

Report on Targeted Marketing

Promotion of Erasmus Mundus European Master's Programme: Life Long Learning, Policy and Management in India



Education and Culture DG

ERASMUS MUNDUS



Universidad de Deusto
University of Deusto

Deusto

School of Education
University of Aarhus

**Danmarks
Pædagogiske
Universitetsskole**



Leading education
and social research
Institute of Education
University of London

Furnished to: MA LLL Consortium
c/o Danish University of Education, University of Aarhus, Denmark, EU
December 2007

TBC Innovision Ltd. & M B Educational Concepts Pvt. Ltd
Copenhagen, Denmark New Delhi, India



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Report summary

The Consortium assigned the task of promotion of the Erasmus Mundus Scholarship Programme among potential institutions in India with a view to:

1. Attract quality students to apply for the programme
2. Promote the consortium among potential institutions
3. Develop partnerships between the consortium and quality education institutions in India.

To achieve the above mentioned objectives the TBC/MBEC Consultants undertook the following activities:

- An extensive list of institutions that deliver programmes in Education science was created. Team consisting of experts from Jawaharlal Nehru University (JNU) and National University of Educational Planning and Administration (NUEPA) identified an exclusive list of institutions to which communications could be sent.
- Follow-up with each institution was done by telephonic conversation and those in Delhi were contacted personally by visits.
- Notices on the course were placed in the Economic and Political Weekly and University News, a publication of Association of Indian Universities (AIU).
- Two seminars were organized wherein representatives of 19 departments of education of universities in north India participated. This seminar was organized to apprise academics in education about lifelong learning and also to provide details about the MALLL programme. Seminar was also organ-

ized at JNU among students to apprise them about the programme.

- A road show and a series of meetings with key officials of national agencies and universities of national importance was organised.
- Meetings were held with Chairpersons of University Grants Commission (UGC) and Association of Indian Universities (AIU).
- A mix of Universities where visited, such as the JNU, Pune University, Symbiosis International University, Bharati Vidyapeeth & Osmania University was identified to the Consortium in order to develop academic collaboration.

Outcomes

1. Networking with national level policy and advisory organizations, UGC and AIU
2. The project helped in disseminating information about the programme across the country to the target group.
3. The consortium members were able to interact with senior decision makers.
4. The consortium members addressed over 300 individuals at various seminars and meetings organized at different institutions.
5. In total 32 applicants were called for personal interviews with consortium management in Delhi, Pune, Mumbai and Kolkata.
6. MOU has been proposed with AIU
7. MOU has been proposed with JNU and Delhi University with a view to include them as a consortium member for doctoral programmes and other proposed exchange programmes.

MA LLL Consortium is: **Danish School of Education**, University of Aarhus;
Universidad de Deusto, Bilbao, Spain, **Institute of Education**, University of London.

1. Introduction

The Consortium of European Master's Programme in Life Long Learning, Policy and Management, assigned the task of promotion of the Erasmus Mundus Scholarship Programme among potential institutions in India with a view to:

1. Attract quality students to apply for the programme
2. Promote the consortium among potential institutions
3. Develop partnerships between the consortium and quality education institutions in India.

To achieve the above mentioned, TBC, Copenhagen and their partners MBEC, Delhi undertook the following activities:



2. Promotion of the programme

- A long list of institutions that deliver programmes in Education science was created. A short team consisting of experts from Jawaharlal Nehru University and National University of Educational Planning and Administration identified a short list of institutions to which communications could be sent.
- The Consultants developed a short document that provided details about the programme. This was drawn from the web site and brochure of the programme. A copy of the communication is enclosed at Annex 1 and the application form that was designed drawing mainly from the original application form of the programme is placed at Annex 2
- Communications both in the form of email and letters were sent out to the institutions that have been short listed. The list of institutions / organizations is placed at Annex 3
- Each institution was followed up by telephonic conversation and those in Delhi were contacted personally by visits. Experts engaged by the consultants also helped in promoting the programmes through their network
- Notices were placed in the Economic and Political Weekly, a weekly magazine that is accessed and read by social scientists across India and University News, a publication of Association of Indian Universities that is widely circulated among all Universities and colleges in India, libraries of all institutions in India
- The Consultants also organized two seminars to help promote the programme. A seminar was organized under the aegis of Himgiri Nabh Vishwavidyalaya (University) at Dehradun, wherein, representatives of 19 departments of education of universities

in north India participated. This seminar was organized with a view to apprise academics in education about life long learning in education and also provide details about the MALLL programme so that these academics could encourage their colleagues and students to apply for the programme. A list of participants on this seminar is enclosed at Annex 4. In addition, a seminar was organized at Jawaharlal Nehru University, New Delhi among students to apprise them about the MALLL programme and encourage them to apply.

The major constraint that the Consultants faced in promoting the programme has been:

1. Lack of understanding about the concept of Life Long Learning
2. Lack of understanding about the type of individuals that should be encouraged to apply for the programme in spite of clear communication in the promotional material circulated and also during telephonic follow up with the individuals to whom the communications were sent.
3. Attitude of the individuals to hold on to the communication and not disseminate the information among the wider audience.

