



Announcements

ASERF has instituted **Dr Stya Paul Young Educationist Award** for honouring Young Educationists who have demonstrated their potential by making an impact on Indian education.

Applications from the eligible scholars are invited for the Award of the year 2011. [Click here](#) to download the prescribed format along with the terms and conditions.

Apeejay Stya University announces admission for the session 2011-12

Apeejay Stya University is offering diverse catalogue of technical, scientific, management and liberal arts courses for the academic session 2011-12. Applicants for admission accepted on the basis of comprehensive merit, judged by their academic excellence, their extracurricular achievements, and their utilization of the resources they have had available. As part of the application, the University recognize a number of examination scores to establish academic excellence, including AIEEE, GMAT, SAT, and SAT II. **For more, [Click here](#)**

Apeejay Signs MOU with Dutch and French Universities

Apeejay Institute of Design (AID), New Delhi and Apeejay Stya University (ASU), Haryana signed (MOU) with AKV| St. Joost, Avans University of Applied Sciences, Breda, The Netherlands and Willem de Kooning Academy Rotterdam/ University of Applied Sciences Rotterdam, The Netherlands. Further looking for long-term partnership in academics and research, Apeejay Stya University has signed two (MOU) with its School of Management Sciences and School of Design & Visual Arts with EM Normandie, Caen, Le Havre, Deauville, France (E.M Normandie- Normandy Business School) and with Ecole Supérieure Des Arts Appliqués De Troyes (Groupe Esc- Troyes- Champagne) respectively.

Get Involved

International Two-Year Teaching Fellowship

The Apeejay Stya University invites applications for its two-year teaching fellowship in India. Applicants would be based in Sohna, Gurgaon, Haryana India, and take up to three classes in the subject of their proficiency. Fellows would gain experience in teaching in another culture, within an extremely innovative university system.

Please visit our website for more: [Click here](#)

Partnership

Dear Partners,

The Apeejay Stya Education Research Foundation (ASERF) invites news, articles, resource material, opinions and analyses on relevant educational issues that can be highlighted in our by-monthly e-bulletins and on the ASERF portal.

We request if you could spare a few moments of your valuable time to have a look at our website and guide us on our regular initiatives.

Editor

[Dr. Mithilesh Kumar Singh](#)

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ASPECT

Educating for profit, educating for freedom

We are in the midst of a crisis of massive proportions and grave global significance. I do not mean the global economic crisis that began in 2008. At least everyone knows that that crisis is at hand, and many world leaders worked quickly and desperately to find solutions.

I mean a crisis that goes largely unnoticed, a crisis that is likely to be, in the long run, far more damaging to the future of democratic self-government: a worldwide crisis in education.

Radical changes are occurring in what democratic societies teach the young, and these changes have not been well thought through. Eager for national profit, nations, and their systems of education, are heedlessly discarding skills that are needed to keep democracies alive.

If this trend continues, nations all over the world will soon be fulfilling Rabindranath Tagore's dire prediction, producing generations of useful machines, rather than complete citizens who can think for themselves, criticize tradition and understand the significance of another person's sufferings and achievements.

"History has come to a stage when the moral man, the complete man, is more and more giving way, almost without knowing it, to make room for the ... commercial man, the man of limited purpose. This process, aided by the wonderful progress in science, is assuming gigantic proportion and power, causing the upset of man's moral balance, obscuring his human side under the shadow of soul-less organization."

The humanities and the arts are being cut away, in both primary/secondary and college/university education, in virtually every nation of the world. Seen by policy-makers as useless frills, at a time when nations must cut away all useless things in order to stay competitive in the global market, they are rapidly losing their place in curricula, not to mention in the minds and hearts of parents and children.

Indeed, what we might call the humanistic aspects of science and social science - the imaginative, creative aspect, and the aspect of rigorous critical thought - are also losing ground, as nations prefer to pursue short-term profit by the cultivation of useful, highly applied skills, suited to profit-making.

Consider these three examples.

(1) In the fall of 2006, the United States Department of Education's Commission on the Future of Higher Education, headed by Bush Administration Secretary of Education Margaret Spellings, released its report on the state of higher education in the nation: A Test of Leadership: Charting the Future of US Higher Education. This report contained a valuable critique of unequal access to higher education. When it came to subject matter, however, it focused entirely on education for national economic gain.

It concerned itself with perceived deficiencies in science, technology, and engineering - not even basic scientific research in these areas, but only highly applied learning, learning that can quickly generate profit-making strategies.

The humanities, the arts and critical thinking were basically absent. By omitting them, the report strongly suggested that it would be perfectly all right if these abilities were allowed to wither away, in favour of more useful disciplines.

(2) In the fall of 2009, in Britain, the Labour Government issued new guidelines for its Research Excellence Framework (REF), which will assess all individuals and departments in British universities. According to the new criteria, 25% of the grade for each researcher will be based on that person's "impact," meaning, basically, contributions to economic growth and success.

The humanities and the arts will now be forced to become salesmen for a product, and they will be able to justify their contribution and their claim to funds only if they can demonstrate a direct, short-term economic impact. Since that time, several philosophy departments have been completely closed, some merged with social science, and all humanities programs severely curtailed.

(3) This fall SUNY Albany made drastic cuts in the humanities, completely closing classics, theatre, and some languages, and severely cutting others. This followed similar, though less highly publicized cuts at the University of Nevada and Arizona State.

Not to belabour the obvious, there are hundreds of stories like these, and new ones arrive every day, in the United States, Europe, India and, no doubt, Australia. Given that economic growth is so eagerly sought by all nations, too few questions have been posed, in both developed and developing nations, about the direction of education and, with it, of democratic society.

What I want to do in this article is sketch the case for liberal arts education, in connection with democratic citizenship. Then I shall ask why the

United States, so far, is in healthier shape in this regard than Britain and Australia, and make some suggestions about what might be done to address the crisis.

Let me begin my argument with reference to one of the documents in higher education that I most love, John Stuart Mill's inaugural address as Rector of St. Andrews University - partly because I want this wonderful document to be more widely known and partly because it suggests that the issues that concern me are not parochial American issues, but have been recognized as central to British higher education for a long time, even if in dissent.

In 1867, then, John Stuart Mill praised the Scottish university system for its commitment to a broad-based liberal arts education, which all undergraduates received in addition to specialized preparation in a major subject.

"Scotland," he said, "has on the whole, in this respect, been considerably more fortunate than England." Mill argued that education forms the mind for a life rich in significance and, not least, for active citizenship.

"Government and civil society are the most complicated of all subjects accessible to the human mind: and he who would deal competently with them as a thinker, and not as a blind follower of a party, requires not only a general knowledge of the leading facts of life, both moral and material, but an understanding exercised and disciplined in the principles and rules of sound thinking."

Some of the learning for which Mill praised Scotland, and whose absence he deplored in England, involved the sciences; but much, too, came from the humanities. The "principles and rules of sound thinking" are learned, he argued, by the study of logic and of philosophical arguments.

He assigned particular value to Plato's dialogues, which teach the student "to accept no doctrine either from ourselves or from other people without a rigid scrutiny by negative criticism, letting no fallacy, or incoherence, or confusion of thought, slip by" - a disposition invaluable, he held, for the survival of republican institutions.

Scottish students also learned a great deal about the complicated world outside Britain: he praised the study of international law for its broadening effect, badly needed in an era of narrow nationalism, saying that this discipline too should be required in all universities.

And finally, Mill praised the way in which the imagination and the moral sentiments are

cultivated and refined through the study of poetry and other works of literature.

Were Mill to return to the England whose narrowness he so often deplored, he would find that the principle of broad-based liberal education never did win acceptance there. England has always, like continental Europe, and by derivation Australia, focused on single-subject university training.

But now, in the latest assault on humanistic values represented by the REF, he would see a much deeper threat to the rich idea of learning he favoured. Even Scotland is affected, its erstwhile commitment to liberal education in tatters as a result of the homogeneities imposed by the [Bologna Process](#).

Mill would find a good deal of what he valued in the liberal arts colleges and universities of the United States, but he would see that those commitments to the shaping of the mind and heart are currently under great stress.

Indeed, the values in higher education that Mill rightly cherished are under threat, as we all know, all over the world - for a reason that never occurred to him.

To Mill, the enemy of liberal education was a stuffy form of elitist classical education, practiced mechanically and soullessly, without an eye to the formation of citizens or the enrichment of the soul. Today, the enemy is the relentless thirst for national economic gain that drives education policy in virtually every nation.

How could Mill even imagine a monstrosity like England's REF, in which fully 25% of the assessment mark given to each and every scholar will be awarded for the "impact" of that scholar's work - by which is meant, above all, impact on economic enrichment?

How could he have imagined that disciplines such as history, literature, classical studies and philosophy, would be valued only to the extent that they can sell themselves as tools of a growing economy?

To make my Milleian argument, which is focused on the needs of citizenship, I must begin by simply stating what I take the goal to be.

Let us stipulate, then, that *what we want is a nation that is not just a gain-generating machine, but one in which the people make laws for themselves, expressing their autonomy and their equality in so doing.*

Let us also stipulate that *this nation takes equality seriously, giving all citizens equal entitlements to a wide range of liberties and opportunities, and*

guaranteeing to all at least a threshold level of a group of key material entitlements.

You will see here the outline of the "capabilities" or "human development" approach that my work in political philosophy pursues, but I leave the fine points deliberately vague.

What qualities of mind, what skills, would a nation need to produce in its citizens, in order to achieve and sustain a system of this sort?

It is perhaps more vivid to begin from the negative (as Aristotle always does, in writing about the virtues).

So, what qualities of mind would we need to produce if we were focused only on economic growth, and took that to be the indicator of what it is for a nation to advance, or to improve its quality of life? After all, this is the dominant idea of development to this day in development economics, although increasingly under challenge.

The goal of a nation, says this model of development, should be economic growth: never mind about distribution and social equality, never mind about the preconditions of stable democracy, never mind about the quality of race and gender relations, never mind about the improvement of other aspects of a human being's quality of life such as health and education.

One sign of what this model leaves out is the fact that South Africa under apartheid used to shoot to the top of development indices. There was a lot of wealth in the old South Africa, and the old model of development rewarded that achievement (or good fortune), ignoring the staggering distributional inequalities, the brutal apartheid regime, and the health and educational deficiencies that went with it.

Proponents of the old model sometimes like to claim that the pursuit of economic growth will by itself deliver the other good things I have mentioned: health, education, a decrease in social and economic inequality. By now, however, examining the results of these divergent experiments, we have discovered that the old model really does not deliver the goods as claimed.

Achievements in health and education, for example, are very poorly correlated with economic growth. Nor do political liberty and religious freedom track growth, as we can see from the stunning success of China.

So producing economic growth does not mean producing democracy, and it certainly does not

mean producing democracies that show respect for the liberty and conscience of all citizens.

What sort of education does the old model of development suggest? Education for economic enrichment needs basic skills, literacy and numeracy. It also needs some people to have more advanced skills in computer science and technology, although equal access is not terribly important: a nation can grow very nicely while the rural poor remain illiterate and without basic computer resources, as recent events in many Indian states show.

In states such as Gujarat and Andhra Pradesh, we have seen the creation of increased GNP per capita through the education of a technical elite who make the state attractive to foreign investors; the results of this enrichment do not trickle down to improve the health and well-being of the rural poor, and there is no reason to think that enrichment requires educating them adequately.

That was always the first and most basic problem with the GNP/capita paradigm of development: it neglects distribution, and can give high marks to nations or states that contain alarming inequalities.

This is very true of education. Given the nature of the information economy, nations can increase their GNP without worrying too much about the distribution of education, so long as they create a competent tech and business elite. India has gone down this path too long.

After that, education for enrichment needs, perhaps, a very rudimentary familiarity with history and with economic fact - on the part of the people who are going to get past elementary education in the first place, who are likely to be a relatively small elite.

But care must be taken lest the historical and economic narrative lead to any serious critical thinking about class, about whether foreign investment is really good for the rural poor, about whether democracy can survive when such huge inequalities in basic life-chances obtain.

So critical thinking would not be a very important part of education for economic enrichment, and it has not been in states that have pursued this goal relentlessly, such as Singapore and China - although, as we'll see in a later article, they have recently felt the need for a little more of this ability, in terms of the needs of business culture itself.

I focussed thus far on critical thinking and the role of history. But what about the arts, so often valued by progressive democratic educators? An education for enrichment will, first of all, have contempt for

these parts of a child's training, because they don't lead to enrichment.

For this reason, all over the world, programs in arts and the humanities, at all levels, are being cut away, in favour of the cultivation of the technical.

Indian parents take pride in a child who gains admission to the Institutes of Technology and Management; they are ashamed of a child who studies literature, or philosophy, or who wants to paint or dance or sing.

But educators for enrichment will do more than ignore the arts; they will fear them, for a cultivated and developed sympathy is a particularly dangerous enemy of obtuseness, and moral obtuseness is necessary to carry out programs of enrichment that ignore inequality.

Speaking of education in both India and Europe, Rabindranath Tagore said that aggressive nationalism needs to blunt the moral conscience, so it needs people who don't recognize the individual, who speak group-speak, who behave, and see the world, like docile bureaucrats.

Thus Tagore's school, based on the arts, was a radical experiment; it is deeply unpopular today with politicians aiming at national success. We'll later see that Singapore and China have been grappling with this issue in an utterly predictable fashion.

Pure models of education for economic growth are difficult to find in flourishing democracies, since democracy is built on respect for each person, and the growth model respects only an aggregate. However, education systems all over the world are moving closer and closer to the growth model, without much thought about how ill-suited it is to the goals of democracy.

Now let's look at the other model of the goal, the "[human development](#)" model that I've sketched.

According to this model, what is important is what opportunities, or "capabilities," each person has, in key areas ranging from life, health, and bodily integrity to political liberty, political participation, and education.

This model of development recognizes that each and every person possesses an inalienable human dignity that ought to be respected by laws and institutions. A decent nation, at a bare minimum, acknowledges that its citizens all have entitlements in these and other areas, and devises strategies to get people above a threshold level of opportunity in each.

In a highly general sense, this is the sort of goal Mill has in mind, when he speaks of the contribution of higher education to citizenship.

If a nation wants to promote that type of humane, people-sensitive democracy, one dedicated to promoting opportunities for "life, liberty and the pursuit of happiness" to each and every person, what abilities will it need to produce in its citizens? At least the following seem crucial:

- the ability to deliberate well about political issues affecting the nation, to examine, reflect, argue and debate, deferring neither to tradition nor authority;
- the ability to think about the good of the nation as a whole, not just that of one's own local group, and to see one's own nation, in turn, as a part of a complicated world order in which issues of many kinds require intelligent transnational deliberation for their resolution;
- the ability to have concern for the lives of others, to imagine what policies of many types mean for the opportunities and experiences of one's fellow citizens, of many types, and for people outside one's own nation.

Before we can say more about higher education, however, we need to understand the problems we face on the way to making students responsible democratic citizens who might possibly implement a human development agenda.

Education and the internal "clash of civilizations"

What is it about human life that makes it so hard to sustain egalitarian democratic institutions, and so easy to lapse into hierarchies of various types - or, even worse, projects of violent group animosity, as a powerful group attempts to establish its supremacy?

Whatever these forces are, it is ultimately against them that true education for human development must fight: so it must, as Gandhi put it, engage in a kind of *clash of civilizations within each person*, as respect for others contends against narcissistic aggression.

The internal clash can be found in all modern societies, in different forms, since all contain struggles over inclusion and equality, whether the precise locus of these struggles is in debates about immigration, or the accommodation of religious, racial, and ethnic minorities, or sex equality, or affirmative action.

In all societies, too, there are forces in the human personality that militate against mutual recognition and reciprocity, as well as forces of compassion and

respect that give egalitarian democracy strong support.

What, then, do we know by now about forces in the personality that militate against democratic reciprocity and respect?

To begin with, we know that people have a high level of deference to authority. Psychologist Stanley Milgram showed that experimental subjects were willing to administer a very painful and dangerous level of electric shock to another person, so long as the superintending scientist told them that what they were doing was all right - even when the other person was screaming in pain (which, of course, was faked for the sake of the experiment).

Solomon Asch, earlier, had shown that experimental subjects are willing to go against the clear evidence of their senses when all the other people around them are making sensory judgments that are off-target: his very rigorous and oft-confirmed research shows the unusual subservience of normal human beings to peer pressure.

Both Milgram's work and Asch's have been used effectively by Christopher Browning to illuminate the behaviour of young Germans in a police battalion that murdered Jews during the Nazi era. So great was the influence of both peer pressure and authority on these young men, he shows, that the ones who couldn't bring themselves to shoot Jews felt ashamed of their weakness.

Still other research demonstrates that apparently normal people are willing to engage in behaviour that humiliates and stigmatizes if their situation is set up in a certain way, casting them in a dominant role and telling them that the others are their inferiors.

One particularly chilling example involves school children whose teacher informs them that children with blue eyes are superior to children with dark eyes. Hierarchical and cruel behaviour ensue. The teacher then informs the children that a mistake has been made: it is actually the brown-eyed children who are superior, the blue-eyed inferior. The hierarchical and cruel behaviour simply reverses itself: the brown-eyed children seem to have learned nothing from the pain of discrimination.

