



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, SAT-II. **For more,** [click here](#)

Apeejay Stya University announces Founder's Scholarship

On the Death anniversary of our beloved founder Dr. Stya Paul, Apeejay Stya University (ASU), Haryana announces a Merit - Based Scholarship Scheme for Undergraduate, Post Graduate and MBA Courses

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

Get Involved

Fellowship opportunities

Fellowships for six months to two years in variety of fields.

Workshops/Guest Lectures

Regular workshops and lectures on a variety of subjects.

Scholarships

Need-based financial aid to deserving student

Faculty Sponsorships

By seeding a named faculty seat or fellowship

Internships/Mentoring

The University has many students looking for opportunities to put their skills to practical use. Internships can be in diverse areas from services, government and nonprofit.

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

Also discover the Apeejay Edge: [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

Remarks at U.S.-India Higher Education Summit – Hillary Clinton

Good morning. I am always happy to be here and to have a chance to be on this campus that has meant so much to my family and particularly to see the balconies filled with Hoya and to know that some of you got up quite early. (Laughter.) But I am hoping that not only are you here because of your interest in the work that is ongoing between the United States and India but because you're also considering a career in the Foreign Service. I have to put that plug in because, as you just heard when Assistant Secretary Bob Blake was introduced, it's a very interesting professional endeavor. And I know how wonderful it is for somebody like Assistant Secretary Blake to have spent a career forging better relations between our country and others and to come and have a chance to look up at the next generation, because after all, that is what motivates our work.

So it's a pleasure to welcome you here. I want to think President DeGioia, as I often do, for his generosity in sharing the hospitality of this great university. I want to thank Dean Carol Lancaster for her work as well, and I'm delighted that Minister Sibal and a distinguished delegation of Indian officials is here for this event. And of course, it is always a pleasure to be anywhere with the new Indian ambassador to the United States. Ambassador Rao, we thank you for all you've done on behalf of your country and the relationship between us.

I also want to recognize an old friend and someone who will be speaking to you later in the program, Ambassador Dick Celeste – ambassador, governor, and president emeritus of Colorado College. He's very well positioned based on his diplomatic service in India, and of course, his deep knowledge of American higher education, to stress the importance of greater cooperation.

And I'm delighted, as I look out at this audience, to see faces I recognize – presidents and deans of some of our greatest American colleges and universities. And I thank our partners in both the private and the nonprofit sectors for making this summit a priority. This summit brings together more than 300 presidents, chancellors, and other leaders from across the higher education spectrum in our nation. From private institutions, like Georgetown or Yale, to community colleges, to state and land grant universities. And it's a great

gift and such an enormous treasure of our country that we have a higher education system that is a source of such national strength and pride.

Now, educational collaboration is a driving force in our strategic dialogue with the Government of India. And this summit is a result of the discussions between President Obama and Prime Minister Singh because for those of you who are watching the great rise of India, I hope you share our excitement that this largest of all democracies, this wildly pluralistic nation, is on the path to providing greater benefits for their citizens within the context of freedom and opportunity. And they know, as we know from our own experience, that a democracy depends upon education, an educated citizenry. And we, therefore, at the highest levels of our two governments, are committed to this.

But whether or not this takes hold will depend upon those of you outside government – professors and teachers, researchers, business leaders; you will ultimately determine the success of these efforts. And so today is an opportunity for us to take our high-level partnership and begin making it real for the millions of Americans and Indians who care about our shared future and are, frankly, curious about one another.

Now, our college experiences, even those of us who can dimly remember them, do shape who we become. When I started at Wellesley College many years ago, I had only been out of our country once. I had gone to the Canadian side of the Niagara Falls. (Laughter.) I was president of the Young Republicans; so you see, times do change. (Laughter.) And actually, Minister, when I was a senior at Wellesley, my first hope was to get a Fulbright to India. And for reasons having to do with geopolitics, the Fulbright program was put on pause at that time. So I ended up going to Yale Law School.

And since then, I have seen the results of my education in nearly everything that I do, on pushing me to become a global citizen, rooted here in my own country, whose values and traditions I cherish, but looking outward. And almost – well, I don't want to say how many years later, but now I see higher education as an even greater passport to opportunity and understanding. So as we strive to facilitate that between our young people, we have to do more. We don't want to just stand by and let it happen on its own because we believe strongly that investing in learning between us is in very much both of our interests.

Now, the United States and India have a strong history of exchange. Last year, we welcomed over 100,000 students from India to pursue college or graduate level study here. But we think the opportunities for collaboration are even greater. And particularly, we want to see more American students enrolling for academic credit at Indian institutions.

The United States Government is fully committed to enhancing this academic cooperation. The Obama-Singh Initiative provides \$10 million for increased university partnership and junior faculty development. The Fulbright-Nehru program has nearly tripled in size in the past three years, and we are proud that the United States now conducts more faculty exchanges with India than with any other country through this program. And with our new Passport to India program, we are working with the private sector to help more American students experience India through internships and service projects. We've expanded our Education U.S.A. advising services for Indian students and their families to provide information about opportunities for study, and frankly, to help you sort out misleading offers that come over the internet, and we know flood into homes across India, giving young Indian students the idea that a certain approach will work for them when, in fact, it is a dead end. We don't want to see that happen. We want to see real exchanges with credible institutions, and we will do everything we can to support that.

We're also encouraging state and local officials in our country to engage with their counterparts in India to support educational cooperation and connection at every level. So we're going to continue to facilitate dialogues like this, but we're asking you to develop direct connections, faculty to faculty, student to student, business to business.

And there are so many wonderful stories. I'm sure many of you could tell your own, but I want to end with this one because it really hits close to home in an area that I care deeply about.

A few years ago, a small group of American and Indian classmates at Stanford University decided to work together to build a better baby incubator. Four hundred and fifty premature and low-weight babies die every hour, and traditional baby incubators can cost as much as \$20,000. So the students developed the Embrace baby warmer, a portable incubator for use in poor and rural areas that doesn't require electricity and only costs around \$100.

After graduating from Stanford, this Indian and American team moved to Bangalore to continue working on their idea and launched their project. And it's now in use in hospitals in India and saving babies' lives. Their goal is to save 100,000 babies by 2013.

Now, this is a simple idea born out of conversations between students from both of our countries talking about shared hopes for a better world that led to action. And it took these American and Indian students from diverse backgrounds and perspectives working together to make it happen.

So I'd like to challenge all of us to jumpstart these kinds of relationships and opportunities for cooperation today, and there is no better way to do it than to brainstorm in the sessions this afternoon to consider no idea off limits, no outcome impossible, asking yourselves: How can our universities deepen our collaboration and particularly our student and faculty exchanges, and how can we work more on research, and how can we set goals for ourselves that we then work toward meeting? How can the private sector and government help our educational institutions help catalyze the workforce that will be needed in the 21st century in both of our countries? What institutional barriers can we and should we break down, and how do we build forward?

We want our relationship between these two great democracies to be as interconnected as possible at every level. Yes, government to government, but that is just the beginning and is clearly not the most important of the lasting collaborations that we seek.

So with that, let me now invite to the podium my co-host for the summit, a very strong supporter for enhanced strategic and educational cooperation between our countries, Minister Sibal. (Applause.)

Source: By Hillary Rodham Clinton, Secretary of State, Georgetown University, Washington, DC, October 13, 2011/State.gov

Remarks at U.S.-India Higher Education Summit - William J. Burns

Minister Sibal, Ambassador Rao, U.S.-India Business Council President Ron Somers, distinguished leaders from American and Indian higher education and private sector organizations.

I am delighted to be sharing the podium this evening with Minister Sibal, an accomplished lawyer

and legislator who has been a champion for policy innovation at home and a strong advocate for closer U.S.-India relations, and someone I admire greatly.

Minister Sibal is a Harvard law graduate and his two sons studied in the U.S., so he knows well the value -- and the cost -- of an American education. I want to thank the Minister for his leadership -- and especially for promoting ever-expanding collaboration between India and the United States.

When the President visited India last November, he told India's parliament, "the United States not only supports India as a rising power; we fervently support it, and we have worked to help make it a reality." He spoke of the "limitless potential to improve the lives of both Americans and Indians." We are gathered for this conference to help translate that potential into progress.

Diplomatic and security dialogues between our nations are vital and they continue to grow. But they are not enough. As Secretary Clinton has said, our greatest friendships have never existed only in the halls of power. They live also in the hearts of our people, in the warmth of common experiences, in family ties and in the shared values we both cherish and champion.

One of those values -- which I have seen Indians and Americans sacrifice so much to deliver -- is a passionate concern about the education of our children, whether they are growing up in New York or New Delhi. So it's fitting, then, that we have declared education to be one of the pillars of our strategic partnership.

As a lifelong diplomat, I know both the tribulations and the joys of grappling with new places and cultures. I know the satisfaction and perspective it can bring, and the opportunities it can create. But student exchange and collaboration between our higher education institutions produces much more than knowledgeable graduates with a degree. It is a foundation for all that we, the U.S. and India, hope to accomplish together in business, government, science and technology, agriculture and the arts. It is a means for the best thinkers -- entrepreneurs, scientists, professors, business leaders -- to work together to help find solutions to some of the world's most pressing problems.

People-to-people cooperation is also the bedrock of the global peace and prosperity that both our countries seek -- which is why the U.S.-India Business Council was kind enough to host this

event and why it is fitting that we are gathered at the beautiful new home of the United States Institute of Peace. Our governments continue to open doors to greater levels of engagement between our private sectors and civil societies, who, in turn, motivate and inspire our government to seek new paths for cooperation.

We have high expectations for this relationship in the years ahead. I believe that India and America -- two leaderships and two peoples with so many converging interests and common concerns -- can help shape a more secure, more stable, and more just global system. I am confident that India can make a decisive contribution to building what Secretary Clinton has called "the global architecture of cooperation," to solve problems that no one country can solve on its own.

In the last decade, America and India have grown closer than ever before -- but building partnerships between two proud nations like ours doesn't happen by accident or overnight. It takes time, it takes long-term effort, and it takes steady commitment.

Today's students will become the leaders who make good on that promise in the years ahead. They will become tomorrow's constituencies for a strong U.S.-India relationship -- from Indian CEOs, like Ratan Tata, the Indian Chairman of the U.S.-India CEO Forum, educated at Harvard and Cornell, and whose companies are now creating jobs in the United States; to statesmen like India's External Affairs Minister, SM Krishna, who studied at Southern Methodist University in Dallas, became a Fulbright Scholar at George Washington University, and now is a champion for strong U.S.-India ties.

That is not to say that our educational exchanges create alliances. But they create something more important: mutual understanding, which reinforces the shared values between open societies and makes a global strategic partnership possible. As we prepare for tomorrow's education summit, that is the promise unfolding before us.

And yet, for all the benefits -- for our people, for our economies, for our diplomacy -- it remains a long and sometimes arduous journey from India to study in America. Our education system is full of thousands of excellent schools. But it is also decentralized and not always easy to understand from the outside. At the same time, the number of American students studying in India is far too few, and the process for our schools to partner with Indian counterparts or to create new institutions of

learning in India remains challenging. That is one of the reasons we organized tomorrow's Summit. We want to do everything we can to lift the barriers to greater cooperation between our educational institutions and help these ties flourish.

And at a time when India's goal is to modernize its economy and America is looking to grow our exports as a source of economic renewal, educational exchanges can help both of us move forward. In knowledge economies like ours, growth depends on innovation, moving new ideas from the laboratory, design floor and classroom into the marketplace. It depends on reaching new markets. I want to extend a special welcome to the many businesses here to attend tomorrow's summit. I want to thank you for recognizing that you, too, have a stake in these partnerships -- that today's investments in education create tomorrow's leaders. And as democracies, we have a special interest in equipping our youth with the knowledge to be good citizens.

We have seen the power of exchanges between our countries --we've seen it in agricultural exchanges that spread the innovations of the first Green Revolution. We have seen it in nearly 17,000 Fulbright Scholars acting as ambassadors on the ground. We have seen it in the Micro-Scholarships that send thousands of Indian teenagers to learn English after school, or our "Room to Read" programs that promote childhood literacy and a lifelong love of reading.

I challenge all of you during tomorrow's Summit to seek out new avenues for cooperation we haven't fully explored, including community college, distance learning, and new technologies in education, which are all part of a healthy and robust higher education mix. This will be good for our students, good for our societies, good for our economies, and good for the world.

The truth is that we have crossed a threshold in our relations where -- for both of us, for the first time -- our success at home and abroad depends on our cooperation. America's vision of a secure, stable, prosperous twenty-first century world has at its heart a strong partnership with a rising India. The question is not whether we will have a strategic partnership, but whether we are doing as much as we possibly can to ensure that we realize its full promise. Few questions will matter more in the new century unfolding before us.

Source: October 12, 2011/*William J. Burns*, Deputy Secretary/U.S.-India Business Council, U.S. Institute of Peace/ Washington, DC/state.gov

NEWS

Regarding deemed to be Status of NSD

Whereas in exercise of the powers conferred under Section 3 of the University Grants Commission Act 1956, the Central Government, on the advice of the University Grants Commission, declared the National School of Drama (NSD), New Delhi as an institution deemed to be university for the purpose of the aforesaid Act vide notification dated 11.03.2005, subject to the following conditions:-

1. The National School of Drama will adhere to the guidelines/instructions issued by UGC from time to time as applicable to the Deemed Universities.
2. The National School of Drama will take necessary steps to strengthen its research capabilities, teaching faculty and library.

Whereas the above mentioned conditions stipulated by the Ministry were not fulfilled as NSD Society is of the view that Deemed University status would undermine the professional training, autonomy and flexibility required in the creative field like theatre.

And, whereas, it has been felt by the NSD Society that academic and administrative autonomy of the NSD will be adversely affected and that it will face special problems in the matter of appointing teachers best suited to the needs of the practice-oriented theatre training institute.

And, whereas, NSD Society, in its meeting held on 29.10.2010, has resolved that the Government may de-notify NSD as an Institution Deemed University so that it can pursue getting the status of an Institute of National Importance or a Special University to be established by an Act of Parliament.

And, whereas, Ministry of Culture with the approval of Competent Authority has accepted the aforesaid recommendation of the NSD Society and ordered for de-notification of NSD.

Now, therefore, in exercise of the power under Section 3 of the UGC Act, 1956, the Central Government hereby declares that the notification dated 11.03.2005 declaring NSD as an institution deemed to be university may be treated as withdrawn with immediate effect.

US to invest in Indian infrastructure, defence and education sectors

US companies are looking at investing in sectors like energy, education, communications and infrastructure in India, thereby further deepening economic ties between the two countries.

"We are looking for markets (in India), partners so that we can have a win-win kind of relationship between India and US," an adviser to US Senator Jeanne Shaheen said here.

Chad Kreikemeier, who is leading a 13-member trade mission to India, said the two nations "have got to widen their range from energy, education, infrastructure to defence market".

The delegation comprises eight firms and educational institutions, including representatives from the Dartmouth College from New Hampshire.

"We sat down with senior officials from DRDO, Ministry of New and Renewable Energy and Ministry of HRD to hear their views on the ways to increase trade relations, seeking advice ..." Kreikemeier, who is a trade and foreign policy adviser to Shaheen, said.

He was speaking at a business meeting organised by Indo-American Chamber of Commerce.

He said the US finds enough potential in India as it is an "absolute market" and would expand its infrastructure in next five years.

On increasing commodity specific exports from New Hampshire, he said India is the 28th largest market for goods -- ranging from hi-tech products, computers, circuits to education -- from the state.

The delegation is also wooing Indian students to study in New Hampshire universities, he said.

New Hampshire, located in north-eastern US, is home to many industries in sectors like electronic and medical products besides travel and tourism.

Source: 27-September, 2011/PTI/[Economic Times](#)

India-US education collaboration programme to begin from Oct

Leading higher education institutes in India are facing a 20-35% shortage of faculty, according to data available with the HRD ministry

New Delhi: The Obama-Singh higher education collaboration announced two years earlier will be rolled out next month.

Human resource development minister Kapil Sibal and US secretary of state Hillary Clinton will meet in Washington on 13 October to discuss the bilateral programme.

"It will give shape to the initiative announced jointly by Indian Prime Minister (Manmohan Singh) and US President (Barack Obama)," said an HRD ministry spokesperson.

The collaboration was announced during Singh's visit to the US in November 2009.

India has already made public the modalities and some features of the cooperation.

Key collaboration areas will be energy studies, sustainable development, climate change, environmental studies, education and educational reform, community development and innovation, according to the HRD ministry's proposal document, which *Mint* has reviewed.

India wants to set up 14 theme-based universities, promote research, train teachers and brand a group of leading educational institutes the Indian Ivy League under the Obama-Singh 21st Century Knowledge Initiative or OSI.

With an initial funding of \$10 million (around Rs48.9 crore today) shared by both partners, the knowledge initiative will promote increasing university linkages, junior faculty development exchanges and teachers training.

Sibal and Clinton were scheduled to discuss the programme in June but could not meet as they could not arrive at a mutually convenient date, a second HRD ministry official said requesting anonymity.

Leading higher education institutes in India are facing a 20-35% shortage of faculty, according to data available with the HRD ministry.

Central universities face a shortage of at least 30%.

To overcome this, institutes have been allowed to hire non-resident Indians and foreigners as well as opt for faculty exchange programmes.

A delegation comprising industry experts, academicians, vice-chancellors of some Central universities and representatives of industry bodies will accompany Sibal and his bureaucrats for the meeting with Clinton, the first HRD ministry official said.

"When you want to establish yourself as a knowledge economy, such cooperation are vital as we need to adopt best practices," said S.S. Chawla, a senior director, education committee, Associated Chambers of Commerce and Industry of India, an industry body.

Chawla said he is likely to be a part of Sibal's delegation.

The HRD ministry's proposal document details how specific jobs are to be executed.

"Projects focusing on curricular reform should describe the existing curriculum and the courses targeted for revision, and should explain how exchange activities will result in the restructuring of the current content to incorporate the new academic themes," the note says. "The proposal should describe the topics and content of any new courses or educational materials that will be developed and introduced, and should identify those

persons who will be responsible for developing the new courses and for teaching them," it adds.