However following the combination of promotional efforts put in, a total of 32 applications were received. The short-listing of the applicants was done by an expert based on the criteria that ranged from the basic qualification of the candidates, their academic background and work experience, their write ups and answers to different questions posed in the application form. The applications were made available to the visiting team and the applicants were called for interviews were presented in four venues Delhi, Pune, Mumbai and Kolkata.

Following the conclusion the visit the consultants continue to network with institutions and individuals to apply for the Erasmus Mundus European MALLL programme, directly to MALLL Consortium office as the last date of application is 31 December 2007.



3. Partnerships

The Consultants believe that partnerships with national level institutions and quality universities in India is the way forward for the Consortium of Universities delivering the MA LLL programme to enhance their influence among the relevant audience in India. The Consultants had agreed with the MALLL Consortium to set up a road show and a series of meetings with key officials of national agencies and universities that are of national importance. In preparation to the meetings and visits the Consultants engaged in dialogue with a number of institutions to elicit their interest in the programme. During deliberations

with the Association of Indian Universities (AIU), a MOU was proposed between MALLL Consortium and AIU. Initial drafts were sent to MALLL Consortium office and a final draft was submitted to the AIU during the discussions with Professor Dongaonkar, Secretary General of AIU.

Meetings were also held with the Professor M L Sharma, Vice Chairman of University Grants Commission, who is also the Chairman of a committee set up by UGC to promote Life Long Learning in India.

One of the objectives of the project was to introduce to the Consortium Universities in India with whom they could develop academic collaboration. The Consultants identified a mix of Universities such as the Jawaharlal Nehru University (a Centrally Funded research oriented apex university), Pune University (a state government funded university with a large number of international students), Symbiosis International University (a private University with International orientation), Bharati Vidyapeeth (a private sector Deemed University – a status granted by UGC that enable institutions award their own qualifications- with a large network of institutions in Maharashtra and other parts of India), Osmania University (a large affiliating University in Hyderabad – a state that has aspirants to go abroad for higher studies) and Hyderabad University (a central University with good international links located in Hyderabad). Outcome of discussions with some of the key organizations are highlighted below:

1. The Association of Indian Universities; This organization is equivalent to Universities UK and the Danish Rectors' Conference and is well connected to all universities and can serve as a platform for disseminating information and identifying potential institutions that can network with the MALLL Consortium Universities. During the visit of the MALLL Consortium team members a draft Memorandum of Understanding has been proposed during a meeting with Dr Dayanand Dongaonkar, Secretary General AIU. AIU has agreed to place it before its Governing Council for consideration.
2. The University Grants Commission: This organisation is responsible for disbursing grants to all Universities funded by the Government of India and also for funding all developmental projects at Universities across India. Meetings were organized with Professor M L Sharma, Vice Chairman, UGC who demonstrated keen interest in the concept of Life Long learning and also to help promote the MALLL programme among Departments of Adult and Continuing Education at Universities in India. Professor Sharma is the Chairman of the National Committee set up to develop Life Long Learning in India and he has suggested organization of a seminar(s) with involvement of key institutions in India to promote LLL
3. Jawaharlal Nehru University (JNU). This is one of the leading Universities in India located in Delhi and has a national character with students and faculty drawn from all over India. The focus of the University is post graduate teaching and research. The Department of Adult and Continuing Education, headed by Professor S K Kejariwal took a lead in organizing presentation to potential students and faculty and also participated in seminars organized by the Consultants in Delhi, Pune and Hyderabad. Based on the demonstrated interest and expertise of the University and based on the fact that this university is one of the best universities in India and is ideally located in Delhi, discussions have taken place to explore possibility of developing a partnership between MALLL Consortium of Universities and JNU. A Memorandum of Understanding between JNU and MALLL Consortium has been proposed and this is under active consideration by JNU. It has been proposed that possibilities be explored with the

Erasmus Mundus team at Brussels to include JNU as one of the partner institutions in India wherein the proposed Doctoral LLL programme could be instituted. Possibilities will also be explored to initiate student and faculty exchange between the Consortium members and JNU as well as developing research and academic links.

4. Symbiosis International University was very enthusiastic about setting up Erasmus Mundus links as it is already one of the partners in a law programme under Erasmus Mundus. They were also interested in setting up academic links. Bharti Vidyapeeth also expressed interest in doing short term programmes and seminars in India as well as deputing faculty and students for short duration.
5. International Institute of Life Long Education is an association of professionals in education based in Delhi. They bring out periodical publications and organize seminars, conferences and annual meets. They are interested in joint publications and also organizing seminars on Life Long Learning.



