning experience. Colleges and institutions should be cautious of exclusionist tendencies. Re-

search has shown that for undergraduate students, diversity generates positive attitudes and increased involvement resulting in academic successes. Students from high income urban groups are over-represented in HE. Males are over-represented compared to females. In terms of language diversity the largest share of enrolment is for English medium classes followed by Hindi. There has to be a change in the mindset of educational policy makers and administrators. The policy of giving autonomy to colleges is a first step in the pursuit of academic excellence. The political landscape in Kerala is too powerful that the appointment of vice chancellors is often done on considerations other than merit. He concluded the session expressing his disagreement and openly saying that God alone can save God's own Country and its HE.

Dr. Shabarinath Nair, TNE should be inclusive in nature and should never become a privilege for just the haves. The physical context is very important and we need to develop a tolerant view of other people. It reinforces the similarities as well as the differences at various levels. We have teaching and learning taking place at virtual class rooms as well as physical class rooms. Teaching is very valuable and it contributes to student exchange programmes. He also said that we need to look more closely and open up our education system to our neighbouring countries before going global.

Another important question is who in the Indian diaspora, is the government going to target? We could definitely increase the NRI quota but that will only cater to a limited number of students belonging to the elite class. The children of the migrant labourers will never come in to the mainframe. We should explore the opportunities of bringing students from our neighboring countries like Bangladesh, Afghanistan, and Pakistan rather than being obsessed with the countries in the west. Governments have to sign agreements at the bilateral level. The year 2015 would witness development in TNE if Kerala would explore opportunities in exporting resources and not importing them. We should not duplicate the western system of education but create our own system by MOOCing it . The system should incorporate the uniqueness of culture, language and art and we should ensure that it is also socially relevant

SECOND DAY

Technical Session IV

Quality Assurance in Higher Education

Friday 4th January 2013, (9:00 AM – 11 AM)

Chair : Dr.B Ashok, IAS

Vice Chancellor, Kerala Vet nary and Animal Science University, Mannuthy, Kerala

Panel : 1.Dr.Stella Antony,

Commissioner, Commission for Academic and Accreditation, Ministry of Higher Education, UAE.

2.Prof.Yves Barthelemy,

Paris Est University, France

3.Prof.A.Gnanam

Former Chairman, NAAC

Session Summary

Dr. Stella Antony, spoke about her experience of accreditation in Malaysia, Australia and United Arab Emirates. In the early stage of implementation of such approaches, they are always resisted by the academic community as these are seen as measures which curtails academic freedom. However, as the projects get implemented, everybody, including faculty members, starts to see the value of accreditation systems. It is high time that India started taking global ranking, seriously as regardless of whether we like it or not, students and faculty members are making decisions based on such rankings. If we stand out, we stand to lose.

Prof. Yves Barthelemy, spoke about higher education in France. Education in France is also witnessing a sea change. They have introduced MOOCs and there are 1.6 million students who are avid users. There is a lot of disparity in the educational system. There are two types of schools - engineering and administrative schools. There is a distinction between haves and have notes. More than three and a half million students have moved to international locations. France welcomes students from other countries and from India and China, about 2600 students come to France every year. The universities are mainly attended by people belonging to the

upper class. Now provisions are being made for the marginalised to seek education in the universities.

French universities have become bankrupt. Education is comparatively cheap. The universities are finding it difficult to maintain standards. France has a highly Epoliticised environment like Kerala. France is also finding it extremely challenging to place themselves appropriately in the globalised scenario. Universities are involved in research. Earlier, Research Institutes remained as a separate entity. Now efforts are being taken to offer courses in English, in order to address the need of Internationalisation. The massive online programme in France is also not completely organised. The greatest difficulty is to address the language hegemony of English. So, now they offer 21 in French and one in English. They are seeking partners to collaborate at the international level. Two hundred and fifty million speakers are coming from Africa. The objective is to place MOOCs as a marketing tool to assert pressure. It is definitely open data for all. The programme Erasmus Mundus enables students to move internationally. They witness a high subscription. It has produced one billion stakeholders over a period of time.

Prof A.A. Gnanam : TNE started in 1995, when WTO made education a taxable product. Many developed countries thought that they can sell knowledge. We witness the emergence of global alliances. The main problem with India is we do not have a comparable qualification framework. There are too many regulations and regulatory bodies and so the output is comparatively very low. We have a heterogeneous group which will not cooperate with a national quality assurance system. He pointed out the fate of engineering colleges. The biggest dilemma of the time is who would take the responsibility of assuring quality. The federal government in U.S. do not have a ministry of education but they fund research in universities. The central government and the state government control education in India. Mainly government regulations adversely affect knowledge production as there is no international standards of education that are aspire for. The main question that surfaces is what is the standard that needs to be accepted. There is no benchmark. Accreditation is not quality assurance. Our management of quality has touched a rock bottom and the great challenge that lies ahead is total quality management. And one has to view it as a governance function. We need to look at it as a part of professional competence. We need a set of parameters to assure quality.

Dr.Ashok : concluded the session by saying that we need to kick-start ruminations about how we could look at achieve excellence. In the era of MOOCs, the learner is going away from the virtual classroom. Technology has made the text universal. It is not the transmission of the text, but how you translate the content of the text qualitatively is what is more important. The session deliberated upon the question how we assess TNE

Technical Session V

Maintaining Standards in a Globalized World Ranking of Higher Education Institutions

Friday 4th January 2013, (9:00 AM – 11 AM)

Chair : **Dr. N. Veeramanikandan,**
Actg. Vice Chancellor, University of Kerala

Panel : **1. Prof. Natarajan R.,**
Former Chairman, AICTE and Former Director, IIT Madras

2.Prof. Olof Linden,
World Maritime University, Sweden

3.Prof. Gangan Prathap,
Senior Scientist, NIIST and Former Vice Chancellor, CUSAT

3.Dr. Sheena Shukkur,
Pro Vice-chancellor, Mahatma Gandhi University.

Session Summary

Professor Olof Linden of the World Maritime University addressed the issues of maintaining standards among higher educational institutions in a globalised world. The perspective he presented came from that of a small highly specialised institution which is very closely related to the sector that it is serves. World Maritime University, a post-graduate education, research and capacity building institution, targets the maritime industry and in a wider sense, the government sectors as well the private industry. These university students have a few years of professional background and there are students from all over the world. The university is seeing a sustainable increase in the number of student applications, and a research portfolio that is growing at about 15% per year. Professor Linden emphasised the need for institutions for higher education to identify their uniqueness; they should look beyond world ranking and try to be relevant to their customers which ultimate-

ly is our owns society he opined. Professor Linden further discussed the need for universities to reform and adapt to the need for more interdisciplinary and multidisciplinary education and research. The world in general and India in particular needs a "greener economy", a society based on low carbon consumption, more resource efficiency, and a socially inclusive society. But the universities are extremely slow in responding to these challenges. The traditional teaching is very sectorised and there are barriers between departments and faculties. This is a sector where a huge amount of education and research is needed and practically no systematic efforts are done to deal with these issues. Here is a potentially fantastic opportunity for many universities in India and Kerala in particular.

Prof. R Natarajan : articulated issues that are important at global, national and state levels. He emphasised that the time has come for us to trust and not distrust in rankings and its methodology. The main idea is about how to contribute to research effectively. The time has come for us to create role model institutions which would display a peak level of excellence. World class universities have become multidimensional. It combines teaching and research and never compromises on quality. The time has come to revisit the intellectual environment and address the frontiers of research that could contribute to excellent knowledge production. We should thrive to create faculty who would not compromise on quality, create wealth through knowledge and governance without politics. We need to accept and encourage the role of private sector. It requires great will and management. The gaps between the development and sustainability have to be carefully addressed. Lethargy, populism, mediocrity in teaching and learning and procrastination are the real impediments in achieving quality. Even the best of our universities do not figure in WCU rankings. Sessions are needed to examine the rankings system and consider whether the criteria are equitable and just to Indian universities.

Dr. Gangan Prathap : In economic terms, India was the world's largest economy in the first millennium, producing a third of global GDP. By 1500, its share had declined to 25 percent, as China overtook it and Western Europe's share began to expand rapidly. India's share continued to fall after 1700. Europe added 70 universities in 500 years, i.e. 1, a ratio of university/million population.