The programme will "foster institutional partnerships. It is a part of the larger strategic dialogue between India and the US," said Adam J. Grotzky, executive director of the US-India Educational Foundation that will monitor the initiative. "Both countries recognize the importance of cementing relationships through the avenue of higher education, and the OSI grants will help seed new projects and programmes," he added.

Source: 29-September, 2011/[livemint](#)

Future Group eyes a bigger play in Indian education sector

Future Group is aiming for a bigger play in India's education sector with plans to expand its training and skill development vertical Future Learning and become an autonomous entity providing professional courses across industry sectors.

It is planning to invest over Rs 20 crore in the next 2-3 years and add courses in areas such as healthcare, education and infrastructure.

"Our endeavour is to make Future Learning a one stop destination for training and education in sectors like retail, supply chain, healthcare, infrastructure and education... We want to be an autonomous body providing MBA and other degree and diploma courses that would be recognised by the industry," Future Learning CEO Muralidhar Rao told PTI.

The group has already invested Rs 25 crore in Future Learning in the last couple of years since it was set up to impart education to people across sectors like retail and supply chain.

"We want to create an Indian model of learning and offer courses and degrees designed by experts," Rao said.

Future Learning, which is affiliated to the Indira Gandhi National Open University, offers courses at its three centres located at Bangalore, Kolkata and Ahmedabad.

Asked about the Future Learning's current revenues, profitability and its contribution to the group's total business, Rao said, "The group does not consider this initiative as pure business...Future Learning is profitable, but investment for expansion is currently being funded by the parent organisation."

"In the next 2-3 years, we would like to double the company's growth," he said.

Last week, Future Learning had entered into a joint venture partnership with the National Skill Development Corporation (NSDC) aiming to train

seven million Indians in varied industries in the services sector in the next 10 years.

The two partners have earmarked Rs 58 crore for the next 10 years for the JV - to be named Future Sharp.

While Future Learning will hold 73 per cent stake in the JV, NSDC will hold the remaining 27 per cent stake.

Future Sharp is targeting a turnover of Rs 1,000 crore in the next 10 years, Rao added.

Source: 02-October, 2011/PTI/[Economic Times](#)

Aakash: World's cheapest tablet launched; to be sold for \$60 in retail

The wait for the world's cheapest tablet is finally over! The \$35 tablet nicknamed Aakash was launched today and will be available at retail stores at a maximum retail price of Rs 2999 (\$60), said its maker Datawind.

"The Rs 3,000 figure is the 'maximum suggested retail price' of the commercial version of the product which we will offer with an embedded cellular modem and SIM," said Suneet Singh Tuli, CEO of Datawind, maker of the world's cheapest tablet.

The \$60 tablet for retail sales has an inbuilt cellular modem and SIM to access internet, which will be absent in the \$35 device, supplied to the government.

As a business, we need to make a profit, and our distribution channel needs to make a profit, which is all covered in the MRP of Rs 2,999," Mr Tuli told ET.

Both versions of the tablet, will run on Google's Android platform, with WiFi connectivity for internet access and cloud storage. The tablets will have 256 MB of RAM, a 32 GB expandable memory slot and two USB ports.

The commercial version of the tablet would have no duty waivers or subsidy, as in the government's version. An inbuilt cellular modem and SIM card will add to the price of the commercial tablet.

The commercial version of the tablet, is expected be out within 60 days, of its launch on October 5.

Datawind adds that it is supplying to the government at a price of Rs 2200, which includes sales tax and replacement warranty. "The \$35 price is achievable at higher volume levels. When we supply the product to the government at \$35, then too it will allow us a margin, albeit at higher volumes," Datawind CEO added.

India trails fellow BRIC nations Brazil, Russia and China in the drive to get its 1.2 billion population connected to technologies such as the Internet and mobile phones, a report by risk analysis firm Maplecroft said this year.

The number of Internet users grew 15-fold between 2000 and 2010, according to another recent report. Still, just 8 percent of Indians have access. That compares with nearly 40 percent in China.

Some 19 million people subscribe to mobile phones every month, making India the world's fastest growing market, but most are from the wealthier segment of the population in towns.

Bharat Mehra, an expert on the use of communications technology for development, said the budget tablet could be used to deliver distance learning in rural areas and among students.

Source: 05-October, 2011/[Economic Times](#)

DU launches its much awaited course in innovation

Promising a break from rote learning to reap talents in innovation, Delhi University on Thursday launched its much talked about course in innovation, described as a one of its kind in India and aimed at taking education "beyond blackboards".

Welcoming the first batch of students to B Tech/ BS Innovation with Mathematics and IT course, Vice Chancellor Dinesh Singh hoped the "very unique programme" would be instrumental in reviving the original Indian tradition of education to help students discover themselves and then discover the world.

The four-year undergraduate programme is part of the innovation cluster being planned by DU and will be an interdisciplinary degree largely focusing on application and hands-on training.

"We have made the programme in such a way that after four years, according to your talent, you can go to microbiology, study Mathematics, computer science or finance. Whatever you chose to study this will benefit you," Singh said.

He said the course has been designed as an alternative to the existing teaching mechanisms in the country and the approach is to take education beyond the concept of "blackboard teaching" while enabling students to think and apply into the real world what they have learnt.

Under the programme, the students will spend a lot of time in laboratories -- both real and artificial -- and will be given a lot of freedom to pursue their innovative skills.

"As part of the programme these students will also adopt slums or semi urban areas in the city to study the problems faced by residents and offer them solutions through innovation," said Prof HP

Singh, University Proctor, who is also associated with the programme as a Physics Professor.

Among the teachers who comprise the faculty of this course are professors from multiple disciplines like Informatics and Communication, Zoology, Mathematics, Physics, Electronics and Finance.

Spread across eight semesters, the programme requires students to undergo internships in the industry and undertake projects in communities at regular intervals. Year-long, they will also get to implement the new ideas they have in an 'engineering kitchen'.

"We are making new labs and the students will also use the existing labs of the university. They will also be sent for summer trainings to the industry," said Vice Chancellor Singh.

A river rafting enthusiast himself, Singh said he would make sure the students are taken for such adventure sports as well to enable them develop team binding.

He also said that many leading people distinct fields like industry and education have promised to be associated with this programme.

In fact, Yale University which is starting a programme in Singapore in collaboration with the national university there is also keen to have an exchange programme with us, he said.

The students who were introduced to their faculty also got a chance to interact at length with the Vice Chancellor.

"Our education system is such that at school we did not practically understand what we were taught, and we never got the time to grow beyond our books. I think this is the point that was made in the movie '3 Idiots' and my expectations from this course is that it will allow me to grow and learn the applications of our subjects," said Punit Kumar, a student.

Citing the examples of visionaries like Isaac Newton, Mahatma Gandhi, Bill Gates and Richard Branson among others, the Vice Chancellor said the ability to do something new does not have much to do with formal education.

"What we have planned in this course is for you to have good knowledge coupled with real world interactivity and a combination of hands on training," he told the students.

Speaking about the education scene in the country, Singh said the trend in modern India has been to put students under pressure and finish off their thinking capacity, though this was not the case in ancient times.

Source: 06-October, 2011/PTI [Zee News](#)

India-born official leads US educational mission to India

The US is sending an education-focused trade mission to India with representatives from 21 US institutions of higher education to explore opportunities for partnership with Indian institutions.

Led by India-born [Suresh Kumar](#), Assistant Secretary of Commerce and Director General of the US and Foreign Commercial Service, the mission, organized in partnership with the US-India Educational Foundation (USIEF), will be India from Oct 10 to 15.

Son of an army officer and a musician mother, Secunderabad-born Kumar served as a news anchor on Doordarshan, India's national television, between 1970 and 1985 before immigrating to the US. He was President & Managing Partner of KaiZen Innovation when President Barack Obama picked him up for the commerce job in February last year. He has also served as Special Advisor to the Clinton Foundation.

"This trade mission reinforces the strong educational ties between India and the US, and advances the shared agenda underscored by the Obama-Singh 21st Century Knowledge Initiative," Kumar said.

"The initiative promotes public-private partnerships between institutions of higher learning in both countries, helping foster economic growth and opportunity."

The 21 US schools on the mission, representing regionally accredited graduate programmes, four-year undergraduate programs and state study consortia from more than fifteen states, are a cross-section of America's higher educational institutions.

The mission will include student fairs and networking events in New Delhi, Chennai, and Mumbai, three of the top cities for recruiting Indian students to the United States.

Simultaneous with the trade mission, the US-India Higher Education Summit will be held Oct 13 in Washington, DC, chaired by Secretary of State Hillary Clinton and Minister of Human Resource Development Kapil Sibal.

In 2010, Indian students constituted the second largest group of international students studying in the United States, with nearly 105,000 students.

Kumar has published on global management and served as adjunct faculty member at the Schulich School of Business at Toronto's York University, Bombay University and as Professor of International Business at Rutgers University.

Kumar has an economics degree from Delhi University, an MBA from Bombay University, and is alum of the Thunderbird International Consortium Programme. In 2004, Kumar was named Distinguished Executive-in-Residence by Thunderbird School of Global Management for his contributions to global trade.

Source: 08-October, 2011/IANS

INDIA: Indo-US higher education initiative set to fly

India and the US will soon cement collaboration in higher education, with India's Education Minister Kapil Sibal meeting US Secretary of State Hillary Clinton in Washington on 13 October in a high-profile visit to use education diplomacy to build relations between the two countries.

The leaders will give shape to the Obama-Singh 21st Century Knowledge Initiative announced jointly by Indian Prime Minister Manmohan Singh and US President Barack Obama during the Indian premier's visit to the US in November 2009.

The initiative will provide US\$10 million in funding to universities, divided equally between the US and India, to increase linkages and support junior faculty development and collaboration between US and Indian institutions.

Industry experts, academics, vice-chancellors of some central universities and representatives of industry bodies will accompany Sibal and ministry officials for the meeting with Clinton.

According to an education ministry official, the idea is to integrate theory, research and teaching rather than separating them, as is the current practice in many Indian universities.

India wants to set up [14 theme-based universities](#), known as innovation universities and often dubbed India's 'Ivy League', to promote research and train lecturers.

The new universities will be allowed to admit half their students from abroad, teach foreign curricula and hire teachers and even vice-chancellors who are foreign nationals, according to a draft law circulated by the government.

"The first six IITs (Indian institutes of technology) were set up with foreign help including from Germany, the US, UK and Russia. They are doing very well. The Obama-Singh initiative will help in nurturing the innovation universities in the area of energy studies, sustainable development, environmental studies, education and educational reform and innovation," the education official said.

The Obama-Singh initiative will also help India meet its shortage of academics.

"The requirement for Indian universities has changed and we need to network with faculty from the US, many of whom are Indians or of Indian origin. This is already happening in the IITs but the Obama-Singh initiative will give a big impetus, especially for exchange of post-doctoral students and faculty in new universities," said Professor Gautam Barua, director of IIT Guwahati.

India's higher education institutions, including the elite IITs, are [facing a faculty shortage](#) of 33%, according to government data. The country's 22 top universities have nearly 3,800 vacant posts out of a total of 11,000.

Newly created Indian institutes of management (IIMs) at Raipur, Rohtak and Ranchi are largely depending on visiting professors to teach their students. The 15 new central universities, which began operating two years ago, face a faculty shortage of up to 50%.

Academics are also concerned about the difference in work culture in higher education between the two countries.

"The Obama-Singh initiative will play an important role in shaping the innovation universities and the new central universities that have been set up in the last two years in India," said BB Bhattacharya, former vice-chancellor of Jawaharlal Nehru University in New Delhi and a professor of business environment at IIT Kanpur's Noida campus near Delhi.

"But care should be taken to adapt the US way of functioning to the Indian context. US universities have private sources of funds, large endowments and thus support a more independent work culture."

According to Bhattacharya, research is a priority for US universities, large differentials in salaries of faculty are common even in the same department and a "more corporate" work environment is the norm.

"In India you have to go through strong teacher unions and [deal with] [caste politics](#). For example, there is a demand for reservation in faculty appointments," said Bhattacharya, referring to affirmative action in the form of reserved places for particular disadvantaged groups.

"These obstacles have to be kept in mind while forging collaborations."

A bill that allows foreign educational institutions to set up campuses in India is pending in parliament. But a senior official of the education ministry said the bill served a different purpose to the Obama-Singh initiative.

"Through the bill we want [foreign] educational institutions to come to India and set up campuses. But not every US university will be in a position to do that. For those who want collaborations rather than going the full length and setting up a campus in India, this [initiative] is an excellent opportunity, both for Indian faculty members to learn from their Western counterparts and *vice versa*," the official said.

While the Obama-Singh initiative had been used by both governments to gain political mileage, academics said the collaborations would go beyond their political tenures.

"Manmohan Singh has only initiated the programme. Even when he is no longer prime minister the faculties at Indian and US universities will continue to exchange and collaborate. This is similar to collaborations with UK universities under UKERI," said Gautam Barua of IIT Guwahati, referring to the [UK-India Education and Research Initiative](#) launched in 2006.

Source: 09-October, 2011/[University World News](#)

Students opt for quality over free education

The All India Council for Technical Education (AICTE) has launched free supernumerary quota engineering seats from this academic year with the aim of providing free technical education to meritorious students from poor sections of society.

But in Karnataka, due to the excess engineering colleges and poor quality of technical education offered in many institutes, even the non-meritorious students got the benefit of this scheme.

According to the Karnataka Examination Authority (KEA) officials, a student who has secured a Common Entrance Test (CET) engineering rank of 58,287 has also got this benefit. Many students who were eligible for this scheme refused the benefit of the free seat to join the good colleges.

According to the KEA officials, Sahebagoud Kanamuchanal, who has secured the 58,287th rank in CET engineering, has selected the last seat available under this category at Government Engineering College, Bellary district.

He has obtained 59/180 in CET Physics Chemistry and Math-matics (PCM) and 116/300 in II PUC PCM subjects. Vyshak M, who selected a seat before the Sahebagoud Kanamuc-hanal under this category, has secured only 45/180 in CET PCM subjects.

According to the officials, 184 students below the CET ranking of 30,000 have got the benefit of the scheme, which was exclusively launched with the goal of supporting meritorious students. Speaking to

this newspaper, a senior officer of the KEA informed that earlier it was decided that candidates above CET ranking of 25,000 will only be allowed to select seats under this category.

But later it was decided to extend the benefit to all those who have secured CET ranking.

“Hundreds of seats are still vacant. Students were not ready to join colleges where there is no good infrastructure and the placement record is bad,” he said. “Many students who got seats under this scheme preferred good colleges instead of opting for free seats,” he said.

‘It’s a shame for VTU’

Experts feel that it is a shame for the Visvesvaraya Technological University (VTU) to have colleges in which students are not ready to study even if the government offers free seats.

Dr. Ramesh Ray, an academician, said in the beginning there was a mad rush for the free seats. “This shows that if colleges do not offer quality education, students are not ready to join even education is offered free of cost. VTU should think about strengthening the colleges,” he said.

Source: 10-October, 2011/[Deccan Chronicle](#)

Colleges start MTech course without approval

As many as 54 MTech aspirants’ career is in lurch. Thanks to the state government, the Higher Education Department’s ‘ignorance’, three government engineering colleges have started MTech courses without approval from All India Council for Technical Education (AICTE).

This year for the first time, government engineering colleges, including those in Hassan, Haveri and Bangalore, have decided to start MTech courses. But the department neither took approval from the AICTE nor from Visveshwariah Technical University (VTU). Classes have commenced from October 3, 2011. Official sources from VTU said that any engineering college in Karnataka that wants to start under graduate or post graduate courses, has to seek permission from AICTE.

Later, they have to apply to VTU for approval.

“As a normal procedure, teams from AICTE and VTU will visit the campus to examine the teaching faculty and infrastructure. It is then that both the bodies will decide to give a nod,” sources said.

Officials said that last year more than 90 private engineering colleges wanting to start MTech courses were rejected by AICTE as they lacked basic facilities.

When this is the scenario, the state government went a step ahead and started MTech courses in

government engineering colleges which do not have sufficient staff.

The department has violated this and asked Karnataka Examination Authority directly to conduct counselling for MTech courses. The courses that have begun without approval from both these bodies is considered as invalid.

When contacted H Maheshappa, Vice-Chancellor of VTU, he refused to comment. However, he agreed that courses have started without approval from AICTE and VTU. “We are writing a letter to the state government in this regard,” he said.

Speaking to Express, Federation of Engineering College Teachers Association of Karnataka President Dr S Vidhyashankar said that affiliated colleges can’t start under graduate or post graduate courses on their own. Only university engineering colleges (In Karnataka, UVCE is the only university college) can start new courses on its own. Latha Krishna Rao, principal secretary of the Higher Education Department, when contacted said that this year for the first time the government had started these courses in three colleges. Each college started one MTech course with 18 intake. “As far as I know, all seats are filled,” she said. When asked about the AICTE approval, she said that there is no need to take permission from AICTE.

WHAT DOES THE RULE SAY?

According to the All India Council for Technical Education (AICTE) (Grant of Approvals for technical institutions) Regulation 2010, under section 4.33, any institution offering technical programs/courses without approval of the Council shall be termed as unapproved.

Provided further, such institutions which are not approved by the Council shall be liable for action for closure including appropriate action against defaulting societies /trusts /companies and associated individuals depending on the nature of the case.

Source: 11-October, 2011/[ibnlive.in](#)

Not every foreign educational institute can open branch in India: Sibal

As India seeks greater collaboration with foreign educational institutes, Minister for Human Resources Development Kapil Sibal said "any and everybody" cannot open a branch of their university on Indian soil.

In wake of sham universities like Tri Valley leaving a bitter taste among several Indian students in the US, Sibal said India has robust measures in place to ensure such universities do not enter the country.

Sibal said bad experiences with universities like Tri Valley are "aberrations" and should not be used to

paint the entire American education system as flawed.

"We should not brush the American system in this fashion that we have a few instances of sham universities and the kind of visas they have been giving, just as we did not paint the entire Australian system with the same brush" after Indian students were targeted in attacks there, Sibal said at an event organised here by the Centre for Strategic and International Studies.

The Tri Valley University was shut down early this year on grounds of alleged immigration scam.

"We have an act coming up in Parliament called the Education Malpractices Act. This is one of the malpractice which is made a criminal offence and if something like this (Tri valley sham) were to happen in India, people behind the university will go to jail."