During the visit of the MALLL team members meetings and discussions were held with the following institutions:

1. Association of Indian Universities,(AIU) New Delhi
2. The University Grants Commission,(UGC) New Delhi
3. Jawaharlal Nehru University, (JNU) New Delhi
4. National University of Educational Planning and Administration, New Delhi
5. International Institute of Life Long Education, New Delhi
6. Department of Adult and Continuing Education, University of Pune, Pune
7. Symbiosis International University, Pune
8. Bharatiya Vidyapeeth, Pune
9. Institute of Advanced Studies in Education, Osmania University, Hyderabad
10. Department of Economics, Hyderabad University, Hyderabad

A list of delegates met is attached at Annex 5.

During the visit, seminars on Life Long Learning was held at Jawaharlal Nehru University, New Delhi; National University of Educational Planning and Administration, New Delhi; Department of Adult and Continuing Education, University of Pune, Pune and Symbiosis International University, Pune; Department of Economics, Hyderabad University, Hyderabad wherein the visiting members addressed gathering of students and faculty on issues related to Life Long Learning and also a bit about the MALLL programme.

At Institute of Advanced Studies in Education, Osmania University, Hyderabad, the invitees consisted of heads of institutions delivering bachelor's and master's programmes in education, faculty of IASE, master's students and research scholars of Osmania University. Detailed presentation was made about the programme and institutions and individuals were encouraged to apply for the programme.

At Kolkata, the Consultants did not set up any institutional visits in agreement with Professor Soren, in view of the fact that Dr Asoke Bhattacharya was setting up the programme. Three candidates who applied for the programme were interviewed in Kolkata.



4. Outcomes

The following are seen as tangible outcomes out of the assignment undertaken by the consultants:

1. Networking with national level policy and advisory organizations such as University Grants Commission, New Delhi; The Association of Indian Universities, New Delhi. Meetings with these organizations created awareness about MALLL programme and also policy and trends about Life Long Learning in Europe. It also provided a feed back to the visitors about the policy, understanding and initiatives on Life Long Learning in India and generated a lot of interest among these organizations about the Consortium and Life Long Learning in Europe. There was interest expressed both by AIU and UGC to make use of the Consortium resources to develop and popularize the concept of Life Long Learning in India (especially by UGC).
2. The project helped in disseminating information about the programme across the country to the target group. In particular visits to institutions such as JNU, NUEPA, Pune University, Osmania University and Hyderabad University, provided the visitors to meet with potential candidates and faculty members of these institutions and provided them with a first hand experience of the understanding and status of life long learning at the institutional level.
3. The visitors were able to were able to interact with senior decision makers at UGC, AIU, JNU, Pune University, Osmania University and University of Hyderabad (all government funded organizations – both federal and state funded) International Institute of Life Long Education (a non-governmental organization in the field of adult and continuing education), Symbiosis International University, and Bharatiya Vidyapeeth (private sector Universities of repute). These interactions have provided the MALLL Consortium a wide range of institutions at various levels to help them interact in the future.
4. About 30 candidates were interviewed by the visitors during their stay in India and they were able to identify about ten potentially very good candidates who could be considered on the programme subject to the selection criteria being met.
5. The visitors addressed over 300 individuals consisting of undergraduate, post graduate students, research scholars and faculty at various seminars and meetings organized at different institutions.

6. Memorandum of Understanding has been proposed with AIU that will help address dissemination of information and networking at the national level on policy issues.
7. Memorandum of Understanding has been proposed with JNU with a view to include them as a consortium member for doctoral programmes and other proposed exchange programmes.
8. A copy of the report by Edward Vickers, following the visit in November 2007 is at Annex 6. The report highlights therein the value that the activities undertaken by the Consultants, added in promoting the programme. The Consultants were able to organise seminars themselves to promote the MA LLL programme, organise meetings for the visiting delegates with key officials at the national level and organise the road show to promote Life Long Learning as a concept and also in promote the European Master's in Life Long Learning among potential candidates. The Consultants deduce that the work done by them really helped the MALLL Consortium in understanding the status of Life Long Learning in India first hand and helped them interact with a wide range of academics at a large number of institutions in India that has not taken place during their previous visits to India.



5. Future Prospects and Activities

The following are the future activities proposed:

1. Ensuring signing of the Memorandum of Understanding with Jawaharlal Nehru University, helping developing an action plan for cooperation and facilitating the same.
2. Signing MOU with AIU and identifying an agreeable action plan.
3. Organising at least one seminar on Life Long Learning in India with inputs from University Grants Commission regarding the institutions that need to be invited. If funds are made available additional 2-3 seminars could be organized with a view to inviting all relevant institutions across the country. It is proposed that these seminars be organized in February-March 2008.
4. Organising an international conference in September with wider international participation from Europe and from India and neighbouring countries (Sri Lanka, Bangladesh, Nepal) with focus on Life Long Learning and an additional agenda for promoting all Erasmus Mundus programmes. This would need involvement of the Erasmus Mundus Secretariat at Brussels and the European Union office in New Delhi with participation of all apex bodies in India such as the UGC, AIU, NUEPA, National Council of Educational Research and Training (NCERT), National Board of Accreditation (NBA), National Accreditation and Assessment Council (NAAC) and leading Universities and Institu-

tions of national and international importance based in India and its neighbouring countries.