Perhaps the most famous experiment of this type is Philip Zimbardo's [Stanford Prison Experiment](#), in which he found that subjects randomly cast in the roles of prison guard and prisoner began to behave differently almost right away. The prisoners

became passive and depressed, the guards used their power to humiliate and stigmatize.

(Although, I must say that I believe this experiment was badly designed in a number of ways, and is thus less than conclusive: for example, Zimbardo gave elaborate instructions to the guards, telling them that their goal should be to induce feelings of alienation and despair in the prisoners.)

Other research on disgust, on which I've drawn in my book on the role of disgust in social inequality, shows that people are very uncomfortable with the signs of their own animality and mortality: disgust is the emotion that polices the boundary between ourselves and other animals.

In virtually all societies, it is not enough to keep ourselves free from contamination by bodily waste products that are in the language of psychologists, "animal reminders." Instead, people create subordinate groups of human beings who are identified as disgusting and contaminating, saying that they are dirty, smelly, bearers of disease, and so forth. There is a lot of work done on how such attitude figure in anti-Semitism, racism, sexism and homophobia.

Similarly, when people are ashamed of need and helplessness, they tend to want to enslave others. As the great philosopher Jean-Jacques Rousseau noted in his book on education, all small children want their parents to be their slaves, and this tendency, unchecked by education, is a huge impediment to democracy.

What else do we know? We know that these forces take on much more power when people are anonymous or not held personally accountable. People act much worse under shelter of anonymity, as parts of a faceless mass, than they do when they are watched and made accountable as individuals. (Anyone who has ever violated the speed limit, and then slowed down on seeing a police car in the rear-view mirror, will know how pervasive this phenomenon is.)

We also know that people behave badly when nobody raises a critical voice: Asch's subjects went along with the erroneous judgment when all the other people whom they took to be fellow experimental subjects (and who were really working for the experimenter) concurred in error; but if even one other person said something different, they were freed to follow their own perception and judgment.

Finally, we know that people behave badly when the human beings over whom they have power are dehumanized and de-individualized. In a wide range

of situations, people behave much worse when the "other" is portrayed as like an animal, or as bearing only a number rather than a name.

In thinking how we might help individuals and societies to win what I previously referred to as the internal clash of civilizations in each person, we would do well to think about how these tendencies can be used to our advantage.

So, the other side of the internal clash - and this part, I think, Gandhi got brilliantly right - is the child's growing capacity for compassionate concern, for seeing another person as an end and not a mere means. One of the easiest ways to regain lost omnipotence is to make slaves of others, and young children initially do conceive of the other humans in their lives as mere means to their own satisfaction.

But as time goes on, if all goes well, they feel gratitude and love toward the separate beings who support their needs, and they thus come to feel guilt about their own aggression and real concern for the well-being of another person. As concern develops, it leads to an increasing wish to control one's own aggression: the child recognizes that its parents are not its slaves, but separate beings with rights to lives of their own.

Such recognitions are typically unstable, since human life is a chancy business and we all feel anxieties that lead us to want more control, including control over other people. But a good development in the family, and a good education later on, can make a child feel genuine compassion for the needs of others, and can lead it to see them as people with rights equal to its own.

With that under our belt, I would like to propose that there are three values that are particularly crucial to decent global citizenship.

The **first** is *the capacity for Socratic self-criticism and critical thought about one's own traditions*. As Socrates argues, democracy needs citizens who can think for themselves, rather than deferring to authority, who can reason together about their choices rather than simply trading claims and counter-claims.

Critical thinking is particularly crucial in this era of rapid sound-bites and of political polarization through increasingly strident media. We will only have a chance at an adequate dialogue across political boundaries if young citizens know how to engage in dialogue and deliberation in the first place.

And they will only know how to do that if they learn how to examine themselves and to think

about the reasons why they are inclined to support one thing rather than another - rather than, as so often happens, seeing political debate as simply a way of boasting, or getting an advantage for their own side.

When politicians bring simplistic propaganda their way, as politicians in every country have a way of doing, young people will only have a hope of preserving independence and holding the politicians accountable if they know how to think critically about what they hear, testing its logic and imagining alternatives to it.

Students exposed to instruction in critical thinking learn, at the same time, a new attitude to those who disagree with them. They learn to see people who disagree not as opponents to be defeated, but, instead, as people who have reasons for what they think.

When their arguments are reconstructed it may turn out that they even share some important premises with one's own "side," and we will both understand better where the differences come from. We can see how this humanizes the political "other," making the mind see that opposing form as a rational being who may share at least some thoughts with one's own group.

It is possible, and essential, to encourage critical thinking from the very beginning of a child's education - both through a content that emphasizes argumentative skills and through a pedagogy aimed at making children independent.

Indeed, it has often been done: it is one of the hallmarks of modern progressive education, from Froebel, Pestalozzi and Maria Montessori in Europe to Rabindranath Tagore in India, to Bronson Alcott in nineteenth century America and Dewey in the twentieth.

Because of the influence of these thinkers, the United States has long valued critical thinking in schools, to a greater extent than some nations.

Interestingly, this is an aspect of American education that has recently attracted the attention of both China and Singapore. Even with reference to their own narrow goals, which certainly do not include the empowerment of democratic citizens, they both noticed that their business cultures had too little critical thinking and active participation, so both have conducted nation-wide reforms to make students "active learners."

It seems dubious whether these reforms will really take hold, because teachers are still evaluated by their students' success on national multiple choice exams; and of course critical thinking is not

permitted to spill over into the discussion of political policy.

A recent study of Singapore found that the typical style of policy discussion is one where a problem is put before students, a variety of solutions is enumerated - and then the teacher shows why the solution actually adopted by government was the best for the problem. No wonder, when teachers can be sued for libel by the government for criticizing its policies.

So far I have been talking about schools, but what of higher education? Here there are opportunities to teach logical analysis and critical reasoning in a much more formal and systematic way. John Stuart Mill argued that any decent university education must make sure that the "principles and rules of sound thinking" are learned. They are best learned, he argues, by the required study of logic and of philosophical arguments.

Mill assigned particular value to Plato's dialogues, which teach the student "to accept no doctrine either from ourselves or from other people without a rigid scrutiny by negative criticism, letting no fallacy, or incoherence, or confusion of thought, slip by unperceived" - a disposition invaluable, he held, for the survival of republican institutions.

In my 1987 book *Cultivating Humanity: A Classical Defence of Reform in Liberal Education*, I supported this recommendation, after studying a wide range of United States college and university curricula. It's particularly notable that all the Jesuit universities require two full semesters of philosophy for precisely Mill's reasons, and I have urged all to emulate them.

As Singapore and China have realized, this ability is valuable even were our goal simply economic growth. It is indispensable, however, if what we want is democracy. We now have experimental evidence to corroborate Socrates's diagnosis: *human beings are prone to be subservient to both authority and peer pressure; to prevent atrocities we need to counteract these tendencies, producing a culture of individual dissent.*

Asch found that when even one person in his study group stood up for the truth, others followed, so that one critical voice can have large consequences. By emphasizing each person's active voice, we also promote a culture of accountability. When people see their ideas as their own responsibility, they are more likely, too, to see their deeds as their own responsibility.

The **second** key ability of the modern democratic citizen, I would argue, is *the ability to see oneself*

as a member of a heterogeneous nation, and world, understanding something of the history and character of the diverse groups that inhabit it.

Knowledge is no guarantee of good behaviour, but ignorance is a virtual guarantee of bad behaviour. Simple cultural and religious stereotypes abound in our world - for example, the facile equation of Islam with terrorism - and the first way to begin combating these is to make sure that from a very early age students learn a different relation to the world.

Students should gradually come to understand both the differences that make understanding difficult between groups and nations and the shared human needs and interests that make understanding essential, if common problems are to be solved.

This understanding of the world will promote human development only if it is itself infused by searching critical thinking, thinking that learns to question and scrutinize historical evidence and to think independently about what the evidence supports.

In curricular terms, these ideas suggest that all young citizens should learn the rudiments of world history, a grasp of the basic workings of the global economy, and a rich and non-stereotypical understanding of the major world religions, and then should learn how to inquire in more depth into at least one unfamiliar tradition, in this way acquiring tools that can later be used elsewhere.

At the same time, they ought to learn about the major traditions, majority and minority, within their own nation, focusing on an understanding of how differences of religion, race, and gender have been associated with differential life-opportunities.

All, finally, should learn at least one foreign language well: seeing that another group of intelligent human beings has cut up the world differently, that all translation is interpretation, gives a young person an essential lesson in cultural humility.

Again, all of this must begin in schools, but Mill urged that it needs to be carried further by a more sophisticated study of the world at the university level, and I agree. He focused on international law, but we should cast our net more widely, thinking about religion, the global economy and, crucially, history.

The **third** ability of the citizen, closely related to the first two, is what I would call *the narrative imagination*. This means the ability to think what it might be like to be in the shoes of a person different from oneself, to be an intelligent reader of that person's story, and to understand the emotions

and wishes and desires that someone so placed might have.

Learning to see another human being not as a thing but as a full person is not an automatic achievement: it must be promoted by an education that refines the ability to think about what the inner life of another may be like - and also to understand why one can never fully grasp that inner world, why any person is always to a certain extent dark to any other.

It is hard to do either critical thinking or historical study well without this ability. This was argued well by the great novelist Ralph Ellison. In a later essay about his novel [Invisible Man](#), he argues that debates about race in the United States are crude and ineffectual because of an imaginative failing on the part of white society, who cannot really form a complex imaginative picture of African-American lives.

A novel such as his can at least assist them in this task. Thus it can become "a raft of perception, hope, and entertainment" on which American culture could "negotiate the snags and whirlpools" that stand between us and our democratic ideal. His novel, of course, takes the "inner eyes" of the white reader as its theme and its target.

The hero is invisible to white society, but he tells us that this invisibility is an imaginative and educational failing on their part, not a biological accident on his. Through the imagination we are able to have a kind of insight into the experience of another group or person that it is very difficult to attain in daily life - particularly when our world has constructed sharp separations between groups, and suspicions that make any encounter difficult.

This part of education is one that it is particularly crucial to begin early, but, once again, it is crucial to continue it later, through a more sophisticated study of literature and the arts. As I discussed earlier, Mill's inaugural address develops this theme, too, arguing that a type of "aesthetic education" at the university level is crucial to the refinement of the imagination, and thus to intelligent citizenship.

He notes that England resists this idea in a way that both Scotland and the continental nations do not. He attributes this failing to a combination of Puritanism with the commercial mentality.

I note that this is another part of liberal education that China and Singapore have decided to view as essential, in terms of the limited goals of their business culture - in order to jump-start creativity and innovation - with the result that programs in

the arts are being encouraged all over, including an ambitious film program in Singapore sponsored by New York University.

Again, the imagination is not allowed to roam freely: thus, for example, the New York University film program is not permitted to screen any student-produced film outside the campus, and there are many worries about how free even the campus is likely to be.

But the case is clear: two nations whose systems of education are unabashedly aimed at economic growth have seen the need to broaden the scope given to imaginative literature and the arts, in terms of those goals.

I prefer to focus on Mill's broader account of the goals of aesthetic education. Still, in some contexts it is important to point out that the humanities supply ingredients that are essential for a healthy business culture.

Education and "American exceptionalism"

The type of education that I have sketched out is under threat everywhere. Nevertheless, the United States and South Korea are relatively healthy, and the humanities are at least *less threatened* in these nations than elsewhere. Why?

The system of university education in the United States has four features that distinguish it from Britain and Australia. In this final, more constructive article, I would like to commend these features for further, sustained consideration.

First, the United States has a longstanding tradition of liberal arts education. We have long had a system that builds in a role for the humanities in every person's university or college education. Whatever the major subject is, all students take some core courses that are supposed to offer a general preparation for citizenship and life.

Sometimes these are distribution requirements, sometimes a more thoughtful plan of core learning, but all of the prestigious colleges follow this model. Many more commercial and business-oriented schools do too, since it is a mark of prestige to incorporate such courses.

This system has inertia built into it, so if people want to retain it, they have a relatively easy job. Moreover, it silences the objections of many parents, by not forcing on anyone a difficult choice between studies that prepare for a job and studies that prepare for citizenship and life. It is taken for granted that one does both.

Consequently a very large proportion of the people who study philosophy, or read classical texts in

translation, are never going to major in those subjects, and they do not have to worry about the way in which this pursuit might limit job opportunities.

Please note that this system has utterly rejected the idea that consumer demand is the criterion of what should be required. Although students are frequently members of curricular review committees, it is simply understood that required courses are a valuable way of exposing students to ingredients for citizenship and life that they might be too timid, or distracted, or indifferent to select on their own.

Moreover, the system ensures that the leaders and wealthy people of society have studied literature, philosophy and history at some time in their lives. This is often a part of their education that they remember with particular pleasure, thinking of a time when they could pursue ideas for their own sake and were full of intellectual curiosity. There is then a kind of nostalgic recollection of that time, and they want to pass that same experience on to their children.

Which leads me to the **second** feature: the United States has a well-developed system of private funding of higher education. By now, a very large proportion of American colleges and universities are privately funded. Even state university systems have been in this business for a long time - the University of Michigan, for example, is in effect a private university.

This system has its drawbacks, to be sure, since administrators have to work incessantly to secure the money they need. But, given the system of liberal education, it also has huge advantages, because the leaders of society, by and large, value liberal education, seek it for their children, remember it with pleasure and seek to transmit it.

A smart university will cultivate such people by seminars and special events. My own university, for example, has a Humanities Weekend in which the Humanities Visiting Committee - the most active donors - organizes large numbers of alumni and potential donors to visit the campus for a series of lectures and seminars with the faculty, which they adore.

I've also worked with the head of that committee - a wealthy practicing lawyer who has already given two million dollars to endow a chair in the history of the British novel, and who regularly sits in on some classes of mine, out of sheer enjoyment - to organize a retreat for the most active humanities donors.

She chose as the text for the last retreat Tolstoy's *The Death of Ivan Illych*, a choice I questioned at first, since it does not fit into my expertise - but what a brilliant choice it was, as a group of wealthy bourgeois discussed the idea of spiritual regeneration with passionate energy - just before going into a dinner that presented them with facts about the economic crisis of the university.

It is a fact, however caused, that our university is doing extremely well in the humanities throughout this crisis, and is in the middle of building a multimillion dollar arts centre.

It is important to recognize that donors of this sort have entirely different incentives from state politicians, one reason why so many of our state universities have been so eager to privatize. Politicians have no incentive to cultivate the long-term health of democracy.

When they stand for election in the next cycle, they need to show tangible short-term gains in jobs and productivity. So it's not surprising that they will focus on the features of higher education that seem likely to deliver such outcomes.

Can you imagine a politician campaigning by telling her constituents, "I've laid the groundwork for the long-term health of democratic institutions by my focus on the humanities." It's too intangible, and would not be likely to succeed.

Donors, by contrast, have incentives to cultivate meaning and value in whatever ways they cherish. This means that a wise university needs to guide them toward projects of genuine value and away from silly or divisive projects. But donors do care for the long-term: often, for the sort of education that their children and grandchildren are going to receive.

Politicians also have to fight other cultural battles that distract them from educational values. In our state universities, regents sometimes have to campaign for election, and sometimes they do this on extremely silly issues, such as stopping funding for gay studies or women's studies.

Private donors are independent of the partisan political process. They usually choose to devote a large portion of their time and money to a university because they like universities, and although they often do have silly or obnoxious ideas, they can be reasoned with. They are not running for anything, except immortality.

The **third** and **fourth** features flow directly on from this one: the United States has a system of tax incentives that reward charitable donations, and it

possesses longstanding social norms that give people reputational rewards for such donations.

With all four of these factors operational, things are pretty hopeful. Indeed, in a fine irony, my own university is now creating a centre in India to preserve teaching in Indian languages and literatures from utter extinction.

The place where you can study the largest number of these languages in the world today is the University of Chicago, and making our library resources available to Indian scholars is just one of the projects of bailout for the threatened humanities that we are planning to undertake.

There's one more (**fifth**) ingredient of American exceptionalism that ought to be mentioned, although it is rapidly on the wane. This is the character of the opposition. I used to view with alarm the proposals of American conservatives such as Allan Bloom and William Bennett - because they recommended a type of great books curriculum that I regard as too traditionalist, lacking curiosity about new forms of knowledge that help us confront pressing problems.

But now I think about those opponents with a certain nostalgia, because we really agreed about most of the most important things. They defended, like me, a requisite liberal arts portion of the university curriculum, and they too thought that it formed young people for citizenship and life.

And they believed that in a democracy all young people should have the sort of formation that comes from working through Plato's dialogues or a tragedy of Sophocles, and hence they wanted to enliven students' minds, not just stuff them full of facts.

We differed about whether the study of race or the study of women would play a role in this liberal education, but on some huge and important things we utterly agreed. Today, I fear, we increasingly face other opponents, as both the left and right in so many countries seem dismissive of the humanities - I think pre-eminently of Larry Summers. But for a while there in the United States, we were helped by the nature of the education debate itself.

Neither Britain nor Australia has ever really enjoyed that sort of conservative opposition, or at least it was not prominent in debates over higher education: Bloom and Thatcher were contemporaries, and so I became used to seeing the two countries as fighting rather different battles.