He said while India wants greater collaboration with US universities, it will not mean that "we will allow the sham universities to come to India," adding that there is a robust process of looking at applications of universities.

"We really would not worry about it. All those caveats are part of the legislation," Sibal said adding that a few universities duping students are aberrations that take place in any system.

"No education system is perfect. There will be challenges along the road."

Speaking on the occasion, Indian Ambassador to the US Nirupama Rao said there are genuine difficulties that students in these sham universities have faced and that India is working with the US government to ensure "these difficulties are alleviated."

She added that by no means should these unpleasant experiences with some universities be used as a "marker" to define the future and scope of India-US education partnership and potential.

Sibal said the Indian legislation for foreign universities to set up base in the country is very strong and "any and everybody" cannot come to India to open a branch.

He said the foreign university has to be an accredited institution and should have been in the business for 20 years "before it even thinks of coming to India."

The minister said India will ensure through its accreditation process that it is a quality institution.

Further, sham universities would not be able to meet the requirement of spending 10 million dollars for setting up a campus in India, he said.

Source: October 11, 2011/PTI/[DNA India](#)

GCET or national aptitude test? MBA aspirants confused

Lakhs of MBA aspirants across the state are in a quandary, thanks to the lack of clarity on whether they will have to take [Gujarat Common Entrance Test](#) (GCET) or the all-India common management aptitude test made compulsory by the All India Council for Technical Education (AICTE).

The state education department has not yet made its stand clear on whether these graduates will have to take [GCET](#) or not. If the authorities do not clarify, students will have to take the burden of both the tests.

On one hand, there is no clarity and on the other, the process for filling up forms for the national aptitude test has already started. This test will be conducted from February 20 to February 28. This is much in advance compared to GCET, which is held in May or June.

This year, 23,760 students took GCET for 13,465 seats across 140 [MBA colleges](#) in the state. However, 3,500 seats remained vacant. Recently, in a bid to fill up these seats, the education department allowed admissions to these colleges even if the student has not appeared for GCET.

When asked, officials of Gujarat Technological University (GTU), which is responsible for conducting GCET as well as the admissions, said that this is a policy matter and only the state education department can reply to it. In the last three years, MBA colleges have mushroomed across Gujarat, resulting in huge number of seats remaining vacant. The problem is more acute where such management institutes have come up in rural areas as students do not prefer admissions there due to lack of proper teaching staff.

Moreover, there is no clarity on how the admissions for Masters in Computer Applications (MCA) will be held, as so far, the admissions to MCA colleges is done only through GCET.

Source: 12-October, 2011/[Times of India](#)

'There is no need to damn American educational system'

Kapil Sibal, minister of human resources and development, said that US institutions that wish to come to India should be accredited ones and should have been in the business for 20 years. Aziz Haniffa reports.

Minister of Human Resources and Development Kapil Sibal, who exhorted US investment in India's educational sector, has said that there are sufficient built-in safeguards in Indian law to keep out sham universities and colleges. Sibal had said that

investments per dollar in India get a much better return than anywhere else.

Responding to a question on the duping of thousands of Indian students by the likes of Tri-Valley University and University of Northern Virginia, the minister said, "I don't think we should brush the American system in this fashion because of a few instances of sham universities and the kind of visas they've been getting without the requisite accreditation."

"We shouldn't damn the American educational system just as we don't damn the Australian system by the unfortunate incidents that took place in Australia," said Sibal.

Sibal was in Washington to co-chair the US-India educational summit with Secretary of State Hillary Clinton.

We've got a lot of collaborations to do with the American universities, but of course, that doesn't mean that we are going to allow these sham institutions to come to India, which is why we have a separate process of looking at these application by universities," said Sibal.

The minister said that institutions that wish to come to India should be accredited institutions and should have been in the business for 20 years. "That's part of the legislation. So any and everybody just can't come to India," he said.

"Number two, you have to go through the accreditation process in India. So, if you come to India, we will ensure through the accreditation process that you are a quality institution. If you want to set up a campus, then you have to set up \$10 million, which would be a damper for sham universities wanting to set up shop in India," said Sibal.

Sibal said that institutions coming to India will be subject to all Indian laws, and unlike in the United States of America, there is an act coming up in Parliament -- the Education Malpractice Act -- which makes malpractices a criminal offence. He said that if something like the TVU or UNVA were to happen in India, the guilty will go to jail.

"All these caveats are already part of the legislation and hence India is well protected against such charlatans," said Sibal.

Sibal said that cases of Indian students who were victims of sham universities in the US, threatened with deportation and couldn't transfer to accredited universities, were aberrations that take place in any system. "No system is perfect. No education system and no collaboration is perfect," he said.

"There will be challenges along the road, but what's important is that we have added

advantages as far as our countries are concerned, said. One, we are English-speaking -- a large population in India in English-speaking -- and two, we have at this point in time about 300 million people who belong to the middle class -- the entire population of the United States of America," said Sibal.

"If we grow at 8 percent, and I think this year the growth rate will be 8 percent, and if we continue at that rate, means that in the next 5 to 7 years or so, our middle class will be 500 million, which is more than the population of Europe," he said.

"We are an open government with a very strong judiciary and we are more democratic than the definition of democracy in some senses. We've seen it through the media of late; what better environment will you get in any part of the world, given those things," Sibal added.

Sibal said he did want to talk about other countries, but having those essential elements that make up the ecosystem for collaboration there was no better partnership than between India and the United States of America.

"If that opportunity is lost by you, then we will be doing harm to each other. This is the best opportunity you can have and this window is open because our children, the average age of an Indian by 2020 would be 29, which you will not get anywhere in the world," he said.

According to Sibal, the educated workforce from Japan to Australia and from Canada to Italy would be from India.

"The Korean minister came to see me the other day, and said that his country's big problem was that though they have all the technology, they have no children," said Sibal.

India's new ambassador to US, Nirupama Rao, who also participated in the forum, said that while there were several difficulties that Indian students in these universities were facing, "We are working with the US government to see that these difficulties are alleviated."

"But by no means, should you use this as a marker to define India-US educational linkages or the partnership we seek," she said.

Earlier, in his remarks, Sibal faulted the US model that students must come to the US for higher education and Washington's boast that there are 100,000 Indian students currently studying and attending universities and colleges in America.

"Let me assume it will increase to 200,000, but we have 200 million children waiting for a college education," he said. "So, your model that kids should fly across the Atlantic to go to Harvard,

Stanford, Yale, wherever, is not a good economical model. Your investment per dollar gives you a very small return," said Sibal.

Sibal argued that the same investment in India, in collaboration with an Indian institution, will give the US a much larger return.

"So, instead of having 200,000 people come to the United States, you can actually with the same money, empower a million kids and then you can bring the 200,000 back to the United States," said Sibal.

Sibal also spoke of the philosophy behind the recent launch of the \$35 tablet, Akash, and noted, "The rich in India and the children of the rich in India, can easily afford the tablets that are sold in this part of the world. They have access to them and they have no problems at all. But the poor in India -- and I am talking about these 150, 160, 170 million children, have no access to the iPad. They have no access to knowledge.

"It's a national imperative that we want to empower our children and we need to do it through new ways of technology. But it not just about new technologies, it is also about affordable and accessible technology," added Sibal.

Source: October 12, 2011/Rediff.com

Plan to tap HR skill of differently abled

Bharathidasan University celebrated World Mental Health Day on Monday through a national workshop on 'right to education for differently abled people in higher education'.

Creating awareness of the available opportunities to live as equal citizens was the objective of the workshop that was jointly organised by the university's Institute for Entrepreneurship and Career Development, Centre for Differently Abled Persons, and the National Institute for the Visually Handicapped.

Director of National Institute of Technology–Tiruchi (NIT-T) S. Sundarajan identified scope for collaboration with the university for enlarging higher educational opportunities for differently abled. He felt that they have to be initiated into research programmes of national importance.

Vice Chancellor K. Meena listed the projects to be carried out by the newly started Centre for Differently Abled Persons in the university to develop their human resource capacities and integrate them into mainstream society.

A PG Diploma course for parents of children with special needs, integrated B.Ed and M.Ed. programmes, counselling cell, grievance redressal cell and placement cell would be established.

IECD Director K. Parthasarathy said as per 2011 figures, higher educational opportunities for differently abled people were abysmal in India. Of the 5.5 crore differently abled people in the country, 2.2 crore were above 18 years, and of them, only .001 per cent got higher educational opportunities.

He cited infrastructural shortcomings, unavailability of trained staff, concern over the academic capacity, lack of motivation for parents and ignorance of government schemes as the causes.

K. Mani of National Institute for the Visually Handicapped (NIVH) briefed the gathering on concept of equality enshrined in the UN Convention on Rights of Persons with Disabilities.

The University is one among four in the State to receive UGC funding for start of the Centre for Differently Abled Persons in the Eleventh Plan period. It has already received 50 per cent funding of Rs. 13.5 lakh.

Source: 12-October, 2011/The Hindu

Infosys awards India's Best Student Programmers at Aspirations2020

Aspirations2020 is a programming contest series organized by the Infosys Campus Connect Program

Infosys Ltd, a world leader in consulting and technology services, has announced the National winners of Aspirations2020, an online programming contest, organized by the company. The winning team (Nitish Chhangani, Mahak Rajvanshi, Nandkishore Agrawal) from Jodhpur Institute of Engineering and Technology, Jodhpur, Rajasthan received a certificate and a 64GB iPad for each team member, while the runners up (Timothy Tarun Andrew, Saurabh Meshram, Gajendra Singh KBN) from CMR Institute of Technology, Bangalore, Karnataka received a certificate and a 32GB iPad for each team member.

Aspirations2020 is a programming contest series organized by the Infosys Campus Connect Program, to enhance the problem solving skills for pre-final and final year engineering and MCA students. The objective of the contest is to encourage participants in the development of problem solving abilities through algorithmic thinking and logical reasoning, and then demonstrating the solution through programming and team work.

Aspirations2020 received over 45611 student registrations online from 437 engineering colleges across 20 Indian states. The National Finals held in Bangalore on October 11, saw participation from 14 teams with each team comprising of a maximum of 3 members.

Commenting on the initiative, S. Gopalakrishnan, Executive Co-Chairman, Infosys Limited said, "It is

crucial for Indian students to develop their analytical thinking and reasoning skills. Online contests such as Aspirations2020, give students a platform to develop and showcase their problem solving skills, thereby enhancing their competitiveness and employability. This initiative underlines Infosys' ongoing commitment to the training and development of the talent pool available to the industry."

Presenting the awards, Srikantan Moorthy, Senior Vice President and Group Head, Education & Research, Infosys Limited said, "The Infosys Campus Connect Program has been created to deepen the link between academia and industry and increase employability of engineering students. The Aspirations2020 programming contest is aimed at developing the engineering talent in India through teamwork and shared learning. The participants of this year's contest have demonstrated their willingness to learn, be evaluated, and build their own competencies. I would like to congratulate the winners of this contest on their enthusiasm and success."

Source: 12-October, 2011/[India Info Line](#)

India-US World Affairs Institute Selected by U.S. Department of Commerce to Lead Certified Trade Mission to India

The Certified Trade Mission will help American companies access India's huge and growing market in high technology sectors, including aerospace, defense and homeland security; civil aviation; energy; higher education; information and communications technologies; and life sciences and food technology.

"America's exports to India have been growing at up to 30 percent a year for over six years, faster than our exports to almost any other major country in the world," said Dr. Vinod K. Jain, President & CEO of the India-US World Affairs Institute.

The [India-US World Affairs Institute](#) will lead a Certified Trade Mission to India in collaboration with the U.S. Department of Commerce later this year. Scheduled for November 26 - December 3, 2011, the Mission will visit Hyderabad, Mumbai, and New Delhi. It will offer U.S. companies in several high technology sectors the opportunity to experience first-hand the [substantial opportunities](#) that exist in India. The Mission will focus on sectors such as aerospace, defense and homeland security; civil aviation; energy; higher education; information and communications technologies; and life sciences and food technology, among others.

The Institute has also been selected by the State of Maryland as their Official Partner for the first ever Gubernatorial Trade Delegation to India, to be led by Governor Martin O'Malley in late November. As the Official Partner, the Institute will facilitate business-to-business interactions with companies in India and offer complete logistics support for companies and educational institutions accompanying the Governor's Trade Delegation.

The [Certified Trade Mission](#) is being supported by the U.S. Commercial Service with their [Gold Key Matchmaking Service](#), under which eligible U.S. companies can receive pre-screened appointments with prospective agents, distributors, and strategic business partners in India. The Commercial Service will also facilitate networking receptions and business meetings with Indian companies and provide economic and business briefings to Mission delegates.

In addition, Mission delegates will attend seminars on topics such as "Doing Business in India" and "Working with the Government of India" and attend roundtables with the executives of American companies in India as well as of Indian companies. Some of these will be facilitated by the Institute's Indian partner, the Federation of Indian Chambers of Commerce and Industry.

Highlighting the importance of the growing strategic partnership between the United States and India, Dr. Raj Davé, Chairman of the India-US World Affairs Institute, said, "America's and India's fortunes in the 21st century seem irrevocably tied together, and it is in the interests of both nations to continue working together in business, defense, homeland security, foreign affairs, and other spheres." "It's a role not just for governments, but for all of us in business, academia, and civil society to help facilitate and strengthen the strategic partnership."

Individuals and organizations interested in participating in the Certified Trade Mission or the Governor's Trade Delegation should contact the India-US World Affairs Institute at 301-651-2818 or visit <http://www.india-us.org>. Maryland companies can also apply to the Maryland Department of Business and Economic Development for an [ExportMD grant](#) of up to \$10,000 to help subsidize the cost of participating in the Governor's Trade Delegation to India.

About the India-US World Affairs Institute

Established in 2006, the India-US World Affairs Institute, Inc., is an autonomous, non-profit, tax-exempt 501(c)(3) organization based in the Washington D.C. national capital region, and focused on promoting the interests of both India

and the United States in global business and world affairs. The Institute offers its members and participants a unique opportunity to share affiliation with a dynamic institution at the intersection of society, global business, and world affairs. For more information about the Institute, visit <http://www.india-US.org>.

Source: 12-October, 2011/Washington, DC ([PRWEB](#))

UK biz school students can study in India'

Tasmac London, which has just shut shop, has now offered their Indian students to come and study in their campuses in India. The institute's official claimed that the stringent policies could be recessionary measures taken by the government . The institute, which had the capacity of 1,200, had only half the numbers of students on their campus, affecting their business.

Tasmac [London](#) was set up by a [Pune-based management institute](#), Tasmac Education, which also runs institutes in Pune, Kolkata and Bengaluru . Training and Advanced Studies in Management and Communication (Tasmac) Limited set up its first overseas' campus in 2002 in London . However, the new visa policies set up by the [UK Border Agency](#) seems to have forced them to shut shop as their business was largely affected , the owners claimed.

Around 550 students, of which 150-200 students are Indians , are left in the lurch after the institute suddenly announced bankruptcy and shut both its campuses in London. The students were expecting the results of their exams when they got mails from the institute.

Prashant Dua, joint managing director of Tasmac, based in Pune, said, "We are in talks with a couple of institutes affiliated to the University of Wales, which have agreed to accommodate our students. We are trying to figure out how the fee aspect would be settled. Also, the university will send an email to all Indian students, inviting them to study in our Indian campuses. These students will not be charged anything. But we will not be able to help students who wish to apply outside University of Wales."

The institute offered BA (honours) for which the fee was close to Rs 12 lakh and a 16-month MBA programme for Rs 6 lakh. "The new visa policies are not getting us enough students. It could be recessionary measures taken by the government. The discontinuation of the poststudy work visa and also the new rule that does not allow students studying in private institutes to work part-time have affected the number of students applying to our institutes Many private institutes have suffered

due to the policy. We are unable to raise funds," said Dua.

The ministry of external affairs (MEA) is taking keen interest to ensure that Indian students are not inconvenienced . MEA spokesperson, Vishnu Prakash, said, "The Indian High Commission is in touch with Tasmac officials, who have conveyed that they are working with the University of Wales to transfer the students to other institutes. The IHC officials have also visited the campus and plan to meet the UK Border Agency soon. They have asked students to get in touch with the commission's office for assistance . However, none of the students have contacted yet."

Source: 12-October, 2011/Times of India

Guj's specialised universities to be best HR centres

Inaugurating the centennial celebration of Sarvjanik Education Society of Surat, Gujarat Chief Minister Narendra Modi on Tuesday said that the specialised universities started by the Gujarat government will become best centres for producing human resources.

Apparently, the state government has set up specialised universities namely Teachers' University (IITE), Sports University, Rakshashakti University and Forensic Science University.

Further, talking about technology in education, Modi said, "During last 30 years technology has brought drastic changes in the field of education. New methods of imparting education are coming in with the speed the new mobile gadgets hitting the market. The educational institutes should keep up with the rapid changes of technology sector."

A decade back Gujarat had only 11 universities giving conventional education. Now the state has as many as 41 universities running various different courses.

In agriculture field Gujarat has come up with four universities which have received the acclamation of being the centre of excellence.

"To cater to the need of trained teachers the state government has started Indian Institute of Teachers' Education. IITE will produce the great teachers who will be absorbed through campus recruitment," said Modi.

Speaking at a function organised by the Gujarat Gem and Jewelry Export Promotion Council (GJEPC) in Surat, Modi exhorted Gujarati entrepreneurs to buy diamond mines abroad and create global brands.

"The domestic diamond industry has to still depend on foreign countries for the raw materials. It would

befit Gujarati entrepreneurs to combine their traditional skill with modern techniques, and own the diamond mines to establish their dominance. He recalled how Gujarati entrepreneurs were buying coalfields abroad," Modi added.o

Source: 12-October, 2011/[Business-Standard](#)

Expats to support education initiative in northern India

Noted educationist S. Khalid Saifullah, third from right, receives a commemorative trophy from officials of Jamia Millia Islamia Alumni Association in Riyadh.

RIYADH: A number of Indians working in Saudi Arabia pledged on Friday night to support a major educational initiative launched by Khalid Saifullah, a noted educationist and social worker in northern India.

The pledge was made during a seminar organized by the Riyadh-based Jamia Millia Islamia Alumni Association in honor of Saifullah.