5. Continued promotion of MALLL programme for 2009 intake.

The Consultants will be in a position to facilitate the above mentioned activities and furnish appropriate proposals.



6. Acknowledgements

The Consultants like to place on record the assistance provided by the following in helping them implement the project:

1. Professor M L Sharma, Vice Chairperson, University Grants Commission, New Delhi
2. Professor Dayanand Dongaonkar, Secretary General. Association of Indian Universities
3. Professor Sudhanshu Bhushan, Senior Fellow, Higher Education, National University of Educational Planning and Administration, New Delhi
4. Professor S K Kejariwal, Head of Department of Adult and Continuing Education, Jawaharlal Nehru University, New Delhi
5. Mr. Suman Sarkar, Director Corporate, Skyline Business School, New Delhi
6. Professor K S Sudheer Reddy, Director, Institute of Advanced Studies in Education, Osmania University
7. Professor Omkar Nath, Department of Economics, Hyderabad University

Consultants' Contact Details

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Annex 1

Copy of Communication sent to Institutions

Shaping the future of learning

The European Masters in Lifelong Learning is an elite programme provided by three universities.

1. **Danish School of Education in Copenhagen**
2. **Institute of Education in London**
3. **University of Deusto in Bilbao in Spain**

The programme is aimed at professionals who wish to develop the field of lifelong learning and gain specialised expertise in lifelong learning policy or management.

Introduction

Lifelong Learning has become a fundamental goal of recent education policies, often advocated as a way to achieve socio-economic development and as a tool for promoting the 'knowledge-based' society.

The rationale of the European Masters in Lifelong Learning is to increase the awareness of European Lifelong Learning policies in a regional European context as well as on a global scale. It aims to provide policy-makers and professionals with responsibility for managing, delivering or supporting Lifelong Learning with opportunities to develop their own analysis and practice in what is a constantly changing economic, social, technological and policy environment.

The growing significance of Lifelong Learning both in national and international policy results in the need to bring its implications under close and critical scrutiny. The European Masters in Lifelong Learning is to be considered a response to a strong need for conducting educational reform activities all over the world.

Learning outcomes

The European Masters in Lifelong Learning seeks to form professionals, who are able to:

- Design and develop educational policies concerned with Lifelong Learning
- Promote innovation processes within Lifelong Learning systems suited to the social and organisational contexts in which they are to be undertaken, so as to facilitate change and social transformation
- Develop competences required in order to mediate between the educational community and the needs of the local environment
- Advise organisations on the planning, implementing, evaluating, supervising and control of training mechanisms in Lifelong Learning



- Apply techniques for recognizing diverse learning needs and for identifying the appropriate and sustained educational actions which will meet these needs
- Take part in the new developments and reforms taking place in Europe in accordance with the Bologna and Copenhagen process.
- Design and develop flexible learning paths, using ECTS and including recognition of prior learning.
- Integrate ICT and e-learning as a tool in educational programmes
- Develop systemic competences related to management, quality, creativity and leadership.

Programme

The European Masters in Lifelong Learning is a trans-national programme, which means that students will visit at least two European countries during their studies.

The programme is completed over 2 years and consists of 6 modules, each totaling 15 ECTS credits, and a dissertation totaling 30 ECTS credits.

The first year: In their first year students can choose between the Danish School of Education in Copenhagen and the Institute of Education in London.

The second year: In the second year, all students will go to the University of Deusto in Bilbao in Spain. Regardless of where one decides to go, they will be taught by leading experts in the field of Lifelong Learning.

Student life

As a student on the European Masters in Lifelong Learning, one will become part of a dynamic international community of students from all over the world. The language of instruction is English, and the programme itself comprises lectures, individual and group work and visits by policy makers and visiting researchers.

Competencies

The Erasmus Mundus MA LLL will provide an ideal opportunity for all participants to:

- understand the emergence of LLL and its incorporation into trans-national policies for education and professional development;
- analyse the theoretical and policy implications of LLL in various contexts;
- identify the concept(s) of learning and development that inform current thinking about LLL in a range of areas;
- consider questions about LLL in relation to the needs of their own country, transnational debates and their own professional concerns;
- undertake research in an area of LLL, which will be of value in developing policy and practice in their own country and trans-nationally;
- design and develop educational policies concerned with lifelong learning;
- promote innovation processes within lifelong learning systems in various social and organisational contexts;
- advise organisations on the planning and implementation of training mechanisms in lifelong learning.

Admission

Entry requirements: The entry requirements for students enrolling on the MA LLL are:

- a good first degree (humanities or social sciences) from a recognised institution of higher education.



- a satisfactory level of spoken and written English: IELTS 7.0 and TOEFL 650 (written paper test).