Despite progress in expanding primary and secondary student enrollments in India, more than half of the population (aged 15 and older) did not receive any education while 10 percent of the population received nearly 40 percent of total cumulated years of schooling.

This made the education Lorenz Curve steep, located far away from the egalitarian line, leading to a large education Gini. Education Gini being one among the highest in the world, providing universal access to basic education remains a huge challenge for the country. A distribution of education as skewed as that of India implies a huge social loss accounting from the under utilisation of potential human capital. Assuming that ability or talent is normally distributed across population groups, production increases to its optimum when the dispersion of education matches the distribution of human ability. When the distribution of education is too skewed to match the distribution of ability, there is a deadweight loss to the society of underdeveloped and under utilised talent. In this case, societies would be better off to massively expand basic education, especially by improving access to education for the poor.

The privileged and the exceptionally endowed have been able to obtain education abroad. But this option does not exist for the vast majority who are neither. What is utterly unnerving is the fact that no political party, without exception, is interested in promoting education because an uneducated electorate is the best - perhaps sole - facilitator of an eventual ascension to and continuance in power.

He concluded that Kerala was an important player in maritime trade that once gave spices in return for gold. Europe built magnificent universities but our gold did not create temples of learning. The need of the hour is building world class universities whose anatomy should be clearly mapped out. People do not understand the value of education. Our research ratio should improve when the number of scientists in India is 1,60,000; it is 1.6 million in China. The private sector would definitely emerge as a powerful player in the field of education

High Level Panel Discussion

Is Transnational Education is Acceptable in Kerala?

Friday 4th January 2013, (9:00 AM – 11 AM)

Chair : M.G.Radhakrishnan
Associate Editor, India Today

Panel : 1. Prof. Lopus Mathew
Member, Executive Council, KSHEC

2.Mr. E. T. Muhammad Bashir,
Member of Parliament and Former Minister of Education, Government of Kerala

3.C.P.Narayanan,
Member of Parliament

3.Adv. Sivadasan Nair K,
Member, Kerala state Legislative Assembly,

Session Summary

M.G.Radhakrishnan : The Kerala model of development catches world attention by the establishment of CDS and UN. It went against the anti-conventional theories of development and proved that GDP/PCI economic growth is no pre-requisite for human development or reduction of poverty or inequality. Self flagellation is a typical middle-class characteristic which glorifies the others and runs down one's own state. But even after 40 years, the model continues to hold and

Kerala continues to be known as the best state in the country. It is now among the five prosperous states. It exceeds the national average in growth rate, PCI, etc. Recent studies of planning commission (September) shows Kerala and Goa to be the most developed states. CRISIL in November said that Kerala tops in equity and is second in prosperity which makes it one if the best states. Higher education is a segment where Kerala has lagged behind. Kerala's educational institutions failed miserably to figure in India Today's annual best colleges list. Therefore, TNE is a key with which we can open up many opportunities. But the focus on higher education should not be at the cost of elementary education. This would make us lose both the worlds. The greatest social evil that we confront is inequality. The most unequal societies exist in Kerala and it is shown by the Gini coefficient. So the apparent consensus on neo-liberal policies should not make us lose all the achievements.

Prof.Lopus Mathew: The theme of the conference focuses on how TNE will be accepted in Kerala. It is difficult to initiate any new change or policy without convincing the political leaders who are the representatives of the people. Kerala is very much known for its political conscientisation. We give a lot of importance to happenings around us. It is the embedded political consciousness that gets reflected in the popularity of news channels in Kerala. Politics has suffered a setback especially among the youth in the 21st century. The students who currently experience the semester system do not have freedom to participate in political activities. So we have witnessed a decline in the politicisation in the campus. It becomes easy for us to introduce any change as there is no resistance put forward by student community. Educational institutions should address the 4 Es of the recommendations of the UGC. The educational scenario has witnessed many changes like the delinking of Pre-Degree and starting of Plus Two in schools in 1998. We have introduced semester system based on credits. Now we stand upon the threshold of autonomy to achieve excellence in education and to address un- employability of 40 lakhs of graduates and postgraduates. We have responded to the technological advancements when we introduce MOOCs and we need to think, clarify and manage awareness related to the stakeholders. In order to achieve excellence and quality we need to move vertically. For this we need the support from all parties and media which is our backbone.

Advt. Sivadasan Nair: Any change in the field of education has always received stiff resistance from the academic community. The first thing that should happen is a change in the mindset of the academicians. There are too many regulatory bodies and the academician has no authority to implement or initiate changes.

The predominant question that we should engage in is how we are going to deal with the obstacles that come in the way of popularising MOOC. Private registration in Kerala has provided innumerable opportunities to all sections of people to educate themselves. Similarly, this distance education will open many opportunities to the best institutions in the world to come to Kerala.

E T Muhammed Bhasheer: It is an era of internationalisation. It is time for Kerala to think about localisation of globalisation. Internationalism has become a regular phenomena in the way of life. We need to become a knowledge driven society and our economy should also be knowledge driven. If we implement TNE, we could reach the forefront of development. It enables mobility of teachers and students. It will ensure more flexibility but a strict legal frame-work should evolve to allow foreign universities to collaborate with our institutions. We cannot survive without reforms. There are three conducive situations which enable us to introduce internationalisation and they are:

1. Low fees structure 2. Medium of teaching in HE is English. 3. Value based education. We should focus on manpower generation which should match international standards.

C.P.Narayanan: TNE would explore new possibilities in the field of higher education but we need to be cautious about the harsh realities of giving freedom to the private sectors to participate in the field of higher education. Sixty-three percent of the higher education was in the public sector, but the situation has changed considerably. It has adversely affected the quality of engineering graduates as well as other graduates. So before introducing any kind of educational policy, we should sit together and discuss about the threat that it poses to the economically disadvantaged people. We cannot overlook the fact that we have produced girl children who have completed 12 years of education and who form the major chunk of the unemployed. It is essential to address the need for providing skills to make them employable. Teachers have to be qualified and should be placed in a democratic set-up where they could engage in knowledge production. Remnants of feudal practice still exists in the higher education and hence the intellectual environment is not conducive

Technical Session VII

Role of Private Sector in Transnational Education

Friday 4th January 2013, (9:00 AM – 11 AM)

Chair : Dr. M. C. Dileep Kumar
Director, World Business Council for Sustainable Development, Geneva, Switzerland

Panel : 1. Dr. Joppe Cram winckel,
World Business Council for Sustainable Development

2. Prof. S. Rajeev,
Asian School of Business, Thiruvananthapuram

3. Dr. G. Vijayaraghavan.
Member, Kerala State Planning Board

3. Dr. G. Vishwanathan,
Founder and Chancellor, VIT, Chennai

Session Summary

Dr.M.C.Dileep Kumar: The Vice Chancellor spoke about the need of the hour, of making HE accessible to masses. With the advent of MOOCs the role of the private sector in education will become more significant. From the Indian perspective it can be seen that numerous corporate sector companies are warming to the idea of creating IBCs as a part of corporate social responsibility. MOOC would definitely create a space for job-oriented cheaper form of education. With new kinds of jobs and opportunities, the private sector could reap the benefits from the liberalised model of MOOC and TNE in the state.

Dr.Joppe Cramwinckel: The time has come for HE in Kerala to address TNE and the policy decisions should facilitate private sector investments as government would cease to fund the HE. It will create a space for MOOCs in India and private sector would become a major player in HE.

Private sector involvement could alter the entire academic landscape of education with liberalisation policies. A group of two hundred global companies are joined together as a colloquium of World Business Council. The main objective is to contribute to sustainable development. Scientists are honest but governments are not so. The world business council for sustainable development addresses nine global challenges like micropollution, inclusive growth, and so on.

The council is a platform for the business community to address these challenges. The Western world is interested in India and China as there is a lot of potential for exploring new possibilities in the field of education. But we need to accelerate the development of skill, set goals to achieve the skills and disseminate quality education to the masses. Kerala has to make itself visible in the global scenario. We need to take bold steps to bring in international participation of industries. Research is an intellectual arm that would help Kerala to move forward. We need to attract knowledge-based industries.