Speaking on the occasion, Saifullah said: "There is an increasing realization in Muslim circles of the pressing need to focus on the economic and educational concerns of the community, but little has been done in this vital sector."

The chief of the New Delhi-based Al Ilm Education Society that owns and operates more than 50 schools for Muslim children in north India was speaking on the topic entitled "Educational Backwardness of Muslims in North India: Challenges and Our Responsibilities."

The event was attended by a large number of Indian expatriates, including businessmen, top executives and alumni of Jamia Millia. The seminar was addressed by Jamia President Murshid Kamal, senior Jamia alumnus Aftab Ali Nizami, founder members of the alumni association Shafatullah Khan and Mohammed Shahabuddin and Khurseed Alam, a former Jamia president.

Speaking about "the morass of educational degradation" in which north Indian Muslims have fallen, Saifullah said he was greatly concerned about the dismal conditions of the Muslim masses.

While thanking the support to be provided by Indian expatriates working in the Kingdom, he recounted practical difficulties being faced by educationists in India. He lambasted the lackluster support of the government agencies to the educational institutions owned and operated by Muslims.

Saifullah unveiled an ambitious plan to recruit and train a large pool of graduates of Islamic religious schools, whose potentials remain untapped even

today in India. On the problems faced by minority students, Jamia President Kamal said: "Muslims ranked among the most marginalized communities in India today."

Another speaker, Shafatullah, said, "Numerous official surveys have admitted the worsening condition of the community, but the government and community leaders have done little to redress the situation."

Source: 12-October, 2011/[Arab News](#)

US varsities await policy clarity to invest in India

Experts say new bill not clear on curriculum, fee and profit sharing

As the central government is preparing to seek Parliament's nod for the proposed foreign education bill, an official of the US department of commerce indicated that US higher education institutions would wait for more clarity on the framework and viable models before investing in India, signalling high optimism for stronger ties in education sector.

"The Foreign Education Bill is a great step in the right direction. We see this as first step to attract FDI (foreign direct investment) in education sector. FDI in education will continue to need more steps and measures beyond the Bill. There needs to be lot of clarity of finer points such as curriculum, fee structure and profit sharing, among others," Suresh Kumar, assistant secretary for trade promotion and director general of the US and foreign commercial service, US Department of Commerce said here.

"US higher education system is very different from India. It is a very open and market-based system. Colleges and universities determine the curriculum and fees. Hence, US universities that are keen on coming to India would seek more clarity on regulations for see structure, not-for-profit and profit sharing operations before finalising their plans, he pointed out. Increasing number of US universities and colleges have already started exploring possible collaboration opportunities.

The growing interest of US higher education institutions towards India also comes in the wake of increasing need for imparting higher education in the country. The Indian government has set a target of achieving a 30 per cent GER (gross enrolment ratio) in the higher education sector by 2020, up from 12 per cent in 2010 and that was less than half the global average. This 30 per cent GER would translate to an enrolment of 40 million by 2020 from the present level of 24 million.

Stating that Indian students were wooed by the quality of higher education imparted by US, Kumar said India was the second leading country of origin

of students to the US. For several years, India was occupying the first position. However, China overtook India last year with higher number of students from that country attending US universities. "The total Chinese student population last year was about 127,000, while Indian number was close to 105,000," added Kumar.

Source: October 12, 2011/mydigitalfc.com

Sibal pitches for American varsities to open shop in India

As the first ever high-level Indo-US education summit gets underway, India on Wednesday pitched for famed American universities to "reach out" to the country, with the visiting minister Kapil Sibal saying that tie-ups would yield high economic returns. Making a strong case for US

institutions of higher education to partner with those in India, the minister for human resource development said it is time that the US institutes of higher learning realise that the "way to move forward in education is to come to India, to collaborate and set up institutions and reach out to people."

He, however, added that India too has to "reach out" and create an environment for US universities to set up base in the country.

"You have a higher education structure which is the envy of the world, it has been at the front of all knowledge creation. US has the best academics all over the world. It is time for you to reach out, collaborate with us because in that process you will participate in not just helping us solve our problems but helping us solve the problems of the world," he said at an event on India-US education opportunities organised by the Centre for Strategic and International Studies here.

The day long education summit on October 13, to be co-chaired by Sibal and Secretary of State Hillary Clinton, will see participation by over 300 higher education leaders, government and private sector representatives.

Sibal pointed out that investing in the Indian education sector makes good economic sense for the US as the return on investment in India is much higher as compared to any other country.

"Your model that kids should fly across the Atlantic to go to Harvard, Stanford or Yale is not a good economic model because your investment per dollar gives you a very small return. The same investment in India in collaboration with an Indian institution will give you much higher return," Sibal said.

While only 100,000 Indian students are currently studying in the US, Sibal said India has over 200 million students who need quality education.

"So instead of having 200,000 people come to the US, you can actually with the same money empower a million kids in India. There is need to change the mindset of people in the education sector."

To address the education needs of the young in India, the country would need another 1000 universities and 55,000 colleges in the next 10 years when the number of children going to college increases from the current 16 million to 45 million.

"India cannot build 1000 universities on its own. So we will perforce have to create an environment in which private sector investment, FDI and public-private partnership will be channelled into the education sector."

The mindset of the Americans that students should come to the US to study is the "wrong way of going about it" because the global economy and solutions are not going in that direction.

Capital flow will not be directed to developed economies, which have reached saturation point, Sibal said, adding that capital will flow to countries with opportunities.

"There are opportunities galore in India in every part of its economy, be it infrastructure or education" and billions of dollars of investment is projected to be made in these sectors.

Source: October 12, 2011/PTI/Hindustan Times

India, US education partnership to meet challenges ahead

India and the United States Thursday set out to forge a new collaborative relationship in education with Secretary of State Hillary Clinton calling it a 'driving force' in the India-US strategic partnership.

'For those of you watching the great rise of India, I hope you share our excitement,' she said inaugurating a daylong education summit she is co-chairing with India's Minister for Human Resource Development Kapil Sibal.

'This largest democracy, this wildly pluralistic nation is on the path to providing greater benefit to their citizens within the context of freedom and opposition,' Clinton told over 300 higher education leaders, government and private sector representatives participating in the summit.

Noting that the US and India have a long history of exchanges with over 100,000 Indian students coming to the US last year, she said the US wanted much greater exchanges and 'particularly we want

to see more American students enrolling for academic credit in Indian institutions.'

Clinton also assured potential Indian students that the United States would do everything possible to help them sort out real and sham institutions in the country. 'We have expanded our advisory services for Indian students and their families to help sort out misleading offers that come over the internet.'

The US was also encouraging local officials in the states to engage with their counterparts in India to support education collaboration and connection at every level, she said.

Agreeing with Clinton, Sibal said: 'It's only through education that we hope to involve populations across the globe to confront the challenges of the 21st century.'

'Without doubt you define the milestone of the 20th century while India, as Secretary Clinton described recently, is a 'defining story line of early 21st century', he said.

Sibal told the gathered educationists that they must create an appropriate environment to help the young 'face the challenges of tomorrow to reshape the world in a globally inter-connected, mutually inter-dependent world.'

'The way forward is partnerships,' he said. 'This historic summit will forge a new collaborative structure in which our young can draw inspiration from your benchmarks of excellence in education.'

Source: October 13, 2011/ Washington, /[IANS](#))

Quality of academic professionals on the decline

Higher education, especially professional education, is witnessing institutional proliferation at the cost of quality, said Yashavantha Dongre, Registrar, Vijayanagara Krishnadevaraya University, Bellary.

He was speaking on the inaugural day of a two-day University Grants Commission (UGC)-sponsored national conference on "the Impact of WTO agreement on higher education in India" at Sri Dharmasthala Manjunatheshwara (SDM) College of Business Management here on Wednesday. Mr. Dongre said the trend should be checked. That was why industries complained of a lower percentage of employable engineering graduates. He said higher education in India had become part of "tradable services" after India endorsed the General Agreement on Trade in Services (GATS) under the World Trade Organisation (WTO).

It had long-term (10 to 20 years) implications on higher education policy, especially in education administration and curriculum design, he said.

He said Karnataka had demonstrated that corporate investment in higher education was in the offing (as with establishing the Azim Premji University). Last year's Global Investors' Meet in the State highlighted opportunities for private capital investment in educational sector, which was welcome. But one had to be wary about the motives of private capital. The State universities and colleges might be left craving for resources while private institutions could easily grow through corporate investment, he said. Mr. Dongre said academic professionals were exposed to increased pressure and scrutiny.

Quoting the UNESCO, he said the quality of academic professionals had been declining and talented people seem reluctant to take to the profession. "This cat needs to be belled without losing time," he said.

Mangalore University Vice-Chancellor T.C. Shivashankara Murthy said: "We have signed the WTO pact but we have to be cautious. It can overrule Central and State governments. When the Government of Karnataka won't have a hold, where will we go?" What impact would the WTO had on regulatory bodies that do the work of accreditation and assessment? "One suggestion is to have a National Council for Higher Education and Research (NCHER). Who will oversee its quality?" he said.

According to National Knowledge Commission, India needed 1,000 universities and 50,000 colleges by 2020. That was a gloomy scenario. "From where do we get the teachers and the infrastructure?" said Mr. Murthy. At present, 49 per cent of teaching posts in colleges were vacant and 68 per cent of teachers did not have Ph. D or M. Phil., he said.

Source: 13-October, 2011/[The Hindu](#)

High Profile Think-Tank to discuss opportunities and challenges associated with higher education in India

The U.S.-India Higher Education Research Conference hosted by Penn State University was inaugurated by Michael Adewumi on University Campus today. The two day conference will have the participation from high-level delegation of invited administrators and researchers from India and the U.S. on October 10-11, 2011. The purpose is to create a network of scholars and policy makers that can serve as a think-tank for discussing opportunities and disputes associated with higher education in India.

"We expect that this inaugural conference will also contribute to establishing and strengthening relationships and friendships between academic communities in the U.S. and in India, and of course

with Penn State," said Michael Adewumi, vice provost for Global Programs and leader of the Global Engagement Network strategy.

Other eminent dignitaries such as Sam Pitroda, the Advisor to the Prime Minister of India, and Dr. Narendra Jadhav, Member of the Planning Commission of Higher Education in India were present at the conference. Mr. Pitroda said, "It's time to question the model of education and we hope through these kinds of dialogues with Penn State, we can learn about new programs that will create a good situation for everyone." This conference was organized by the Faculty Implementation Team of Penn State's Global Engagement Network with special focus on India. The conference was primarily led by Arvind Rangaswamy, senior dean of faculty and research in the Smeal College of Business. Highlights from Day 1:

Inaugural conference a launching pad for collaboration between the two countries as India embarks on a strategic reform of its higher education programs

- PSU to work in conjunction with Indian authorities and has proposed innovative ideas surrounding the growth and development of higher education in an effort to revamp the system in India.

Obstacles of the Indian education system:

Minimal access to quality education that will provide students with the credentials to compete in a global economy Shortage of quality faculty members Students graduating without basic soft skills that make them employable India's low gross enrollment ratio: 19 percent (%age going on to higher education) India's "regimented" system of education- lack of flexibility and freedom of choice

- Solutions Discussed:

Integration of liberal arts into the curriculum will enhance the overall quality of higher education and produce well-rounded, marketable employees Improvement of the student-teacher ratio, number of qualified teachers Development of a system around human nature that allows for more focus on learning rather than exams and offer students more flexibility, such as the ability to choose their courses

Adewumi explained that as an institution, Penn State must set out on the course toward global leadership in scholarship and international engagements through partnership. The conference's cooperative conversations, interactive presentations and thought-provoking discussion sessions will serve as a catalyst for the synergistic and collaborative relationship the U.S. and India hope to cultivate in the coming years.

Some of the delegates will also attend the U.S.-India Higher Education Summit, hosted by Secretary of State Hillary Clinton, on October 13 in Washington, D.C.

Source: 13-October, 2011/[India Education Diary](#)

India, US to have more educational partnerships

[India](#) and the [United States](#) have agreed to broaden their knowledge partnership in pursuit of six key goals, including strategic institutional partnerships and exploring models for 'educational institutions for the 21st Century'.

The goals were outlined in a US-India Joint Statement by Secretary of State [Hillary Rodham Clinton](#) and India's Minister of Human Resource Development [Kapil Sibal](#) issued at the end of a day-long "historic" US-India Higher Education summit co-chaired by them.

To pursue the agreed goals, India announced its intention to set up an India-US higher education platform as the two sides agreed to strengthen educator enrichment and exchange programmes to promote development of human resources while also enhancing broader interaction between the two countries.

The Indian government also indicated its intention to sponsor initially up to 1,500 faculty and junior scholars to leading universities and research institutes in the United States for this purpose.

Endorsing the consensus arrived at the summit attended by over 300 participants, the two sides agreed to continue expanded US-India Higher Education Dialogue with representatives from government, academia, and business that would interact on a periodic basis to inform and underpin the Dialogue.

The two sides also welcomed the involvement of the private sector in the two countries to support and deepen collaboration with the higher education community, faculty exchanges, skills development, and institutional partnerships, the joint statement said.

The proposed strategic institutional partnerships are aimed at further strengthening and expansion of collaboration in the priority areas of higher education, including science and engineering, social sciences, and humanities, and addressing societal challenges in areas such as cyber security, energy, environment, health and agriculture.

Other key goals include encouraging expansion and deepened collaboration in research and development in agreed areas between academic institutions of the two countries through existing

initiatives and fostering partnerships in the areas of vocational education and skills enhancement to meet the needs of today's world.

The two sides also agreed to further strengthening programmes for student and faculty enrichment and exchange, and development of leadership in academia at all levels.

Sibal and Clinton, the statement said, emphasised that access to and the development of technology and skills are cross-cutting requirements to meet the challenges that their two countries face and stressed the need to enhance their fruitful collaboration in the areas of education, research, and innovation.

The expanded US-India Higher Education Dialogue as an annual bilateral event to be held alternately in the United States and India to map out strategies for partnership in the field of education between the two countries.

It should identify areas for mutually beneficial exchanges and provide a platform for intense and meaningful collaboration among academia, the private sector, and government on both sides.

Source: October 14, 2011/IANS/[Economic times](#)

India-US pledge to take education cooperation forward

India said it will set up a "higher education platform" aimed at taking forward the dialogue process with the US on enhancing collaboration in research, skill development and student and faculty exchange as the first ever India-US education summit wrapped up in Washington.

In a joint statement on [higher education](#) cooperation released at the conclusion of the summit, Secretary of State [Hillary Clinton](#) and Minister for Human Resources Development [Kapil Sibal](#) agreed to make the higher education dialogue an annual bilateral event to "map out strategies for partnership in the field of education" between the two countries.

The dialogue, which would be held alternately in the US and India, should "identify areas for mutually beneficial exchanges and provide a platform for intense and meaningful collaboration among academia, private sector and government on both sides," the joint statement said.

India announced its intention to set up an "India-US higher education platform as a means to pursue these goals," with Sibal pointing out that the dialogue process has to be managed "effectively".

"We want a physical set up with a portal through which we at our end can carry the dialogue forward," he later told reporters at a reception

hosted by Indian Ambassador to the US [Nirupama Rao](#).

He said the platform would help identify and connect US institutions with suitable Indian educational partners.

The two sides agreed to work together to ensure a continued expanded US-India higher education dialogue with representatives from government, academia and business that would interact on a regular basis.

"Sibal and Clinton reaffirmed the strategic partnership between India and the United States for meaningful dialogue, cooperation, and engagement in the field of higher education," the statement added.

The countries will also join forces to promote strategic institutional partnerships for strengthening and expansion of collaboration in priority areas of higher education, including science and engineering, social sciences, humanities, as well as address societal challenges in areas such as cyber security, energy, environment, health and agriculture, the joint statement said.

Enhanced cooperation in the field of education between the two would also include expansion in research and development, fostering partnerships in vocational education and skills enhancement, exploration of models for 'educational institutions for the 21st Century' and strengthening programmes for student and faculty exchange.

Source: October 14, 2011/[Economic Times](#)

Siabl looks for long term education collaboration with US

Minister for Human Resources Development Kapil Sibal has said the "purposeful dialogue" at the India-US education summit would open doors for greater collaboration between higher education institutes but India would be careful to ensure no "fly by night operators" set up shop in the country.

He said the dialogue process will enable US-based community colleges to find partners and establish footprint in India but added that "for profit companies" were not welcome in India for now.

He said initially the collaboration between US and Indian educational institutes would involve twinning arrangements, joint degrees, certification and diploma courses and skill development.

"I don't think that we will have Harvard, Yale or Princeton coming in and setting up campuses in India. I doubt that very much, I don't think that is our vision either," Sibal told reporters here after the conclusion of the day long summit that he co-chaired with Secretary of State Hillary Clinton.

He said it is important for the US educators to first get a feel of the Indian terrain and its complexities. "Once they feel a level of comfort in moving in that terrain then they will think in long term of bringing the institutions to India," he said.

While opening its doors to US educational institutes, Sibal said India will be cautious to ensure no "fly by night operators" set up shop in the country.

Source: October 14, 2011/ [PTI](#)

India, US to enhance collaboration in research, skill development

NEW DELHI: In a bid to strengthen and deepen its strategic partnership with the United States, [India](#) will set up a "higher education platform" to enhance collaboration in research, skill development and student and faculty exchange. The announcement came as the first ever India-US education summit wrapped up in Washington. Both countries stressed on the need to enhance the scope of collaboration and identify new ways to encourage linkages and exchange programmes.

In a joint statement on higher education cooperation US Secretary of State [Hillary Clinton](#) and human resources development minister [Kapil Sibal](#) agreed to make the higher education dialogue an annual bilateral event to "map out strategies for partnership in the field of education" between the two countries.

The dialogue, which would be held alternately in the US and India, should "identify areas for mutually beneficial exchanges and provide a platform for intense and meaningful collaboration among academia, private sector and government on both sides," the joint statement said. India announced its intention to set up an "India-US higher education platform as a means to pursue these goals," with Sibal pointing out that the dialogue process has to be managed "effectively".

