Отже, найперше потрібно зрозуміти, що є альтернатива коштовному навчанню в США чи Англії – це Канада. Канадська освіта це не просто інший вибір, а з багатьох точок зору це краща альтернатива, адже сама ціна навчання в Канаді набагато дешевша, а курс канадського долара по відношенню до американського додатково надає 30 % заощаджень. Наприклад в середньому рік навчання в Канаді у державному ВНЗ на післядипломній програмі коштує $ 15,000 CAD, а в США навчання на схожій програмі буде коштувати $ 25,000 USD, у Великобританії £ 22,000 GBP. Математику заощадження рахуємо самі.

Канадський диплом і кваліфікація визнається і високо цінується в США, Австралії і в по всій Європі. Канадські однорічні сертифіковані післядипломні програми націлені на попит, який існує на ринку праці і дозволяють отримати практичні навики, а не тільки теоретичні знання. Окрім того, міжнародний студент має легальне право на працю під час навчання не тільки на території студентського містечка, але й поза його межами, а після отримання диплому, Канада надає право студенту оформити робочу візу до 3 років і працювати за отриманим фахом.

«Якщо у потенційного українського абітурієнта не має достатньо коштів продовжити навчання в США чи Великобританії то звичайно потрібно обирати Канаду, як не тільки альтернативу, але як кращу опцію. Ми розвіюємо міфи, надаємо комплексну інформацію і допомагаємо молодим українцям вступити на навчання до канадського ВНЗ. Ми працюємо з державними ВНЗ Канади, які знаходяться в Торонто і околицях, де пропонується до 800 різних акредитованих програм і спеціальностей. Широкий спектр програм і кваліфіковані поради наших співпрацівників дозволяє абітурієнтам обрати оптимальну спеціальність і здійснити свою заповітну мрію, отримати західну освіту і досвід,» – коментує Тарас Паславський, директор з міжнародних зв'язків «Групи Провіденс».

Канадська консалтингова компанія «Група Провіденс» надає послуги українцям, щодо можливості приїзду їхніх близьких, рідних і просто друзів на навчання до Канади, як на довгострокові програми, так і на короткотермінові курси з вивчення англійської мови.

«Група Провіденс» спеціалізується у наданні кваліфікованих послуг із підбору освітніх програм, вступу до навчальних закладів Канади, наданні консультацій і рекомендацій щодо збору необхідних документів для студентської візи в Канаду, підтримки студентів упродовж усієї вступної кампанії й аж до приїзду в Канаду.

З літа 2016 року Група Провідесн впровадила нову програму підтримки міжнародних студентів, які вже навчаються в Канаді, отже зв'язок зі студентом тримається впродовж повного навчального циклу. «Група Провіденс» з 2003 року працює на цьому ринку і вже допомогла багатьом молодим українцям матеріалізувати свої мрії.

HIGHER EDUCATION – PERSPECTIVE CATALYST IN INDIAN GROWTH

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«Education is an ornament in prosperity and a refuge in adversity»
Aristotle

Higher Education is the catalyst to the country's growth. It is the higher education which generates innovations, technologies, improvements & up gradations of machines. India's higher education system is the third largest in the world. It has seen a consistently high rate of economic growth in the recent years. It has now become a major player in the global knowledge economy. Skill-based activities have made significant contribution to this growth. Such activities depend on the large pool of qualified manpower that is fed by its large higher education system. It is now widely accepted that higher education has been critical to India's emergence in the global knowledge economy. Yet, it is believed that a crisis is plaguing the Indian higher education system. There appear to be endless problems with the Indian higher education system. The higher education system produces graduates that are unemployable, though there are mounting skill shortages in a number of sectors. The standards of academic research are low and declining. Despite over 500 universities and 25,000 colleges, the gross enrolment ratio (GER) continues to be low with only 12.4 per hundred accessing higher education. «We are far behind the developed countries' average of 45 per cent and even countries like China (22 per cent)».

The GER for Dalits, educationally backward minorities and other socially and educationally backward minorities and other socially backward classes is even lower than the national GER. The Centre has set a GER target of 30 per cent by 2020 and for this, the number of universities and colleges would

have to be increased many fold, quality of existing institutions to be enhanced and existing colleges and universities will have to be expanded.