Prof.S.Rajeev: Private sector involvement is essential to make TNE very visible in Kerala. They would function as providers and consumers of TNE. Hence it has a major role to play in higher education. It existed earlier in India where the universities entered into partnership with local kings and rulers. So it became both private and public.

This is the right model of partnership that should happen in India. Funding is needed to create world class universities. The main issue in HE is to address and enhance quality of students, get industrial partnership and intensify research. The institutions can redesign their curriculum to exploit the job opportunities in the neo globalised world. Standford University used to do a lot of online learning with Sun micro system which provided the former with billion dollar funding. Such collaborations with private sector would ensure quality and introduce innovative courses which would address the needs of the society. The stakeholders, especially the students, would become socially responsible and useful citizens contributing immensely to the economic growth of the nation.

Mr. G.Vijayaraghavan: The private sector will play a lead role in the 21st century. We need to explore the opportunities provided by the TNE as well as the private sector involvement in achieving excellence in the field of education. The change should come from the grass root level. We need a re-orientation in our mindset to accept new initiatives like partnerships with foreign universities which would redefine our benchmark of quality in HE. This could happen only if the faculty to decides to take a lead role in changing the academic landscape. There are individuals who try but excellence is something that they fear. Opportunities are immense but only a fraction of individuals grasp the opportunity to excel. Autonomy will definitely provide teachers freedom in the academia to explore new possibilities in quality enhancement pertaining to research, teaching, and learning strategies.

Dr.G.Vishwanathan has been closely monitoring the progress of Kerala in the field of education for the last 35 years. Kerala had remarkable leaders who formulated educational policies to achieve excellence in education. There was remarkable contribution and unprecedented growth in HE in Kerala. But now the time has come for Kerala to think about exploring the great possibilities of TNE. Tamil Nadu introduced autonomy in the 1970s. There is a remarkable growth and improvement in quality that the state could achieve over a period of time. VIT was established in 1991 with 180 students. Now the stakeholders have increased to 25,000. There is a lot of flexibility when we internationalise education. The students can choose from a number of electives that are made available to them. The greatest challenge is quality assurance. This responsibility rests on the teachers and the management who should mutually respect the autonomy of individuals. Teaching and learning practice have to be redefined. The greatest impediment is the whole process of affiliation that destroys the motivation of individuals to take initiatives. The time has come for Kerala to think about partnering with the private sector and global universities. This is an age of absolute competition. Time has come for Kerala to think about alternate policies to create world class universities and educational institutions that would contribute to the economy and address the issue of un employability. It will also provide universities opportunity to make HE more affordable to the masses. There should be transparency and quality in our educational system. This would bring foreign students to pursue education in Kerala

SPECIAL SESSION: VIII

INTERNATIONAL BRANCH CAMPUSES AND OTHER FORMS OF EDUCATIONAL COLLABORATION

5TH JANUARY, 2014 (9.30 am – 11 am)

Chair : Dr. K. Jayakumar
Vice Chancellor, Thunchath Ezhuthachan Malayalam University

Speakers : 1. Prof. Brian G McAdoo,
Professor of Science and College Rector, Yale- NUS College, Singapore

2. Dr. Mahesh Pradhan,
Head, UNEP's Environmental Education Training Unit (EETU), UN Environment Pro gramme, Nairobi, Kenya

3. Dr Scot Simkins,
Director, Academy for Teaching and Learning, North Carolina Agricultural and Technical State University

3. Dr Leslie Boney,
Vice President for International Community and Economic Engagement, North Carolina Agricultural ad Technical State University

3. Dr. Guenther Straub,
Professor, Cologne University of Applied Sciences, Germany

Session Summary

Dr. K. Jayakumar said that this is a very sensitive issue as India is having one of the largest democratic systems which provides a lot of freedom to express disagreement and debate upon the acceptability of any major decision involving education. It is good in a way to experience this gruelling kind of debate that makes it more acceptable in the existing frame-work. To arrive at this process of harmony is unique but different.

TNE, in a way makes a new beginning as it facilitates benchmarking with world class universities that would help up to assess the quality of our educational system. However the fear that lurks in the larger frame is whether it would create an elitism in education which would marginalise economically challenged from obtaining quality education. But we should not shut down the doors of excellence. Competition is embedded in any natural system. If we do not compete with others we will never receive the right kind of impetus to improve the quality of our educational system. There should be a regulatory frame-work to ensure transparency and assure the quality of those Transnational Universities with whom we collaborate.

Prof. Brian Mc Adoo : Yale-NUS College is a brand new college in Singapore which offers graduate courses. This college is born out of the partnering effort of two great universities of the world to offer sustainable education and to train leaders to address the complexities of the world when they make policy decisions. The uniqueness of the programmes lies in its corporate social commitment to address and manage disasters which has become very common, complicating human existence. The students are encouraged to do active research and the residential programme encourage a lot of conversation among the students, which actually helps them to connect to people. Special care is taken to encourage students to participate in co-curricular activities and the university provides funding in order to give students an allround educational experience.

Dr. Mahesh Pradhan : He emphasised the relevance of taking into account global issues in the field of education which would focus on sustainable development. The focus on SDG is universally applicable to all the countries across the globe. The main aim is to integrate SDG to be a main part of TNE. They need to establish global universities to make education a powerful tool to meet the plethora of demands placed by complexities of human life. All the courses offered are integrated to address serious environmental issues that pose a threat to human existence. The mission of the university is to train leaders who would contribute in framing policies, taking into consideration sustainable economic growth and development. There is a powerful networking to provide TNE as a free knowledge source, linking and connecting countries across the world

to promote research blended learning that would empower the new learners. It is creating relationships that would transcend the barriers of nations, countries, and establish long productive friendship through technology. MOOCs assumes a greater meaning within this context.

Dr. Scott Simkins : Questions about the role of higher education has permeated this meeting, whether in the context of MOOCs, quality assurance, or national rankings, and so has the relative importance of research vs. teaching in moving HE in Kerala forward. There is a body of research (in the U.S. anyway) that has shown little correlation between research excellence and teaching excellence. Although there are exceptions to this general finding, it is not surprising.

This is a difficult sell. Faculty members have limited time in their day and are rewarded primarily for their research output, while simultaneously meeting minimum standards for teaching and learning. So why focus energy on improving teaching practices? Increasingly, faculty and departments are being held accountable for student learning outcomes, in particular graduation and retention rates, with funding levels tied to these outcomes. Continuous improvement in teaching and learning have now become a part of the expected outcome for faculty members and department chairs.

At the national level, President Obama has also made increasing the number of college graduates, especially in science, technology, engineering, and math (STEM) fields, a priority, linking this outcome to future economic growth in the country. Recent publications by national organisations have highlighted the need to improve teaching practices as one method of reaching this goal.

Dr. Leslie Boney : North Carolina, the oldest public university in the United States, started in 1795. We have 17 campuses, with 220,000 students. We also run two hospital systems, a television network and a business consulting network. Our reputation results from following a model that is very close to what Dr. Natarajan mentioned yesterday, massive investment of resources in our universities (strong support from our state for teaching and federal government support for research) and cooperation with the private sector (50 years ago, our universities started the Research Triangle Park). They have strong agriculture, industry and small business consulting services and have a database that enables companies to access strongest potential partners. They have opened doors to the best and the brightest foreigners. Because many of those foreign students have stayed, the state has stronger and more innovative businesses. Because most of those foreign students return home following graduation and they have established better trade with those countries.

The university faces many of the same issues and challenges as universities in Kerala and others throughout the world are facing. Some of them are as follows:

- How can we meet pressure to train people for specific job needs and get them ready for a world where jobs and work are highly unpredictable?
- How can we meet demands that education cost less and be more available to more people and simultaneously maintain high quality?