Application procedure and selection process

For a successful application the following documents must be included:

- student application form (incl. photo)
- certified copy of 1st degree
- IELTS/TOEFL certificate
- CV
- letter of recommendation (reference)
- qualification essay

Enrolment of students with an Erasmus Mundus scholarship will be informed directly about their enrolment at the Institute of Education/the Danish School of Education.

Scholarships

The European Commission offers scholarships for 3rd country (non-EU) students and scholars.

For non-EU students

For each student the scholarship amounts to 21,000 Euro per academic year. This includes 10 monthly grants of 1,600 Euro and a fixed amount of 5,000 Euro for fees, travel expenses, relocation costs, etc. For courses lasting two years, the student receives double this amount, i.e. 42,000 Euro.



Annex 2

APPLICATION FORM: STAGE I 2008/ 2009

Deadline for application: 26 October 2007

The Stage – 1 application form for admission to the European Masters in Lifelong Learning: Policy and Management has to be sent to the Indian Office in New Delhi

Electronically mall2008@vsnl.net OR

Printed, signed and sent by postal service to the MA LLL Consortium Office in India.

Postal address:

C/o MB Educational Concepts Pvt. Ltd.,
1007,10th Floor, Mercantile House, 15 Kasturba Gandhi Manrg,
New Delhi 110 001. INDIA.

Mark the envelope: "MA LLL: 2008/2009"

1. STUDENT PERSONAL DATA

Family name:..... First name(s):.....

Date of birth (dd/mm/yyyy):..... Passport No.:.....

Gender:..... Nationality as stated in passport:.....

Current postal address:

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.....
.....
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Phone:

Mobile:

Email:

Permanent postal address::

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.....
.....
.....

Phone:

Mobile:

Email:



2. ACADEMIC HISTORY OF STUDENT

Field of study: *(please tick)* Science Humanities Social sciences

Please provide details of qualifications you have already achieved:

Qualification	Institution	Dates From - to:	Graduation Date (or date of completion)	Percentage & Class obtained in qualifying examination

2.2 COMMUNICATION SKILLS

Language Read Write Speak

3. PROFESSIONAL & RESEARCH DETAILS (starting from the present job)

Organisation	Job Title / Profile (brief description & give details of project where applicable)	Dates (From – To)

4. DRAFT FOR YOUR PERSONAL LEARNING AGREEMENT

Specify briefly your academic interest in lifelong learning policy: (100 words)

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Specify briefly your academic interest in lifelong learning management:(100 words)

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Specify briefly your career plan after the completion of the European Masters in Lifelong Learning: Policy and Management: (100 words)



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5. WRITE A SHORT ESSAY ON THE FOLLOWING TOPICS

A. Lifelong Learning as a way to achieve socio-economic development from local context (200 words each)

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B. Lifelong Learning as a tool for promoting the 'knowledge-based' society (200 words each)

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REFEREES (3 required) – name, position, address, phone and email

[Note: this should include your current/latest* academic supervisor]

- 1.
- 2.
- 3.



Annex 3

List of Institutions to which communications were sent

Name/Designation/Address	
1. D. K. P. Subba Rao Associate Professor & Dean Department of Education College of Arts & Commerce Andhra University Visakhapatnam - 530 003	Dr. Harisingh Gour University Sagar-470 003, Madhya Pradesh
2. Dr Nimma Venakata Rao Associate Professor & Head, Department of Education College of Arts & Commerce Andhra University, Visakhapatnam - 530 003	7. Dr. V.K. Joshi Dean & Head Department of Education Banasthali Vidyapith Pin – 304022, Rajasthan.
3. Dr. Ms. Madhu Kapani, Reader and Head, Department of Education Sri Sathya Sai University Vidyagiri, Prasanthi Nilayam – 515 134 Anantapur District, Andhra Pradesh, India	8. Prof. Mathureshwar Pareek Head, Department of Education University of Rajasthan JLN Marg Jaipur-302004
4. Dr. Sridhar .Y Reader and Chairperson Department of Education University of Mysore Manasagangotri 570006, Mysore	9. Dr.(Mrs.) P. Prema Professor and Head Department of Education Alagappa University Karaikudi - 630 003, Tamil Nadu
5. Prof. G. M. Malik Professor and Head The University of Kashmir Hazratbal, Srinagar-190006, J&K	10. Dr.R. Ananthasayanam Professor and Head Department of Education Technology Bharathiar University Coimbatore - 641 046, Tamil Nadu.
6. Prof. G. P. Nema Department of Political Science Dean, Faculty of Education	11. Dr. R. Karpaga Kumaravel, Professor & Head, Department of Educational Technology, Bharathidasan University, Tiruchirappalli - 620 023, Tamil Nadu.
	12. Dr. D. Kumaran Professor and Head