An unwieldy affiliating system, inflexible academic structure, uneven capacity across subjects, eroding autonomy of academic institutions, low level of public funding, archaic and dysfunctional regulatory environment are some of its many problems. Finally, it is widely held that it suffers from several systemic deficiencies and is driven by populism, and in the absence of reliable data, there is little informed public debate. More than 35 years ago, Nobel laureate Amartya Sen, while analysing the crisis in Indian education, rather than attributing the crisis in Indian education to administrative neglect or to thoughtless action, pointed out that the 'grave failures in policy-making in the field of education require the analysis of the characteristics of the economic and social forces operating in India, and response of public policy to these forces' (Amartya Sen, 'The Crisis in Indian education', Lal Bahadur Shastri Memorial Lectures, 10-11 March 1970). He emphasised that 'due to the government's tendency to formulate educational policies based on public pressure, often wrong policies are pursued'. Unfortunately, it is believed that policy-making suffers from similar failure even today. Rather than pragmatism, it is populism, ideology and vested interests that drive policy. It seeks to achieve arbitrarily set goals that are often elusive and, more than that, pursued half-heartedly.

History of Higher Education

India has a long and venerable history in the field of higher education. In ancient times, the country was known to have been home to the oldest formal universities in the world. The more striking of these ancient universities were Takshila (now in Pakistan), Nalanda (in the modern state of Bihar) and Ujjaini (in modern Madhya Pradesh). Unfortunately, Takshila University was destroyed by the White Huns (Ephthalites) around 460 A.D. In 1193, Nalanda University was sacked and totally destroyed by Bakhtiyar Khilji. This event not only ended the university, but was also followed by a rapid decline in the practise of Buddhism in India. In 1235, Sultan Iltutmish completely destroyed Ujjaini, a major centre for mathematics, literature, philosophy and astronomy. History of higher education in India had thus begun its journey quite with a bang, which had to face temporary hindrance in the form of outside invasion. It is significant that at exactly the same time, half-way across the world, Oxford University was being established.

India has an age old heritage of education but it was largely based on caste and social status rather than being equally available to all. Traditional Hindu education served the needs of the Brahmin families. Brahmin teachers would teach boys to read and write. Under the Mughals, education was similarly elitist, favoring the rich rather than those from high-caste backgrounds. These pre-existing elitist tendencies were reinforced under British rule. British colonial rule brought with it, the concept of a modern state, a modern economy and a modern education system. In the early 1900s, for the first time demand for technical and vocational training in education was raised by the Indian National Congress.

Pt. Jawahar Lal Nehru envisaged India as a secular democracy with a state-led command economy. It is through the first five year plan in 1950-51, that India began its programme for providing free and compulsory education to all children. In the effort to fulfill educational needs of the country, specifically for the diverse societies and cultures of the country, the government has chalked out different educational categories namely, Elementary Education, Secondary Education, Higher Education, Adult Education, Technical and Vocational Education. Institutions of excellence in higher education were formed with a view to provide subsidized quality higher education, to build a self reliant and modern India. Even at present, these institutions are recognized among the best in the world.

Present Scenario

Knowledge has always been a distinguishing characteristic of human beings in view of their unique capacity to formulate and continuously transmit knowledge from one generation and location to another. Knowledge Society – has gained prominence due to advances in Technology and related Applications. Knowledge Societies have to address issues about how information and ideas are to be created and, thereafter, adopted at an accelerating speed, which leads to

– economic growth;
– improves quality of Life;
– sustainable for long time.

India possesses a highly developed higher education system which offers facility of education and training in almost all aspects of human creative and intellectual endeavors: arts and humanities; natural, mathematical and social sciences, engineering; medicine; dentistry; agriculture; education; law; commerce and management; music and performing arts; national and foreign languages; culture; communications etc.