Both Sibal and Clinton were satisfied with the progress achieved under the Obama-Singh 21st Century Knowledge Initiative, launched in 2009. Proposals under the initiative will reviewed by a joint working group for academic awards in support of university partnerships. As part of the partnership, their reiterated their commitment to the Fulbright-Nehru Program and its contribution to leadership development and scholarly achievement and to encouraging an array of collaborations between higher education communities, such as the Yale-India program, for academic leadership and faculty development.

The two sides agreed to work together to ensure a continued expanded US-India higher education dialogue with representatives from government, academia and business that would interact on a regular basis. "Sibal and Clinton reaffirmed the strategic partnership between India and the [United States](#) for meaningful dialogue, cooperation, and engagement in the field of higher education," the statement added.

The countries will also join forces to promote strategic institutional partnerships for strengthening and expansion of collaboration in priority areas of higher education, including science and engineering, social sciences, humanities, as well as address societal challenges in areas such as cyber security, energy, environment, health and agriculture, the joint statement said.

Enhanced cooperation in the field of education between the two would also include expansion in research and development, fostering partnerships in vocational education and skills enhancement, exploration of models for 'educational institutions for the 21st Century' and strengthening programmes for student and faculty exchange.

Source: October 15, 2011/[Economic Times](#)

ANALYSIS/OPINION/INNOVATIVE PRACTICE

The Global Search for Education: More From India

The challenges India faces are also an opportunity to move away from the two centuries old model of schooling."

Is there a future for a US - India partnership in education?

In his remarks at the recent Brookings Institute conference in Washington, Deputy Secretary of State William J. Burns [commented](#), "We are counting on India's rise, not just as an economic partner, but as a global power -- one that engages everywhere from Latin America to the Middle East to South Asia."

Is there also a partnership opportunity in education? What might these two education systems be able to learn from each other?

In the US, we have a significant poverty problem that has a large impact on the educational readiness of children from poor and low income families. 1 in 5 children live in poverty and 1 in 4 rural children live in poverty. 38.5% of rural children are eligible for free or reduced price school meals.

The average cognitive scores of preschool-aged children in the highest socioeconomic group are 60% above those of low-income children. (Information provided by Save the Children US Programs)

Dr. Madhav Chavan, CEO and Co-founder of the Pratham Organization notes:

"On the face of it, the two systems are at least a century apart and may have nothing to learn from each other. Indian educators would need to look at how the US schools evolved over the last two centuries, and the US counterparts may want to look at how similar the root causes of poor learning are in schools where children of the poor go. I have been thinking lately that the basic model of the school is fast becoming outdated in the modern times. The challenges India faces are also an opportunity to move away from the two centuries old model of schooling. US school systems have huge resources to try something new. Perhaps both sets of educators should sit down and ask what kind of schools are needed for this century and if they can be systematically developed over the next twenty years."

This week in *The Global Search for Education*, Dr. Chavan discusses the major issues facing India's education system and some of the solutions Pratham (one of the largest non-government organizations working with under privileged children) is putting in place to deal with them. Pratham began by offering pre-school education to children in the slums of Mumbai. These programs were subsequently expanded to nearly every state in India. Pratham's programs are aimed at supplementing governmental efforts. In 2005, it established the Annual Status of Education Report (ASER) to quantify the problems of education in India. In January 2007, it launched the Read India campaign to help India's 6 to 14 year olds learn to read, write, and do basic arithmetic.

Our first objective in many cases is teaching the child basic skills such as reading and writing."

What proportion of adult Indians is educated?

According to the 2011 census figures, I believe that 25% of adult Indians are illiterate. 50% are semi-educated. Of the remaining 25%, roughly 2 to 4% have received a top class 'elite' education, 10% have received a good education and are from the upper middle class, and the other 12% have received some college education and are from the middle class.

What are the issues India faces in their education system at each of the different levels of learning?

I think India faces two basic educational system problems at three different levels. The first issue is one of quantity. The second is one of quality. The three levels are the basic level, i.e. the primary education (up to age 14), the secondary education (ages 14 to 18), and then higher education such as college and university. In all three levels, both issues of quantity and quality are the concern.

In our annual status of education survey we have learned the following. At the primary level, we find by 5th grade, in large numbers of Indian states, less than 50% of children can read a Grade 2 level text. Only about 40% can solve Grade 5 math problems. And so, 50% of our children at the primary level are at a risk of not entering or not completing secondary education level. That's what we face at the primary level. I believe that a large number of primary school students come from illiterate or semi-literate families who should be able to get additional support, including tutoring, to enable them to handle secondary education.

At the next level, that is secondary education and vocational schooling, the Indian infrastructure and the availability of trained teachers is very poor. My feeling is that we need to think beyond our existing educational learning curriculum, which is very linear. We need to become more innovative so that we can expand and improve learning at the higher levels.

Quality of testing and assessment (certification) is also a big issue. It is hard to say what our examination system actually examines with credibility. For example, if you are a first class student in one corner of India as opposed to another corner in India, it can mean two different things. I believe a solution to this is a standardized test for all.

What things can organizations such as yours do to help students who are not achieving in the existing system?

In India, our first objective in many cases is teaching the child basic skills such as reading and writing. Our annual education survey also checks children's competence in these basic skills and also their school attendance. We also interview parents. Right now our system just expects teachers to "complete the curriculum" regardless of whether children learn. So looking at the indicators and outcomes is the first step. Based on those results

that I have explained above, our team can intervene to help with learning gaps that exist in certain school communities. When we have the schoolteacher and the volunteer (who come from the same community or village as the child) working in sync with the teacher, progress has been made.

I think there is a need to have a very strong bridge between home and school so that parents can be told how the child is doing, especially if the child is not doing well, and so that parents can also help the child in some way.

Our middle class families can make up the learning gaps in our schools with private tutoring. So many middle class Indian students are learning all day in school, coming home, having a quick snack, and then rushing off for several more hours of tutoring. This of course can make children overburdened and overstressed.

Have Indian children started participating in the PISA test?

Yes, India is participating in two states. So let's wait and see how we do.

"50% of our children at the primary level are at a risk of not entering or not completing secondary education level." (Photo courtesy of Pratham USA)

What do you think are the most important next steps to making the progress in the Indian educational system you would like to see?

We have to set short, mid, and long term outcome goals. We need to do this at the policy level, and so that means moving away from the current input oriented system we have. If we do that, we are addressing half the problem.

Second, we have to address our teacher training process. Teacher training in India is a big problem. Training needs to be revolutionized. In some states, they have tried to address it, but it comes up again and again. Some teachers have the knowledge, but that does not mean they can get the results from their students. Teachers learning how to teach and improving their practices is extremely important.

If these two things are done, then the third thing that we can address is how and what we test. We also need to open up our procedures for testing students. Credible standardized tests will be important to raise and maintain quality standards.

There is also too much emphasis on textbooks. I think we need to focus beyond books. Health, sports, the arts and handicrafts can give children a wider experience of the world. Somehow childhood is missing in our education. I'd like to see children have the opportunity to explore more. It is interesting that India has so many artists and yet art is not a part of our school system. These are important things that we don't define as knowledge. Being able to read and write is a critical objective. But our definition of education and knowledge has to expand beyond what we are currently teaching in schools.

Source: 04-October, 2011/[Huff Post Education](#)

Revolution 2020: A Chetan Bhagat love story with a twist

Chetan Bhagat is someone who can easily claim to be the most read contemporary Indian writer in English. His books have been made into movies; his views appear in national daily's and on prime time TV. But what makes him a really good writer is that his stories breathe life into people and into an India that many including marketers, policy makers and the media tend to see as just numbers.

On this episode of CNBC-TV18's show Beautiful People, Anuradha SenGupta talks to Chetan Bhagat, who is getting ready to release his fifth book Revolution 2020 next week.

Below is an edited transcript of his interview.

Q: I have read the book, so thanks for the advance copy.

A: Thank you so much and you are one of the early ones so keep it secret till it comes out. No spoilers on this show.

Q: No spoilers on the show, but do you want to know what I think.

A: Yes of course I want to know.

Q: Really? I don't think you want to know.

A: As long as it's good I don't want to know.

Q: Ok so the verdict is that you haven't lost your touch.

A: That's it. You know I deal with so much expectations and its getting harder. Like you said, I write about ordinary people and its not a murder

mystery that you can just have a new murder every time and keep going. It's about people and to write story and keep the touch going is difficult. As long as I have kept the touch and done something different at the same time I am happy.

Q: So let me just tell your fans what to expect. So the trade marks Chetan Bhagat special appearance in the prologue is there.

A: You can't resist giving out things? Its ok yes.

Q: Fans should feel reassured right? They know what they are coming to you for.

A: Yes.

Q: There is the protagonist who is no hero but can be quite heroic and really the theme and context of this book is about the inadequacies of our education system. Have I summed it up right?

A: Yes and especially the non-elite colleges. I have written about education system in my first book, but that was on an elitist college where we are talking of are we being innovative enough verses rote methods.

But here in India, if you are not in the top 5% you don't just go down a notch in the college, you just fall off a cliff. What is happening in those non-elite colleges are what I wanted to cover. That pretty much covers the entire higher education system I think.

Q: Your story is about the guys who didn't make it like you did. Who didn't get that ticket to a complete revolution in their own life isn't it?

A: Yes I am a freak case. It's not a norm that people get a chance to get good education and get jobs so easily. For millions of students, IIT's take 2%, even the NITs take 3-4%. What about the other 90%? It's not that they are stupid people, but they find it hard; they are judged a lot. But what happens to them after that? Did you make it or not is the first question, but if you don't what happens to them after that?

I think I wanted to bring that out on a love story platform. I think you should clarify to people that it's pretty much a love story and in trademark Chetan's style there is a lot of the usual romantic elements in the book also.

Q: You are looking at the private education system, you are looking at the fact that India

today has a lot of job opportunities but the training facilities, the skill development for those jobs is where a lot of challenges lie, right? It's also embedded in the endemic corruption in the system.

A: Within the education, I can't cover it all so I have covered corruption. I am a capitalist at heart so I have no problem in commercializing the education. What they have done is they have made a system in which it has to be a no profit-no loss which is impractical, nobody does that. So the only people who come in are people who can derive a profit out of this no profit-no loss which means illegal methods, black money.

So you find people who are liquor barrens and sari shop owners and sweets shop owners opening colleges and taking black money out of it. On the other hand, if you commercialize it and allow people to make a profit, you could have Infosys opening a university, or Reliance opening a university. You know at least they will maintain a certain standard because there is a certain corporate behind it. These fixes can easily be done but because they are not being done and it's a bit like boot legging it makes so much money for people in the system that there is no reason.

Q: No one to change the status quo.

A: Yes, but when you have corruption in lets say road building, you have pot holed roads. But when you have corruption in education, you have pot holed minds which are going to be our so called future youth generation. If millions of kids are going to go through that and come up with substandard education, it's not going to be good for the country.

Q: What is interesting to me is the timing of this book. We have just seen this huge support for Anna Hazare's anti corruption movement to get the Jan Lokpal Bill passed. So the timing of the book should resonate? Should help? Is it designed or is it luck?

A: Its luck or you can say its part of my job to pick the pulse of the people. If it's a column on Anna Hazare, I can obviously just see what's happening and write it in a day. But if it's a book it takes a good two years. It's something I had started writing even before Egypt happened.

In fact, two years back you can see some interviews to the Guardian where I have said that India needs a revolution. Even in One Night at Call Centre one of the character's mentions that we need a revolution.

Q: In fact, you have in your previous conversations with me have expressed concern about the fact that when people talk about the youth in India, you are talking about trying to tap into their spending power, but the youth as a mass because its not a cohesive vote bank cannot effect change. So this is something that you have been interested in.

A: Yes these are ideas they are in me. I never thought I could overlay a story on it, but finally through these private colleges I found that this is a good platform to do it. I was very scared of this book. You know other books, two states and all it's a love marriage story its okay. But I thought who will read a book on corruption three-four years back? Today, it's at the top of your mind.

Source: 05-October, 2011/[CNBC-TV18](#)

Citing India, Oxford VC regrets UK education cuts

Regretting deep funding cuts in higher education, the vice-chancellor of the prestigious University of Oxford has said the varsity faced competition for postgraduate students and academics not only from the United States, but also from [India](#) and China.

Delivering the vice-chancellor's annual oration yesterday, Professor [Andrew Hamilton](#) regretted that while governments elsewhere were substantially raising investment in higher education, particularly research, "treading water will not be enough" in Britain.

The [David Cameron](#) government has slashed funding in the higher education sector as part of efforts to reduce the large budget deficit.

He said: "It is dispiriting to say the least to learn that the share of GDP the [UK](#) spends on higher education has fallen to 1.2 per cent, thereby pushing it still further down the OECD index, and further behind the international average.

And this is while public expenditure on universities elsewhere is expanding".

Highlighting the international profile of post-graduate students at Oxford, he recalled that the university's alumni with doctoral degrees included "the Prime Minister of India, the US Ambassador to the UN, the Governor of the Bank of [Canada](#), and the Colombian Minister of Foreign Affairs".

Stating that new hurdles in student visas and reduced funding had affected international students and academic coming to the UK, Prof Hamilton said the competition for post-graduate students was intensifying at the global level.

He said: "(Competition) for the most able graduate students is intensifying in what is increasingly a global market for talent.

Our competitors are not only in the Ivy League but in places like [China](#) and India".

Prof Hamilton added: "China now attracts 265,000 foreign students every year. That is a greater number than the 180,000 Chinese students who study outside China annually".

The international trend in this area, he said, was clear: China has a project to make two universities - Tsinghua and Beida--among the best in the world -- and is investing over 280 million US dollars per institution per year in pursuit of that goal.

"In all China is aiming to create more than one hundred leading universities in the course of the century. The observation that the Chinese are starting from a much lower base than in the UK, may be true, but scarcely does justice to the scale of the challenges that are looming," he said.

Stating that there were constraints on the free movement of students and staff due to the visa restrictions, Prof Hamilton said that if they were not checked, they could "adversely affect the academic health of the University".

Source: 05-October, 2011/PTI/[Economic Times](#)

Indo-US coop in education field poised for major expansion: Rao

India-US cooperation in the field of education is poised for major expansion, Indian envoy to the US said ahead of the next week's major summit between the two countries on the issue.

"India-US cooperation in the field of education is today poised for major expansion," Nirupama Rao, Indian Ambassador to the US said while addressing at the [Yale University](#) on "Future Direction in India-US relations".

We in India see education as critical for achieving its goals to have inclusive growth and to realise the potential for taking the Indian economy to even

higher growth trajectory," she said. The Ambassador said that India has announced major initiatives for massive expansion and upgradation of the education infrastructure, both in the primary education sector and also in the higher education.

US Secretary of State [Hillary Clinton](#) and India's Human Resource Minister [Kapil Sibal](#) would attend the India-US Higher Education Summit on October 13.

"The Summit will bring together not just government officials but also academics and entrepreneurs who are engaged in this area and will provide a platform to develop a blueprint for furthering our horizons in this area," Rao said.

Yale, she said, has had a historical connection with India that goes back more than three centuries beginning with Elisha Yale and his days in Madras (now Chennai). Yale has been a pioneer among the US universities when it comes to the study of India - its languages, literature, religions, history, and its politics, economics and society.

"I understand Yale was the first US University to start teaching Sanskrit. Many eminent Indians and Indian-Americans have passed through its portals. Yale is today not only continuing its tradition of engagement but has strengthened it and extensively broadened it through the Yale India Initiative that was launched in 2008," she said.

India US relationship she said is a partnership that seeks to meet common aspirations for mutual prosperity and for peace and security.

Source: [05-October, 2011/PTI/Times of India](#)

Bureaucratic hurdles delaying Nalanda varsity: Amartya Sen

Institutions should be free and autonomous as in America"

Nobel laureate Amartya Sen on Friday blamed "bureaucratic barrier" as a major hurdle for the delay in starting of the Nalanda University, which is being established in Bihar, close to the ancient historic institution of learning.

"The reason for delay is the bureaucratic control. We are having some problem in getting the sanctioned funds released but we should be able to deal with it," Professor Sen, who also chairs the Governing Board of the University, said.

Explanations for bureaucratic queries take a lot of time, he said, while speaking at an open session on "Nalanda University: A 21st Century University: (Re) Calling the Past" here.

Dismissing a growing perception that the University was in trouble and that the former President, A.P.J. Abdul Kalam, had disassociated himself from it as the first Visitor, Professor Sen said the delay was only because of bureaucratic hurdles, which could be partly due to ignorance, and Mr. Kalam had disassociated himself only because he had stepped down as the President, in which capacity he held the position of the Visitor also.

"We wanted him to continue as the Visitor but he wrote to us saying that would be inappropriate since the new President had taken over," he explained.

Describing Nalanda as the university of "Bihar, India, Asia and the globe," the Nobel laureate said admissions would start as soon as the funds were released to enable appointment of the faculty.

Quoting Mr. Kalam, whom he met earlier in the day, Professor Sen said he (Mr. Kalam) felt that research in India was difficult because of bureaucratic control, though some of the institutions like the Indian Institutes of technology (IITs) were very good basic training centres.

"There should be no bureaucratic control over education and the institutions should get freedom and autonomy as in the American universities," Professor Sen said. He said a lot of money was being spent on higher education in India, which should have been spent on school education, but not much was being achieved.

He expressed unhappiness that India was not represented in the top 200 institutes of the world, though several Asian institutes had found place in the survey conducted by the Times group. "The important thing to recognise is the standard of education and the relevance of what is being taught," he said, adding this would be followed strictly in Nalanda.

Professor Saugata Sen, member of the Governing Board, said even though the Indian institutions did not seem to be doing well at a global level, there was enormous individual talent. "So something was missing which failed to translate individual talent to administrative ability," he said, adding that most good researchers were in institutes and hence unable to benefit the young students. There is a

need to strike a balance between research and teaching.