Before coming to the specific case of Britain, let me focus briefly on South Korea, and why it is the single case of which I know where the humanities are actually on the rise in higher education. South Korea has all four features of American exceptionalism: 70% of higher education is privately funded; a liberal arts system is securely entrenched, at least in the more prestigious universities (in 2009 law became, by national statute, a postgraduate degree requiring a liberal arts background); to some degree private donations are rewarded socially; and the tax code is pretty generous with charitable deductions.

But the primary reason why the humanities succeed in Korea was *national pride*. Under the Japanese occupation, the study of Korean language and literature, and of Confucian philosophy, were illegal. Koreans were shunted into narrowly technical forms of training in order to produce a useful underclass for the Japanese rulers.

So illegal schools began to spring up, in which the forbidden things were taught. American missionaries often aided in this process. Out of this conflict was born a feeling of intense pride in the study of philosophy and the arts, and a feeling of partnership with American religious organizations that by now fund and maintain many good-quality institutions of higher education.

This is Korean exceptionalism, and it is indeed exceptional, and yet not uninstrusive. For it shows us that the survival of the humanities depends on making large numbers of people think of the humanities as part of their national heritage, as part of being Korean, and not part of being a member of a narrow elite.

The United States has done this as well, transforming the elitist conception of the university to a populist one, and attaching to liberal arts education the idea of American equality. One of the formative documents of this era of transition was the Harvard curricular plan written by Harvard's President James Bryant Conant, the literary theorist I.A. Richards and others, called [General Education in a Free Society](#).

Published in 1945, it focused on the survival of free democratic institutions, and it argued for a humanities-heavy liberal arts education as part of what would be required to produce true democracy across classes and races in America.

So that, I would suggest, represents the **sixth** and final ingredient of American/Korean exceptionalism - and the United States example shows that you don't need the particular history of occupation that Korea had, all you need is the thought that free

institutions require a cultivated citizen, and an artful way of expressing and commending that idea.

Now to Britain (and I believe much of this would be true of Australia as well). As John Stuart Mill said long ago, England has never had the liberal arts system. Scotland did, until the Bologna Process mandated a three-year Bachelor of Arts and did away with the fourth year, which was the year of general education. So Britain is at a real disadvantage in facing the future.

It seems likely that more private funding must be sought, but I fear the future on that front too, because a community of donors who have never had the experience of studying the humanities as a part of a liberal arts education is ill prepared to see the value of such studies for citizenship and life.

Nor are there secure reputational rewards in place for donations to subjects that are widely perceived as frivolous. And finally, the British public has never internalized the idea that the survival of free democratic institutions requires a citizenry who have enjoyed higher education - a fortiori, not higher education of a particular type, the type that Mill and I, along with the post-war Harvard writers, favour.

It would be extraordinary if it were possible for Britain to move toward a liberal arts system - as, indeed, South Korea has done over the past thirty years. British educators could do it, since they are good teachers and do not resent teaching undergraduates, as many Europeans do. But that's a long-term business, and the present climate makes it deeply unfashionable.

So what to do?

I think that cultivating a sense of the importance of the humanities can still be done in the way we do it, by offering workshops and classes for potential donors and showing them what we do. There is widespread misconception about what we do - for example, the canard that undergraduate humanities teaching is an esoteric set of lessons in postmodernism - and we need to address this.

One way is to write more about how we teach and why. Another way, though, is to bring people to the university and offer them something fun. For it really is terrific fun to study a Socratic dialogue for a day, or a story of Tolstoy, or a novel of Hemingway.

I think that British academics have a big advantage here over their continental counterparts, since they are used to teaching, and do it well, without that

particular variety of continental authoritarian disdain.

At the same time, since the British educational system is going to remain a single-subject system for the foreseeable future, those of us who are concerned with those disciplines must write more and more often about why we do what we do, what we think it contributes, what the risks to society are if it is ignored.

It is not so easy to do this in an era of declining general-interest media, but it can be done, and the BBC (not to mention the ABC in Australia) offers some advantages over American commercial television in that regard.

The main thing is to talk and fight, not sit back in gloom and resignation. I wrote [Not for Profit: Why Democracy Needs the Humanities](#) in order to stimulate others to write similar such books, and there are signs that this is happening. For example, Victor Ferrall's [Liberal Arts at the Brink](#) carries the debate further in a helpful way.

So I would wholeheartedly second the timely challenge from [Stefan Collini](#):

"It is not just that we [who are committed to the humanities] should take up the challenge of 'consultation', however disingenuously that term is used, and in our responses explain as clearly as we can what is damaging about the present formulation of these REF guidelines. It is also that we need to try to use a more adequate language in public discussion lest these officious abstractions start to colonize our minds. One reason why measures such as these do not now provoke more vociferous opposition is that over the past three decades our sensibilities have been numbed by the proliferation of economistic officialese - 'user satisfaction', 'market forces', 'accountability', and so on. Perhaps our ears no longer hear what a fatuous, weaselly phrase 'Research Excellence Framework' actually is, or how ludicrous it is to propose that the quality of scholarship can be partly judged in terms of the number of 'external research users' or the range of 'impact indicators'.

"Instead of letting this drivel become the only vocabulary for public discussion of these matters, it is worth insisting that what we call 'the humanities' are a collection of ways of encountering the record of human activity in its greatest richness and diversity. To attempt to deepen our understanding of this or that aspect of that activity is a purposeful expression of human curiosity and is - insofar as the expression makes any sense in this context - an end in itself. Unless these guidelines are modified, scholars in British universities will devote less time

and energy to this attempt, and more to becoming door-to-door salesmen for vulgarized versions of their increasingly market-oriented 'products'. It may not be too late to try to prevent this outcome."

Democracies have great rational and imaginative powers. But they also are prone to some serious flaws in reasoning, to parochialism, haste, sloppiness and selfishness. Education based mainly on profitability in the global market magnifies these deficiencies, producing a greedy obtuseness and a technically trained docility that threaten the very life of democracy itself, and that most certainly impede the creation of a decent world culture.

If the real clash of civilizations is, as I have argued, a clash within the individual soul, as greed and narcissism contend against respect and love, all modern societies are rapidly losing the battle, as they feed the forces that lead to violence and dehumanization and fail to feed the forces that lead to cultures of equality and respect.

If we do not insist on the crucial importance of the humanities and the arts, they will drop away, because they don't make money.

They only do what is much more precious than that: make a world that is worth living in, filled with people who are able to see other human beings as full people, with thoughts and feelings of their own that deserve respect and sympathy, and nations that are able to overcome fear and suspicion in favour of sympathetic and reasoned debate.

Martha Nussbaum is the Ernst Freund Distinguished Service Professor of Law and Ethics in the Philosophy Department, Law School and Divinity School at the University of Chicago. She recently delivered the [Hal Wooten Lecture at the University of New South Wales](#). She will also be in conversation with Alan Saunders on [The Philosopher's Zone](#) on ABC Radio National, Saturday, 20 August 2011, 1.35pm.

Source: August, 2011/[ABC Net](#)

NEWS

Autonomy to Higher Educational Institutions

The Government constituted a Committee to evolve a comprehensive policy on the issue of autonomy of Higher Educational Institutions.

The Terms of Reference of the Committee are as under:-

(i) To review the state of autonomy of Central Educational Institutions (CEIs) such as Central Universities, IITs and IIMs vis-à-vis bodies like the UGC as well as the Central Government.

(ii) To recommend mechanism for norm-based funding of CEIs for development and maintenance with an aim to enhancing financial autonomy of the institutions.

(iii) To examine the diffusion of autonomy within the CEIs and to suggest measures by which institutional autonomy can percolate to governance structures within the university and to the teacher.

(iv) To review and recommend measures on the present governance structures of the CEIs and to provide for substantive and procedural autonomy to them vis-à-vis the UGC and other Central Regulatory Bodies and the Central Government.

(v) To recommend measures for fostering accountability of CEIs as public institutions.

(vi) Any other issue relevant to the promotion of autonomy of Central Educational Institutions in a manner to achieve the objectives of the universities as stated in their respective statutes and in the light of the recommendations of the Committee on Renovation and Rejuvenation of Higher Education (Yashpal Committee) and the National Knowledge Commission (NKC).

The Committee held consultations with stakeholders such as Directors of Indian Institutes of Management, Directors of Indian Institutes of Technology and Vice Chancellors of Central Universities before finalizing its report and submitting the same to the Ministry.

The Ministry have constituted a Task Force to formulate the modalities for implementation of the recommendations of Committee.

Source: 03-August, 2011/[PIB](#)

24x7 School Education Channel

National Council of Educational Research and Training (NCERT) and National Institute of Open Schooling (NIOS) have submitted a proposal for launching 24X7 television channel to cater to the needs of school education and adult literacy.

The details are as under:

(i) Upgradation of equipment

(ii) Establishing production facilities (studio and communication link with the earth station)

(iii) Augmenting manpower requirement

(iv) Development of e-content

(v) Mapping of programme available with other agencies (Private, NGO and other government agencies)

The Central Institute of Educational Technology, National Council of Educational Research and Training, New Delhi and the National Institute of Open Schooling, NOIDA, Uttar Pradesh will be the lead partners. The Department of Adult Education and its sister agencies in the States, State Institutes of Educational Technology, Kendriya Vidyalaya Sangathan, Novodaya Vidyalaya Samiti and other educational agencies in the Centre and the States will be invited to participate and contribute.

Source: 03-August, 2011/[PIB](#)

Rules to Check Unfair Practices in Private School

To promote transparency and accountability of the educational system towards its primary stakeholders i.e. children and their parents, Central Advisory Board of Education (CABE) in its meeting held on 7th June, 2011 has recommended for a legislation to prevent and prohibit adoption of unfair practices in school education.

It was also recommended to constitute a CABE Committee comprising Minister, members of Civil Society as well as educationists, which will prepare a preliminary draft, for the proposed bill.

Source: 05-August, 2011/[PIB](#)

Bringing Pre-School Learning under RTE Act

The National Advisory Council (NAC) has recommended the addition of primary section in all government schools. NAC has recommended that this will pave the way of examining, over time the feasibility of bringing pre-school learning under the purview of the Right of Children to Free and Compulsory Education (RTE) Act, 2009.

The Planning Commission has constituted an Inter-Ministerial Group for restructuring and strengthening of the Integrated Child Development Services (ICDS) Scheme, including pre-school education.

Source: 05-August, 2011/[PIB](#)

Status of Deemed Universities

The Government constituted a Committee of eminent academic experts to review the functioning of institutions deemed to be universities and the desirability of their continuance. The Review Committee, on the basis

of their evaluation and assessment, reported that some institutions deemed to be universities met the required benchmarks, some other would need some time to do so and yet, some others, numbering 44, owing to deficiencies, did not deserve to continue as institutions deemed to be universities. The Government has, in principle, accepted the report of the Review Committee.

However, the issue regarding implementation of the recommendations contained in the aforesaid report is currently sub judice in the Supreme Court of India. The Hon'ble Supreme Court has directed the Government to maintain status quo with regard to these 44 institutions deemed to be universities.

Source: 05-August, 2011/[PIB](#)

India will get more prominence at Harvard

Harvard alumni in India will join hands with the growing Indian student community to make India the professional, academic and cultural focus at America's premier Ivy League university that is celebrating 375 years of its existence, alumni heads said.

Harvard University, which boasts of high profile names such as union ministers Kapil Sibal and P. Chidambaram, held a first of its kind interactive event in the Indian capital where alumni members rubbed shoulders with current students and newly-admitted students.

Around 100 people, including undergraduate and graduate students and alumni from 12 Harvard schools came together over the weekend for the reunion by the Harvard India Students Group. The US varsity celebrates 375 years of its existence.

The Harvard India Students Group is the first ever university-wise students group for the Harvard students in India in the long history of the university. This is also the first time we had a welcome reception in India for newly admitted students to Harvard where the students were introduced to a host of issues," Namita Wahi, president of the Harvard India Students Group, told IANS.

The event saw participation from around 100 students from various disciplines yet finding something common among them. The disciplines were as diverse as law, social entrepreneurship, business and academics, among others.

Over 100,000 Indian students are currently studying in universities across the United States. The number is expected to rise because of considerable increase in student visa applications from the country.

"The Harvard Club of India seeks to promote national and global public policy discourse, including proactive dialogue with the central and state governments. We have never hosted an event of this kind for the Harvard Students and community before," Meenakshi Datta Ghosh, president of the Harvard Club of India, told IANS.

"Students from the Law School, the Business School, Kennedy School, the Education School, the School of Public Health, and the Design School attended the reception," Ghosh said.

Anirudh Burman, a newly admitted law student at Harvard, shared his experience: "Knowing people from different backgrounds and being similarly placed was indeed an experience for me. There is a sense of familiarity I hope to notice when I go to study law at Harvard."

"The number of students is significant. Since this was the first time Indian students from Harvard met in India, there was also a direct engagement between the alumni and the current students," said Wahi, who feels the reception brought them at the threshold of an important moment in the history of Harvard-India relations with "India increasingly becoming the academic, professional, and cultural focus at Harvard."

The event was organised by the Harvard India Students Group, the Harvard Club of India and the South Asia Initiative.

Source: 07-August, 2011/IANS/[Economic Times](#)

Bhutan plans education city with an eye on Indian students

Bhutan plans to set up an education hub that will host campuses of leading universities from around the world, with an eye on the large number of Indian students who go abroad for higher studies.

"The main market for the education hub is India and the region, where the demand for good quality education is huge," said Kinga Tshering, chief executive of DHI Infra Ltd, a Bhutan government body that will build the education city in capital Thimphu.

India has only 450-odd universities against a demand for almost 1,000, he said. Foreign varsities, he added, are not keen to open campuses in India because of its regulatory environment, which makes it difficult for them to earn profit.

"Therefore, Bhutan would like to offer an alternative destination for higher education," Tshering said in an email interview.

At least 150,000 Indians go abroad to study every year. The government accepts the country needs some 1,000 universities by 2020 to meet the nation's requirement for qualified manpower.

The Bhutanese education city will offer tax incentives to institutes that set up campuses there, allowing them to make profit. The government last month issued a request for proposal from companies for running the project. Tshering did not specify the project's budget.

He said at least 15 Indian institutes have shown interest in opening campuses at the education city. Some of them have visited the country, too. He did not give their names.

An executive with a private education institute agreed that India's regulatory framework is too rigid, hurting private investment in the sector. "There is a lot of frustration among leading private education players and they would not mind going to Bhutan if the environment is conducive," the executive said, asking not to be named.

India's plan to make accreditation mandatory for all institutes is also not a good move, he added.

Audit and consulting firm Ernst and Young India carried out a feasibility study for the education city project.

Bharat Gulia, senior manager at Ernst and Young, said the education city will help Bhutan improve its education infrastructure and become a source of economic growth, citing the examples of Australia and the UK, two countries that earn a lot of revenue from foreign students.

"The Bhutan government is conscious about quality parameters," Gulia said. "For-profit does not mean allowing poor quality institutes to set up base. They are putting enough (screening) mechanism (in place) to bring only good institutes."

India's education market is worth \$50 billion, half of which is school education and 25% higher education, said Karthik K.S, chief executive of 24x7 Learning Pvt. Ltd, an online higher education institute chain.

Test preparation and other allied segments make up the rest of the market.

Karthik said the Bhutanese project is good news for Indian students, who would like to go there for quality education. Students from India's Northeast, which doesn't have a good education infrastructure, may be particularly keen to take admission.

“Some Indian players (educational institutes) may show interest in the project as well,” he added. “But it will not affect the Indian education market.”

The domestic education market is too huge and companies like us will be happy to cater only to the Indian market.”

Source: 08-August, 2011/IANS/[Live Mint](#)

Task Force on Faculty Shortage and Design of Performance and Appraisal System Submits Report to Shri Kapil Sibal

The Task Force on Faculty Shortage and Design of Performance and Appraisal System appointed by the Ministry of Human Resource Development and coordinated by University Grants Commission submitted its report to Shri Kapil Sibal, Union Minister of Human Resource here today.

The Task Force has consulted several Vice-Chancellors of Universities, representatives of the Regulatory Bodies, students and faculty and has prepared a report for addressing the issue of Faculty Shortage and Performance Appraisal.

The Task Force has proposed that every academic institute should have an independent faculty recruitment and development cell to be headed by a senior faculty member who will report to the head of institution. The Task Force strongly feels that all administrative cobwebs should be removed so as to ensure smooth process of induction and promotion of faculty cadre.

The Task Force noted that administrative hindrances and delays are a major impediment in creating healthy strength of faculty members. The Task Force also noted that inappropriate arrangements for hiring the service of guest faculty and faculty on contract should be stopped. The Task Force has suggested a suitable regime of hiring the services of such personnel, if necessary, by an institution.

The Task Force has also proposed a novel scheme of inducting young men and women in the academic profession, while they are pursuing their academic career. The Task Force also feels that measures of appreciation such as honours and awards should be offered to those faculty members whose services are outstanding.

The Task Force also recommends that appropriate additional financial compensation should be made available for those faculty members who are carrying out research work besides their normal teaching load.

The Task Force notes that more than 300,000 is the shortage of faculty in the system at present. This is an estimate based on data available with the Task Force. It may be noted that the establishment of a reliable database itself is a major hurdle in addition with the issue of faculty shortage.

The Task Force has recommended the establishment of a standing mechanism for collection of data and its analyses on a continuous basis.

The Task Force has proposed a Performance Appraisal template which is essentially the same as notified by UGC recently. The different aspects to be taken into account for performance appraisal are generic in nature and should be used for evaluation of the faculty performance and deciding about their career progression.