- Department of Education
University of Madras, Chepauk,
Chennai - 600 005, Tamil Nadu
13. Prof. Bhoodev Singh
Head & Dean, Faculty of Education
Banaras Hindu University
Kamachha, Varanasi-221005, U.P.
14. Professor R. Sinha
Professor and Head
Department of Education
University of Calcutta
1, Reformatory Street,
Kolkata -700 027, West Bengal
15. Prof. (Mrs.) Tapati Basu
Dean, Faculty Council for Post-Graduate studies
in Education, Journalism & Library Science
University of Calcutta
Kolkata - 700 073
16. Prof. Bharati Baveja,
Head, Dept. of Education
Central Institute of Education: Faculty of
Education
33, Chhatra Marg, University of Delhi
Delhi-110007
17. Prof. Geetha B. Nambissan
Chairperson, Zakir Husain Centre for
Educational Studies, SSS
Jawaharlal Nehru University
New Mehrauli Road, New Delhi 110067
18. Prof. Farida A. Khan
Head, Department of Educational Studies
Jamia Millia Islamia
New Delhi-110025
19. Prof. M. Akhtar Siddiqui
Dean, Faculty of Education
Jamia Millia Islamia
New Delhi-110025
20. Prof. S. Kumar
Professor, Dean and Head
Faculty of Education & Psychology
Maharaja Sayajirao University of Baroda
Fatehgunj, Vadodara - 390 002
21. Dr. N. Muthaiah
Lecturer, Sri Ramakrishna Mission Vidyalaya
College of Education
Sri Ramakrishna
Vidyalaya Post
Coimbatore - 641 020, Tamil Nadu
22. Dr. Raj K. Gupta
Reader & Chairperson
Department of Education,
Panjab University,
Chandigarh-160014
23. Dr. J. R. Dheer
Chairperson, Department of Education
Kurukshetra University
Kurukshetra – 136119, Haryana
24. Dr. S P Malhotra
Professor, Department of Education
Kurukshetra University
Kurukshetra – 136119, Haryana
25. Prof. Akhilesh Chaube
Dean, Institute of Advanced Studies in
Education (IASE)
Department of Education,
University of Lucknow,
Lucknow - 226 001 U.P.
26. Prof. U.C. Vashishtha
Head, Institute of Advanced Studies in
Education (IASE)
Department of Education,
University of Lucknow,
Lucknow - 226 001, U.P.
27. Dr. Satya Narayn Tripathi
Professor and Head
Department of Education
D.D.U. Gorakhpur University, Civil Lines,
Gorakhpur, Uttar Pradesh-273009
28. Dr. A.B. Saxena
Principal, Regional Institute of Education,
Shymala Hills, Bhopal
Madhya Pradesh – 462013

29. Dr G. N. Prakash Shrivastava
Professor & Head
Regional. Institute of Education
Shyamla Hills
Bhopal 462 013 (M.P.)
30. Prof. K . Doraswami
Professor and Head
Department of Education
Regional Institute of Education
Mysore – 570006
31. Dr. Madura Kesarkar
Reader and Head, Department of Education
(Mumbai)
Shreemati Nathibai Damodar Thackersey (SNDT)
Women's University
1, Nathibai Thackersey Road,
New Marine Lines Mumbai-400020,
Maharashtra
32. Prof. (Ms.) Meenakshi Thapan,
Head, Dept. of Sociology,
University of Delhi,
Delhi-110007.
33. Prof. Santosh C. Panda
Head, Department of Economics,
Delhi School of Economics,
University of Delhi,
Delhi-110007
34. Prof. Saiyid Zaheer Hussain Jafri,
Head, Department of History,
Faculty of Social Science building,
University of Delhi,
Delhi-110007.
35. Prof. Bidyut Chakrabarty,
Head, Department of Political Science,
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Annex 4

List of persons that attended the Seminar at Dehradun

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25	Mrs. Anjana Kaur	144, Vasant Vihar II, Dehradun	Hingri Nath Vishwavidyalaya, Dehradun	-	09837376386
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Annex 5

List of persons met by the delegates during the visit Nov 17-29, 2007

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Annex 6

Promoting the Erasmus Mundus scheme in India

Report on a visit undertaken by members of the European MA in Lifelong Learning (MALLL) Consortium, November 17-30, 2007.

Those taking part in the visit:

Dr. Soren Ehlers, Danish School of Education, University of Aarhus
(MALLL Consortium Coordinator)

Dr. Edward Vickers, Institute of Education, University of London
(MALLL course leader in London)

Background to the visit

Educational ties between Europe and India are far weaker than they should be (as reflected in the huge numbers of Indian students in American universities and relatively low numbers coming to the EU). There is thus clearly a need to find ways of raising Europe's profile as a destination for Indians seeking higher education overseas. This is no doubt a principal reason why the largest proportion of scholarships under the Erasmus Mundus scheme is reserved for Indians.

However, the experience of this consortium when it comes to recruiting Indian students has so far been distinctly mixed. In both of the previous two years, we have managed to find qualified candidates for our quota of scholarships for Indian students. However, the total numbers of Indian applicants have been disappointingly low, and we have found the general standard of the Indian students we have recruited to be below what we would expect or wish for.

Our previous methods of promoting the course in India included using the British Council network, and sending out hundreds of brochures to relevant university departments across the country. These methods have proved to be almost entirely useless.