Source: 08-October, 2011/[The Hindu](#)

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Source: 09-October, 2011/[Economic Times](#)

IT policy and credibility gap

Statements of policy can sound grand but when it comes to promises of administrative reform, what India needs is a reality check. The draft National Policy on Information Technology, 2011 claims that providing "ubiquitous, affordable, access to information and public services for enhancing efficiency, transparency, accountability and reliability" is among its important goals. Another key objective is to incentivise the software industry to boost exports, to expand IT education, and generate ten million new jobs. It can be assumed that economic imperatives will lend fresh dynamism to the high-performing software industry, but the same cannot be said of public services. Take the key areas under the National e-Governance Plan. Income Tax, passport, visa, land records, property registration, pensions, road transport, police, municipalities, panchayats, and employment exchanges are all priority services, but these are not ready for electronic service provision even after years. Communications and IT Minister Kapil Sibal must address this serious credibility gap. He has acknowledged the problem of bribery to get even a refund in departments such as Income Tax, but only firm action can produce solutions. The situation is not very different in other government services.

The IT Policy can bring about progress in service delivery if the Ministry of Information Technology starts with an audit of the status quo and sets deadlines for reform. It is revealing, for instance, that the Department of Posts is yet to provide computer hardware to all post offices in the country. Scores of post offices do not have computers in Bihar, Chhattisgarh, and Uttar Pradesh, and even Maharashtra. Besides installing machines, ensuring robust communication networks is vital. In keeping with global trends, the IT Policy lauds social media, which a vast number of people have taken to enthusiastically. Yet government has not exploited its potential to engage citizens. India also does not have national data networks in areas such as education and health that can aid research and informed policymaking. Here it is encouraging that one of the objectives is to design and implement a framework to place data in the public domain “for use and value addition.” This needs to be done on priority in all areas of development, including agriculture. The emphasis on open standards and open technologies is progressive. It is worth emphasising that the UPA government must enact the Electronic Service Delivery Bill 2011, if the goal of providing high quality public services, outlined in the IT Policy, is to be met anytime soon. October 12, 2011

Source: 09-October, 2011/[The Hindu](#)

India's Universities no Match for World's best

No Indian university made it in an annual list of the world's top 200 universities.

High up in the survey, put together by the Times Higher Education magazine, were many of the much-lauded institutions— including Harvard, Stanford and Oxford.

The Indian Institute of Technology, Bombay, widely regarded as India's most prestigious engineering and technology school, [does appear in the ranking](#)—but not in the top 200.

The survey, which reviewed 400 universities world-wide, lumped IIT-Bombay in the generic 301-350 category.

The study ranked schools according to criteria that include the quality of the learning environment as well as the volume and influence of the research produced.

After the 200 mark, the survey no longer gave individual rankings for each university but arranged them in groups of 50. There is no comparable data for IIT-Bombay from last year, because the magazine previously only announced rankings up to 200.

The disappointing performance of Indian universities in this survey is the latest indication of something we already knew: that despite the country's economic growth, its education system is lagging. [As we already noted](#), although higher education institutes are churning out a growing number of university graduates, these colleges and universities are not producing enough people who are fit for employment, with companies often struggling to find new recruits.

Infosys Ltd.'s co-founder and chairman emeritus Narayana Murthy last week said the quality of education even in the illustrious Indian Institutes of Technology is actually getting worse. Part of the problem is the admission criteria, which Mr. Murthy said isn't strict enough. As a result, “the quality of students entering IITs has gone lower and lower,” Mr. Murthy said to a gathering of IIT alumni in New York, [according to the Press Trust of India](#). “They somehow get through the joint entrance examination. But their performance in IITs, at jobs or when they come for higher education in institutes in the US is not as good as it used to be,” he said.

This sparked an animated debate on IITs, a sensitive topic in India, where they are often viewed as veritable temples of learning. Chetan Bhagat, whose most famous novel-turned-Bollywood hit is set in an IIT, lashed back at Mr. Murthy. “It is ironic when someone who runs a body shopping company and calls it hi-tech, makes sweeping comments on the quality of IIT students,” [he tweeted](#) in response earlier this week.

The new global survey, however, adds weight to Mr. Murthy's criticism. A [stifling bureaucracy](#) and an excessive focus on memorizing, rather than on developing analytical skills, are some of the reasons experts say higher educational institutes in India are not as good as they could be.

Indian lawmakers are hoping that allowing foreign universities play a bigger role in the country [will give students some better options](#).

Although the bill aimed at allowing foreign universities to have a bigger presence in India is

still pending in Parliament, higher educational institutes are already eyeing the Indian market.

Representatives from more than 20 American universities, including the University of Pennsylvania and Arizona State University, plan on touring India next week to explore partnership opportunities.

Source: 09-October, 2011/[Wall Street Journal](#)

Harvard Business School Announces 2012 India Program Portfolio Including Four New Programs

Additional offerings focus on entrepreneurship, strategy management, innovation and corporate accountability

Business School (HBS) announces seven Executive Education programs for 2012 scheduled to take place at the HBS India Research Center (IRC) in Mumbai, India. New to the 2012 portfolio are four programs offered for the first time in India including Launching New Ventures, Aligning Strategy and Execution, Leading Innovation and Leadership and Corporate Accountability. In addition to the new programs, returning programs include Managing and Transforming Professional Service Firms -- India, Building a Global Enterprise in India and Develop India - Real Estate Strategies for Growth.

"India continues to be a critically important marketplace in the new global economy, and HBS is delighted to build on the strong foundation we already have in India with new, strategic executive programming that can help businesses identify new opportunities, strengthen the fundamentals and position themselves for sustainable long-term growth," said David Yoffie, professor of international business administration and senior associate dean and chair of Executive Education at HBS. "The HBS presence in India is very much a two-way street. Since 2007, our portfolio of Executive Education programs in India has contributed to the education and growth of senior level Indian executives, and in return we've expanded our own knowledge through research, partnerships with leading Indian companies and relationships with business leaders in India."

Of the new programs, Launching New Ventures -- India, will take place June 11-14, 2012. This program will help business leaders navigate through the risks and uncertainty associated with

both starting a new enterprise, as well as launching new business lines within an already established company. The program will use proven research and business models from successful Indian companies to help leaders define and prioritize business initiatives and evolve their strategies to better fit organizational growth.

"India continues to offer a unique business, technological and regulatory environment which creates tremendous opportunities and distinct challenges for entrepreneurs," said Lynda M. Applegate, Sarofim-Rock Professor of Business Administration at HBS and faculty chair of Launching New Ventures -- India. "By learning how to analyze opportunities and then turn those opportunities into successful and sustainable businesses, we hope participants will leave better equipped to launch and build high impact businesses in India, or abroad. The faculty team is looking forward to discussing the opportunities and challenges of launching new ventures in India with the participants who attend the program."

The Aligning Strategy and Execution -- India program taking place June 18-21, 2012 is designed to help executives gain a better understanding of their competitors and overall industry forces as they implement strategies that will position their business to be a strong global contender.

"The overall success of any company depends on an acute awareness of their place within the global environment of a particular industry", said Stephen P. Bradley, HBS professor of business administration and faculty chair of Aligning Strategy and Execution - India; "In a turbulent, globalized marketplace, there are ample opportunities for businesses to identify and capitalize on their own unique competitive advantage and better position themselves as a leader in their industry. What the program hopes to do is help participants understand how to sustain their position by learning to forecast industry change, and then aligning business resources and goals accordingly."

Leading Innovation -- India, taking place August 20-23, 2012, focuses on providing business leaders with the tools to recognize opportunities in the Indian market for product and service innovation across a variety of industries. Led by renowned experts on innovation management, Stefan H. Thomke and David E. Bell, the program encourages participants to cultivate an experimental mindset toward all aspects of an organization in order to streamline the innovative process and drive competitive advantage.

"What is important is that business leaders foster a culture that values every aspect of their enterprise as an opportunity to develop new skills or capabilities," said HBS Professor of Business Administration and Faculty Chair of Leading Innovation -- India Stefan Thomke. "By realizing the value of innovation and learning how to effectively implement innovative strategies, businesses are essentially able to do more with less."

The final new program in India in 2012 will be Leadership and Corporate Accountability -- India, to be held on August 20-23, 2012. Participants will work to develop and embrace policies and practices focused on ethical responsibility and principled decision-making. Using real world examples from companies facing ethical challenges and crises, Leadership and Corporate Accountability -- India will help executives understand how to best respond to an organization's often competing legal, financial and ethical needs with prudence and integrity.

"Now, more than ever, there is pressure to reconcile the financial needs of an organization, with sound ethical principles and corporate responsibility," said Rohit Deshpande, faculty chair of Leadership and Corporate Accountability and HBS professor of marketing. "This program hopes to illuminate, for executives, the relationship between codes of conduct and corporate performance so businesses may ultimately benefit their customers, their communities and themselves."

As with all HBS executive education programs, all programs in the 2012 India portfolio will replicate the world-renowned HBS learning experience with classes taught by members of the School's senior faculty using the HBS case method to guide participants through research and best practices. Together a diverse set of peers will enjoy an interactive experience that extends the learning process through personal and professional networks long after the conclusion of each program.

Program Details: A list of all programs scheduled for the 2012 India portfolio can be found below. For further information on the HBS programs and to apply, please visit the program websites.

Managing and Transforming Professional Service Firms -- India (January 11-14, 2012, Mumbai, India)

Faculty:

Thomas J. DeLong, Philip J. Stomberg Professor of Management Practice and Faculty Chair of Managing and Transforming Professional Service Firms--India.

Rajiv Lal, Stanley Roth Senior Professor of Retailing.

Ashish Nanda, Robert Braucher Professor of Law from Practice and Faculty Director of Executive Education.

Building a Global Enterprise in India (March 5-9, 2012, Mumbai, India)

Faculty:

Tarun Khanna, Jorge Paulo Lemann Professor and Faculty Chair of HBS India activities and Building a Global Enterprise in India.

Marco Iansiti, David Sarnoff Professor of Business Administration.

Rakesh Khurana, Marvin Bower Professor of Leadership Development.

Develop India -- Real Estate Strategies for Growth (May 9-12, 2012, Mumbai, India)

Faculty:

John D. Macomber, Senior Lecturer of Business Administration, faculty chair of Develop India: Real Estate Strategies for Growth and faculty co-chair of the Real Estate Management Program.

Arthur I. Segel, Poorvu Family Professor of Management Practice and faculty co-chair of the Real Estate Executive Seminar and Real Estate Management Program.

Benjamin G. Edelman, Assistant Professor of Business Administration and member of the Negotiation, Organizations and Markets Unit.

Launching New Ventures- India (June 11-14, 2012, Mumbai, India)

Faculty:

Lynda M. Applegate, Martin Marshall Professor of Business Administration and faculty chair of Launching New Ventures--India.

Ramana Nanda, Assistant Professor of Business Administration.

Tom Nicholas, Associate Professor of Business Administration.

Aligning Strategy and Execution - India (June 18-21, 2012, Mumbai, India)

Faculty:

Stephen P. Bradley, Baker Foundation Professor and William Ziegler Professor of Business Administration Emeritus and faculty chair of Aligning Strategy and Execution--India.

J. Bruce Harreld, Senior Lecturer of Business Administration.

Leading Innovation - India (August 20-23, 2012, Mumbai, India)

Faculty:

Stefan H. Thomke, William Barclay Harding Professor of Business Administration, faculty chair of HBS Executive Education in India and Leading Innovation--India.

David E. Bell, George M. Moffett Professor of Agriculture and Business.

Leadership and Corporate Accountability -- India (November 19-22, 2012, Mumbai, India)

Faculty:

Rohit Deshpande, Sebastian S. Kresge Professor of Marketing and faculty chair of Leadership and Corporate Accountability--India.

About Harvard Business School:

Harvard Business School Executive Education, a division of Harvard Business School, is located on a 40-acre campus in Boston, Massachusetts. HBS faculty develop and deliver over 80 open-enrollment Executive Education programs and more than 60 custom programs for leading organizations worldwide. Last year, more than 9,000 business executives attended programs in classrooms across the globe, including Boston, London, Mumbai, and Shanghai. With global research centers in seven key regions, HBS faculty continue to develop groundbreaking research, forge powerful alliances with global organizations, and fulfill the mission of educating leaders who shape the practice of business and innovation.

Source: 10-October, 2011/BOSTON/BUSINESS WIREH/[Harvard Business School](#)

Universities must rethink their approach to student digital literacy

The emphasis should be on building digital communication skills so that students can share and develop their ideas and aspirations online, says *Dr Abhay Adhikari*

It's all about the conversation: Mark Zuckerberg speaks at the Facebook f8 Developer Conference at the San Francisco Design Center. Photograph: Kimihiro Hoshino/AFP/Getty Images

The digital domain is a space for conversations based on shared values

Within any university, faculties and departments tend to operate as silos. While students pursuing various degrees will develop specialist skills, they may also know how to apply them only in a certain way. So engineering students will expect to become engineers; music graduates will become musicians and so on. This is where the internet and [social media](#) can be beneficial as a space for students to gain an alternative perspective on their skills outside traditional academic boundaries.

To understand how this is possible, first disregard the individual features of social media websites – tweets, likes, shares, pokes, posts, nudges and so on. What you are left with is a digital platform with an inexhaustible capacity to host conversations.

Every time we publish information on the internet, we are effectively starting a conversation, because people can respond or react to it. However, we are also speaking to a vast, unknown audience and it is easy to get lost in the crowd.

There are two ways to get noticed. The first is by repeatedly broadcasting your message in the hope someone will find it. The second is a more considered act. When we share anything online we add to the pool of information through which everyone else is constantly searching. Keeping this in mind, we can temper the information we share using keywords to express our unique ideas and aspirations. To a large extent these words govern the search results for which our information turns up. In this manner of starting a conversation, we make a shift from posting information just because we can, to publishing content to engage with others on the basis of shared values.

Digital literacy training should focus on communication skills

Digital literacy training should enable students to use social media as a platform for critical reflection so that they can share their values. Once students can articulate their skills and aspirations online, they can initiate conversation with a new audience who might engage with them in unexpected ways. This is when the engineering student realises that his analytical skills can be applied in a variety of contexts and the music graduate gains confidence in his creative problem-solving capabilities. These positive experiences can create a culture of interdisciplinary collaboration that becomes a key driver of enterprise and innovation.

A recent example

For the past two years I have delivered enterprise development workshops using social media at various universities. I ask every student to define a goal and we work as a group to create strategies to achieve them online. Earlier this year I was working with a group of students from computer science, medicine, psychology, mathematics and literature. One of them was highly sceptical of social media, but at the same time saw a strong commercial possibility in setting up a digital communications business in his home country of Egypt. (Mind you, this was around the time of the protests.) Every other student in the room made a unique contribution to define the moral, ethical, commercial and operational aspects of achieving this goal. Through this and subsequent discussions, there was a shift in the way the students perceived the skills they had acquired while at university. This was evident in the ongoing narrative during the course.

Internet + reflection = endless possibilities

We need to stop digital literacy training that uses the internet and social media to achieve pre-defined outcomes. For example, working backwards from goals such as finding a job or setting up a business. This might address immediate student anxieties but it is a short-term solution.

Based on my experiences of working with students and academics, I would make a case for digital literacy to be much more than the mechanical operation of tools and technology. It should enable us to use the social digital landscape for reflection and conversations. And in our ability to enter into

dialogue on the basis of shared values, we become individual agents of change.

Source: 10-October, 2011/Guardian.co.uk

India's Half-Hearted Welcome for Foreign Universities

Suresh Kumar, a U.S. Commerce Department official who is in New Delhi this week on an education-focused trade mission, says India needs to open up to foreign universities to accommodate its own ambitious plan of sending 30% of graduating high-school kids to college by 2020, up from 13% now.

The problem is, the proposal India's Parliament is now batting around isn't going to help attract U.S. universities, he says, and might actually scare them away, because it imposes too many restrictions on their entry.

India's proposed higher education bill would create a route for foreign universities to legally set up in India, as opposed to some unofficial partnerships with Indian universities that are happening now. But it would prevent them from repatriating profits back to their home countries. The government could regulate tuition fees to keep them low, but foreign colleges would still have to ensure what they offer is of "quality comparable, as to the curriculum, methods of imparting education and the faculty employed," of what they offer on their main campuses.

Mr. Kumar, Assistant Secretary for Trade Promotion in the U.S. Commerce Department, says such provisions are counter-productive. Top U.S. universities that charge \$120,000 to \$160,000 for two-year M.B.A. programs, he says, would likely never come to India if the government were going to dictate how they run their businesses.

"If you suddenly think you can get a Harvard M.B.A. degree in India for \$20,000 – it's just not going to work," he said. "You can't impose a Western system in India. But India also can't expect to have the Harvards come here under the current construct."

Mr. Kumar said reforming education is a must for India if it hopes to maintain heady economic growth numbers over the long term. The bill is "a step in the right direction," he said, and he'll be making his case about how to tweak it in discussions this week with Indian Human Resource Development Minister Kapil Sibal. Mr. Sibal also will meet U.S. Secretary of

State Hillary Clinton in Washington on Thursday as part of the US-India Higher Education Summit.

The education law isn't exactly on India's front-burner. Mr. Sibal, who is also India's telecommunications minister, has had his hands full ushering through sweeping policy changes in that sector and dealing with the fallout from the 2008 "2G" spectrum scandal.

Mr. Sibal is traveling to the U.S. for the education forum and neither he nor a spokeswoman could be reached for comment. Proponents of the approach in the government's bill say allowing too freewheeling an environment for foreign colleges, with no strings attached, would commercialize higher education and adversely impact government institutions.

U.S. universities may not be setting up shop in India yet, but they're already attracting Indian students in droves – mostly graduate students. Last year, 105,000 Indian students were studying abroad in the U.S., the second most behind China's 127,000.

At a college fair Monday organized at New Delhi's Shangri-La Hotel as part of the trade mission, 21 U.S. universities were recruiting and the high enthusiasm of Indian students to go abroad was on display.

Neiha Pandey, a 12th grader who spent time chatting up an official from the University of Pennsylvania, her first choice, says she wants to study in the U.S. because of the less rigid curriculum options in liberal arts colleges. "It's a different thing than India – there are so many variations, you can switch streams in the middle. It's flexible," she said.

Mr. Kumar is an India native who once was a high-profile news broadcaster for Doordarshan television in the 1980s (he says he earned 100 rupees, about \$2, per broadcast in those days) and had a 30 year career in business and academia. He says one of his goals as a representative of the U.S. government now is to "convey to the Indian population the range of universities we have" so people are familiar with more than just the costly, high-profile schools.