Finally, the Task Force estimates that, besides the present shortage, the shortage during the coming decade is going to increase at the rate of 1,00,000 faculty a year. This clearly needs massive mobilization of resources and a policy framework to ensure that the growing higher education system maintains the quality standards as expected in the society.

Source: 09-August, 2011/[PIB](#)

India falling short of 3 Lakh professors

The Union Government affirmed that the nation lacks professors and about 300,000 professors are needed in India's higher education system, reports Prashant K. Nanda from [livemint.com](#).

The University Grant Commission (UGC) in association with vice chancellor and educationists drafted a report to tackle the issue. The Human Resource Development Ministry said in a statement, "The task force (committee) notes that more than 300,000 is the shortage of faculty in the system at present. It may be noticed that the establishment of a reliable database itself is a major hurdle in addition with the issue of faculty shortage."

According to the report, India needs 100,000 more teachers per year in the coming decade for its colleges. The government informed Parliament that it has allowed institutes to hire expatriate Indians to make up for any shortage in faculty.

The elite Indian Institute of Technology (IITs) and the National Institute of Technology (NITs) face a shortage of 30-35 percent. Central Universities face at least 30 percent shortage, ministry said. 1,693 more teaching staff is required immediately at 15 IITs and 1,522 in NIITs. The ministry informed the Lok Sabha, "To tide over the faculty shortage, the IITs can appoint NRIs and PIOs to permanent

faculty position. However, foreign national, appointed on contract basis for a fixed tenure of not exceeding five years."

With the government planning to create more space for the students in higher education and encourage private participation, the student-teacher gap will only increase if it's not addressed soon. The Centre has said it wants to add 25 million students to the current 15 million to the higher education as India's economy grows.

"The government is talking about setting up hundreds of colleges, but only buildings cannot better education. The government needs to rope in industry personnel; they may not have PhDs but have experience.", said Shobha Mishra, head of education wing at the Federation of Indian Chamber of Commerce and Industry, a lobby group.

The report by UGC, the country's university education regulator, notes administrative hindrances and delay are major impediments in creating a healthy strength of faculty members. It suggests hiring business faculties.

"The task force has also a novel scheme of inducting young men and women in academic profession while they are pursuing their academic career", the ministry said.

Source: 10-August, 2011/[Silicon India](#)

Enrolment of Women in Higher Education

There has been a phenomenal growth in enrolment of women students in Higher Education in the country. The share of girls' enrolment which was 11.3% of the total enrolment in 1950-51 has increased to 38.6% (provisional) in 2008-09. Gross Enrolment Ratio (GER) of girls has increased by 4.6 percentage point during 2001-02 to 2008-09.

University Grants Commission (UGC) has taken number of steps for greater access to women in higher education like Indira Gandhi Scholarship for Single Girl Child for pursuing Higher and Technical Education. Construction of Women's Hostels, Development of Women's studies in Universities and Colleges, Schemes of capacity building of Women's Manager in Higher education, Post Doctoral fellowships etc. All India Council of Technical Education (AICTE) has a scheme to encourage tuition fee waiver for girl students by incentivizing the technical institutions and relaxation in norms for establishment of new technical institutions exclusively for women.

Source: 10-August, 2011/[PIB](#)

Scripts under RTI: Apex court

The Supreme Court has upheld a Calcutta High Court judgment permitting examinees to inspect and photocopy their answer scripts in any academic or professional exam under the Right to Information Act.

NGOs such as JOSH (Joint Operation for Self-Help) and MKSS (Mazdoor Kisan Shakti Sangathan), who fight for right to information, had sought the apex court's intervention so that examinees could access their answer scripts.

Responding to a court notice, the CBSE, Institute of Chartered Accountants of India, public service commissions and the West Bengal secondary and higher secondary education boards had presented their views before the court.

Most of the institutions did not want answer scripts to be accessible to the examinees since they felt they were not equipped to deal with requests for access en masse.

"The order will apply to all examination-conducting agencies in the country," said lawyer Divyajyoti Jaipuriar, who represented the NGOs. The detailed judgment is not available yet.

On March 28, 2008, Calcutta High Court had permitted Presidency College student Pritam Rooj to inspect his answer scripts, prompting Calcutta University to move the apex court.

On August 14, 2007, Rooj had sought to obtain his answer scripts under the RTI Act but his plea was rejected. He moved the high court challenging the information officer's decision to deny him the information.

The university had claimed that the answer script of an examinee was not information under Section 6 of the RTI Act and an examinee was expected to be aware of the paper he wrote and could not seek its inspection.

The university also claimed that showing students answer scripts was tantamount to involving them in the evaluation process.

The high court rejected these contentions. It said: "...it is not for the court to rein in desirable curiosity that the act has unleashed, but for other measures to be adopted to pave the way for its operations."

The court also said: "An examining authority may not tell a student that he must learn to answer questions in the format the examining authority desires, yet leave the examinee uninformed of the manner of evaluation."

Source: 10-August, 2011/[Telegraph India](#)

Internal Assurance Cell

University Grants Commission new scheme namely Establishment and Monitoring of the Internal Quality Assurance Cell (IQACs) has been launched during XI Plan for planning, guiding and monitoring Quality Assurance (QA) and Quality Enhancement (QE) activities of the Higher Educational Institutions (HEIs) with the following objectives/goals:-

(i) To develop a quality system for conscious, consistent and catalytic programmed action to improve the academic and administrative performance of the HEIs.

(ii) To promote measures for institutional functioning towards quality enhancement through internalization of quality culture and institutionalization of best practices.

UGC has sanctioned grant of Rs. 5.00 lakh to each Central University for establishment of Internal Quality Assurance Cell. A substantial increase in Plan allocation has been made in the Eleventh Plan aiming at improvement of quality through increased allocation for improvement of infrastructure in the existing higher and technical educational institutions and by way of setting up of new quality institutions such as Central Universities in uncovered States, Indian Institutes of Technology, Indian Institutes of Management, Indian Institutes of Science Education and Research, Indian Institutes of Information Technology Schools for Planning and Architecture, etc.

Source: 10-August, 2011/[PIB](#)

Additional funds for Mid-Day Meal Scheme

To offset the impact of price rise, Central Assistance for cooking cost has been enhanced with effect from 1.4.2011 from Rs. 2.69 per child per school day to Rs. 2.89 at primary stage and from Rs. 4.03 per child per school day to Rs. 4.33 at upper primary stage. This includes cost of pulses, vegetables, oils, condiments and fuel.

In addition, foodgrains(Wheat/Rice) are provided free of cost by the Central Government.

Source: 10-August, 2011/[PIB](#)

Thailand is learning from Indian education and democracy

Ambassador of Thailand to India Pisan Manawapat during his visit to the Banaras Hindu University (BHU) on Wednesday said a dialogue between BHU

and Thailand would be initiated for student, faculty and academic exchange programmes.

According to the university spokesperson, the Thai delegation, led by Manawapat, met BHU vice-chancellor DP Singh at VC Lodge along with Sasirit Tangulrat, Minister Counsellor, Kitinai Nutakul, Counsellor and Praphan Sampsaiwopakit. Manawapat, who visited the BHU for the first time, said such visits would continue in future. He was greatly impressed with the Indian civilisation and its history and said he was happy to be in a religious city like Varanasi. He said Thailand was learning a lot from India in the field of education, culture and democracy.

Welcoming the delegation, the BHU VC informed that the university accommodated around 600 foreign students from 48 countries including 69 from Thailand. He further said that the BHU was a multi-faculty university with almost all subjects of arts, culture, religions, science and technology. He also informed the visiting guests about Rajiv Gandhi South Campus of BHU in Barkachha and different courses being offered there. He said BHU completed 13 PhD theses on Thai culture and other related issues. The ambassador presented two books Thailand, the collection of photographs by 55 international photographer and Thailand Chronicle to the BHU VC.

The meeting was also attended by the rector, dean of the Faculty of Arts, registrar, librarian and head of the department of Pali and Buddhism. After meeting the ambassador also visited the Central Library. He showed his interest in the manuscriptology division and appreciated the work.

Before meeting the VC, the ambassador went directly to Sidhart Vihar Hostel of BHU where Buddhist monk lived. He was very impressed to see the Buddhist monks at the hostel. He also took his lunch with them before leaving for Kushinagar. He also visited Sarnath on Tuesday.

According to records, the department of Pali and Buddhist Studies at BHU is one of the pioneering departments in the field of Buddhism in India. The teaching of Pali started in 1940 at the department of Sanskrit with the effort of Bhikkhu Jagdish Kashyap, a pioneer of the revival of Buddhism in India. Later, it was separated from the Sanskrit department in 1982.

Source: 11-August, 2011/[Times of India](#)

Soon, SAT-like common entrance test in India

The Union ministry of human resource development (MoHRD) is all set to revolutionise the way students

get admitted to various engineering and undergraduate level courses in colleges across the country.

Borrowing a leaf out of the American education system's Scholar Aptitude Test (SAT), the MoHRD is planning a similar single entrance examination which will rank students across the country and enable them to get admission according to their rankings.

By 2013, there would not be any joint entrance examination for the coveted IITs and other engineering courses. Students need to just sit for the single National Aptitude Test (NAT) and get admitted according to their positions. A similar examination was being planned for all the BSc, BCom and BA undergraduate programmes. This would mean students can stop losing sleep over the crazy cut-off percentage system for admissions and instead try and get good rankings in the new aptitude test. However, their Std 12 marks would continue to cast a shadow on deciding admissions.

The revolutionary scheme has been credited to Union HRD minister Kapil Sibal who came up with the concept of the "one nation, one exam" recently. The proposed reform would benefit more than 10 lakh students annually, who at present have to take multiple examinations to pursue engineering and other undergraduate courses.

But not everyone was happy with the proposal. Noted educationist and former school principal Vibha Parthasarathy felt that "each child has a different aptitude so you cannot homogenise the system. Having a common entrance test just doesn't make any sense." Former NCERT chairman Krishna Kumar, however, said that "a similar system in medical courses is needed and will prevent students from being stressed out."

According to a senior MoHRD official, this examination "will be sufficient to get admissions in colleges across the country as a single merit list will be prepared based on the common aptitude test. All colleges in the country will have to make admissions based on this list."

In the run up to preparing a legislation to put this into effect, the MoHRD conducted an online survey for three months, starting June this year. The ministry was overwhelmed with parents and students supporting the initiative wholeheartedly. Nearly 70 % of the 2,063 participants were in favour of this proposed initiative.

India's single-entrance would, however, suit Indian requirements. "We have to tweak the SAT system to our requirements and keep factors such as

diversity and the size of the Indian population in mind. For instance, a student from Tamil Nadu does not have to write a test in Hindi," the official told DNA. The test would be conducted twice a year so that those who failed to make the cut once get another chance to improve. For this, the official said the Indian education system was going in for a major overhaul by having a semester system.

Source: 11-August, 2011/[DNA India](#)

Toefl score comparison unfair

An analysis by the ETS which conducts [Toefl](#) (Test of English as a Foreign Language) showed that candidates whose mother tongue is an [Indian language](#) fared much better than those whose native language was English.

"Toefl provides accurate scores at the individual level; it is not appropriate for comparing countries," clarified Walt MacDonald, ETS executive vice-president and chief operating officer.

"The differences in the number of students taking the test in each country, how early English is introduced into the curriculum, how many hours per week are devoted to learning English, and the fact that those taking the test are not representative of all English speakers in each country or any defined population," said MacDonald.

English is gaining currency in India's rural pockets and pedestrian schools, too. And picking up the grammar of what people want, some governments have been forced to introduce the Queen's lingo as the medium of instruction in public schools. "There is a huge amount of English in the country now. Everybody knows a fair amount of English. Also, Indians are intrinsically bright. When they apply themselves to a task, they do well at it," said Yasmeen Lukmani, former English HOD at the University of Mumbai.

Kerala and Tamil Nadu have had English in all regional-language schools from as early as the records read. A Planning Commission member said that no agency or government would be able to provide the exact number of students learning English in India. "It's a nebulous area; there are so many schools teaching English today. Many of them are little more than small shops catering to those who are dropping out of government schools," he said

But many experts were surprised at ETS findings. Adil Jussawalla, who taught English as a foreign language to Indian students in [London](#) before he returned to Mumbai, said he was amazed at the scores ETS had come up with. "Probably these

students are taking language courses or getting trained before taking Toefl. Otherwise, this does not tie up with another statistic which found Indian students who go abroad poor at English."

Numbers apart, experts believe India would have to address the rising tide of aspirations. Sunanda Sanyal, who was a member of the West Bengal Education Commission, said English's popularity was linked to its increasing utility in day-to-day life, whether it's buying medicine at the chemist or simply following the right bus route.

Source: 11-August, 2011/[Times of India](#)

Centre to address foreign university bill corpus hurdle

The Ministry of Human Resource Development (MHRD) will revise terms related to minimum investment of Rs 50 crore required to set up campus in India by any foreign institutions. Earlier as per the Foreign Education Bill the minimum corpus required was Rs 50 crore, now the corpus fund required will get lowered to allow increased participating from overseas education providers.

A diversified pool of Overseas Institutions has expressed interest to set up campuses in India which include community colleges, vocational training institutions, professional colleges, general education institutions and medical institutions.

Lead Institutes & Universities which expressed interest to operate in India are Massachusetts Institute of Technology, Yale University, Virginia Tech, Columbia University, University of Southern California and University of Alabama said the report by Business Standard.

While few others are of the view to prevent entry for foreign varsities the bill produced in the parliament has come clean in favor of allowing foreign education bodies to set up campuses in India.

Students seeking global education no longer need flying to west as top universities across the globe are making an entry in India. Earlier we have reported about the entry of Schulich School of Business entry into India (Hyderabad) more players are likely to set up campuses soon in India.

Source: 11-August, 2011/[Business Standard](#)

11 US varsities selected for partnership programmes with India

Eleven prestigious US colleges and universities have been selected for partnership programme

with India as part of the Obama-Singh 21st Century Knowledge Initiative.

An announcement to this effect came ahead of the scheduled India-US Education Summit in Washington in October.

Selected educational institutions are Fort Hays State University, George Mason University, Northern Illinois University, Queens College (City University of New York), Rollins College, Rutgers, The State University of New Jersey, Suffolk University, Thomas College, University of Kentucky, University of Oregon and the University of Montana, the Institute of International Education (IIE) has announced.

Each institution has made a commitment to form a campus-wide task force to work on prospective partnerships, conduct an institution-wide inventory of activities pertaining to India and develop a strategic plan focused on partnership with India, IIE said.

The Knowledge Initiative between the US and India, which was announced during Prime Minister Manmohan Singh's visit to America last year, is aimed at developing faculty for select institutions like new IITs.

The initiative will provide USD 10 million in combined funding to increase university linkages and support junior faculty development between US and Indian universities.

"Higher education is an important area of the strategic partnership between the United States and India because of its impact on fostering collaboration on critical issues that we face today," said IIE President Allan E Goodman.

"This new phase of the International Academic Partnership Programme and the strong group of campuses will strengthen the educational ties between our two nations and pave the way for students from both countries to gain important international perspective," Goodman said.

"We aim to support the Obama-Singh goal to advance the US -India global partnership for the benefit of their countries, for peace, stability and prosperity in Asia, and for the betterment of the world," Goodman said.

The International Academic Partnership Program (IAPP) has been launched with an initial two-year grant from the US Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE).

"India is a country of enormous importance today, and we have not had a coordinated approach to our

involvement with it and its higher education institutions," said Perry Brown, University of Montana provost and vice president for academic affairs.

"India and its institutions are logical partners for the University because of the growing number of Indian students who come to the US and because UM has areas of academic strength increasingly important to developing countries such as India," said Peter Baker, the international development programme officer for University of Montana International Programmes.

Source: 13-August, 2011/[Times of India](#)

Demand for degree shrinks, engineering colleges seek buyers

Trusts owning engineering colleges in Andhra Pradesh, Karnataka, Kerala and Tamil Nadu are putting these institutions up for sale due to a shrinking demand for the degree.

At least half a dozen colleges are on the lookout for buyers in Andhra Pradesh, which alone produces the largest number of engineers in the country. These four states have more than 1,500 engineering colleges, with 500,000 seats. Andhra alone has 700 colleges.

"Since 2005 there has been a spurt in engineering colleges in Andhra and Karnataka. But due to shrinking demand, many trusts are now looking for buyers," said Sandeep Aneja, managing director of Kaizen Private Equity, a firm focused on the education sector.

"The problem with many of these institutions is they have no brand name; they manage to meet the most basic requirements set forth by AICTE (All India Council for Technical Education). They have the licences, but bare infrastructure development and zero brand name. They produce engineers who do not find jobs," Aneja said.

The Kollam-based Travancore Engineering College, for example, has been on sale for six months, according to a broker, who is in charge of the sale. Established in 2002, the college spreads over 25 acres and has 1,350 seats. Its promoters denied they had put the college on sale, but sources said they wanted to set up a school, which they believed might be a more profitable proposition. The promoters are believed to be demanding Rs 100 crore.

Another college affiliated to the Anna University is also up for sale with an asking price of Rs 120 crore, according to an advertisement on a

classifieds website. The college, spread over 54.5 acres, has 1,850 seats.