- To what extent is our job to get students ready to be workers and to what extent is it to get students ready to be citizens?
- To explain the approach and to explore some ideas so as to work in partnership with Kerala universities.
- Their interest in India is simple. They believe for one of our students to be successful in the 21st century, he or she must know something about Indian economy and culture.
- There's a lot to build off of. They have 70,000 non-resident Indians in North Carolina, 1500 Indian students and large numbers of Indian faculty members. Nine campuses have 44 MOUs with India and teach 73 courses about India.
- But if they are going to get their students ready, and they must increase and deepen those connections.
- Their conclusions are basically the same. If they want to be more effective in TNE with India, they need to teach our students more about India and send more students and faculty to India.
- They need to bring more students into schools from India and need to form more partnerships with Indian organisations and universities.
- The two things that are in the collaboration are starting a system-wide language course in Hindi and Urdu and a system-wide course about Indian history and economics, to make sure every student on every campus can learn about India.
- The three ideas that they plan to support are:

1. Supporting competitive proposals from UNC- faculty interested in developing research or academic programmes, who have not previously travelled to India.
2. Supporting development of three joint synchronous general education courses between UNC universities and Indian universities. These would be delivered at the same time in Indian and UNC classrooms, with faculty from UNC and India teaching together and students working on projects together, but with home institutions offering grades to their own students.
3. Launching MOOCs on emerging Asian economies - so that the UNC students can know more about the economies of India and China and how they work and students around the world will know more about this subject and about UNC. The idea of all these efforts is to increase knowledge of one another and this increased knowledge will lead to increased joint research, increased faculty exchange and increased student exchange. He said that they are not looking to do branch campuses, but this activity may lead to joint degrees or dual degree programmes

Plenary Session

Finalising the Trivandrum Declaration on Transnational Education

Session Summary

Chair :
Sheena Shukkur,
Pro Vice Chancellor, MG University

After two days of inputs the participants in the session were asked to engage in an intellectual debate to provide input into the Trivandrum Declaration on Transnational Education. The session was moderated by Ms Sheena Shukkoor and she used an innovative "World Café" format. Participants were divided into small groups and each group assigned a table. The group worked diligently, within a limited period of time, to come with two or three key ideas which they would like to see in the final outcome document. Representatives from each of the group was then given opportunity to present their findings. The recommendations were then debated by the wider group and many of the recommendations were included in the final outcome document

Appendix I

Thiruvananthapuram Declaration on Transnational Education

The KSHEC organised an International Meet on Transnational Education in Thiruvananthapuram, Kerala, between 3-5 January, 2014, which brought together over 100 academicians and academic policy makers from India, France, Germany, Netherlands, Sweden, Switzerland, United Kingdom, United States and Kenya.

This group, having debated various aspects relating to TNE from a global, national and local point of view in 12 separate sessions over 3 days, have agreed to issue the following declaration as the consolidated outcome of the International Meet:

The Thiruvananthapuram International Meet on Transnational Education

Acknowledging the potential role that TNE can play in making quality higher education available to those desirous of improving their knowledge across the world without restrictions of national boundaries.

Noting the explosive growth of the Massive Open Online Courses (MOOCs) and associated infrastructure, which are transforming the way educational content is delivered across boundaries.

Acknowledging the fact that the new trends in TNE also has the potential to affect the capacity and legitimacy of national educational institutions and educational policy regimes.

Noting the fact that currently there is no global framework which facilitates or governs TNE and other related issues including quality control.

Expressing concern that the national academic governance regime is currently inadequate to govern the complex nature of technology-enabled quality education.

Taking into account that there are a number of global processes, such as the discussions on SDG and the follow-up discussions on the education for sustainable development that are currently ongoing.

Noting that a number of Indian universities have already taken the initiative to IBCs in other countries.

Recalling that UNESCO has, in 2005, issued guidelines for quality control of TNE.

Taking into account that KSHEC has identified infrastructure, use of technology, teachers' training, research, autonomy and internationalisation as areas for immediate attention in shaping a "Higher Education 2.0" for the twenty-first century.

Noting that the Government of Kerala has constituted an International Relations Group (IRG) to promote cooperation between the universities in Kerala and foreign universities.

Acknowledging that KSHEC is currently engaged in framing an IT@Colleges programme to improve connectivity in colleges.

Noting with appreciation the initiative taken by KSHEC to call a timely International Meet on Transnational Education, which provided a platform for all participants to understand and deliberate on the opportunities and challenges posed by technology-enabled TNE.

Requests

1. *The student community across the world* to urgently take note of the rapidly changing scenario of technology-enabled higher education and new trends in TNE and to supplement their learning opportunities regardless of their country, language, age and educational background
2. *The teaching community across the world* to proactively consider the opportunities and challenges posed by technology-enabled TNE and harness the potential to not only supplement and improve their own teaching approaches but also contribute to global learning
3. *The United Nations Educational, Scientific and Cultural Organisation* to organise a meeting of the member states to discuss the formulation of a global policy regime which will harness the potential benefits of TNE for everybody while ensuring national capacities are not undermined
4. *Academic policy makers in all countries* to urgently take note of the rapidly evolving scenarios of technology-enabled TNE, such as MOOCs, and formulate national policy regimes, including those on quality control, which will ensure that the positive effects of this new trend is maximised
5. *Universities and other academic institutions around the world*, including those in the developing world, to evaluate the new technologies of course delivery being promoted by TNE with a view to harness the positive features of the new development to improve academic quality in their institution
6. *Government and other regulatory bodies* to provide flexibility to academic institutions to engage in curriculum development, pedagogy and international collaboration
7. *Countries around the world* to factor in the opportunities and challenges provided by TNE in the discussion of the follow-up to the Education for Sustainable Development decade (2014) and the Sustainable Development Goals (2015) which will most certainly have significant educational components
8. *Universities and private sector organisations* to work together to consider the changes happening in the academic regime, in particular, technology-enabled TNE, and harness them to create a better trained workforce
9. *Government of India* to establish a working group of academicians to review the implications of the new opportunities in TNE and understand the key constraints to leverage to improve access and quality of higher education in India
10. *Government of India* to consider establishing a national online platform for delivering MOOCs in national languages which will not only increase access of our students to best of our education but also train out universities to familiarise with such technologies
11. *Government of India* to create policy regime to attract foreign students, including students from the Indian diaspora, to study in Indian universities and academic institutions
12. *National academic administrators, such as UGC and AICTE*, to establish a system of credit transfer, similar to the European Credit Transfer System, which will enable increased mobility of students nationally
13. *Universities and engineering colleges*, to consider the potential of MOOC and flipped classrooms to supplement current

training approaches especially in topics where there is severe shortage of qualified faculty

14. *Private sector in India* to collectively consider how opportunities of TNE can be leveraged to provide con tinuous learning opportunities for their employees as is already practiced by many multinational corporations (MNCs).
15. *Government of Kerala* to establish a committee, including representatives from academics, private sector and the Malayalee diaspora, to review the opportunities created by the recent changes introduced by the Government of India on allowing IBCs
16. *Director of Technical Education (Kerala)* to conduct a study of the high failure rate of students in engineering programme to see if it could be partly addressed by the opportunities offered by technologically enhanced learning
17. *KSHCE* to conduct a series of road-shows on TNE across Kerala to increase awareness about its opportunities among academic decision makers, teachers, students and private sector actors in Kerala
18. *KSHCE*, along with Malayalam and Sanskrit universities to review what are the potential for developing and delivering Niche Open Online Courses (NOOCs) on global platforms such as EdX and Coursera in
19. *KSHCE* to establish an online community of practitioners, including those who attended the Thiruvananthapuram International Meet of TNE so that the dialogue and information exchange could continue
20. *The private sector educational providers in Kerala* to leverage Kerala's reputation as a family friendly and economical global tourist destination to market their capacity to deliver quality HE at affordable costs across the developing world in order to attract more international students to come to Kerala and increase diversity in classrooms
21. *KSHCE* to establish a committee of experts to study the possibility of recommending to the Government of Kerala to permit private universities in Kerala to enhance direct investment in the education sector

The participants of the International Meet on Transnational Education further resolves

- *To continue* the discussions individually in coming days in their respective countries, academic forums and educational institutions they represent, to harness the potential of TNE
- *To explore* opportunities to collectively come together in 2015 at another venue to continue the discussion, including increased participation from the providers of TNE
- *To promote*, in their respective countries and sphere of influence, the relevant conclusions from the Thiruvananthapuram meet.