The institutional framework consists of Universities established by an Act of Parliament (Central Universities) or of a State Legislature (State Universities), Deemed Universities (institutions which have been accorded the status of a university with authority to award their own degrees through central government notification), Institutes of National Importance (prestigious institutions awarded the said status by Parliament), Institutions established under State Legislative Act and colleges affiliated to the University (both government-aided and -unaided) As on 31.3.2006, there were 367 University level institutions including 20 Central Universities, 217 State Universities, 104 Deemed Universities and 5 institutions established under State Legislation, 13 Institutes of National Importance established under Central legislation and 6 Private Universities. There were 18,064 degree and post-graduate colleges (including around 1902 women's colleges), of which 14,400 came under the purview of the University Grant Commission, the rest were professional colleges under the purview of the Central Government or other statutory bodies like the AICTE, ICAR, MCI etc. Of the Colleges under UGC purview 6109 have been recognized by the University Grants Commission (UGC) under Section 2(f) and 5525 under Section 12(B) of the UGC Act, these recognition permits them to receive grants from the UGC. In 2006-07, an estimated 13.93 million students were enrolled in the institutions of Higher Education as against 10.48 million in the previous year and the faculty strength was 0.488 million as compared to 0.472 m in the previous year. The enrolment of women students at the beginning of the academic year 2006-07 was 4.466 million, constituting 40.40 per cent of the total enrolment. Of the total women enrolment, only 12.35 per cent women have been enrolled in professional courses and the rest in non-professional courses. The women enrolment is the highest in Kerala (66.00 per cent) and lowest in Bihar (24.52 per cent) in terms of percentage enrolment to total enrolment. (Annual Report, Ministry of Human Resource Development, 2006-2007).

Growth of Higher Education System

There were 20 Universities and 500 Colleges at the time of independence. At present, the number of Universities and university-level institutions are 504, State Universities are 243, State Private Universities are 53, Central Universities 40, Deemed Universities 130, Institutions of national importance established under Acts of Parliament 33, Institutions established under various State legislations 5.

In addition, there are 25,951 Colleges, Including around 2,565 Women Colleges. Out of 25,951 Colleges,7,362 Colleges (28 %) have been recognized under Section 2(f) and 5,997 Colleges (23 %) under Section 12-B of the UGC Act,1956.

Total number of students enrolled in Universities and Colleges are 136.42 lakhs, 16.69 lakhs (12.24 %) in University Departments and 119.73 lakhs (87.76 %) in affiliated colleges.

As per the report of UGC, presently there are 634 degree awarding institutions in the country. Government is suggested to direct UGC not to lower the parameters/standards of foreign educational institutes to open up their operations in India.

In India, one problem is 'numbers' and the other is 'quality'. We want to be a developed country by 2020. If we really want to achieve that target, we should have at least 20 % of the age group in higher education by 2020. The present number is uncertain but is reported to be around 10 %. In other words within a decade (that is, from 2010 to 2020), we will have to double the opportunities for higher education. It is just impossible for the Government alone to create the facilities needed. Private providers have to play a role. Coming to another important component of higher education, that is 'research'. In the Science Summit held in Bangalore, in 2000, the former secretary of the Department of Science and Technology gave the following information based on estimates that emerged in a discussion meeting. In technology that is used in India, the foreign components were as follows:

1) foreign technology used without alteration 50 %;

2) foreign technology modified and adopted to suit our need 45 %;

3) indigenous technology 5 %.

The Defence Minister of India stated in Parliament recently, that our weapons are outdated and we are depending upon imports from abroad for nearly 70 % of our equipment. In an age of globalization, no country will sell advanced technology or lend advanced technology. We have to substantially develop our own. This requires augmenting our research capability. We may take a look at the state of research in India. It may be meaningful to compare our position with China. In 1980, India published 10,606 papers with citations. The number from China was 682. In 1990, India published 11563 research papers and the number from China was 6991. In 2005, the number from India was 25227 while the number from China was 72,362.

Recent Developments in Indian Higher Education

Higher education has received a lot of attention in India over the past few years. There are four reasons for this recent focus. First, country's weak higher education system is being blamed for skill shortages in several sectors of economy. Second, reservation quotas in higher education institutions, particularly the more reputed ones that provide access to high status and best-paid jobs became a highly divisive issue, central to the policy of inclusive growth and distributive justice, and hence politically very important. Third, in the backdrop of the first two developments, it began to be argued that the country would not be able to sustain its growth momentum and maintain competitiveness unless problems with higher education are fixed. Last, demand for higher education continues to outpace the supply due to growing population of young people, gains in school education, the growing middle class and their rising aspirations.