Vocational education, including engineering and management, is regulated by AICTE which allots each educational institution the number of seats it can allot in a given course. A sale would entail the transfer of the AICTE licence.

"Broadly, there should be no problem in the transfer of seat permits because they will come under the Property Act and would fall in the category assets being transferred by one owner to another owner," said a human resources development ministry official. In 2010, the National Association of Software and Services Companies had said 75 per cent of engineers were unemployable.

The problem of vacant seats came to the limelight earlier this year, when fears surfaced that over 150,000 seats might remain vacant in Andhra Pradesh and Karnataka alone.

Several private equity (PE) players, along with trusts and non-educational buyers, are in the fray. But PE players will not be able to make any headway because of hurdles in exit.

"While many engineering college trusts in Andhra and Karnataka have put up assets, including land and licence, on sale, most of them are non-profit institutions. Under the existing law, assets from these trusts cannot be used for profit making," said Jacob Kurian, partner, New Silk Route. Kurian's New Silk Route is a PE fund with assets worth \$1.4 billion under management.

"The advantage for the buyer would be to re-brand existing infrastructure and work through present licences," Kurian said.

The buyer will gain land which is increasingly becoming difficult to acquire. Also, there is the lure of existing seat allocations that bigger private universities believe can be filled with their own brand name.

A player involved in a deal said there was no problem in PE players getting into the space. "I do not see the not-for-profit issue a hurdle because we can put up the money and our experts in charge of operations, and exit at a later date. As long as we do not take money out of the college itself, there should be no problem," the investor said.

Buyers, who have been approached, told Business Standard a typical deal could range between Rs 30 crore and Rs 200 crore, depending on the kind of assets and infrastructure.

Source: 14-August, 2011/[Business Standard](#)

Govt to appoint education panel

In an attempt to improve the quality of education in the country, Prime Minister Manmohan Singh on Monday announced the appointment of an Education Commission to make recommendations in this regard.

Addressing the nation, after unfurling the national flag at the historic Red Fort on the occasion of the country's 65th Independence Day, the prime minister said as the vocational education and skill development acquired new importance and needed "major changes", "the government has decided to appoint the commission to make suggestions for improvements at all levels of education".

Unveiling the government plan to universalise secondary education, as it did in case of elementary education through the Right to Education Act, he said: "Today every citizen has a right to elementary education. We are now considering universalisation of secondary education."

As per RTE, education is free and compulsory upto eighth standard. Universalisation of secondary education will make it free and compulsory upto Class X.

Noting that government had emphasised on education in the 11th Five Year Plan, Singh said similar priority would be given to the health sector in the 12th Five Year Plan. He said that the government would set up the National Development Council.

Holding that health insurance for workers in the unorganised sector was a priority, Singh said government would endeavour to cover as many workers as possible under the Rashtriya Swasthya Bima Yojana, which was introduced in 2008.

The prime minister said that government would increase investments on physical infrastructure in the 12th Five-Year Plan, starting next year, with special emphasis on connecting remote and rural parts of India through rail and road.

The Planning Commission envisions doubling the investment in infrastructure sectors to \$1 trillion (about Rs 45,00,000 crore) during the 12th Five-Year Plan.

Calling for a second Green Revolution to increase farm production and control rising food prices, the prime minister assured farmers that the government would take steps in the 12th Five Year Plan (2012-17) to ensure easy access to fertilizers, seeds and credit and boost irrigation facilities to reduce dependence on monsoon.

Singh said an environmental assessment and monitoring authority would work for streamlining the process of giving green clearances.

Source: 15-August, 2011/[Deccan Herald](#)

India to lower requirements of Foreign Education Providers Bill

The Indian government is considering amendments to its Foreign Education Providers bill that would make it easier for overseas institutions to set up operations in the country.

India's Ministry of Human Resource Development (MHRD) has said it will revise downwards the original requirement that all foreign institutions must have a minimum of Rs 500 million (£7 million) to invest before setting up a campus in the country.

"Considering that a diverse set of educational institutions have expressed interest to have operations in India, it is not feasible to have the [investment] condition for everyone," an MHRD official told India's Business Standard.

The government has suggested that over 50 overseas universities have expressed an interest in setting up campuses in India since the bill was published last spring. These include a number of elite US institutions, including Massachusetts Institute of Technology, Yale University and Columbia University, the paper reported.

In another move aimed at increasing support for foreign institutions, the MHRD official said the bill could be amended to change the ban on foreign providers repatriating profits.

The bill, which aims to generate huge amounts of investment and overseas collaborations for India, has been delayed by opposition concerns and parliamentary stagnation. According to the Business Standard, about 15 bills related to education are waiting to be tabled in the Indian parliament during the ongoing monsoon session. The Foreign Education Providers Bill is to be re-introduced once its amendments are cleared by government officials.

Source: 15-August, 2011/[Education Investor](#)

One Laptop hopes to reach 250 million underprivileged kids

It is green and white in colour, slightly smaller than a school textbook, lighter than a lunch box, water-proof, and with a mere click opens options like educational games, puzzles, quizzes, dictionaries, and digitised content on school syllabi related to math, science, history, etc, for school kids.

It also has a colour vision camera, a microphone and internal stereo speakers, all packed with a screen that is readable under sunlight. The XO laptops that aim to empower underprivileged children by providing them an easy learning tool are gradually making their way into schools in India. "We want to make the laptop the cell phone of education, a portable medium which will allow children to get connected and explore knowledge," said Satish Jha, chairman of One Laptop Per Child India (OLPC) Foundation, which has designed the laptops and is seeking participation from stakeholders including state governments.

Designed in a manner that suits kids from ages 4 to 15, the laptops are meant to be given free to children from poor backgrounds in remote areas as well as slums.

"Our aim is to reach to 250 million kids who are not fortunate enough to get access to learning," said Jha, adding that the non-profit organisation has received orders for about 600,000 laptops from the governments of Manipur, Himachal Pradesh, Orissa, Madhya Pradesh, Rajasthan. OLPC also does not have any relation with any corporate in India, said Jha.

Since July 2008 when OLPC started in India, the organisation has distributed about 5,000 XO laptops.

"Education for the disadvantaged kids is mostly a state government concern in India. We have till date not made much progress with any state though we have received orders," said Jha. Negotiations between the state governments and the Centre over the quantum of money to fund the purchase of the laptops (which cost about \$220, or around Rs9,900) are on, and Jha said that deliveries will start happening once the payments are made. The curriculum of every board, for every subject in any language is available on the XO laptop.

"The laptop is crafted in such a manner that it not only makes learning interesting but also facilitates problem solving, creative thinking, and allows analytical abilities to develop in a child," said Jha.

The laptop consumes one watt of power and can be solar powered and also recharged by car batteries.

"All its features, including a screen which is readable in sunlight have been developed keeping in mind the hinterland, which is the main target area of the laptop," said Jha.

Source: 16-August, 2011/DNA, India

ANALYSIS/OPINION/INNOVATIVE PRACTICE

US not good for education: Top Indian scientist

Even as more Indian students are taking wings to the US for higher studies, a top Indian scientist today said "America is not at all good for education".

"Everything in (the) US is no good. They are (Indian students) going to some second rate institutions. Just because you go abroad, doesn't mean that you get good education. Now, there are excellent institutions in India doing research," C N R Rao, chairman of scientific advisory council to the Prime Minister, said here after delivering a oration.

"Most of the parents are sending their children even for schools to America, wasting a lot of money. I think we should give them good enough schools so that we don't send them for that (good schools). They should go there for specialisation in university or college."

Terming the focus on teaching and teachers, a "national emergency," Rao called for a mission spearheaded by the Union government.

Asked about his efforts to make education a national mission, he said a meeting with the Prime Minister was over and he will next meet HRD Minister Kapil Sibal.

He was worried that the country was not spending even six per cent of GDP towards education.

"Though there are 67 engineering colleges in Bangalore city alone, not many of them have enough teachers. Many colleges in the country have biotechnology department where there are no biotechnologists, computer science departments with people not having a degree in computer science," he said.

Exhorting the importance of quality teachers for the country, Rao said the government needs to focus on teachers as they create the future India.

Source: 02-August, 2011//Times of India

Even after 345 percent rise in spends, Indian education sucks

Yes, the government is spending more on education now than it used to

According to Reserve Bank (RBI) Deputy Governor KC Chakrabarty, expenditure incurred on education, particularly on higher education, during 2010-11, was around Rs 15, 440 crore. (Read the full text of his speech on Friday here)

The 66th survey round of the National Sample Survey Organisation (NSSO) reveals that between 1999 and 2009, spending on education in general jumped by 378 percent in rural areas and 345 percent in urban areas of the country. The survey further reveals that spending on children's education underlines a sharp increase- 63 percent for rural and 73 percent for urban families. The total educational loan amount outstanding is Rs 42,808 crore for the year ended March 2011. The number was Rs 27,729 crore in March 2009. The number of education loan accounts rose to 23,00,000 from 18,00,000 two years ago.

However, if we measure the expenses on education as a percentage to GDP, India lags behind some major countries like the US, UK, France and even countries like Malaysia, Thailand and Chile. (See *table below*) Chakrabarty did not touch upon the key issue of corruption in his speech on education. A consultant at a US-based firm said setting up an educational institute in India is a nightmare for any professional.

"It is more a real estate scam than anything else," the consultant said on conditions of anonymity. He added that the structure suits politicians who can get swift approvals from friendly governments in their states. "They use it to create a positive image of themselves to voters," he said.

Expenditure on Education			
Country	Spending on Education as a % of GDP	Country	Spending on Education as a % of GDP
Switzerland	5.8	South Africa	5.3
U.S.	5.7	Thailand	5.2
France	5.6	Chile	4.2
U.K.	5.3	Brazil	4.2
Malaysia	8.1	India	4.1
Mexico	5.3	Russia	3.8

Note: Government education expenditure as a percentage of GDP (2000-2002).

Source: United Nations Human Development Programme.

Currently, in India, there are about 1.86 crore students enrolled in various streams of higher education, including business management. However, Chakrabarty argues that many of these students are not employment ready.

The gross enrollment ratio (GER) for higher education in India was 12 percent in 2010. However, the enrollment level varies across states. "We also need to recognise that our enrollment level is far below several other countries," he said.

He says the GER is 23 percent for China, 34 percent for Brazil, 57 percent for UK, 77 percent for both Australia and Russia and 83 percent for the US "In this context, the attempt of government authorities to increase the number of students by 2020 so as to reach a GER of 30 percent becomes a big challenge," Chakrabarty said.

In some states, the capacity is also not fully utilised. He gave an example of Maharashtra where only 57 percent of the managements seats were filled.

The RBI seems to be keen on exploring the possibility of a public private partnership (PPP) model in education. This is not only going to reduce the burden of the government in incurring high costs in providing basic infrastructure facilities but also lead to construction of state-of-the-art buildings, labs, libraries and hostels. Besides, the collaborative efforts between universities/colleges and corporates would help in organising joint research and development, the deputy governor added.

On the primary education side, India again compares poorly in terms of student-teacher ratio. For example, while in developed countries this ratio stands at 11 students to one teacher; in India, it is twice as much. Even the Commonwealth of Independent States (11), Western Asia (15), and Latin America (17) fare better than India.

Source: 6-August, 2011/firstpost.com

Why overseas postgrads should be encouraged to stay

DURING this year's State of the Union address to the US Congress, US President Barack Obama highlighted the important contributions international education makes to his nation.

He posed the question: why do we train international students in our education system to advanced degree level, and then send them home to compete against us? We should encourage them to stay in the US, he argued, to run research labs and build new businesses.



His comments equally apply to Australia. Australia's international education achievements are notable:

We know that international education has become a multi-billion dollar export earner for our nation.

But more importantly, the international education sector exports successful graduates who are better prepared for future careers as a result of their Australian educational experience.

Graduates we educate have developed valuable skills, learned about Australian values, made Australian friends and networks, and will forever hold our nation in their hearts and minds as a place in which they spent their formative intellectual years.

New Swinburne University of Technology vice-chancellor Linda Kristjanson has specialised in research into palliative care. The impact and value of these outcomes are impossible to estimate.

International education fosters friendships and alliances. When business and political leaders around the world and particularly in our region have graduated from Australia's universities, we are better placed to understand each other and build shared opportunities.

How do we ensure that international research students who graduate with PhDs in increasing numbers remain in Australia to contribute their expertise as academics or as contributors to industry innovation, or return home and maintain active research connections with their colleagues in Australia?

There is no doubt that the public diplomacy and goodwill outcomes of international education are of enormous benefit to our nation. In the global race for research output and knowledge creation the population of Australian-trained PhD graduates help us to compete against much larger nations, such as the USA.

It is these non-tangible benefits, in addition to the economic benefits, that Australia will lose to other countries unless the government takes fast action on the student visa program.

Latest figures released yesterday by the Department of Immigration again confirm the predicted dramatic plunge in international students. At first glance the statistics suggest that student visa grants have increased overall.

However, look closer and it is clear that there is a significant decline in offshore visa applications and that it is the onshore visa applications that are holding up the international student numbers.

Australia has received the lowest number of offshore student visa applications for higher education programs since 2006 - from a height of 99,000 in 2007 to 60,000 in 2011. Total offshore visa applications were down by 20 per cent in 2010-2011, with offshore visa applications from higher education applicants down 17 per cent.

Fourteen of Australia's 15 key international student markets have slumped significantly. India is down 63 per cent, China is down nearly 25 per cent.

Australia once boasted the world's best student visa program it was fair, transparent and consistent. However, since the government toughened up student visa arrangements international students have been voting with their feet and applying elsewhere. The immigration figures demonstrate this.

Federal government strategies such as the high level delegation currently being headed up by the Minister for Tertiary Education, Chris Evans, in India are admirable signs of goodwill but they will provide no immediate relief. The new Australia-India Education Council is a most welcome development and it has the support of both governments and the universities, but it will not make our student visa program competitive with the rest of the world once more.

The strong Aussie dollar, which makes life here more expensive for foreign students, is also not going to change overnight.

The one barrier to changing the downward decline of the international student market that can be changed and that can have an immediate impact rests with Parliament. The Knight review into the student visa program is due to be released shortly. It is Australia's only immediate hope of an end to the tightened visa requirements and a change in the tide of plunging international student numbers.

At the very least, we hope that the new visa program will provide certainty for visa applicants. We hope that it provides fast-track opportunities for genuine students bound for our universities: students who aspire to study in Australia to create a better future for themselves and their communities.

If we do not take action, we are at risk of falling behind as a knowledge economy and becoming culturally introverted. Instead, we call for a future that builds on the forward-thinking success of our historical leadership in international education, ensuring that we build a stronger economy and advance Australia's world standing.

Source: 8-August, 2011/The Australian.com

HRD min recommends new scheme to attract faculty

With shortage of teachers in higher education institutions being over 50 %, a HRD ministry committee has suggested a new scheme providing financial incentives to students in colleges and universities to join as faculty after completion of their education.

A scheme called Academic Career Assistantship Program to provide financial assistance to students and ensure employment in an academic institution after graduation should be introduced, said the committee headed by Sanjay Dande, Director of Indian Institute of Technology (IIT) Kanpur.

The ministry had constituted the committee in 2009 to gauge the amount of teacher shortage and recommend remedial measures. "The present shortage of 3.8 lakh teachers of faculty members in the higher education comes to over 50 % which is critical...it is likely to grow to 13 lakhs in the next eight to 10 years," the committee said.

The major reasons for faculty shortfall was massive expansion of higher education, poor supply of qualified teachers, ban on recruitment by most institutions, lack of flexibility and absence of quality consciousness among a large number of applications.

To overcome some of these challenges, the committee had recommended a scheme to attract faculty at a young age of 20-21 as in case of military and medical practice.

After graduation, a person should be selected by an academic institution as prospective faculty and by another as post-graduate student. "This selection will provide the student the status of a faculty in-waiting and will provide financial support of Rs 5,400 per month," the committee has suggested.

Instead of normal two year course, the student will be registered for a three year post graduate course. At end of the course, the student will be provided with a regular master's degree as well as post graduate diploma in higher education. For this diploma, the student will have to work as a teaching assistant and will have to attend some courses on teaching methods and philosophy.

During the course period, the student will be required to clear the National Legibility Test (NET) so that he or she is qualified for appointment as faculty.

In case of students doing masters, the committee has suggested that they can join the doctoral

programme for a period of four years. During this period, for the first year they should be provided with the financial support of Rs 5,400. From second year, they should get financial support of Rs 6,000 per month. At end of four years, they will receive post graduate diploma in higher education and a doctoral degree in their main subject.

After completion of their course, they will join the academic institution which had selected them at the beginning of the academic programme. "It is hoped that over a long period of 10-15 years, this scheme will start the impact both in terms of quantity as well as quality," the committee observed.

The financial implication of the scheme is expected to be Rs 50 crore per annum.

The committee has also recommended slew of other reforms including allowing foreign faculty to bridge the meet the growing demand of teachers.

Source: 09-August, 2011/[Hindustan Times](#)

Break barriers between education, research, and tech

Unless India broke the existing barriers between education, research and technology, the three essentials for progress of any country, the country would be left far behind in next 5-10 years. It could no longer afford to wait for the developed world to show a way to keep pace with most powerful economies of the world. Country's education and research system needed new teeth, a holistic formula, an integration of the three domains. This alone would allow 'original and new' innovations to happen and let the world's fourth's largest economy have a 'technological edge' over others. This was stated by Anil Kakodkar, the former chairman of Atomic Energy Commission.