The applicants we have received have mostly applied as a result of contacts made by ourselves or our colleagues in Europe with individual counterparts in India. For example, Dr. Søren Ehlers, the consortium coordinator, visited India in January 2007 and spent some time in Calcutta. There he spent some time with a local professor working in the field of adult education, and met some of that professor's students – several of whom subsequently applied for the MALLL course.

We have considered mounting an Indian advertising campaign to solicit applications, but decided against this because Dr. Ehlers experience during his January visit demonstrated that the concept of 'Lifelong Learning' is too poorly understood in India. The Erasmus



Mundus scheme, and the concept of degrees offered jointly by universities in different countries, is likewise not widely understood. The EU still faces an uphill struggle in 'selling' the Erasmus Mundus programmes as a European alternative to the American Fulbright scheme.

It was therefore decided that the only practicable means of attracting a reasonable number of well-qualified Indian applicants was for the MALLL consortium to organise a road show in India. This would take the form of seminars at key institutions specialising in educational research and in education-related areas of social science, aimed at explaining the concept of Lifelong Learning and the nature of the MALLL programme. Meetings with prospective applicants would also be arranged, to help publicise the course, to give us a better feel for the standard of some of the applications, and to give prospective applicants an opportunity to obtain further information from us.

An experienced and well-connected local agent (based in Delhi) was employed to organise this (he was a former colleague of one of our Indian students, who had previously worked for the British Council). He arranged seminars at key universities in four Indian cities, as well as meetings with key government agencies in Delhi. He also attempted to use his own academic and official contacts to publicise the course and arrange interviews with a number of prospective applicants. In addition, he arranged for a professor from Delhi's Jawaharlal Nehru University, Professor Kejariwal, to accompany us on our trip to Pune, Bombay and Hyderabad.

The MALLL India Road show – summary

Delhi

Monday, November 19:

- Meeting with the Secretary General of the Association of Indian Universities
- Meeting with the Vice-chairman of the University Grants Commission of India (UGC)

Tuesday, November 20:

- Discussions with academics at the Jawaharlal Nehru University (JNU) (primarily drawn from the Group of Adult Education, School of Social Sciences)
- Seminar on Lifelong Learning and the MALLL programme for staff and students at JNU
- Similar seminar at the National University for Educational Planning and Administration (NUEPA)
- Meeting at the International Institute of Life Long Education, New Delhi

Wednesday and Thursday, November 21-22:

- Interviews in Delhi with prospective candidates for the MALLL Erasmus Mundus scholarships (about 20 individuals)

Pune

Friday, November 23:

- Seminars at Pune University and at Symbiosis University (similar to the seminar delivered at JNU)
- Meetings with academics at both universities to explain the Erasmus Mundus programme and the concept of Lifelong Learning.
- Interviews with four prospective applicants.



Bombay

Sunday, November 25:

- Interviews with three prospective applicants.

Hyderabad

Monday, November 26:

- Seminar with staff and students at the Indian Institute for Advances Studies in Education, Osmania University

Tuesday, November 27:

- Seminar with staff and students at the Department of Economics, School of Social Sciences, Hyderabad University

Calcutta

Wednesday, November 28:

- Interviews with prospective applicants (three individuals)

Thursday, November 29:

- Further Interviews with prospective applicants
- Dinner with staff from the Department of Education,

Outcomes

Understanding of Lifelong Learning in India

We found considerable enthusiasm for this concept among several of the academics we met, particularly in Delhi. The Vice-chairman of the UGC, Professor Sharma, was particularly interested, and informed us that Lifelong Learning was an area in which the Government of India would be looking to invest under its 11th Five Year Plan.

Professor Sharma's understanding of Lifelong Learning was consistent with the interpretation commonly found in EU policy documents (i.e. related to demands for 'high skills,' discussions of the 'knowledge economy,' globalisation and so forth). However, most academics and students we met initially assumed that Lifelong Learning was a new name for compensatory education schemes (e.g. in basic literacy and numeracy) aimed at poor and illiterate adults.

It is also apparent that Education as an academic field or discipline suffers from extremely low status within Indian universities. The buildings and facilities of most Departments of Education that we visited appeared inferior to those of other departments.

Education generally seemed to be understood as a process of transmitting book-based 'knowledge,' and acceptance of the concept of 'learning' as a process of developing skills or competences was not much in evidence.

It will require a lot more work to build understanding of a broader concept of Lifelong Learning in India. Nevertheless, at every level of the Indian education system there appears to be a sense of deep dissatisfaction with existing practice, and with the failure of efforts over many years to expand access to schooling and literacy. We have gained the impression that the academics and teachers we have met here are open to the idea that fundamental reform of teaching and learning practices may have to go hand-in-hand with efforts to extend access to previously excluded social groups. Moreover, as noted above, there is rapidly growing interest in the concept of Lifelong Learning amongst some senior officials and elite institutions of higher education (such as JNU). There will certainly be large scope for dialogue between European and Indian specialists in this area in the coming years.