It is widely believed that technological advances and a shift in demographic profile of India with a window of opportunity to productively engage its huge pool of human resources, is because of ever expanding sphere of higher education leading to becoming a leader in both the rapidly expanding sectors of services and highly skilled manufacturing. For consistent growth, this would, however, require revamping the higher education sector. Hence many steps have been taken to augment supply, improve quality and fix many of the problems faced by higher education. The National Knowledge Commission (NKC) that was set up to examine the higher education sector (amongst other things) made several useful and important recommendations. The Government of India has increased funding significantly during the Eleventh Five Year Plan. Many new institutions have been planned and some of them are already operational. There are many good ideas in the plan document. All these efforts, however, appear to be somewhat disconnected. Some even appear to be at cross-purposes with each other. Several suggestions appear to be merely impressionistic views of individuals, rather than being supported by data and research. Overall, these efforts do not give a sense of an integrated reform agenda for Indian higher education. And in absence of credible data and good analysis, the media continues to perpetuate and exacerbate certain fallacies and inconsistencies.

With ambiguity in defining its purpose and vagueness about its quality, debate on higher education is usually full of rhetoric. As pointed out by Kapur and Crowley, for the higher education 'sector whose main purpose is to train people with strong analytical skills, it is ironical that its own self-analysis is replete with homilies and platitudes, rather than strong evidence' (Kapur and Crowley, 2008). Institutions of higher education today are an integral organ of the state and economy. They are embedded in the history and culture of a nation and are shaped by its contemporary realities, ideologies and vested interests. India's large size, long history and diverse culture and the complicated nature of Indian polity and policy process make Indian higher education a very complex enterprise.

Issues:

– poor quality of graduates – lack skills for employability

a) only 10 % of graduates and 25 % of engineering graduates are directly employable.

b) quality of education delivered in most institutions is very poor. While India has some institutions of global repute delivering quality education, such as (Indian Institute of Management) IIMs and (Indian Institute of Technology) IITs, we do not have enough of them.

c) very narrow range of course options are offered

d) education is a seller's market – lack of competition – no incentive to provide quality education.

e) increasing number of students going abroad for higher education.

f) lack of attractiveness in teaching as a profession – there is clearly a lack of educated educators – Teaching is not an attractive profession – it's the last choice in terms of career.

– number of Ph.D.s produced each year is very low.

– industry has to invest a lot of resources in training new hires – not every organization is in position to set up requisite training infrastructure

– most of the education institutions are owned by politicians – Education system which is highly regulated by the government has been set up to benefit politicians.

Challenges:

– huge demand supply gap – not just in terms of number of seats available but more so in terms of seats available in institutions who offer quality education:

a) only 1700 get admission to IIMs – only 1 out of every 170 students who take CAT will make it to the IIMs. Number of applicants went up by 28% in 2008;

b) IIT-JEE – > 3.95 applicants in 2009 competing for ~7000 seats – average 56 students competing for 1 seat;

c) about 2 lakh students compete for the 77 seats available at AIIMS – a premier medical education institution in India;

d) 9,500 seats in National Institute of Technology (NIT) invited more than two lakh applications;

– India has birth rate of 25 million per year – developed countries have 1/3rd of students going to college. If India were to meet the same standard, it will need 8-9 million graduate seats in colleges and it has only 4.5 million today;

– regulatory framework – antiquated, «not for profit» requirement to set up educational institutions – major obstacle in attracting serious players and investments;

– there is huge obsession with capacity creation – but emphasis should be much more on quality – how is it that we can create quality capacity?

– parents only treat engineering, medicine as only choices for graduation – they are unable to appreciate attractiveness of new specialized industry oriented programs that are launched in the country;

– India has a very large number of talented students but many of these feel dejected for not making it to IITs and IIMs due to lack of capacity – they end up going abroad for education.