He has always been the best defender of India's nuclear programme. On Monday, he spoke not a word on nuclear energy but focused on 'education and research' as he delivered the Prof V G Bhide memorial lecture organized by the Bhide family at the Visvesvaraya National Institute of Technology (VNIT). Bhide was a renowned educationist and former vice-chancellor of Pune University who created the 'Exploratory' in Pune to promote curiosity and research among school children.

Hitting hard at the present system where education, research, and technology are pursued in parallel, Kakodkar said that the past system had failed and the present one was not ready to take on the future challenges. "We have not been able to translate new knowledge into new research and new research into technology and products. People from all three

fields have to shed their contempt for each other to solve the big crises ahead. Unless education is conducted in an atmosphere of research- an innovation ecosystem embedded in an environment of education-- there will be no path ahead," said Kakodkar citing his latest experience in heading the committee that prepared the master plan for IITs and the ongoing national initiative for bringing in excellence in basic sciences.

Universities, he said, needed to drive research not remain mere degree generating machines. This, in turn, will drive innovation and trigger the technology transfer to industry. Admitting that India had failed in producing Nobel laureates for want of original and new research, the 'nuclear man' suggested solutions like virtual universities like Homi Bhabha National Institute. China, he said, had no concept of affiliated colleges. It was all campus and residential education with each university having its own science park (300 or more in country) with multinationals with their incubators, start ups. India too needed something similar, he added.

Chairman of board of governors of VNIT and former director general of Council of Scientific and Industrial Research (CSIR) S K Joshi too demanded reorientation of universities where education was curiosity driver and not based on rote learning. S S Gokhale, director of VNIT, while trying to show ways to implement Kakodkar's suggestions also pointed how the harsh ground realities prohibited such a system from coming up. Prof Bhide's wife Prabha, his daughter and son-in-law Dr Vidula and Dr Madan Kapre, Prof V B Sapre and Prof M Y Apte, both physics teachers from Nagpur University, were also present.

Source: 09-August, 2011/[Times of India](#)

Systemic reform in education need of the hour

Education in India is a conundrum. A few years back my cousin just completed her 12th standard and she had a percentage of 94.2; a percentage which is good enough in my books. She didn't make it to any top school; she had to settle for much less because there were tons of people with similar grades. The biggest questions I tend to have with our education system is

- a) Why our education is such that it can allow one to score so well
- b) Why does it care about only scoring so well? On the eve of the week of Independence Day, I find it apt to focus on these issues.

Firstly, the biggest issue is the nature of our secondary education system. The biggest issue in the entire secondary education system in this country is that it is incompetent in more ways than one. The system is mainly catered towards individuals who are quantitatively brilliant or people with the off the hand memory. It is catered towards the individual who recollects things instantly for repetitive questions rather than the individual who takes the time but answers more creatively. Ironically, even this approach (however flawed it may be) lacks educational depth and is not implemented properly.

Take the case of my cousin. She did get a good percentage but so what? Lots of her friends did get the same thing. In most cases (especially in the State board exams) it is easy to score near the 90 percentile level for almost anyone. From the 90 percentile level to the 100 percentile, the entire student strata cram in. In essence, the papers are not hard; it's just that the students need to be accurate in their recollection process. A person who misses out on a question or two gets affected in the percentage by a few percentages; that is equivalent to dooms day. Basically, what this does is not test your depth of knowledge in the subject, it tests how careful you are or how much you have mugged through your material given to you. Any system that allows a majority of its students to be around the 90 percentile area has something wrong about it since the definition of "meritorious" is almost equated to "mediocrity" since everyone is able to get around the same percentage (eg: around 94 to 99). The differentiating factor (5%) is not the depth of knowledge here but how accurately you blurted out what you mugged. In addition to this flawed implementation of the approach, the consequences of this obsession with the % numbers has created a wider impact.

The foundations of our secondary system is catered towards to the one who scores the most but not the one who is a well rounded personality. While this approach has set us on the path of being one of the leading technical brain hubs for the universe, it also underlines the ineptitude in broadening our education spectrum beyond the realms of numbers. Various other factors such as extracurricular activities, community service and project presentations are barely taken into account in the grading scheme of things or in the admission process. It is precisely these factors that would determine the effectiveness of an individual in the longer run while working in an organization in the future. It is precisely these qualities that Education needs to focus on since these are not mere numbers; these are values and principles that are at

the core of a success of a student in his career and as well as in life.

Our education system has its own merits in terms of enhancing the memorizing capability and the ability to thrive under pressurized situations where performance at all cost is required. It has indeed produced world class engineers and doctors but the question is have all these people emerged due to the system or despite the system? More crucial question is what is the quality of the middle percentile of educational talent in the country leaving the top 10% and the bottom percent aside? The only way we can bridge this inequality is when we have a broad based education system that can cater to a wider spectrum of subjects and to have a stringent exam model where it is harder to score a 90 plus percentage rather than having a million odd people scoring from 90 percent onwards.

It's not about the elite who enter the IIT's/IIM's. It's neither about the people who are at the end of the spectrum.

It's all about bridging the gap between the two ends of the spectrum with a more holistic and well rounded system; that's the biggest challenge for our education system.

Source: 10-August, 2011/[Ibn Live](#)

Enabling mobility of faculty and non-faculty personnel to the newly established C (CEIs)/ Scientific Institutions

The Cabinet today approved mobility of faculty and non faculty personnel to newly established Central Educational Institutions (CEIs) and Scientific Institutions for a period upto 10 years on deputation basis.

The faculty, officers and such other employees, presently working under the Central Government or Central Autonomous Bodies including those already on deputation to the newly set up Central Educational Institutions (CEIs)/Scientific Institutions on the date of approval of this proposal and who are covered under the CCS (Pension) Rules, 1972 or an identical pension scheme before 01.01.2004 will be allowed to join / continue to work in the newly set up CEIs / Scientific Institutions on long term deputation basis for a period up to ten years at a stretch.

This would help the mobility of faculty and key administrative personnel which would in turn facilitate growth of new Central Educational Institutes by way of induction of competent faculty and key administrative persons.

All such posts occupied by the long-term deputationists in all the newly set up CEIs/ Scientific Institutions would be automatically treated as having been exempted from the rule of immediate absorption for the period of deputation. Responsibility of payment of pension to the deputed personnel would continue to be with the lending institution which has a pension scheme, The pay drawn by personnel on deputation to higher scale of pay will be treated as "emoluments" for the purpose of calculation of pensionary benefits under CCS(Pension) Rules, 1972 or in identical pension scheme in respect of deputationists from Central Government including Central Autonomous Bodies to newly set up CEIs / Scientific Institutions on or after 01.01.2004. Borrowing institutions shall have to pay leave salary and pension contribution at prescribed rate with reference to pay drawn by the employees on the post held on deputation basis. It shall however, be ensured that these provisions are applied only to those employees who are already eligible for pension under the CCS (Pension) Rules, 1972 or an identical scheme in their parent organization.

In order to implement the decision:

(i) Department of Higher Education and D/o Science and Technology will identify the posts in the newly set up Central Educational Institutes

(CEIs)/Scientific Institutions which would need to be exempted from the rule of immediate absorption for the purpose of appointment on deputation basis and send the same to the nodal Ministry for notification as per rules.

(ii) Further, the concerned Ministry/Department will make following enabling provisions by issuing administrative instructions;

(a) To include the pay drawn by an employee of the Central Government/Central Autonomous Body in the post held on foreign service/deputation in the newly set up CEIs on or after 1-1-2004 as basic pay as defined under FR.9(21)(a)(i); and

(b) For counting of such pay while on deputation as "emoluments" for the purpose of grant of pensionary benefits under CCS (Pension) Rules, 1972.

(c) For extension of the period of deputation of such personnel up to a maximum period of 10 years from the existing maximum period of 5 years,

It has been envisaged in the proposal that the lending authority shall receive the pension contribution and leave salary contribution; from the borrowing authority and it is the lending authority who shall bear the expenditure of making payment

of pensionary benefits to the long term deputationists. Therefore, no additional financial implication is involved.

Background:

The Government of India has recently started a number of new Educational Institutions of higher learning and some more are expected to be set up in near future. The new centrally established/funded educational institutions are facing serious problems in attracting and retaining quality and experienced faculty as well as core non faculty employees, though many good, experienced and talented professionals are readily available in many other Government Organizations. The introduction of New Pension Scheme (NPS) with restriction in portability of existing pension scheme is acting as a disincentive to experienced and senior faculty and non-faculty members from opting for serving in any new institution since they prefer to continue to be with the existing institutions rather than move to new institution and lose the benefit of pension scheme. Having considered all these factors, the present proposal of allowing long – term deputation to the faculty, officers and such other employees presently working under the Central Government or Central Autonomous Bodies to new Central Education Institutions/Science Institutions set up after 1.1.2004 has been evolved.

Source: 11-August, 2011/[PIB](#)

Center to Consider Revising Terms for Foreign Institutions Coming to India

The Centre will review certain clauses in the Foreign Education Providers (Regulation) Bill to attract more overseas institutions looking to set shop in India. The Ministry of Human Resource Development (MHRD) has decided to revise downwards the minimum corpus of Rs 50 crore required to set up campus in India by all foreign institutions. The move was prompted by a recommendation by the parliamentary standing committee.

“The corpus will not be Rs 50 crore for every institution. Considering that a diverse set of educational institutions have expressed interest to have operations in India, it is not feasible to have the Rs 50 crore corpus condition for everyone,” an MHRD official told Business Standard. The official said education institutions, including community colleges, vocational training institutions, professional colleges, general education institutions and medical institutions, had expressed interest to set up operations.

The provision in the bill that bars foreign universities from repatriating profits is also being discussed. However, the pre-condition wherein a foreign education institution was not allowed to utilise more than 75 per cent of the income (from the corpus fund) towards development of the institution in India, may be reviewed by the ministry and it might allow these institutes to invest the surplus in growth of the institution, after a certain lockin period.

According to MHRD, since last March when the Foreign Educational Institutions (Regulation of Entry and Operations, Maintenance of Quality and Prevention of Commercialisation) Bill was cleared by the Cabinet, several international education institutions, including Massachusetts Institute of Technology, Yale University, Virginia Tech, Columbia University, University of Southern California and University of Alabama, had expressed interest to operate out of India.

The bill will be re-introduced once it is amended and cleared by the Ministry of Law and Justice and the President of India. MHRD also said that the amended bill will be tabled after the Education Tribunal Bill, which will be an adjudicatory authority even for foreign institutions, is passed by both Houses. Education Tribunal Bill will facilitate setting up of tribunals at the national, state and regional levels to settle disputes related to institutions at various levels. It has been passed by the Lok Sabha, but is yet to be taken up by the Rajya Sabha.

About 15 bills related to education are waiting to be tabled before the Parliament during the ongoing monsoon session, including the Universities for Innovation Bill that would allow setting up of special universities with a focus on innovation and research. Yale university has expressed interest to help India develop innovation universities. The premier institution had earlier told Business Standard that it had entered into over 50 academic collaborations in India and is interested in more such partnerships. However, it does not have immediate plans to set up a campus.

A formal research in 2008 had revealed that around 140 Indian institutions and 156 foreign education providers were engaged in academic collaborations. Of the 156 overseas education institutions, 90 have university status and 20 are colleges. The remaining offer training courses. The total number of collaborations was 225 and with each collaboration having over one programme delivery, the total number collaboratively delivered stands at 635.

The Foreign Educational Institutions bill, says MHRD, will be a gateway through which all institutions will pass the quality test and have a mechanism to enter India without going through a process that is too intrusive.

“You have to give a legal framework where best institutions from the world can come on the basis of their brand. You cannot have chalk and cheese on the same platter for comparison. There should be a predictable framework under which all these collaborations happen. This bill is an enabling mechanism,” said another MHRD official.

The the highest number of collaborations take place in the field of management and business administration (26 per cent), followed by engineering and technology/computer application/information technology, (over 22 per cent) and hotel management and house keeping (20 per cent). The foreign collaborations are highly concentrated in Maharashtra and Delhi, followed by Tamil Nadu.

MRHD sources say over 50 foreign universities have evinced interest in setting up campuses in India.

Source: 11-August, 2011/[Business Standard](#)

Child education critical to India's development

Poor quality of instruction pupils receive in public schools ensures that they will never be able to compete — for college admissions or in job market

For several years, important voices have been speaking of the economic potential of India's young population. Slightly less than half the country's population — around 500 million — is under the age of 15. Statisticians predict that, over the next decade, India's labour force will grow by a staggering 100 million, over ten times the corresponding figure in China. By some estimates, over 25 per cent of the global workforce will be Indian by 2030.

These numbers make one thing clear: the entire world has a social and economic stake in ensuring that we are providing top-quality education to India's children. At the moment, however, the scenario is bleak. School education receives little priority from the government and is continually subordinated to higher education.

State governments across the country boast about high enrollment rates, but conveniently mask the fact that dropout rates are alarmingly high. According to a recent study, 15 out of every 100 Indian children will never see the inside of a

school. And among the 85 who do, over 50 per cent will drop out before fifth grade.

Article continues below Furthermore, within India's schools, the quality of education is falling sharply. Through my own experiences as a primary school teacher in some of Mumbai's most deprived slums, I have been repeatedly shocked by the magnitude of the problem.

In the city's municipal schools, only a handful of fifth grade students can read first grade books. Almost all students struggle with elementary arithmetic. These students are little more than a statistic — they help the government show high enrollment rates but learn very little during their four-hour school days.

The situation of young girls, in particular, is appalling. The problems begin even before they are born. Despite being banned, ultrasound tests are being used across the country — particularly in the north — to identify and abort extraordinary numbers of female fetuses. According to the 2011 census, the country's child sex ratio has dipped from 927 per 1,000 to 914, a 60-year low.

At school, the discrimination continues. Shockingly enough, in many rural areas, thousands of adolescent girls are dropping out of school because of one crucial reason: the lack of separate toilets for them.

Infrastructure

The Annual Status of Education Report (ASER), a private commissioned survey of India's schools, recently discovered that 40 per cent of the country's schools did not have separate toilets for girls. And among the schools that did, only 30 per cent had toilets that were in usable condition. Moreover, other girls do not attend because their daily walk to school — often to a neighbouring village — is physically unsafe. Daily taunts and harassment put them off attending school altogether.

Education has always been highly valued by Indian parents; across religions, cultures and social strata. And now thanks to broad changes in Indian society, almost all families consider the education of their daughters as an equal priority.

In the Mumbai slums where I work, poor families scrimp and struggle to send all their children to the best schools they can afford. Why? Because education is their only weapon against a life of penury and struggle. As one commentator wrote, "They dream of their educated children going on to build a decent life and pulling them out of the slums and poverty."

The reality, however, is that their children do not even stand a chance. The quality of instruction they are receiving ensures that they will never be able to compete — whether for college admissions or in the job market — with privileged students who can afford expensive, top-quality schools.

India requires education reform on a massive scale, and yes, sustainable change will take time as well as broad-based consensus. In 1968, the government-sponsored Kothari Commission recommended that India spend 6 per cent of its GDP on education.

However, in the 43 years since that report, India's total educational outlays have never exceeded 4.3 per cent of its GDP in any given year. As a critical first step, the government can commit to dramatically raising its education budget.

Yes, this funding will help build more schools and increase access to education, but it can also allow us to tackle some of our most basic and immediate problems. Building basic toilet and sanitation facilities for girls in government schools across the country will, by itself, make a huge impact.

Perhaps then the country can also explore ways of providing safe transportation for girls. In the state of Bihar, for instance, a government initiative to provide bicycles for girls has resulted in a dramatic rise in school enrolment.

Just as importantly, India will need to commit considerable funding towards teacher training, which still needs a tremendous amount of work and effort.

India needs to wake up quickly to the importance of educating its children, and collectively find solutions to the challenges on the ground. As concerned global citizens, the onus is on us to help discuss solutions and contribute towards them because, in just a few years, its implications will affect us all.

Source: 12-August, 2011/[Gulf News](#)

Is our education system heading the right way?

In today's world, education is as important as the other basic needs of human being like food, clothing and shelter. It has always been accorded an honored place in Indian society. The importance of education in India is indeed rising with passing time. The development of education in India during the post- Independence period has been guided by the national goals and aspirations as embodied in the Indian Constitution.

India has made progress in terms of increasing primary education attendance rate and expanding literacy to approximately two thirds of the population. Post-independence, with the further development of the nation, education system in India has also improved drastically. Numerous colleges and institutes have emerged all over the country to provide better educational opportunities to the students. Development of Education in India is one of the factors driving the nation towards further enhancement. The private education market in India is merely 5 percent although in terms of value is estimated to be worth \$40 billion in 2008 and will increase to \$68 billion by 2012.

Though India has always been a great source of learning for many years, it still needs to improve not just on the quality of education but also on the number of people being educated. India continues to face severe challenges. Despite growing investment in education, 25 percent of its population is still illiterate; only 15 percent of Indian students reach high school, and just 7 percent graduate. As of 2008, India's post-secondary high schools offer only enough seats for 7 percent of India's college-age population, 25 percent of teaching positions nationwide are vacant, and 57 percent of college professors lack either a master's or PhD degree.

Moreover according to a recent report, the Union Government affirmed that the nation lacks professors and about 300,000 professors are needed in India's higher education system.