Declaration on Transnational Education

The participants of the International Meet on Transnational Education further requested the KSHEC, the hosts of the International Meet on Transnational Education, to widely publicise the Thiruvananthapuram Declaration on Transnational Education so that students, teachers, academic policy makers and other stakeholders of HE can use it as a basic document to advocate and promote TNE.

Issued in Thiruvananthapuram, on 5th January 2014

Appendix II

Speech of Chief Minister Shri Ommen Chandy
The International Meet on Transnational Education

Salutations

I am delighted to address a gathering of distinguished scholars and academic administrators around the world who have gathered here today to discuss matters of common interest regarding TNE. I welcome you to the State of Kerala on behalf of the Government.

Kerala, as you all know, is well known for its achievements in the field of education. We were the first state in India to achieve total literacy and we still lead in this field. We have the best student-to-teacher ratio in the country. Every panchayat in our state has schools for primary and secondary education. This was made possible by the foresightedness of the rulers of our state, who over an extended period of time, invested in education.

The investment in education has also provided dividends which goes beyond the education sector itself. Kerala also leads in other quality of life indices like reduced child and maternal mortality and longevity, which resulted from improving education of women. The fact that we have a large diaspora of Keralites living and working outside Kerala remitting money home and thus contributing to our economic well-being and welfare is also an offshoot of our investment in education.

Yet with all these achievements, it has also been recognised that when it comes to higher education, our facilities do not match with the best in the country. Kerala is not well known as a destination for top-end research except in a few areas. This is partly because we focused our attention on making both basic and higher education accessible to all than on creating few institutions of excellence. We have also missed out on having our own IIT which was promised to us multiple a number of times. We need an IIT not just as a matter of right or prestige, but as an icon or role model which can bring in new energy and culture to HE in Kerala.

I am, however, happy to say that Keralites, however, have not lagged behind in the field of HE. Our best brains sought out the best educational institutions be it in India or abroad and now we have a large community of highly qualified professionals from Kerala working around the world.

It is in this context that we are having a re-look at our strategy for HE. We need to step up our efforts to improve the quality of HE in Kerala and produce centers of excellence in HE. This is required for more than reason.

First and foremost, when I look at our vision for a future Kerala, it ought to be based on a high-tech society, be it in services, manufacturing, or even agriculture. Only in such a high tech, high value-adding economy can we achieve the twin objective of economic growth and preservation of our environment. Only such a growth can be sustainable. Using the results of the latest research and the services of highly trained professionals are keys to such a green economy.

Secondly, we need to give an opportunity for our youngsters to seek quality HE here in Kerala. Only ten years back tens of thousands of youngsters used to go outside our state to seek a bachelor degree in engineering. By effective policy action, we have created enough educational institutions in Kerala so that there is no need for our students to go out. It is time that we did the same to research institutions too. This will not only provide opportunity to our youngsters but also bring back some of our best brains from wherever they are serving in the world.

But my dream goes beyond that. We would like to make Kerala a destination for quality HE for students not just from all over India, but those even from outside. We have all the right ingredient to make it happen. Apeaceful and secular society, moderate climate and good infrastructure for basic education. We have thousands of vacant seats in our engineering colleges every year yet we have hardly any international students studying here. Our basic education is not only good value for money but also has produced high quality engineers and scientists. Can't we market our educational institutions better so that Kerala is not just a good tourism or health-care destination but also one for higher education? I am sure we can do it. We just need to create the right policy framework locally and build our brand globally.

The emerging trends in TNE offers us an excellent opportunity to catch up on the quality of higher education. A combination of globalisation and technology is transforming the academic world by making best quality curriculum and training available to students all over the world almost free. The MOOCs and international branch campuses are both an opportunity and a challenge for our education system. If we use this wisely, we can upgrade the curriculum of our educational programmes and quality of our teaching using resources that are available freely. On the other hand, if we try to protect our current curriculum and pedagogy, our students will opt for better options offered through TNE. Our institutions will suffer and might even fail.

I am convinced that we must take up this challenge boldly than being intimidated by it. We have all the ingredients in place to make TNE a force for good in our higher education. The fact that KSHEC is the first one in the country to organise a special session, that too an international meet, is an example that we are switched on to the latest developments in the academic world. We are looking forward to expert opinion from around the work on their experiences about the opportunities and challenges which are posed by TNE. The conclusions of your deliberations will set the background for policy making not just in Kerala, but all over India.

I am encouraged by the recent policy directions from the central government on both IBCs and distance education. After many years of vacuum these policies sets the ground rules for action in higher education. I am aware that policy making on education is always challenging. Education is a subject close to everybody's heart and any policy changes are hotly debated, viewed with suspicion and often challenged in the street and in the court. Yet, as I mentioned in the opening part of my speech, education is the foundation for sustainable development. If Kerala is to retain our top position among the states in India and compete with the best everywhere, we must get our educational policies right. My government is committed to providing all support to the academic players in the state to make a quantum leap in HE quality in Kerala.

Ladies and gentlemen, I wish all of you fruitful deliberations. I am looking forward to the Trivandrum Declaration which will come out at the end. But I also want to remind you that you are in Gods Own Country. So don't forget to have a look outside this conference room and enjoy the hospitality of our people

Jai Hind.

Appendix III

Background Paper

Transnational Education
Global Changes, Local Opportunities

Dr.Murali Thummarukudy, UN Environment Programme

1.0 Introduction

Massive Open Online Courses (MOOCs) are among the hottest topics in HE in 2013. On one side are people like Nathan Hardan, quoted on the title page of this document, who believes it will totally transform the landscape of higher education. Others are not so enthusiastic about its prospects of longevity, yet everybody is talking about it. MOOC is probably one of the most important developments in TNE, with potential to do significant good and bad to the higher education scene in the developing world. It is, therefore important these issues are discussed, understood and planned for by the academic community all over the world. This background paper provides the reader with a macro view of this phenomenon and its potential impact on Kerala's (India's) education model.

1.1 Transnational Education - What is it?

TNE is an educational context where the student receiving the education is not in the same country as the institution offering the educational services. While TNE by itself is not new, the changes happening in the scale of adaptation of TNE is already changing the landscape of HE in the decades to come. A combination of technologic, regulatory, academic and economic factors is behind is new found enthusiasm for TNE. This paper is an attempt to present the basic elements of TNE, its trends around the world, the role it will have in the Indian educational landscape and finally how Kerala can harness the potential of TNE.

1.2 TNE Definitions

Internationalisation of education is not a new phenomenon. Students have been migrating from one region to another in search of good teachers for millennia and millions of students travel across the borders every year for higher studies in other countries. TNE is one of the subsets of internationalisation of education but with the defining factor that it is not the student who is migrating towards the programme or university.

There are many definitions of TNE and some of the definitions widely used and understood are given in Table 1.

Table 1. Definitions of Transnational Education

Name of Institution	Definition
Global Alliance for TNE (1997)	Transnational education denotes any teaching or learning activity in which the students are in a different country (the host country) to that in which the institution providing the education is based (the home country). This situation requires that the national boundaries be crossed by information about the education, and by staff and/or educational materials.
Council of Europe, Lisbon Recognition Convention (2002)	All types of higher education study programmes, or set of courses of study, or education services (including distance education) in which the learners are located in a country different from the one where the awarding institution is based.
UNESCO/OECD Guidelines for quality provision in cross-border education (2005)	Cross-border higher education includes higher education that takes places in situations where the teachers, students, programmes, institutions/providers or course materials cross the national jurisdictional border.

The following are the key features of TNE that is evident in all of the definitions above and many more that have been proposed since:

1. The educational service is offered by an organisation in a base country.
2. The students are based in another country (or countries).
3. It is the educational service that is crossing the national boundary or is "transnational".

1.3 Types of Transnational Education

Distance Learning Programmes: The oldest form of TNE is the "distance learning programme" where an educational institution provides its academic content to learners outside its academic premises. This has been ongoing for more than a century and the earliest distance learning programmes were based on the course content being sent to the students for self-study. The student then take an examination conducted by the awarding institution to receive a qualification, be it a certificate or degree. While most of the recipients of the distance learning were from within the national boundary, there was no theoretical constraint to extending it beyond borders and TNE in its elementary form has been in existence since then.