At the fair, relatively better-known schools like Arizona State University and Hofstra had set up booths alongside others that had some attendees scratching their heads – Savannah College of Art

and Design, University of the Incarnate Word and Life University, for example. UPenn, the best known school, had the biggest crowd at its booth.

"I wish bigger universities would come here," said Rubina Singh, 25, who is looking to enroll in a psychology graduate studies program. "There are universities here I've never heard of."

Elenora Haag, who was representing the University of Illinois at Springfield, said the school has already had surprising interest from Indians with almost no marketing – of its 200 foreign students (out of a student population of 5,000) 80% are Indians. "It's entirely by word of mouth," she said.

But she added that the school is hoping to diversify the kind of Indians it attracts. All its Indians now are computer science graduate students and, interestingly, all are from Hyderabad. "I guess some of them came and told their friends back home in Hyderabad to come," Ms. Haag says.

Mr. Kumar says the Indian interest in U.S. colleges is promising, but he says if U.S. universities were allowed to more freely establish campuses and partnerships in India, they could handle a much larger base of Indian students, something India sorely needs. India has capacity to handle 28 million undergraduate college students now, but by its own calculations will need to add another five million seats by 2015 and then keep rapidly expanding in future years.

Another element of Mr. Kumar's trip has been aimed at exploring what kind of collaborations Indian universities are looking for with U.S. institutions. He met with officials from engineering institute BITS Pilani, Kurukshetra University and Amity University and tried to assess what they're interested in.

"You need to understand your demand before you can fill it," Mr. Kumar says.

Source: 11-October, 2011/Blogs.wsj.com

Good education is never cheap

The current message in the popular press in regard to the impasse over a new contract for teachers seems to be that either the education system is a complete failure that needs to be privatized, or it is so essential that the current job action is destroying the futures of every child in BC. Both messages, although contradictory, are coming from the same sources in the provincial government and are

intended to intimidate either teachers, parents, or both, through threats of some sort of Armageddon to come should teachers not toe the government line. The facts tell a different story.

The government has removed over 2 billion dollars from public education over the past ten years. Most of that has directly impacted the conditions under which children learn.

It is no secret that the ultra right factions in the liberal party would love to privatize education, but they lack the courage or honesty to say so plainly. And although a quality public education system is critically essential to the social and financial success of citizens and civil society, quality education is not what systematic Liberal under-funding delivers, despite the best efforts of educators. .

This government has lost in court; their legislation governing education over the past ten years was deemed illegal by the BC Supreme Court. However, they still seem determined to make the same mistakes again and again, insulting and alienating those who actually provide educational services—teachers and support staff—and pretending that you can get a quality product by nickel-and-diming the system to death. China and India are in ascendancy globally because they invested heavily in public education for decades. Thirty years ago the public education system in California was a global model; now it is a global joke due to the very approaches the liberals in BC now espouse.

Teachers teach. They can either do it in facilities and conditions that are conducive to education, or in overcrowded, under-funded, and outdated facilities with class sizes too large. The choice of whether BC is to have a modern, effective and leading education system lies with the voter. The Liberals have made their policies clear. Good education is never cheap.

Source: 11-October, 2011/Bc local news.com/

Santiniketan through a historic photographers` lens

Visva Bharati University in Santiniketan, the idyllic academic hub that Nobel Laureate Rabindranath Tagore set up in the heart of rural West Bengal in the early 20th century, is a photographers` dream.

An exhibition, "Tagore: The Universal Message", curated by contemporary history scholar Samuel

Berthet, a French national, has brought 97 vintage snapshots of Santiniketan and Visva Bharati in its early years from the archive of noted Italian photographer Alain Danielou to comment on Tagore`s approach to universality in education.

The black and white photographs are on display at Azad Bhavan at the Indian Council for Cultural Relations (ICCR) that is hosting an international conference on "Tagore`s Vision of the Contemporary World" Oct 10-12 on his 150th birth anniversary. The photos would be on display till Oct 21.

The photographs explore the spirit of the sprawling university town as a panoramic semi-urban settlements with an idyllic existence and an inclusive intellectual environment that flourished on cross-cultural assimilation and globalisation.

Santiniketan is dotted with tree-lined avenues, colonial style portals, cottages, open-air classrooms, Tagore`s home-turned-museum and an interactive arts education centre - Kala Bhavan, which has an annexe sculpture court.

The town nestles in a mystic haze of light and shade for at least six months in a year barring the blistering summer when the red earth of Bolpur - where Santiniketan is located - cracks with the sun.

The photographs were shot between 1932 and 1940 - the period when Alain Danielou and his companion Raymond Burnier travelled between Europe and the sub-continent and lived in Santiniketan, curator Samuel Berthet said.

"Danielou and Burnier made Santiniketan their home and over the years built one of the first collections of arts photograph themed on life at Santiniketan, Varanasi and several other Indian temple towns where the duo lived," Berthet told reporters.

Danielou forged a lifelong friendship with Tagore. He shot nearly 8,000 photographs of India, with Burnier, who was an ace photographer.

"I started working on the exhibition in 2010 as part of a year-long programme coordinated by Alliance Francaise de Chittagong. I wanted to translate the soul and construction of the university at Santiniketan into Tagore`s notion of world heritage as an proactive intangible heritage," Berthet said.

Berthet, the director of Alliance Francaise in Chittagong in Bangladesh, had earlier curated an

exhibition "Indian Musicians" in Varanasi and Bangladesh. Berthet said he came across 120 photographs at the Alain Danielou archives in Italy.

The photographs also include those of Sri Niketan, India's pioneering agricultural and rural crafts university which Tagore built adjacent to Santiniketan.

"The most striking feature of the photographs is that they are natural - not posed or artificially arranged. Everyone smiles spontaneously into the lens indicating overall well-being and happiness in the town. It is India's first collection of arts photography," he said.

Tagore, who was always receptive to cross-cultural ideas, included artists and scholars in his entourage when he went abroad. They returned with knowledge of architecture and modified them to suit the sensibilities at Santiniketan.

A large expanse of open space was kept around the constructions because of the tropical climate and the buildings were circled with open verandahs. Thatched cottages from rural Bengal fitted into the "pucca" university landscape in a merging of the rural and the urban ethos, the curator said.

The exhibition will travel to Europe later this year.

Source: 11-October, 2011/[Zee News](#)

Business Leaders, Academia and Ministers discuss Inclusive Growth at National Management Convention

The recently concluded National Management Convention held in New Delhi, organized by the All India Management Association (AIMA) witnessed the conglomeration of the industry leaders, the policy makers and creators of future business leaders – the academia, on a shared mission of co-creating inclusive growth opportunities for the country's future generation.

The two day convention was inaugurated by Union Minister for Home Affairs, P. Chidambaram who said, "We should not measure growth with GDP, per capita income etc alone.

Inclusive growth is also one of the key yardsticks and education is a key parameter to promote inclusive growth". The Keynote Addresses were delivered by Kamal Nath, Union Minister for Urban Development; Nandan Nilekani, Chairman, Unique

Identification Authority of India; Sam Pitroda, Advisor to Prime Minister on Infrastructure, Innovation and Information. The Valedictory Address was given by Salman Khursheed, Union Minister of Water Resources and Minority Affairs. The welcome address was given by Gautam Thapar, Chairman of Avantha Group & President, AIMA. The theme address was given by Rana Kapoor, Founder, Managing Director & CEO, Yes Bank & Convention Chairman.

Talking on MBA education in India, Punit Renjen, Chairman, Deloitte USA said, "The students of MBA programmes are more focused on 'What' they know and not on 'How' they know. The key question is – Can they think creatively? Due to this scenario, most often we have no option but to provide re-training to our MBA recruits. So, MBA education must teach the students on how to think creatively, and how to apply their knowledge."

When asked to comment, Dr. J. Das, Director, Fore School of Management, Delhi, also the academic partner of the event, shared similar sentiments and responded, "Students should focus on 'learning' & not 'answering'. With clear learning smart 'answering' shall follow & students adapting to this learning attitude will eventually achieve success in whatever they do".

The convention witnessed sharing of thoughts and ideas by India's top business leaders on topics like: 'India's Urban Rising; 'Technology and Inclusive Growth'; 'Building Capabilities: Towards Inclusive Growth'; 'Connecting across Generations – Building Sustainable Indian Multinationals.

Other eminent speakers lined up, were: M V Subbiah, Chairman, NSDC; GV Sanjay Reddy, Vice Chairman, GVK Industries Limited; Rajiv Bajaj, Managing Director, Bajaj Auto Ltd; D Shivakumar, Vice President, AIMA & Vice President & MD, Nokia India Pvt Ltd.

Source: 11-October, 2011/[stock markets review](#)

And America's most expensive college is...

Higher education in the United States is not cheap but Sarah Lawrence College in New York, with total costs of US\$58,334 a year, is the most expensive college in the country, according to a new ranking.

For the second consecutive year the small liberal arts college in Westchester County north of New

York City, with 1,300 undergraduate students, topped the Forbes.com list of priciest colleges.

It is followed by the University of Chicago with a yearly price tag of US\$57,590 and the New School in New York, which costs US\$57,199 a year.

Forbes.com estimates that the all-in price at Sarah Lawrence would cost nearly US\$240,000 for a four-year course of studies if current inflation continues.

“Just about all of the top 10 schools are in very expensive urban areas. I think you just have to pay your employees more to live and work in a place like Bronxville, New York,” said Daniel Fisher, a senior editor at Forbes, referring to the city where Sarah Lawrence is located.

“It also has a very low student to teacher ratio. That combined with an almost non-existent endowment means they basically have to finance the operation through tuition.”

Washington University in St Louis, where total costs are US\$56,930 and Columbia University in New York, at US\$56,681, rounded out the top five costliest colleges and universities.

The total costs include extra expenses such as travel, books and supplies and computers.

But Forbes noted that many U.S. colleges and universities discount their costs depending on the parents' ability to pay, and that more than half the students at the priciest institutions pay significantly less than the full price tag.

“They [the colleges] are figuring out which students they want in the schools and what their parents can actually pay,” Fisher explained.

Unlike many other schools which have very large endowments such as Harvard, Sarah Lawrence has very few full scholarship students.

Fisher said only one college, the University of Chicago, captured a top 10 spot on Forbes.com's most expensive college list and its ranking of America's best colleges.

Forbes.com compiled its newest list with information from the Center for College Affordability & Productivity, a non-profit group that researches the costs of education using data from the government's National Center for Educational Statistics.

The Commonfund, a Connecticut based non-profit group that studies educational inflation, says the higher education expenses in the U.S. rose 2.3 percent this year. Salaries for faculty are estimated to increase 1.4% this year, except in some parts of the south and southwest of the country.

The Forbes.com complete list of the most expensive colleges can be found at <http://tinyurl.com/3gnp7sh>

Source: October 11, 2011/Reuters/news.nationalpost.com

APTICON 2011 calls for measures to revamp pharmacy education in India

The 16th Annual Convention of the Association of Pharmaceutical Teachers of India (APTICON 2011) has expressed concern over the waning popularity of pharmacy education in India and demanded that academic and administrative efforts should be initiated to bring reforms and changes in the sector, keeping in pace with the emerging trends in the field of pharmacy.

The convention was held from 7-9 October 2011 at ISF College of Pharmacy, Moga in Punjab. The theme of the convention was “Re-Framing Pharmacy Education through Need Based Approach.”

While delivering the presidential address, Dr P G Yeole, president of APTI has unambiguously conceded that the pharmacy education in the country is passing through a difficult phase and the time has come to explore avenues of improving the situation. He said a full and critical voice is needed to shape the future of pharmacy education so as to enhance its quality and relevance. Citing assessments of experts in pharmacy education, he said in all the states across the country almost 25 per cent to 35 per cent of seats for Bachelor of Pharmacy are unoccupied. This acknowledges the fact that B Pharm seats are in surplus of its demand. In the whole of the country, there are more than 1000 pharmacy colleges functioning and out of which 500 colleges have come up during the last a few years, he said.

The case of post graduate course is not much different. As per the current norms of the All India Council for Technical Education (AICTE), an educational institution can directly commence PG courses. This indicates that M Pharm courses may also reach a level of saturation soon.

Even though the mushrooming of pharmacy colleges was an indication of the growing demand for pharmacy professionals in the country, it has now come to a stage where there are not enough takers for UG and PG courses. So many self-financing colleges that sprouted in the past five years are now on the verge of closure for want of students, Dr Yeole said.

Dr Yeole, who is also the principal of Institute of Pharmaceutical Education and Research, Borgaon, Wardha, said rapid increase in the number of pharmacy colleges, unaffordable fees and poor future prospects are some of the factors due to which the profession has lost its charm.

There is not much demand for pharmacy graduates in the industry as even science graduates can also do the same job with a few weeks' training.

According to him the standard of pharmacy education is deteriorating because of lack of qualified and well trained staff and infrastructure. He said APTI is contemplating over bringing out a white paper on pharmacy education in the country.

Many fresh post graduates without proper orientation for teaching and without acquiring necessary communication skills are being recruited as faculty members by the colleges across the country.

The freshly recruited teachers are required to be exposed to the integral components of teaching – learning methodology, he appealed to the pharmacy teachers assembled in the convention.

APTICON 2011 was inaugurated by Prof S S Gill, vice-chancellor, Baba Farid University of Health Sciences, Faridkot. Prof. Harkishan Singh, Professor Emeritus, Punjab University, Chandigarh, delivered keynote address. Around 1200 pharmacy teachers across the country participated in the event.

Source: 12-October, 2011/[Pharmabiz](#)

Shri Kapil Sibal Calls for Greater Collaboration between India and USA in Education

India and the United States need higher levels of collaboration, especially in education. By structured and multi-level collaboration, we can work towards helping solve many of the world's problems. This was stated by Shri Kapil Sibal, Union Minister for Human Resource Development, while giving a talk on 'Transforming India into an Education Hub' at

the Centre for Strategic and International Studies, here last evening. The event was also addressed by Ms. Nirupama Rao, Ambassador of India to the US and Mr. Karl Inderfurth, Wadhvani Chair in US-India Policy Studies, CSIS.

Shri Sibal stated that India will emerge as the centre for human resources for the world in the coming years as it reaps the benefits of the demographic dividend. He also expressed the view that there are many challenges that beset the globe and the solutions for these challenges would have to be found through research based in nations such as India that confront these challenges and also offer quality human resource for such research to be facilitated.

Shri Sibal said that policy prescriptions in themselves do not lead to change. He said that the time has come for the US to step up its collaboration with India.

Source: October 12, 2011/[PIB](#)

Is National Law School of India University a failure?

National Law School of India University! This institution is considered to be the sacrosanct citadel of legal education in India as well as considered to be the center of excellence. It constantly strives towards providing quality legal education to the students, and it has indeed been successful in its endeavor.

The National Law School of India University (NLSIU) was established with a pious objective of instilling a deep sense of responsibility to serve the society in the field of law by developing expertise in advocacy, legal services, legislation, law reforms and the like. It had a mandate of advancing interests of national development through legal education.

Section 4 of the National Law School of India Act, 1986 states the object of establishing the institute as follows:

"The Objects of the School shall be to advance and disseminate learning and knowledge of law and legal processes and their role in national development, to develop in the student and research scholar a sense of responsibility to serve society in the field of law by developing skills in regard to advocacy, legal services, legislation, law reforms and the like, to organise lectures, seminars, symposia and conferences to promote

legal knowledge and to make law and legal processes efficient instruments of social development, to hold examinations and confer degrees and other academic distinctions and to do all such things as are incidental, necessary or conducive to the attainment of all or any of the objects of the School."

But now, after more than a decade of its existence, when we look back at the trajectory of the trend followed by the students there, it is heart wrenching. It is sad to note that a negligible number of students at NLSIU are living up to the objectives of their alma mater. It remains to be known whether the students even know what the objective of their place of study is!

Corporate Placements - These have become the ultimate aim of law students of the NLSIU. In NLSIU even a fresher aims at joining a corporate law firm and rake in huge money and perks. Are students following the crowd and have lost track of their own dreams and ambitions? Or is it dream to join these corporate jobs?

But this is not to disregard the really motivated ones and it is also not to judge the success of the institution on the criterion of the career option chosen by the students. It is felt that the professionalism at the Bar and the Bench is light years away from that found in the corporate jobs and this may be one of the reasons to drift away from traditional practice.

The authors spoke to many successful lawyers who have opted for diverse fields other than the corporate giants, to bring in their views, and what could be done to mitigate the situation. Among the people interviewed are:

1. Prof. Mrinal Satish, Academician
2. Mr. Aditya Sondhi, Advocate
3. Mr. Sachin Malhan, Entrepreneur (Inclusive Planet, LST, Rainmaker)
4. Mr. Gautam John, Entrepreneur (Pratham Books)
5. Mr. Arjun Sheoran, Practicing Advocate at Punjab & Haryana High Court
6. Mr. Adithya Banavar, Managing Consultant with a private firm

On interviewing, we found a diverse set of enlightening opinions from them. An unanimous

answer was NLSIU cannot be tagged as a failure because it depends on how success is measured. Gautam John(*pictured right*) highlighted that just because maximum number of students opt for corporate jobs, the NLSIU cannot be tagged as failure. Aditya Sondhi opined that if the abysmally low ratio of students opting for litigation is considered as against NLSIU's aim at contributing to the improvement of the Bar, then there is indeed a systemic failure. Mrinal Satish, though agreed that NLSIU has failed in its primary objectives, yet it is not a failure just because of the career aspirations of the students. Sachin Malhan(*pictured left*) also negated the fact that NLSIU is a failure.

When we asked about what was the driving force behind them in their choosing careers, they unanimously stated that their current jobs were necessarily their long cherished dreams and they all enjoyed their work. They like to be there, where they are currently working and they have dared to follow their dreams rather than the fat pay cheque. There was absolutely no pressure on these people to dissuade them, responded our panel undisputedly on being asked whether there was any negative pressure from lecturers, peers or parents from opting for such less-trodden paths. Sachin Malhan highlighted that there was anxiety though, that a distinguished lawyer is opting for a coaching industry (as is in his case; he has established LST and Rainmaker).

Aditya Sondhi opined that a combination of seeking short-term results, financial temptation and propaganda against litigation causes this exodus of students towards the corporate sector.

He suggested that the law school ought to work towards projecting litigation as an avenue replete with positive opportunities, so the students do not grow up with a mind-block against the courts; only then can they make informed career choices.