The key initiatives of the government to improve the quality and further development of higher education in India are as follows:

– a proposal for establishment of an autonomous overarching National Commission for Higher Education and Research (NCHER) for prescribed standards of academic quality and defining policies for advancement of knowledge in higher educational institutions. The said proposal is based on the recommendations of Dr. Yash Pal Committee and National Knowledge Commission;

– a proposal to prevent, prohibit and punish educational malpractices;

– law for mandatory assessment and accreditation in higher education through an independent regulatory authority;

– establishment of a national database of academic qualifications created and maintained in an electronic format which would provide immense benefit to institutions, students and employers;

– a proposal to establish 14 innovation universities aiming at world class standards;

– setting up 10 new National Institutes of Technology (NITs);

– launching of a new scheme of interest subsidy on educational loans taken for professional courses by the economically weaker students;

– setting up of 374 Model degree colleges in districts having GER for education less than the National GER;

– as part of reforms in All India Council for Technical Education (AICTE) norms, the HRD ministry announced an increase of almost 200,000 seats in engineering courses, additional 80,000 seats in management and 2,200 seats in architecture courses. The ministry also made it mandatory for technical institutions to reserve 5 percent seats for the weaker sections of society. – HRD ministry has liberalized the norms for land requirement for engineering colleges. Now lesser space will be needed for establishing technical institutes. While an engineering college in rural India will need 10 acres of land, just 2.5 acres of land will be needed in urban areas;

– conduction of special evening in the areas of Engineering, Technology, Architecture, Town Planning, Hospitality and Pharmacy by AICTE-approved institutes;

– introduction of Section 25 of Company's Act to allow good corporates to set up Technical Institutions;

– review of the functioning of existing Deemed Universities;

– passing of the Right of Children to Free and Compulsory Education Bill.

Future Perspectives of higher education

To support the Indian Economy, the higher education scenario in India is going through a drastic transformation, wherein a new accreditation body with the name of IBA (Indian Board of Accreditation) is being finalized to regulate the higher education in India. But what should be the future prospective of higher education, is a multi dollar question by all and everyone. We, being the premier torch bearers, of higher education, feel that education should be practical, logical/rational and innovative.

Practical in sense means an automobile engineer must know how to service or repair at least his own vehicle; electrical engineer must know how to replace the electric fuse in circuit. This kind of higher education is only possible when the emphasis will be laid more on doing practicals with scientific aptitude. Students have to be encouraged to spend more & more time on learning by doing rather than just studying for marks. Another aspect of the higher education should be that it should be logical or rational, that means based on the present requirement i.e. higher education should be as per the social needs, time needs and more so the country needs e.g. we require the nuclear scientist for our energy needs and space

scientists for our growth & development in the space industries. We require more & more agricultural scientists to feed the ever increasing population.

The Higher Education must produce more & more inventors so that ever increasing challenges & problems of societies could be solved. The higher education must produce the basic innovations such as the automobile engine which can run 100 kilometers in 1 liter petrol or hybrid seeds which can give 5 kg produce per plant.

But all the leanings must be enveloped within the framework of national values, ethics, culture, moral and human values.

To strengthen the future prospective of Higher Education, the approaches & technologies of the higher education needs to undergo the drastic changes with technology. New forms of teaching and learning can be grouped as follows:

– on an elementary, technical level, these are first and foremost new teaching and learning aids, such as the use of media (transparencies, posters, flipcharts) to visualize interrelations, and beamers including related software applications, electronic media for large-scale projections and videoconferencing, digital libraries for further learning in «classical» media such as books or magazines, without the need for media conversion;

– exemplary learning by experience, i.e. forms of knowledge transmission which consist of effective guidance towards a self-reliant acquisition of knowledge and exercise studies in lectures, project work and project-oriented learning (POL) to replace structured ex-cathedra lecturing;

– study programmes which integrate different places of learning, e.g. dual study programmes or integrated study programmes for students with a professional background which combine three places of learning: the university, professional practice, and self-study in a private setting;

– mobile learning («ubiquitous» learning), i.e. exploiting mobile technologies which enable learning at any place, such as CD ROM etc;

– web-based teaching and learning.

Web-based learning and project-oriented forms of learning hold the greatest promise:

– web-based learning refers to the fusion of training and the internet, such as online meetings, and fully online study courses; the increasing number of blended-learning arrangements is a response to the experience meanwhile gathered in higher education didactics;

– problem-oriented learning (POL), wants to lead students to study specific issues independently in selected steps that are characteristic of a profession. Typical of POL, an exemplary learning process with a specific link to practice that is geared to interaction and self-reliance, is triggered in small groups, and prompts different forms of student cooperation. By exemplary learning from experience, students are empowered to cope with tasks during their studies in a problem-oriented and interdisciplinary approach.