Certification Programmes: In a variation of the distance learning programme, there were certifying agencies which conducted periodic examinations in specific topics (e.g., English language, computer networking skills, etc.) where students from any part of the world were eligible to take the exam. The organisation only ensured the integrity of the examination process and learners were free to undertake their study in whatever manner they deemed fit. Students were then awarded certificates on a pass or fail basis (as in the CCNA system) or on a continuous scale (like TOEFL). While these certifying agencies often produced study material and private entrepreneurs conducted coaching classes for the same, the certifying agency did not specify that the student follow either

of the above as a precondition for appearing in the exams.

Franchisees: A more rigid version of the certification programme was the franchisee system wherein the awarding institution prepares a standard syllabus (and often study materials) and provides franchisee status to a number of institutions around the world to conduct training on the same topic. While the tutoring, and often the exams, are conducted by the franchisees, the certificate is provided by the awarding institution. The awarding institution, therefore, is responsible for the quality control of the franchisees in the way they deliver the course content and conduct the examinations. The National Examination Board on Occupational Safety and Health (NEBOSH), a well known certification system in safety, based in the UK, is an example of this system.

International Branch Campus: International Branch Campus (IBC) is a comparatively recent phenomenon whereby an academic institution in one country sets up a subsidiary institution in another country and offers similar academic programmes (mostly degrees). The IBCs may be full-fledged universities (like the Curitin University's (Australia) Miri Campus (Malaysia) or a lighter version like the New Caledonian College (Oman) set up by the Caledonian University (UK)).

Table 2 shows the penetration of IBCs around the world as of May 2013.

Table 2. International Branch Campuses, Key Statistics, 2013

1	Total number of IBCs	188
2	Total number of host countries having IBCs	53
3	Country with maximum IBCs and number	UAE, 39
4	Single biggest cluster of IBCs	Dubai Academic City, 23
5	Number of countries sending IBCs abroad (home countries)	24
6	Country with maximum export IBCs and number	United States, 88
7	Countries both importing and exporting IBCs	Australia, Belgium, Canada, Chine, China, France, Malaysia, Pakistan, Switzerland, UK

Double Degrees and Twinning: Another version of TNE is where two academic institutions from two countries come together and offer joint programmes. Both teachers and students, sometimes both, cross international boundaries to offer and receive the training. At the end of the course, students either receive a degree from the institution in the home country, with the courses taken in the host country credited towards it, or receive degrees from both universities. In some cases, the two academic institutions award joint degrees to the students. This approach can be seen as a hybrid between conventional student mobility and TNE.

Online Courses and Tuition Support: The arrival of Internet changed the dynamics of TNE as the exporting of academic content around the world has become exceedingly simple. This is now progressing in multiple directions. First and foremost, certifying institutions are offering a large number of training courses online, conducting exams and awarding certifications. In another variation, many reputed academic institutions are putting their academic content online but not providing continued support or conducting examinations. In another type of TNE, online tutors in developing countries and providing tutoring support to students elsewhere.

Table 3. Types of Transnational Education Models

	Distance Learning	Twinning/ Double Degrees	Fran-chisees	Certifi-cation	IBCs	Online Learning
Student mobility needed	No	Some times	No	No	No	No
Tutor support given	No	Yes	Yes	No	Yes	No
Examination included	May be	Yes	Yes	Yes	Yes	May be
Certificates given	May be	Yes	Yes	Yes	Yes	May be
University credits includ-ed?	May be	Yes	May be	No	Yes	No
Cost	$$	$$	$$	$$	$$	Free to $

2.0 Massive Open Online Courses (MOOC)

While all of the above have been in existence for more than a decade to a century, the current excitement in TNE comes from a few fundamental shifts in the online education scene which is threatening the very foundation of higher education. The following section details these developments.

2.1 What are MOOCs

The term MOOC was coined in 2008, by Canadian researchers Dave Cormier of the University of Prince Edward Island in Canada and Senior Research Fellow Bryan Alexander of the National Institute for Technology (Canada) in Liberal Education, in response to a course called Connectivism and Connective Knowledge (also known as CCK08). CCK08, which was led by George Siemens of Athabasca University (Canada) and Stephen Downes of the National Research Council (Canada), consisted of 25 tuition- paying students in Extended Education at the University of Manitoba, Canada, as well as over 2200 online students from the general public who paid nothing. MOOC was a logical outgrowth of the Open Educational Resources (OER) movement where many universities around the world put their teaching materials freely and openly in public domain for teaching, learning, educational, assessment and research purposes. MOOC moved on from this basic model to registering oneself as a student at a real or "virtual" university which offered this course with a possibility to get graded.

While there is no single or authentic definition of MOOC, the following are the key features that can be identified as characteristics of MOOC.

1. The academic content of the course is made available free to the student.
2. The course content is delivered online, and all formats of course materials (text books, videos, interactive forms) can be used.
3. There no limit to the number of people who can take the course, hence it could be massive.
4. While it is not necessary for a student of MOOC to be graded, most MOOC platforms offer that as an optional extra.

In what has since become legend in the HE domain, a course in computer science, offered by Dr Sebastian Thrun from Stanford University was taken by 160,000 students from 92 countries. The experience so overwhelmed professor Thrun that he quit his job in

Stanford and set up his own online university, called UDACITY, (pronounced YOU-DACITY, a play of words on

You and Audacity) which is currently offering 25 courses with an academic enrolment of over 400,000 . Since the Udacity experience, a number of new actors have come into the market and the most important ones are listed in Table 3 below.

Table 4. Providers of Massive Open Online Courses

Parameter	Udacity	Coursera	EdX	Future Learn
Established in	2012	2012	2012	2012
For profit	Yes	Yes	No	
Funding	Sebastian Thrun and Venture Capita	Partner Universities and Venture Capital	30 Million Each for MIT and Harvard, 1 Million from Gates foundation + private partners	The Open University
Based in	United States	United States	United States	UK
Students from	Almost all countries	Almost all countries	Almost all countries	Almost all countries
Number of Universities offering courses	None	107	29	29
Subjects	Computer Science, Maths, Statistics and growing	Multidisciplinary, including medicine	Artificial intelligence, Computer Science and growing	Science, Arts and growing
Medium of Instruction	English	12 Languages, 80 % in English, followed by Chinese, French and Russian	English	English
Number of courses offered	25	540	91	29
Total number of students registered	400,000	5,427,051	900,00	N/A

MOOC platforms have also come on stream in Australia, Germany and China.

2.2 Tipping Point

While MOOC is already happening, the tipping point in their role in revolutionising TNE will come when one or both of the following changes happen. These are accreditation of MOOCs courses in the academic world and de-coupling between degrees and jobs in the labour market. Things are already happening in this direction but what is needed is widespread acceptance of these prac-

tices in the academic and real worlds.

Accreditation: One of the unresolved issues in the MOOC system is accreditation of the courses that are studied online. While conducting an exam at the end of the online course and awarding a degree have both become more or less standard practices of the MOOC system, universities around the world still have not accepted MOOC courses as equivalent to courses learnt in classrooms. However, a recent academic study conducted indicated that the learning outcome from an interactive online study and a course taken in a traditional formal are essentially the same when measured against pass rates and final scores (Bowen W.G. et al, Ithaka S+R, 2012). The same study also did a speculative cost simulation and found that adopting hybrid models for instruction in large introductory courses have the potential to significantly reduce instructor compensation in the long run. As the evidence base of such studies increase proving both academic effectiveness and cost competitiveness, there will be increased acceptance of MOOCs in the academic world and the labour market.

In most developed countries there are already systems for "equivalencies" for certifications provided by professional bodies with qualifications acquired by attending academic institutions. Therefore, systems to evaluate and incorporate MOOCs obtained credits into mainstream academic programmes exist and the fact that it has not happened is more related to the very cautious nature of the traditional academic community than any conceptual difficulties with MOOC. Aparallel development to the accreditation challenge is already emerging. Online universities are already offering certification of the online courses they offer. Online universities are already getting into partnerships with private enterprises to accept their certification for employment as well as promoting the jobs obtained by their students on their websites. Acombination of these forces will break the resistance from the academic community to create a seamless credit transfer between the "virtual world" and the "real world".