But for the improvement of the education system, the Government has also allocated several grants for education .In this year; Finance minister Pranab Mukherjee has announced a substantial increase of 24 percent in the education sector. Kapil Sibal, the HRD minister, has allocated of ₹50 crore has been made for higher education. Moreover the UGC's allocation has gone up by 26 percent and the government has made a separate allocation of Rs 10 crore to set up 374 " model degree " colleges in the states.

But if we compare our education system with U.S., their education system always ranks among the best. They have increased their education budget in 2012 budget by 21 percent to \$77 billion dollars.

However, do we need a revolution in our education system? Or what we can expect from the revolution? We can expect lots of changes in our education system; moreover we want best talents of the country to work in the education sector, a better infrastructure, greater investments into education, public as well as private. If we can

achieve that we can really expect a better society with better education system.

Source: 12-August, 2011/[Silicon India](#)

'Women in engineering are as capable as men

John Wall, chief technical officer of the \$13.2-billion US multinational Cummins Inc, has said that the image of mechanical engineering in India needs to be changed especially for women. "There cannot be any doubt that women in engineering are just as strong and capable as men. Let's face it," he said at a function to honour the country's first all-women batch of 65 students graduating in mechanical engineering at the Cummins college of engineering for women (CCEW).

Chairman and CEO designate of Cummins Inc Tom Linebarger and Cummins India's managing director Anant Talaulicar were present on the dais.

In all, 65 women, including five mechanical engineering diploma-holders who had secured direct second-year admission to the college's BTech (Mechanical) batch of 2007 — also a first then in the country, were felicitated by Linebarger for their achievements.

Recalling his association with the college since his first visit in 2003, Wall said, "I was greatly impressed by the bright, technical and sophisticated work of students in areas such as electrical and mechatronics. The only question I had then was 'Why not have a mechanical engineering branch here?' This, in fact, set the tone for the Cummins India Foundation to work with the Maharshi Karve Stree Shikshan Sanstha (MKSSS), which runs the women's engineering college, to go for an independent mechanical engineering facility for girls. We want this association to grow further."

In his speech, Linebarger brought out the significance of education for women. "It's not just in the field of education, but women everywhere should have the same kind of opportunities as men," he said, adding: "The CCEW is not just a college, but a statement about these values."

Linebarger said Cummins Inc was committed to promoting women's empowerment in India as part of a strategy of doing work that makes a difference to the society. "We believe when women are successful, their families are successful. The more educated a woman is, the better are the chances of her children getting good education," he said. "This year, we made 42 job offers during campus recruitment at the CCEW and it's our commitment

to make at least one-third of the total job offers during placement drives at CCEW," he added.

Cummins India managing director Anant Talaulicar said, "It is difficult to discount the power and positive energy women can bring to our lives. We still have glass ceilings in the society that need to be broken. Fundamental injustice as reflected in the dwindling male-female ratio and instances of female foeticide need to be checked."

He further said, "When we (Cummins India) started, we had women constituting barely 4% of our work force. We have now reached a stage where women constitute over 25% of our (11,000) work force. And they are not just at the working level, but also senior levels, influencing significant change and strategic directions."

Earlier, principal of CCEW MB Khambete made the introductory remarks. Secretary of MKSSS Ravindra Deshpande and senior management committee members were also present for the ceremony.

Source: 13-August, 2011/[Times of India](#)

Lack of skill-based, quality education plaguing country

India might have supplied skilled workforce globally, but lack of skill-based and quality education is one of the major problems plaguing the Indian education system today, said experts at the Education Times Eduvision on Friday.

At least 25% of the engineers graduating every year remain unemployable, pointed out many experts present at the seminar, which was organized by the Institute of Management Technology to mark the 13th anniversary of Education Times.

Dr Nalin Jena, senior education specialist at the World Bank, shared figures that showed India's economic growth has been "job-poor". According to the data, from 1983 to 2004, the GDP growth rate averaged 6% per year. "But the job growth was only 2%, that too mostly in the service and unorganized sectors and in micro, small and medium enterprises," said Jena.

Dr Arun Mohan Sherry, director & chairman of the joint admission committee at the IMT-Centre for Distance Learning, echoed Jena's views. "India ranks third in the output of graduates after the US and China but in terms of quality, we still lag behind." The seminar brought together experts from across the education sector, who deliberated on diversifying the learning needs for the next generation and providing them with skills to make them industry-ready.

Skill-based and quality education is also essential to improve the gross enrolment ratio (GER) of the youth, most of them pointed out. "Unless formal education is linked with skill development, the relevance of the subject will not be understood. There is an urgent need to focus on skill development in higher education," said Rajshekharan Pillai, vice-chancellor of Ignou.

There was enthusiastic participation from students present at the seminar. The experts also dwelt on the extent of use of technology in modern-day education. Abha Sahgal, principal of Sanskriti School, stressed that technology is an enabler, but it cannot replace a real classroom. Some other speakers at the seminar were Manish Sabharwal, member of the Prime Minister's Council on Skills Development; Dr Dilip K Bandopadhyay, vice-chancellor of Guru Gobind Singh Indraprastha University; and M Sajid, registrar, Jamia Millia Islamia.

Source: 15-August, 2011/[Times of India](http://timesofindia.com)

Economics Journal: Don't Scrap Reservation, Improve Education

Has access to higher education through affirmative action improved the lives of the poor and those from historically disadvantaged groups? And how has the reservation policy affected the achievements of those who don't benefit from it?

The controversy surrounding "Aarakshan," meaning reservation, a new Bollywood film by Prakash Jha, has once again brought to the fore the unsettled and simmering issues around caste-based reservation in higher education. The matter is so politically charged that Uttar Pradesh, Punjab and Andhra Pradesh banned the screening of the film, although the ban was later lifted in the latter two states.

The policy of reserving 22.5% of government jobs and university seats for members of Scheduled Castes and Scheduled Tribes, known as Dalits and *adivasis*, respectively, goes back to the Indian Constitution. But far more controversial was the more recent mandating of an additional reservation of 27% of seats for people who fall into other disadvantaged groups, known as Other Backward Classes, bringing the total reservation up to almost 50%. This additional reservation in higher education was finally mandated by the Supreme Court in 2008.

The principal rationale for caste-based reservation in India, akin to race-based affirmative action in the United States, is to create equality of opportunity for historically disadvantaged groups.

A related argument is that the historical fact of long-standing social repression is in itself a morally compelling reason for the counter-balancing force of reservation.

As I've suggested recently, inequality of outcomes is crucially affected by inequality of access. So, in theory, the argument that reservation, by creating a level playing field, will in the longer run alleviate inequality and other social deprivations makes sense. However, this begs the question of whether the system does, in fact, deliver on these benefits for disadvantaged groups.

Critics of reservation, as cited in a recent paper, argue, amongst other things, that caste-based quotas stigmatize rather than uplift targeted groups, and they entrench rather than alleviate long-standing inequalities. As Mr. Jha himself notes, one often hears people ask, "Would you want to be treated by a doctor who got in to medical school through reservation?"

Caste-based reservation may also carry unintended negative side effects along other dimensions of historical disadvantage. A much cited study finds that caste-based reservation reduced the overall number of women gaining admission into engineering colleges, because women were under-represented amongst those applying in the reserved category.

Leaving these arguments aside, the crucial questions are the ones I started with: Does caste-based reservation lead to improved educational outcomes for students in both the reserved and open categories?

A recent study by economics professor Sheetal Sekhri of the University of Virginia uses data from Indian college admission tests and exit results to test statistically whether the introduction of reservation raises educational performance as compared to an alternative hypothetical scenario of a pure meritocracy, where students are admitted based only on their rankings in admission tests.

The results of the study are not encouraging. A higher average "quality" of upper-caste students, defined by high performance on admission tests, has a negative impact on the academic performance of lower-caste students, the study says. Further, the performance of upper-caste students, as measured by exit tests, is also adversely affected by reservation, with the strongest effects on high-achieving upper-caste students.

Professor Sekhri interprets these results as suggesting that upper and lower caste students are in "competition" over scarce academic resources,

such as access to faculty, support services, social networking, etc. and thus they tend to provide peer support only to their own caste members. Her striking conclusion is that a more integrated college environment, mandated by reservation, doesn't achieve its intended goals of raising the educational performance of disadvantaged groups. And this discouraging finding is in line with other scholarly studies, such as by Anjani Kochar of the Stanford Center for International Development.

Reserving seats for the underprivileged has also created a private sector response by the relatively well off, who come mostly from the upper castes. Just take a look at the booming industry of "coaching classes," which prepare students to take admissions tests for the prestigious Indian Institutes of Technology and Indian Institutes of Management.

Of course, reservations didn't create coaching classes, which have been around for a long time as a response to the poor quality of the education system. But reservations certainly accentuated the growth of this industry by inducing upper caste students to compete for a smaller share of a fixed number of university seats.

An estimate by the Associated Chambers of Commerce and Industry suggests that the coaching industry is worth a whopping \$2.2 billion a year, with the typical student paying over \$2000 for eight months of coaching, comprising as much as a third of a middle-class family's budget. The cost of coaching is beyond the reach of many poor and lower middle income families, who are disproportionately represented by lower castes. But scrapping reservation would be the wrong answer. Not only is it a legal, political and practical impossibility, the fact remains that true equality of opportunity still eludes many disadvantaged people in India. The challenge, therefore, is to make caste-based reservation work better, and that is as much about raising the quality of public education in India. Where the well-to-do have the option of sending their kids to coaching classes, and the rich can send them abroad, the hopes of the disadvantaged for social and economic uplifting rest largely on the quality of public education.

Source: 16-August, 2011/[The Wall Street Journal](#)

Give doctors incentives to stay

The Medical Council of India (MCI)'s latest figures point out a problem area for India - a brain drain of doctors. India has just one doctor for every 1,700 people, while the global ratio is one doctor for every 670 persons. It's estimated that 60,000

Indian physicians work abroad, and the MCI says 767 more doctors left this year, till July 27. The potential for improving India's doctor-patient ratio by retaining more medical personnel is obvious. But the best way to do so is not by making it tougher for trained medical professionals to make their living elsewhere; it is by giving them incentives to stay.

This can be done by providing financial incentives and improving working conditions, to cite just two possible measures. Vast swathes of rural India lack access to even the most basic healthcare. Why not provide adequate financial compensation to incentivise doctors to apply for such postings? Improving the condition of government health facilities - notoriously lacking in many states - is another way. Doctors move abroad not just in search of better compensation but also out of frustration at being unable to do what they are trained for due to a lack of proper infrastructure.

The problem also needs to be addressed from another angle - boosting the effectiveness of the supply chain that produces doctors, nurses and technicians. The higher education sector in the country is decaying and in urgent need of reform. That affects medical institutions too. There is no need to see the number of doctors in the country as a zero-sum game. We should produce more of them, and welcome it if some travel abroad and come back home with enhanced skills. Build the institutions, and they will come.

Source: 16-August, 2011/[Times of India](#)

Quantity versus quality

To observers of the technological education scene in Tamil Nadu, it will come as no surprise that as many as 45,062 engineering seats out of the 149,000 put up for admission through the single-window system remain vacant at the end of the counselling process. This is consistent with the pattern of recent years, not only in this State but in Andhra Pradesh, Karnataka, and Maharashtra as well. Tamil Nadu has reported a marginal fall in the number of admissions — down from 112,000 last year to 104,000 in 2011 — even though the number of seats on offer has gone up by nearly 30,000. Behind these numbers lies a story of thoughtless quantitative expansion, lack of elementary attention to quality, an acute shortage of competent faculty, and parental anxiety to strike a deal with private college managements even before the single-window admissions begin. There are a handful of first-rate or very good private engineering colleges in Tamil Nadu, which is possibly ahead of other States in this respect. But the problem is that

technological education is mostly seen as a lucrative business, with little attention paid to academic values, ideals, and good practices. Mindless of ground realities, the All India Council for Technical Education has been approving at least 50 colleges every year in the State, where the number has crossed 520, next only to Andhra Pradesh. Some years ago, the State government appealed to the AICTE to stop sanctioning new colleges, but the Council's contention was that it had no choice but to approve any proposal that fulfilled its norms.

A key reason for the high vacancy level is that students seek out institutions that have sound potential for placement. They also tend to factor in the college's academic performance, the quality of the faculty, the infrastructure on offer, and perhaps also locational attractiveness. If the problem of vacancies is to be addressed, colleges must be encouraged and indeed required to invest more in training, research, and development so that the capabilities of their students are significantly upgraded. There are positive indications that the Tamil Nadu government is thinking on these lines, but there are other issues — such as the insistence on nativity certificates for students who have passed out of school in other States, which means good students from traditional feeder States such as Bihar, Jharkhand, and Assam can be admitted only to expensive management seats — to be sorted out. There has been enough quantitative expansion for now; the strategic need is to work systematically to raise the bar.

Source: 16-August, 2011/[The Hindu](#)

RESOURCE

Faculty shortage in colleges, varsities a whopping 54%

India's higher education sector is working with half the teacher strength it actually needs. The first major government assessment of faculty crunch in colleges and universities across the country has thrown up shocking results, putting the faculty resource shortage in the country at 54 per cent. This is much higher than 40 per cent previously estimated.

Bleak Picture:

- Colleges/Universities shortage of **3, 83, 686** faculty member
- Current student ratio in the country is **1: 20.9** as against UGC permitted 1: 13.5
- By end of 2017 projected faculty requirement **13, 17,331**

- Among affiliated colleges. Those in Himachal Pradesh have the highest teachers post lying vacant **33 per cent**

The student ratio in the country is a whopping 1: 20.9 whereas according to the UGC's own standards, it should be only 1: 13.5 (1: 12 for postgraduate students and 1: 15 for undergraduate students).

Student ratio currently is higher by 7.4 students per teacher for which the additional teacher requirement is 3, 83,868, which is the current shortage.

In percentage terms, the teacher shortage stands at 54 pc, state the findings of the special taskforce the Human Resource Development Ministry had constituted on September 14, 2009 on "Faculty Shortage and Design of Performance Appraisal System."

After two years of fieldwork, the taskforce today submitted its report to the government, pegging the additional teacher requirement in India's colleges and universities at 13, 17,331 by the end of the 12th Plan in 2017.

The projection has been made on the basis of average annual growth of 6 per cent in student enrolment in the country. The taskforce made its projections after meeting all higher education regulators including the UGC, the AICTE, the MCI, the Pharmacy Council of India, Bar Council of India and the Dental Council of India.

Given the sheer scale of the crunch, government's goal of attainment of a Gross Enrollment Ratio of 20 per cent by 2015 in the higher education sector looks unachievable unless of course teachers are provided for. India's current GER (number of students who enter colleges) is a dismal 12.4 pc, which is half of the world's average.

So far as the faculty crunch goes, the committee found the Central universities reeling under severely shortage. Of the total sanctioned faculty strength of 13514 in these universities, 4662 are unfilled, taking the percentage shortage to about 35.

Guru Ghansi Das Vidhavidyalaya Chattisgarh (converted into a Central university from its state university status in 2009) has the highest faculty shortage as 65 pc of its teachers; positions are unfilled.

The University of Allahbad follows with 58 pc shortage and the prestigious University of Delhi had the third highest number of unfilled teachers' positions at 53 pc. Aligarh Muslim University, Jamia

Millia Islamia and Viswa Bharti follow at 15.3 pc; 14.5 pc and 15.7 pc shortage.

In terms of gross shortage, University of Delhi (where the cut offs soared this year to 100 pc) is currently short of 910 teachers followed by the BHU at 905.

In state universities, data was available only for 77 out of 264 such varsities. In these 77, there are 23915 sanctioned teachers' posts; 33.3 pc are lying unfilled.

The highest shortage is in the following state universities - North Bengal (94.7 pc); Gujarat (over 70 pc); Rajasthan (69.8 pc). Among state varsities with zero vacancies are Annamalia, Kannur, National Law School Bangalore and Sri Sankaracharya University of Sanskrit.

Affiliated colleges are also severely hit with 3585 of the total 12150 sanctioned faculty positions vacant. Here, Himachal's colleges have the highest - 33 per cent - vacancy followed by Maharashtra at 31 pc.

Painting a grim picture, the taskforce has urged the HRD Ministry to immediately order a full assessment of faculty position in India without which policy projections for the 12th Plan would be impossible. The panel was asked to report on the crunch and suggest the way forward for the 12th Plan.

The Panel pointed out that the MCI and the Pharmacy Council were unable to furnish estimates of shortage while the AICTE said the technical education sector was short of 1.5 lakh teachers (it has 1.5 lakh currently).

Source: 9 -August, 2011/[Tribune India](#)

Phenomenal growth of women Enrolment in Higher Education in India

There has been a phenomenal growth in enrolment of women students in Higher Education in the country. The share of girls' enrolment which was 11.3% of the total enrolment in 1950-51 has increased to 38.6% (provisional) in 2008-09. Gross Enrolment Ratio (GER) of girls has increased by 4.6 percentage point during 2001-02 to 2008-09.

University Grants Commission (UGC) has taken number of steps for greater access to women in higher education like Indira Gandhi Scholarship for Single Girl Child for pursuing Higher and Technical Education. Construction of Women's Hostels, Development of Women's studies in Universities and Colleges, Schemes of capacity building of Women's Manager in Higher education, Post Doctoral fellowships etc. All India Council of Technical Education (AICTE) has a scheme to

encourage tuition fee waiver for girl students by incentivizing the technical institutions and relaxation in norms for establishment of new technical institutions exclusively for women.