Quantity and Quality of Indian applicants

In addition to interviewing around 35 prospective applicants during this trip, our 'road show' has given us opportunities to speak to large audiences of students and staff in four major centres of higher education. A considerable number of these students and junior faculty have also expressed an interest in applying for the MALLL programme. As a strategy for attracting a larger number of Indian applicants, this 'road show' has thus proved very effective.

However, it is important to note that of the 35 prospective applicants we have interviewed, only about 10-12 appear to possess the combination of academic ability, professional experience and linguistic skills that we would ideally expect any scholarship holder to possess. This is already a considerable improvement on previous years, and we would expect the total number of highly-qualified Indian applicants this year to be significantly higher. Nevertheless, the proportion of highly-qualified candidates to total applications is relatively low.

Plans for future action

- *Building a Network to Market the Erasmus Mundus Scholarships*

Building links with universities and with individual academics interested in our MALLL programme has proved crucial to our efforts to reach high-quality applicants for the Erasmus Mundus scholarships. Almost all of the prospective applicants we have met on this visit have come to us as a result of personal recommendations from Indian professors with whom we have managed to establish contact.

However, we realise that it is important not to rely on just one or two individuals, but to build a more extensive network. Otherwise there is a danger that knowledge of this programme, and of the Erasmus Mundus scholarships, could simply become a source of patronage for Indian professors or officials who wish to provide opportunities for their own friends or relatives. We have witnessed signs of this tendency on the part of one or two professors we have met on this trip – they evidently had not widely disseminated information about our programme, but instead had simply sent us one or two prospective applicants who were very poorly qualified.

We anticipate that we will need return to India in Autumn 2008 to repeat this road show (though perhaps over one week rather than two), if we are to continue attracting a higher number and quality of applicants. Understanding of Lifelong Learning and familiarity with the Erasmus Mundus scheme is at such a low level in India that sustained and repeated interaction with academics and officials 'on the ground' is the only practicable way of raising 'brand-recognition' here.

- *Cultivating partnerships with Indian institutions interested in Lifelong Learning*

As already mentioned, there appears to be a rapidly growing interest in the area of Lifelong Learning amongst senior officials and some academics in India. Academics at JNU have requested further information regarding the details of our programme content, with a view to offering their own courses in Lifelong Learning. We have received similar requests from professors at other institutions we have visited.

Development of such courses will make it possible in the future for us to develop courses in Lifelong Learning that involve opportunities for European students to study in India, as well as the other way around.



We also discovered that the University of Hyderabad is about to start offering a course on multi-national institutions, with a particular focus on the European Union. However, they were not familiar with the Erasmus Mundus scheme, or with the educational dimensions of EU integration. Academics there were particularly interested to learn of this aspect of EU policy.

In order to sustain and build on this interest in Lifelong Learning, we are now planning to return to India in February 2008 for a more substantial seminar with invited academics and officials from key universities across India, and central government agencies. This seminar will probably be held at JNU in Delhi, while invitations will be facilitated or arranged through Professor Sharma, Vice-chairman of the UGC.



Broader Recommendations relating to the promotion of Erasmus Mundus programmes in India

The large allocation of scholarships to Indians under the Erasmus Mundus scheme addresses an urgent need to build stronger links in higher education between Europe and India. However, setting up a quota for Indian applicants is just not enough to ensure that this scheme has the desired effect.

The quality and quantity of Indian applicants for Fullbright scholarships remains far higher than for Erasmus Mundus scholarships. Why? Because Fullbright has universal brand recognition and the full backing of the American government. By contrast, hardly anyone in India has heard of the Erasmus Mundus scheme, and the European Commission appears to have given very little attention (or resources) to marketing it.

This is hard to understand, given the very substantial sums of money being allocated to the scholarships themselves. Given that the EU is spending so much money on scholarships for Indians (which in itself is a good idea), it makes sense to spend a little more money on ensuring that the existence of these scholarships is widely known. Otherwise, the many of the scholarships may be wasted, while the very best students will continue to go to America.

In our opinion, the most effective way to market the Erasmus Mundus scheme in India would be for the Commission to encourage consortia to organise the kind of 'road show' that we have just mounted, and to provide funding for this purpose. Road shows such as this are expensive, but our experience has demonstrated that other, less focused, forms of marketing simply will not work here.

In addition to providing financial assistance for this kind of marketing and promotional activity, the EU office in India could perhaps also host or help to arrange media coverage for consortia who put on seminars or road shows like this. Official EU backing would help



lend prestige to these courses, and raise the profile both of individual programmes and of the Erasmus Mundus scheme more generally.

We strongly urge the Agency and the Commission to provide financial backing and all other possible assistance to consortia who wish to engage in marketing campaigns of this sort in India. This will ensure that individual consortia, and the EU as a whole, are really able to fulfill the aims of the Erasmus Mundus scheme, and attract the very best Indian students to Europe.

Edward Vickers
Calcutta
November 28, 2007