Decoupling: Higher education, for most people, is an effort to improve their employability and increase their chances of getting better jobs. Universities have traditionally taken on the task of screening the students for higher studies, putting them through a series of courses and awarding them with a degree to recognise their achievements. The labour market, in turn, uses the type of degree and the prestige of the academic institutions as a proxy for the employability of the student.

There is an increasing realisation by employers around the world that the academic world is failing in its duty to produce "employable" graduates. The academic rigidity of the university system teaches the students a range of courses and skills which does not correspond to the requirements of the real world. Also, while the requirements of the individual employer will vary, universities by their very nature, can only have limited flexibility in their programmes which should prepare the student for a range of potential, unknown jobs and employment. Consequently, on one hand the student has to learn a range of subjects he/she will never need in their future employment while the employer has to spend significant resources to retrain the new recruit to make them suitable for their organisation. Employers can specify the range of skills they wish to have in their recruits and the students can acquire them from the provider who offers the most appropriate course. The employer may require a graduate from a specific university, or somebody who has done selected courses from prescribed universities or have been certified by an independent agency for their skill levels. The potential employees have the option to pick and choose their academic backpack based on the type of employment they are seeking. Acombination of technical, computing, management and cultural skills will become the mandatory items in the backpack of any aspiring employee in future.

2.3 Where is the Money in MOOC ?

One of the basic premises of MOOC is that the basic course is "open", meaning it is available free to the student. This, of course, is in line with the philosophy of the web where the basic product (be in search engines, social network sites, or emails) are all given free to the consumer. The provider of such services then has to figure out how to recover their investments and make a profit.

In the traditional model of academics, it was the student who had to find the money to go to the prestigious university to learn a course. In the online world, it is now incumbent upon the university to develop and deliver the course online for free to the student. Naturally, the university needs to find the money to sustain its efforts. Where will the money come from?

There are many business models for a new university. The most obvious one is that while the universities may continue to deliver the basic content free online, they could charge the students for examinations and the certification. This model is already practiced by Edx and Udacity. Because of the scale of the MOOC enrolment, in a course taken by 50,000 students (a very reasonable number for online courses), even if 10% of the students decide to get a certification paying USD 100, it can still bring in half a million US dollars in revenue. CEO of Udacity has reported that the overheads for a course with 160,000 students are covered by charging USD 1 per student. While the traditional academic model takes lot of money from very few students, the new universities can survive by taking a little money from a large number of students. (Reference: MOOCs and the disruptive innovation, the challenge to HE Business Models).

Coursera has identified 7 more possible sources of income in addition to certification which is the only current revenue stream. The additional possibilities identified are:

1. Secure assessments (students pay to have their examinations invigilated, which increase credibility of online course certification)
2. Employee recruitment (companies pay to have access to students' performance records)
3. Applicant screening (employers/universities pay for access to records to screen applicants)
4. Human tutoring or assignment marking (for which students pay)
5. Selling the MOOC platform to enterprises to use their own training courses
6. Sponsorships (3rd party sponsors of courses)
7. Tuition fee

(Reference: Maturing of the MOOC)

However, the revenue stream opportunities do not stop there. Courses taught online could have a set of reference documents in it and publishers can then be provided limited time online access to those study materials and the revenue thus obtained can be shared with the course provider. One can also imagine a range of other academic and non academic products and services sold to the student community through the platform bringing in revenue which is shared with the online course provider.

2.4 Winners and Losers

Like any new disruptive technology, there will be both winners and losers created by the HE revolution. The biggest losers will be the hundreds of universities around the world which do not figure anywhere on the world university ranking indices. Once courses from the top ranking universities are available free of cost to students anywhere in the world, there is very little incentive for any student anywhere to enrol themselves in an unknown local university. Internet has already redefined the famous rule from Jack Welch when he advised GE to be number 1, number 2 or get out of the market. In the brave new world of facebook, there is no room even for number 2 and only number one will prevail. The question we should ask is "will this theory be translated to academics as well ?", once learning goes massive, open and online. Which brands, of the existing universities will survive ?. The top 500, 100, 10 or even a lesser number ?

The answer seems obvious. When your option is to study a course free from any university in the world, why would you opt for the second best and why would an employer opt for a student who has chosen only the second best? So the arrival of MOOCs will change the landscape of universities and in another ten years one can imagine that there would be no more than a handful of recog-

nisable university brands in the world. Let us for the sake of understanding, call this the "facebook" university, as a reminder of how facebook trounced competition even from the second best rival orkut, supported by Internet giant Google. A world in which only the top universities in engineering, medicine, law, music or commerce, will survive is very possible.

The Million Dollar Professors

In the current academic model every university offers similar courses, and individual professors in all universities deliver the course to a group of 50 or 100 students at a time. For example, foundation courses like geometrical drawing or engineering mathematics is being taught in every engineering university/college in the world. In India alone there are more than 3000 engineering colleges and hundreds of thousands of students who take this course every year. Assuming even 100 students per class, there are at least 1000, probably many times that, instructors teaching geometrical drawing alone. It is very easily conceivable that an outstanding professor in any of the universities in India, or outside, can put a fascinating series of lectures online and that will become the basic teaching material all over the country. While all the 1,000 teachers in India now get more or less the same wages, it is also very conceivable that this professor with world class pedagogical power will now be paid many times that by a company who arranges to sponsor his lecture and then charge a small fee from the hundreds of thousands of students who use his lectures.

A million teaching shops

Once we take out the captive students from the current universities to global brands and learn from the lectures from the "super" professors, the next question is what will the thousands of universities and hundreds of thousands of colleges do in the future.

There are two reasons why physical "universities" and "colleges" will not become redundant. Firstly, there are a set of subjects, such as engineering and medicine, which need practical learning. Local engineering and medical schools can provide such facilities even when the curriculum is set and student achievement is evaluated by a global university. Secondly, the local institutions can become examination centres where integrity of the evaluation process can be verified by supervised evaluations. Thirdly, a majority of the students who study MOOCs will need to get some degree of tutorial support. This is similar to the tuition centres that mushroom around colleges. Local colleges can easily rebrand themselves as tutorial support centres for global universities.

Amore important aspect will come from the non-academic aspects of university education. Universities were not only meant to be places where students learned academic topics but also where they developed their social and leadership skills. While some degree of networking skills can be learned online, the cultural aspect of growing up would mean that young people come together where they can chat, make friends, date and have fun. The physical space of the colleges and universities can still fulfil those services.

The current university set up will change in three ways in response to this transition. Firstly, there will be de-coupling from teaching and research. Traditionally, university professors conducted research, supervision and teaching concurrently and this will no more be needed as the high-end teaching gets taken over by the million-dollar professor and low-end tutoring by start-up lecturers. Research can be moved to research centres while teaching becomes tutoring. Secondly, the university space can become a centre for the microenterprise domain where individual tutors can deliver tutorial services. Such tutors need not be employed by the university as the "university" provides nothing but a physical space where the tutor and student can meet. Thirdly, students will be looking for maximum flexibility and better infrastructure in obtaining their tutorial support and therefore some degree of consolidation of the "teaching space" is inevitable. Successful "universities" in the third world, in future, will be spaces that offer the maximum cultural experience to the students.

Re-birth of the Professional Bodies: Widespread acceptance of MOOCs at an administrative level could bring back a more prominent role for professional bodies, such as in the institution of engineers or bar councils. Historically, professions

such as engineering, law and medicine only accepted a new candidate into their profession after the members have been put through

An entry process which included technical training, practical apprenticeship and explicit commitment to professional ethics. However, mass production of engineers, doctors, lawyers and other professionals reduced the role of professional bodies to mere bystanders in professional education. Astudent could spend 4 years in an engineering college, obtain a degree in civil engineering and claim to be a civil engineer for life even though they have never undertaken any practical engineering at the entry to the profession of engineering or end of their careers. Professional bodies can once again set the entry criteria to professions which will include not only appropriate qualifications obtained through MOOCs but also specify a duration of technical practice.