This information was given by the Minister of State for Human Resource Development Smt. D. Purandeswari, in a written reply to a question, in the Lok Sabha

Source: 10-August, 2011/Lok Sabh/[Invest in India.com](#)

Poor states perform better on economic growth

India's poor non-UPA ruled states have performed much better than richer states on economic parameters whereas most states have failed to achieve the target on social indicators. In a data presented before the Parliament, the Planning Commission said different states are lagging behind their respective targets for the 11th five year plan and have been advised to make their best efforts towards achieving the target. The 11th five year plan ends in March 2012.

Bihar has been the most outstanding performer in Gross Domestic Product (GDP) growth rate with achieving an average of 10% in the first three years of the 11th plan as compared to the target of 7.6%.

Jharkhand was able to achieve 10.6 % growth rate as compared to the target of 9.8%. Orissa, another poor state grew at 9.6% against the target of 8.8%. Chhattisgarh, Uttar Pradesh, Uttarakhand and Madhya Pradesh also did better than the plan panels target.

All the states, which have done well, are non-UPA ruled states.

None of the better off states such as Tamil Nadu, Andhra Pradesh, Goa, Gujarat, Haryana, Himachal and Karnataka were able to meet the 11th five year plan target for economic growth.

In one area where all the states have faltered is on social indicators such as infant mortality rate, maternal mortality rate, child malnutrition and drop out rate in elementary education.

Uttarakhand, which recorded highest GDP growth rate of 12.3% for any Indian state, still has maternal mortality rate of 444 per 1,000 live births as against the target of 172. The state still has malnutrition rate of 38 % and 54 % of women in 15 to 49 age group were anemic.

Andhra Pradesh, which grew economically by 7.6%, still has a maternal mortality rate of 154 per 1,000 live births as compared to the target of 65.

Similarly, child malnutrition in Andhra remains high as 32.5% as against the envisaged target of 19%. Similar trends are visible across states.

"Providing benefits of economic growth to the deprived is still an issue even though growth has helped in increase in incomes," said a senior Plan Panel official.

The data based on different government studies show that India will not be able to achieve the Millennium Development Goals (MDGs) in these areas.

The panel admitted that because of slow pace in poverty eradication and hunger, India will not be able to achieve the target of reducing poverty by half in 2015 from 1990 levels. India will miss the target on reducing infant and maternal mortality by one-third to 1990 levels.

Although enrolment of the girl child has increased in schools, the plan said enrolment of all girls in tertiary education as mandated under MDG will not be achieved by 2015. India will, however, achieve target on providing benefits of new technologies to all.

Source: 12-August, 2011/[Hindustan Times](#)

Brain drain: 767 docs flew out till July 27

Brain drain continues to cripple India's medical sector. According to the Medical Council of India (MCI), till July 27, 2011, as many as 767 doctors may have left India for foreign shores.

These are all doctors who asked the MCI to issue them Good Standing Certificates (GSC) — a mandatory requirement for doctors going to work in hospitals abroad. The MCI issued 1,264 GSCs in 2010, 1,386 GSCs in 2009 and 1,002 in 2008.

Health minister Ghulam Nabi Azad said, "GSCs give us a rough estimate of the doctors migrating to other countries. However, it does not reflect the absolute number. No centralized data is maintained for doctors and nurses migrating to other countries."

Prof Ranjit Roychoudhury, former member of MCI's board of governors, told TOI, "A GSC is mandatory for all doctors going abroad for clinical work. A GSC is required once a person has got an offer to work in a foreign hospital."

Prof Roychoudhury added, "It is not for doctors changing jobs within India. For such people, the new employers just check with the MCI to see if he is a registered doctor and that his name has not been struck out. That's all."

According to the health ministry, such a large number of doctors going abroad to work is bad news for India. The country has just one doctor for every 1,700 people. In comparison, the doctor-population ratio globally is 1.5:1,000. Somalia has one doctor for 10,000 population. China's doctor population ratio stands at 1:1063, Korea 1:951, Brazil 1:844, Singapore 1:714, Japan 1:606, Thailand 1:500, UK 1:469, US 1:350 and Germany 1:296.

MCI is now trying to reduce the gap to 1 doctor for 1,000 population by 2031. According to the Planning Commission, India is short of six lakh doctors, 10 lakh nurses and two lakh dental surgeons. The commission estimates that Indian doctors who have migrated to developed countries form nearly 5% of their medical workforce. Almost 60,000 Indian physicians are estimated to be working in countries like US, UK, [Canada](#) and Australia alone.

A recent paper in the Lancet said India had eight healthcare workers, 3.8 allopathic doctors and 2.4 nurses per 10,000 population. When compared to other countries, this is about half the WHO benchmark of 25.4 workers per 10,000 people.

According to MCI's Indian Medical Register that was last updated in April 2011, the nation supposedly boasts of 840,678 registered medical practitioners. However, the data includes names of doctors who were registered way back in 1933. Chances of these doctors being alive is dim, admits MCI.

India, meanwhile, is all set to produce over 4,400 more doctors every year. The MCI, looking at India's medical manpower shortage, has increased the number of seats for undergraduate medical education by 4,452 from this academic session (2011-12).

Source: 15-August, 2011/[Times of India](#)

ICT Adoption in Education Sector in India 2011

ICT in education sector consists of the implementation of various IT tools / applications which help facilitate imparting of better and efficient educational services. The market size was estimated to be valued at INR 23.9 bn in 2010. Encouraging Government initiatives and need for better and high quality educational services is boosting the ICT usage in education.

The report begins with a background study about Information and Communication Technology (ICT) and its requirement in the education sector, an overview of the Indian education sector (IES) mentioning the spending pattern of the

government, the various driving factors of the sector along with illustrations of the market size and growth figures. It elaborates the hierarchy of the IES diagrammatically giving detailed information about the market size and growth of each segment within IES, followed by an explanation of the key drivers and challenges faced by the overall education sector.

ICT in education section of the report elaborates about the overall Indian IT industry followed by in depth information about the use of ICT in education sector highlighting the key IT components used such as hardware, software and connectivity tools adopted by the education sector. It further illustrates the major ICT solutions used in the education sector i.e. Storage Area Network, Enterprise Resource Planning and Wireless LAN followed by a brief section stating some major educational institutes and specification of their ICT implementations. It is immediately followed by a section discussing the role of ICT in the enhancement of overall quality of education.

Government initiative section provides an exhaustive list of the various steps adopted by Government in promoting ICT oriented education. The report further mentions the various NGOs and private players participating in the education sector followed by a list of the major developments in the sector. Challenges identified in the sector comprises of Poor Connectivity and Unreliable infrastructure prevailing in IES. Opportunity areas identified for the ICT vendors provide strategic indications which can help facilitate players to capture a larger share in the market.

It also explains the role of cloud in education sector wherein it discusses about the overall cloud industry, graphical representation of market size and growth figures in India followed by a thorough study about the role of cloud in education outlining the various driving factors, potential cloud users in the sector and the relevant solutions for the sector. It enlists the major educational institutes to have adopted cloud computing in India.

Key ICT vendors section of the report provides a snapshot of its corporate information, their key offerings for the education sector along with key contacts. It also features a section wherein it lists the key educational players which brings forth a snapshot of their business and providing the relevant point of contact of respective institutes.

The report ends with the section listing some relevant case studies in the sector thereby highlighting real life examples in India. It also features a strategic recommendation section

derived after a comprehensive analysis of the sector.

Source: 16-August, 2011/[PRNews wire](#)

Steep rise in school expenses force double income single kid: ASSOCHAM

Majority of Parents nearly spend on average more than 20Lakh – 25 Lakh raising a child by the time their teen graduates from high school.

Children in one-parent working families cost 30% more than children in two-parent working families (both parents work) due to increase in costs of a child to private school in India which have risen by 180-200% in the last 5 years, reveals ASSOCHAM analysis.

Due to steep rise in school fees, working mother prefer to work full time or part time as they are not in positioned to afford it's ward schoolings as education expenses in school have grown disproportionately as against their annual income in the last 5 years. The numbers of working mothers have also increased in the last 4-5 years.

Majority of Parents nearly spend on average more than 20Lakh – 25 Lakh raising a child by the time their teen graduates from high school. The survey showed that parents invest an average 60 percent of their income in their children's education. So, the price of education is increasing every year parallel to the increase of every product.

78% of the parents said that in the average family, where only one member works, it's highly impossible to pay even one child's education. So, the demand of dual income is very common to fulfill the education cost. So, the two good incomes are better than one.

These findings are arrived at a random survey done under ages of the Associated Chamber of Commerce & Industry of India (ASSOCHAM) on "Steep Rise in Education Fees" which highlight that school expenses including tuition fees have gone up from Rs. 60,000 in 2005 to Rs. 1,20,000 per annum in 2011 on a single child.

In the random survey, nearly 500 working mothers and 500 non-working mothers were interviewed in cities like Delhi, Mumbai, Lucknow, Dehradun, Pune, Bangalore, Kolkata, Chennai Chandigarh etc by the ASSOCHAM research team in months of May-July 2011, highlighted that 9 out of 10 parents find meeting their ward's school cost very difficult.

These expenses include uniforms, books, stationery, transport, sports activities, school trips, contributions to schools funds, school aids, tuitions,

extra co-curricular expenses for learning would be many times higher than school fees. So, working parents has a greater impact on average spending levels.

85% of parents spend more than half of their take-home pay on their children's education, extra coaching and extra co-curricular activities placing significant burden on their family budget.

An estimated over 60 million children are now educated in private schools, with fees usually rising well above inflation. Parents have to spend sleepless nights worrying about how they are going to pay for what their child needs simply to go to school. It is hitting their budget very hard and potentially having a direct impact on children's schooling, says Mr. D S Rawat, Secretary General, ASSOCHAM.

However, the cost of private day schools where yearly fees are on average RS. 80,000 though they are considerably higher in Metropolitan Cities. Private prep schools for those aged 3 to 5 cost, parents nearly spend about 50,000-70,000 a year.

Transport is one of the most expensive components of a child's schooling. This costs parents an average of 15,000-25,000 per child per year. Parents spend 12,000 per child per year on lunches. Packed lunches cost more than school lunches on average.

Uniform & Shoes cost parents 10,000 -15,000 per child per year. Footwear works out as being more expensive than textbooks. In the absence of competition, schools forces to buy uniform, text book, stationery, shoes etc. from school shops only which is five times higher than the normal price.

The Survey also shows that families having more than one kids that send their children to private schools will be hit the hardest.

Private Tuitions have also witnessed a increase of about 45%-60% in the last 5-6 years as during this period majority of middle class parents have been spending of their monthly incomes on them also increasing dependence on taking up tuitions for obtaining higher marks.

It also estimates that parents nearly spend RS. 2,000-5,000 monthly on education for each primary-level child. Secondary-level tuition set parents back by about RS. 6,000-12,000 monthly. Parents also said they are willing to fork out such sums because tuition and extra co-curricular activities is increasingly seen as a necessity as well as child wants to engage. Many school conveniently

push the ball back to parents, to tell them to engage private tutors for their kids.

The survey highlights that the rising cost of education has become a major cause of worry for parents and want additional funds for their child not only for higher education but during the schooling years as well.

Children (5-15years) have an average of around 2,000-5,000 spent on them each month for 'regular' items of spending like holidays, birthdays, food, clothing, activities and hobbies, school; childcare, toys, games, books and magazines, telephone calls.

Approximately 150% fees hike have been observed for kindergartens between 2005 to 2011 which on an average went up from RS. 2000/- per month to over 4000/- per month in a schools.

Transport has emerged as one of the most expensive components of a child's schooling with an average annual cost of RS. 12,000 per child. Packed lunches cost RS. 9,600 per year per child and shoes cost RS. 4,000-5,000 per year per child.

Even poor families spend 40% of disposable income on private schools and universities, rather than expose their children to government schools. These fees pose a very real barrier for the children of poor families.

About 75% of parents are concerned about their child's education and 50% of these mention that they are more concerned over the expenses incurred on the child's education than the quality, admission, performance or marks.

Source: 16-August, 2011/ [India Info line](#)

Less than 10% Indians take student loans: Report

A few years ago, Neha Virmani, 26, took a loan to finance an MBA course at the Indian Institute of Planning and Management in Pune. "It was a very painful process," said Virmani, who now works at an IT firm in Mumbai. "It's a very lengthy process and the paper work is killing." Several students face the same plight as Virmani, according to a report by Parthenon Group, a consultancy firm, which conducted a survey of 205 students across the country on how they financed their higher education (includes graduate and postgraduate education). According to human resource development ministry estimates, around 24.9 crore students are expected to enroll in higher education in India by 2016.

Of those surveyed, 25% said they needed loans for higher studies, but faced several difficulties such as unfavourable loan terms and lack of awareness.

The report, which was released recently, also compared the financing system for higher education in India and the US. While approximately 60% students in the US took an education loan in 2010, in India, the figure was less than 10%.

“There are issues for students and for banks,” said Karan Khemka, who leads the Emerging Markets on Educational Practices at Parthenon Group. “Students who want loans are unable to get them, while banks face problems of high default rates.” Also, banks do not actively push student loans as a product, added Khemka.

The report found the average default rate on student loans higher in India. It was about 16% to 17% compared to 7% for federal student loans and 3.5% for private student loans in the US. Also, Indian banks gave loans for shorter time periods between two and seven years while it was 10 to 30 years in the US for federal loans and 5 to 20 years for private loans, said the report.

Source: 16-August, 2011/ [Hindustan Times](#)

India needs 55 million additional jobs by 2015: CRISIL

CRISIL Research has come out with its report on employment in India.

Employment in India: Uneven and Weak

India needs at least 55 million additional jobs by 2015—twice the job addition between 2005 and 2010—to maintain the current ratio of employed people to total population of 39 per cent. The estimate assumes that the number of self-employed persons will decline by nearly 25.5 million, as it had happened during 2005- 2010.

With millions of people employed today either retiring or losing their jobs, new job hiring will have to exceed 55 million by 2015.

For growth to be inclusive, employment intensity of production will have to increase. Employment intensity— the number of employed persons per lakh of real GDP – declined to 1.05 in 2010 from 1.71 in 2005.

Appropriate policies are needed to complement high growth for facilitating the required job creation. Easing demand constraints in manufacturing through labour reforms and supply constraints in services through fasttrack reforms in higher education will be the key for future job growth.

Between 2005 and 2010 the addition in jobs was 27.7 million but the number of self-employed people decreased by 25.5 million. This restricted the increase in number of employed people to 2.2 million.

The pattern of employment generation was lopsided during 2005-2010. In manufacturing - a crucial source of jobs for relatively low-skilled labour - employment declined by nearly 7 per cent, despite a faster growth in manufacturing output.

In services, employment growth slowed in financial intermediation and business services – a key source of salaried jobs. In contrast, employment grew by almost 70 per cent in the construction sector, but it was mainly in casual jobs.

Creating job opportunities for those who choose to work is central to inclusive economic growth. An increase in job opportunities, in turn, encourages more working-age people to seek employment. This expands the pool of potential workers, a key input to faster economic growth.

The NSSO (National Sample Survey Organisation) report on employment in India published in June 2011 provides the base data to assess the extent of job creation between 2005 and 2010. CRISIL Research has used data from the NSSO report and data on population projection for India to assess employment growth in the decade of 2000s, its characteristics and to estimate the addition to jobs required by 2015.¹ Employment data available for India specifies only the net addition to employment – the difference between employment (self-employed + jobs) added and lost over a specified period. It does not provide data on new job hiring and jobs losses separately and same is true for self-employed. The estimates for job additions presented here, thus, reflect the net impact of new job hiring minus jobs lost.

Employment = jobs (salaried plus casual) + self-employment

2005-2010: Net addition to jobs = 27.7 million

2000-2005: Net addition to jobs = 27.2 million

Employment can be broadly divided into two categories - jobs (salaried and casual) and self employed. The estimates based on a recent NSSO report released in June 2011 indicate that overall employment in India increased by 2.2 million between 2005 and 2010 as against 92.7 million between 2000 and 2005.

These aggregate numbers, however, mask important aspects of labour market dynamics such as the break-up between self-employment and jobs,

salaried and casual jobs, rural and urban employment, and also, state and industry-wise labour market movements. For example, a change in the aggregate employment is often misinterpreted as a change in job creation. The much-discussed 2-million employment gain between 2005 and 2010, for example, does not indicate the extent of new job hiring, but reflects net changes in both self-employment and jobs.

Between 2005 and 2010, an increase of 27.7 million in jobs was largely offset by a decline of 25.5 million people in the self employed category; this restricted the total employment gain to 2.2 million (Figure 2). Between 2000 and 2005, while jobs had increased by 27.2 million, the self-employed segment had expanded by 65.5 million. This had resulted in total employment gain of over 92.7 million.

Source: 16-August, 2011/ [Money Control](#)

Contribute

If you are an academician, a researcher, an investigator or a thinker then, Apeejay Stya Education Research Foundation invites you to send your inputs by way of your opinion, information, suggestions and experiences in the field of education.

Researchers are also invited to send in their published documents so that they can be hosted on this site.

Please email your contributions to aserf@apeejay.edu

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