Future Expectations of/from various stakeholders – Students, Industry, Educational Institutions, Parents, Government;

– need to double capacity – not just in terms of seat count but «quality» seats count;

– deregulate education in India;

– remove the «not for profit» requirement to facilitate the investment from private sector

– industry and Academia connect necessary to ensure curriculum and skills in line with requirements;

– skill building is really very crucial to ensure employability – Academia to understand and make sure – knowledge + skills+ global professional skills = good jobs;

– industry and students are expecting specialized courses to be offered so that they get the latest and best in education and they are also industry ready and employable;

– power vested in AICTE need to disintegrate to perform specific key functioning e.g. policy, licensing, funding, curriculum etc;

– some industry-academic connection programs not working out as expected – e.g. Summer training for MBA students – most of them given dummy projects and are avoided while on board. Industry needs to get involved to support institutions;

– attractive Vocational and Diploma courses to be offered to students.

Recommendations

As per the present scenario of the higher education in India we recommend following in order to further meet the challenges:

1. Government should offer tax concessions/fiscal incentives for setting up campuses of higher education by private/corporate sectors.

2. Open Universities need to be encouraged to offer quality programmes at the least cost.

3. Government should encourage foreign universities to come to India to set up independent operations or collaborate with existing Indian Institutions.

4. A regulatory set up is required to ensure that there is no cheating or hoax and fixation of fees should not be in state control.

5. There is great need for providing broad band connectivity to all students along with low priced computer accessibility.

6. Good salary packages and benefits to the faculty so that good brains can be attracted to this profession.

7. Private sector should run universities not for profit through charitable trusts/societies but as a part of a corporate social responsibility (CSR).

8. Possibilities for foreign collaboration and participation as 100 % foreign direct investment (FDI). The government can encourage this initiative to improve the quality of formal education, particularly, in government run institutions.

Conclusion

The term quality, which encompasses economic, social, cognitive and cultural aspects of higher education, is perceived as an integral feature of the educational process and its results. By providing high quality educational services, educational institutions play an important role in the development of the national economy, of the society as a whole and of its individual members. Total quality can only be achieved by establishing an innovative organization, one that is flexible, which can adjust quickly to changes in its environment and is capable of learning. To improve higher education quality, an essential factor of economic and social development in the 21st century, it is crucial to reduce the huge amount of Knowledge, students are supposed to master, focusing their attention to a system of basic knowledge, on creativity, problem-solving and lifelong learning. This paper also identifies the key initiatives from the government, which include the establishment of NCHER, independent regulatory authority for accreditation and national database of academic qualification, increase in number of universities including IITs, IIMs, NITs during 11th five year plan and increase in the number of seats in existing institutions, and passing of the Right of Children to Free and Compulsory Higher Education.

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РОЛЬ ОСВІТИ В РОЗВИТКУ ЕКСПОРТНОГО ПОТЕНЦІАЛУ УКРАЇНИ

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Головною метою представленої нової Експортної стратегії України на 2017-2021 рр. є експорт наукомісткої інноваційної продукції для сталого розвитку та успіху на світових ринках. Відповідно до поставленої мети сектори інформаційних, комунікаційних технологій та креативних послуг визначені найбільш перспективними для розвитку. В умовах переходу до інформаційної економіки ці сектори відіграють зачну роль в майбутньому країни. Відповідно до Стратегії сталого розвитку «Україна-2020», в Експортній стратегії запропоновано розробити український брендінг для експорту товарів і послуг, розробити план брендінгу та міжнародної кампанії з просування для створення позитивного іміджу України. Стратегією передбачено створення кластеру, поєднуючи сектор туризму та креативних послуг, що сприятиме поліпшенню іміджу України за кордоном.

За даними ЮНКТАД міжнародна торгівля креативними товарами та послугами характеризується стійким зростання останнім десятиріччям. Загальний обсяг експорту креативних товарів та послуг досяг в 2012 р. 575 млдр. дол. США. В ЄС креативні індустрії генерують 4,5 % ВВП і близько