3.0 TNE and India

While the fancy lingo of TNE and MOOC may be new to India, the fundamental ideas behind it are not. India has already been practicing TNE even though there has not been any defined government policy on the same. Due to the massive size of the country and the university system not being able to service all students aspiring to receive higher education, many of the elements of TNE has already been in applied in a national context too. Table 4 shows the type of examples which are similar to TNE which has been in practice in India in both transnational and trans-state fashions.

What India lacks, therefore, is not experience in practicing TNE but a policy framework that allows the country to take advantage of the new TNE revolution sweeping the world. India is well positioned to lead this revolution for a number of reasons:

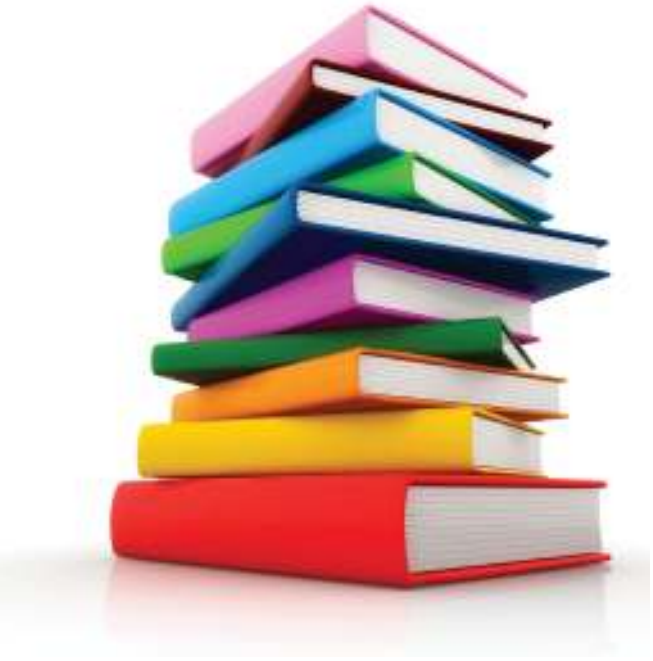
TNE Element	Examples in India
Distance Learning	India Gandhi National Open University
Franchisees	NIIT for computer education
Certification	Association of Chartered Accountants
Branch Campuses	AMU(Aligarh) Campus in Kerala MG University Campus in UAE
Online Learning	Amity University MBA Programme

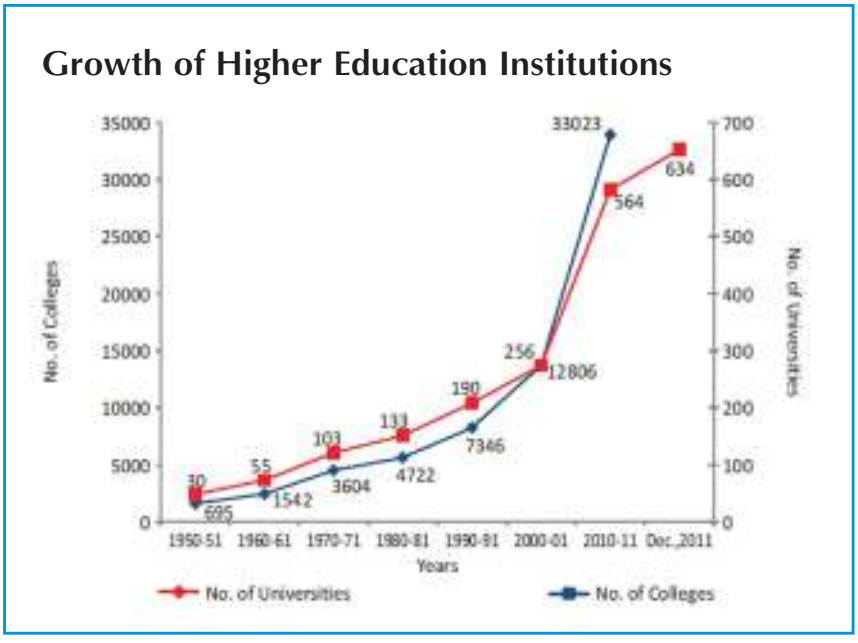
The largest unmet demand for higher education in the world is in India. The country population which grows by about 20 million children per year. Assuming even 50 % of these children study upto tertiary level, we are looking at ten million students to be educated in colleges. While India has over 500 universities, a major portion of the Indian HE happens within 30,000 colleges that are mostly affiliated to the state universities that have geographically defined catchment areas. The physical infrastructure, teaching quality and curriculum in these colleges leave much to be desired. None of the state universities, to which these colleges are affiliated is listed in any of the international university ranking systems. The employment market frequently complains that our graduates are not "employable". Even with all these constraints, obtaining admission in one of these colleges is still very competitive due to the number of students seeking higher education. So there are many reasons that will prompt the average Indian students to move en-mass to the new world of possibilities offered by the TNE.

1. Availability of academic spaces as against severe competition in the geographically confined academic institutions
2. Chance to study curriculum which are globally upto-date
3. Receive training from globally rated content providers and professors

4. Opportunity to acquire a combination of skills needed by the market as against the set menu of courses offered by the university

English Literacy: India now has the largest population of students who are able to absorb learning in the English language, the language in which most of the TNE products are being generated and distributed. We could leverage on this factor to create the largest market for TNE which can then be leveraged.





High Internet Penetration: While physical infrastructure in India is still lagging behind, the digital infrastructure has caught up and Internet, which is the key change agent in TNE, has high penetration among the student groups who form the primary target of TNE.

Familiarity with Accreditation Systems: India already has a system by which residency is no longer a criteria for completing qualifying competitions. The National Open School has done this for school education for generations and this model can be easily expanded to the university level. Setting a curriculum for various courses, establishing an examination system for courses studied online (even from outside the country) and a bundling arrangement for award of degrees are all possible with only marginal extension of the existing policies.

4.0 TNE and Kerala

The state of Kerala in India is a place with a very high potential for converting the TNE into a huge opportunity for enhancing academic standards, improving employability, increasing classroom diversity and massive economic opportunity.

Kerala is optimally placed to take advantage of the TNE for the following reasons.

1. High aspiration and mobility of the population: The Kerala economy is based on a model whereby individuals obtain basic education in the state only to migrate to other parts of the country (or world) to take up employment and then send remittances back home. There is thus a demand for globally current qualification and already a number of global certifications, like safety or computer networking, which even when not nationally recognised are widely sought after. So the malayalee youth will take up

the opportunity to obtain globally recognised qualifications via TNE opportunities even if they are not nationally recognised.

2. Avery vibrant private sector which has invested billions of dollars of its own funds to establish HE institutions and have developed business models which bring them sufficient return on investments. Once familiarised with the TNE landscape, they will easily find a way to penetrate the market serving a social good in the process.
3. Well established infrastructure (lecture halls, libraries, computer centres, housing facilities and other student activity centres), which, if efficiently used, can teach hundreds of thousands of students per year offering additional shifts if needed.
4. HE institutions see themselves as average "teaching shops" with no pretention of research or high quality institutions. So for them to become "franchisees" of a global brand is much less of an ego challenge than for the known national brands such as IITs or IIMs.
5. A good number of highly qualified academicians from Kerala who are currently working outside the state may be willing to repatriate if the financial incentives are adequate which could be achieved in an IBC context.
6. The state had a tradition of "parallel colleges" which supplemented the traditional education market when the supply side was restricted officially. A MOOC-based training opportunity can instantly throw up hundreds of "MOOC" tuition centres in the state where retired teachers, part-time teachers and young graduates all take on the role as MOOC tutors.
7. Moderate climate, stable political atmosphere and one of the lowest crime rates in the world makes student life secure for those from other states and countries.
8. Low cost of training and living, especially compared to that of alternative locations (Malaysia, Singapore, Dubai or Qatar) which are currently leading educational hubs in Asia Pacific.
9. High connectivity with the rest of the world, with three international airports and more than 20 flights per day connecting to destinations in the Middle East, South Asia and South East Asia.

The challenge, therefore, is to increase awareness about the fundamentals of TNE among all actors, especially students, parents and private sector providers so that the social momentum for policy change is built up. There is also a need for an effort within the government to create the correct policy regime and practical incentives to help the private sector and assure the students to move on to TNE and take advantage of the opportunities that have been created

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