Among the various other reasons, Mrinal Satish(*pictured*) cited interest, better pay and easy availability of role models as reasons for students opting for the corporate sector in huge numbers. He also rued that the normally prevalent college atmosphere significantly contributes to the students' decisions, as there is no disinterested formal career counseling made available to them. Sachin Malhan underscored that the students don't push themselves and ask questions; they just follow the crowd. Sachin Malhan suggested that a holistic college-level development as a solution to this inertia.

We also quizzed our interview panel about their opinion on how to attract students to the non-corporate sector? "Nothing much can be done other than giving the students all the information regarding the various career choices available and letting them make an informed choice of their careers" was their response. Students should go for what they enjoy doing. Mrinal Satish highlighted that the students should keep the long-term goals in mind and not the short-term goals, while making career decisions.

While this was a mixed bag of responses from the seniors at NLSIU, authors also sought responses from some fresh blood – from the recently graduated alumni of NLSIU.

Adithya Banavar, who has recently been felicitated with the *Best Student Advocate Award* at the XIXth Convocation of NLSIU, shared his experience. He said "NLSIU has not been a failure at all. Before judging an institution with the criterion that most of its students opt to be transactional lawyers, he said that there is a need for good transactional lawyers because it increases the quality of the Bar. And India is *de facto* working in a capitalist economy and there is indeed a need for attracting foreign investors and the accompanying money. The main reason according to him, for students not opting for the Bar was the extent to which the Bar is uninviting. That is, it takes a lot of other factors in addition to hard work in order to succeed at the Bar. Whereas, in the corporate sector, the students know that their hard work and growth are proportionate to each other. On the issue of a fee barrier for the poor to study at the NLSIU, he said that since there are a lot of easily available education loans, there is no barrier of fees at the NLSIU. He also justified the existing fee structure by saying "without charging the fees like the existing ones, world-class institutions cannot be run". He added, in case a candidate is extremely poor, there are scholarships available to them which they can make use.

Arjun Sheoran (*pictured*), the winner of the *Vikram Singh Medal for Young Leader of the Year*, opined that NLSIU is far behind as far as the ones like Harvard Law School are concerned. Since it is an autonomous body, there is a lack of transparency and accountability and sometimes it is found to be working against itself. There are no checks and balances in the institution. He also opined that an institution cannot be run with a revenue of Rs. 10 crore a year and NLSIU, though it is doing well, has still a long way to go.

Here, it should thus be noted that the students alone are not to be blamed for this drift in the trend. There is a deeper systemic dysfunction at the roots of this plague. The corporate law firms which pay huge salaries look attractive because of their lucrative nature and thus attract flocks of students at their doorsteps. There is a crying need of sweeping systemic reforms to attract the students to both the Bar and the Bench. NLSIU seems to have sadly failed in implementing the motives for which it was established though it has been successful in creating lawyers for corporate houses and law firms. A lot needs to be done yet to achieve their initial goal of *advancing and disseminating learning and knowledge of law and legal processes and their role in national development*.

Source: 12-October, 2011/[Barand Bench](#)

Are schools ready for vocational education?

With the Ministry for Human Resources Development (HRD) all set to introduce vocational education in schools from the next academic year, schools in the city welcome this idea with some schools even introducing their own models of vocational and creative education into their curriculum.

But the question is: are schools ready to handle the new inclusion? Vocational education, according to National Vocational Educational Qualification Framework (NVEQF), will be introduced from class nine in the next academic year.

What schools need for a successful vocational educational programme is the necessary infrastructure, which is almost guaranteed in private schools.

For instance, Sri Vani School has implemented the Zap Zany Project, a creative writing study workshop that encourages writing and oratory skills.

"Our education system is too inclined to Maths and Science subjects. Now, schools are implementing various methods to develop critical and logical thinking and other virtues," said Uday Menon, head (India), Zap Zany Project. Zap Zany's role is to provide only content and technology. Sri Vani School has the necessary infrastructure to implement such projects.

"With more than 35 computers, the school is well-equipped for such programmes. Being able to

talk fluently in English is one achievement, but being able to translate that into words is a totally different ball game," said Sharad Prasad, principal, Sri Vani School.

Indus International School recently held a Model United Nations (MUN).

"Such exercises help students develop a better understanding of world news.

Holistic development of students is important," said Omkar Joshi, vice-principal, Indus School. This is the question industry watchers are asking: Is it enough to announce vocational education without providing the necessary infrastructure? D Jagannatha Rao, former director, Department of State Educational Research and Training (DSERT) welcomes the move, but is skeptical of its implementation.

"I want to see how it will be implemented with 50-60 per cent of students dropping out after SSLC," said Rao. "Earlier, a vocational gardening programme was introduced, with many institutions having not even one acre of land," he added, stating that the State and the Central governments will always have some conflict of interests.

"Only 5 million are getting quality education in the country. What about the rest of the population? We need a form of education that can build confidence among students," said Aditya Dev Sood from the Centre for Knowledge Societies.

Source: 12-October, 2011/ibnlive.in

Building world class research universities is significantly more complex – WB

In a global economy that depends on sophisticated innovation and knowledge to drive growth and wealth, a new World Bank report on higher education suggests that low- and middle-income countries should resist the temptation to establish world-class universities to cash in on research earnings and court global prestige before educating their own citizens to high tertiary standards.

According to the new report, *The Road to Academic Excellence: The Making of World-Class Research Universities*, which charts the experience of 11 leading public and private research universities in nine countries from Africa, Asia, Latin America, and Eastern Europe, elite research universities are

outpacing the smartest companies in the world with their original research. In one recent global study on new patents, for example, leading universities and research institutions are driving more scientific strides in biotechnology than private companies and firms.

Looking at the elite research and grant money cascading out of world-class universities, as well as their new thinking in the humanities and social sciences, you can certainly understand why countries might think that a top-flight research institution is all that stands in their way of reducing poverty, leaping forward in their national development, and establishing new footholds in the global knowledge economy, says Dr. Jamil Salmi, the Bank's Higher Education Coordinator, and a co-author of the new report.

But this decision cannot be simply tactical. It must be a long-term strategic decision that aspiring countries take, weighing all the facts, while banishing any notion of fast results.

The new report concludes that top-performers in the research university world share three common characteristics, without which 21st Century universities cannot survive, let alone excel: a high concentration of talented academics and students, significant budgets, and strategic vision and leadership.

In most cases, world-class universities have students and faculty who are not exclusively from the country where the university operates. This enables them to attract the most talented people, no matter where they come from, and open themselves to new ideas and approaches.

Unquestionably, the world's best universities enroll and employ large numbers of foreign students and faculty in their search for the most talented. In this respect, the fact that world-class universities succeed in mobilizing a broadly diverse national and international academic staff is likely to maximize these research institutions knowledge-networking capacity.

It Costs Millions

Another conclusion from the new Bank study is that building and operating world-class universities can cost millions of dollars. For example, the authors show that in late 2007, Saudi Arabia announced plans for a new \$10 billion graduate research university; Pakistan plans to spend \$750 million for each of its new universities of engineering, science,

and technology during the next few years; and the school of medicine established by Cornell University in Qatar in 2002 cost \$750 million. The availability of abundant money and international prestige creates a virtuous circle that allows elite universities to attract more top professors and researchers, as is often the case for leading U.S. colleges.

Recent years of global economic crisis, though, have significantly affected research universities, potentially boosting East Asia's universities. East Asian countries have weathered the economic storm better than their Western counterparts, as they seek to join the top ranks of the global research elite. For example, India has increased its higher education investment by 31 percent since 2010, and China has continued to fund its excellence programs in support of the nation's leading universities.

Vision and Leadership Matter

Although unlimited money and attracting the world's best and brightest students and teachers helps strengthen a country's bid to create a world-class university, strategic vision and leadership are also vital, without which national aspiration to a world-class university ranking falls short.

According to the new report, world class universities thrive in environments that foster competitiveness, unrestrained scientific inquiry and academic freedom, critical thinking, innovation, and creativity. Moreover, institutions that have complete autonomy are also more flexible because they are not bound by cumbersome bureaucracies and externally imposed standards, even in light of the legitimate rules and statutes that bind them. As a result, they can manage their resources with agility and quickly respond to the demands of a rapidly changing global market.

To make the grade, you also need inspiring and persistent leaders, a strong strategic vision of where the institution is going, a philosophy of success and excellence, and a culture of constant reflection, organizational learning, and change. On top of that, you can't be impatient, either, says Professor Philip G. Altbach, Director of the Center for International Higher Education at Boston College, and a co-author of the new Bank report.

The report says that not every country needs comprehensive world-class universities, at least not while more fundamental tertiary education needs are not being met. Many countries, it adds, would

be better off initially focusing on developing the best national universities possible. For example, higher-level research institutions in Sub-Saharan Africa that are equipped to provide quality education and conduct relevant applied research can play a key role in training skilled workers to be fluent in the latest technologies and apply them in industries to make a broader range of products that win customers worldwide.

Good-quality tertiary education is also key to stimulating innovation, from producing new varieties of crops and sources of energy that can speed progress toward reducing poverty, achieving food security, fighting disease, improving health, and creating new jobs, says Ghana's Education Minister, the Honorable Betty Mould-Iddrisu.

In the foreword to the new report, India's Minister of Human Resource Development, Dr. Kapil Sibal, writes that the ultimate test of modern research universities is whether they can be flexible enough to encourage learning across disciplines and to harmonize education with the needs of society. Innovation, he writes, is seen as the mantra for development, a realization so pervasive that nations are scrambling to create institutions and organizations that would facilitate the process of knowledge creation.

The world today is ripe for another tectonic shift in our understanding of the university as an institution.

India can emerge as a knowledge power only if an appropriate architecture for higher education is put in place. Indian youth have demonstrated their inventiveness and energy in the past. Higher education that channels this capacity for innovation will unleash the latent potential of India's demographic dividend.

The World Bank and Education

By investing in people, the World Bank believes that education is a powerful driver of human development and economic growth, and is also one of the strongest instruments for reducing poverty. The Bank manages a portfolio of \$11.2 billion with operations in 82 countries, and invested more than \$1.8 billion in education in 2011.

During the last ten years, education financing by the International Development Association, the Bank's zero-interest fund for the poorest countries, has helped recruit or train 3 million additional teachers and build more than 2 million new

classrooms, benefiting more than 100 million children every year.

Cutting Through the Hype around World-Class Universities

In today's global economy where money and ideas change hands at dizzying speed and generating sophisticated innovation and knowledge are the new sources of growth and wealth, it can be tempting for many countries to stake a claim to this new club by establishing world-class universities from scratch. After all, elite research universities are now outpacing the smartest companies in the world with their original research.

A recent global study of patents shows for example that universities and research institutions are now driving more scientific strides in biotechnology than private companies and firms. Add to this the fact that the new world-class universities, whether in the United States, India, Hong Kong, South Korea or Chile, also serve as contagious hubs for new thinking in the humanities and social sciences.

For these reasons and more, it would be tempting for poor and middle-income countries to think that a top-flight research institution is all that stands in their way of reducing poverty, leaping forward in their national development, and establishing profitable new footholds in the global knowledge economy.

But this decision though cannot be simply tactical. It must be a long-term strategic decision that aspiring countries take, weighing all the facts, while banishing any notion of fast results. A new World Bank study that charts the experience of 11 leading public and private research universities in 9 countries from Africa, Asia, Latin America, and Eastern Europe, concludes that top-performers in this rarified world share common characteristics, without which 21st Century universities cannot hope to survive, let alone, excel.

Three factors distinguish elite international universities from their competitors, namely: a high concentration of talented academics and students; significant budgets; and strategic vision and leadership.

In most cases, world-class universities have students and faculty who are not exclusively from the country where the university operates. This enables them to attract the most talented people, no matter where they come from, and open themselves to new ideas and approaches.

Unquestionably, the world's best universities enroll and employ large numbers of foreign students and faculty in their search for the most talented. In this respect, the fact that world-class universities succeed in mobilizing a broadly diverse national and international academic staff is likely to maximize these institutions knowledge-networking capacity.

Another take-away conclusion from the new World Bank study is that building and operating world-class universities can cost millions of dollars. For example, the authors show that in late 2007, Saudi Arabia announced plans for a new \$ US 10 billion graduate research university; Pakistan plans to spend US\$ 750 million for each of its new Universities of Engineering, Science, and Technology it will build over the next few years; and The School of Medicine established by Cornell University in Qatar in 2002 cost US\$ 750 million.

World class universities have four main sources of financing: government budget funding for operational expenditures and research, contract research from public organizations and private firms, the financial returns generated by endowments and gifts, and tuition fees.

The availability then of abundant money and international prestige creates a virtuous circle that allows elite universities to attract even more top professors and researchers, as is often the case among the leading US colleges.

Recent years of global economic crisis though have had a significant effect on research universities, with the overall result potentially be a boost to East Asia's universities. East Asian countries have weathered the economic storm in better shape than their Western counterparts, and they seek to join the top ranks of the global research elite. For example, India has increased its higher education investment by 31 percent since 2010, and China has continued to fund its excellence programs in support of the nation's leading universities.

Lastly, while unlimited money and attracting the world's best and brightest students and teachers certainly helps strengthen a country's bid to create a world-class university, there's one more vital ingredient to consider, without which a coveted national aspiration to own a global brand in higher education falls apart strategic vision and leadership.

From looking at case studies across many regions, it is clear that world class universities thrive in an environment that fosters competitiveness, unrestrained scientific inquiry and academic

freedom, critical thinking, innovation, and creativity. Moreover, institutions that have complete autonomy are also more flexible because they are not bound by cumbersome bureaucracies and externally imposed standards, even in light of the legitimate accountability mechanisms that do bind them. As a result, they can manage their resources with agility and quickly respond to the demands of a rapidly changing global market.

But, even this level of autonomy is not enough to establish a world-class university, without other vital strategic leadership and governance features. To make the grade, you also need inspiring and persistent leaders, a strong strategic vision of where the institution is going, a philosophy of success and excellence, and a culture of constant reflection, organizational learning, and change. On top of that, you can't be in a hurry either.

So is this just a way of telling low and middle-income countries to lower their sights, let others aim high, and accept this existing monopoly in world-class universities?

No. But the reality of the matter is that not every nation needs comprehensive world-class universities, at least not while more fundamental tertiary education needs are not being met. Many countries would be better off if they focused initially on developing the best national universities possible.

Higher-level institutions in Sub-Saharan Africa that are equipped to provide quality education and conduct relevant applied research can play a key role in training skilled workers to be fluent in the latest technologies and apply them in industries to make a broader range of products that win ready customers worldwide. Good-quality tertiary education is also key to stimulating innovation, from producing new varieties of crops and sources of energy that can speed progress toward reducing poverty, achieving food security, fighting disease in all its dread forms, and improving health.

Such institutions can emphasize the diverse learning and training needs of the domestic student population and economy. By concentrating efforts on the local community and economy, these institutions can lead to more effective and sustainable development than broader world-class aspirations.

The challenge then for national governments is not to chase the dream of building world-class universities for the sake of global prestige and the

rich research proceeds that they bring. We urge them instead to see through the hype and focus on what really matters.

In this time of renewed uncertainty in global markets, when long-established foreign aid donors are looking for fiscal in all quarters, and emerging markets look to solidify their rising growth rates, we must focus relentlessly on the quality of higher education and research, which continue to beckon as the ultimate pathway to people's empowerment and the lasting development of nations worldwide.

The Hon. Betty Mould-Iddrisu is Ghana's Minister of Education; The Hon. Shamsh Kassim-Lakha is Founding President and Trustee of the Aga Khan University, and former Pakistani Minister of Higher Education; Dr. Jamil Salmi, an education economist, is the World Bank's tertiary education coordinator, and co-author of the new World Bank report *The Road to Academic Excellence: The Making of World Class Universities*; Dr. Philip G. Altbach is a Professor and Director of the Center for International Higher Education at Boston College, and also a co-author of the new report, which is available.

Source: 12-October, 2011/Opinion.MyJoyOnline.com

India's Faltering Boom, and How to Revive It

This article is by S. P. Kothari, deputy dean and Gordon Y. Billard professor of management at the MIT Sloan School of Management.

As the U.S. and Europe teeter on the edge of a devastating double-dip recession, India's economic boom—once considered a bright spot in an otherwise bleak global financial landscape—is also showing signs of weakness.

The International Monetary Fund recently cut its growth projection for India, warning that the country was perilously close to double-digit inflation. (In the past fiscal year, India's economy grew 8.5%; before the financial crisis, its growth exceeded 9% for three straight years.) The IMF cited "a drag from renewed global uncertainty" as the main reason for the revision, but that is letting India off easy.

Move up Move down

Over the past two decades, the success of India's service sector, specifically in information technology,

has become a source of pride for the country. Homegrown companies such as Wipro and Infosys have proven that India knows how to innovate effectively and can compete on a global stage. Entrepreneurs and high-profile businessmen like Narayan Murthy, chairman emeritus at Infosys, are national icons.

At the same time, a government commission recently estimated that a little more than 407 million people—nearly a third of India’s population—live below the poverty line. The poverty threshold is about 65 cents a day for people living in urban areas, and a little more than 50 cents a day in rural areas. In the U.S., you can’t even get a cup of coffee for that.

If India is serious about lifting hundreds of millions of its citizens out of poverty and achieving anything approaching a Western level of prosperity, there is much work to be done. Where to start? And how to pay for it?

These are some of the important questions we tackled at MIT’s inaugural India Conference held last month on the Institute’s campus in Cambridge.

First on the agenda: improving India’s hard infrastructure. The country’s power systems are woefully out of date. Its highways are congested; its roads are riddled with rocks and potholes. Its railways are limited, and its buses are overcrowded. Infrastructure is like a blood circulation system for an economy: It allows people and goods both physical and electronic to move quickly from one part of the country to another and out to the rest of the world. To make sure India’s economy is efficient and its exports remain competitive, India must make much-needed investments in infrastructure.

Its soft infrastructure, especially its education system, is also in need of investment. Competing in the global economy requires an educated workforce, and though the country has made great strides in establishing a number of world-class universities, its primary and secondary schools are sorely deficient. India’s literacy rate is 74%. China’s, by comparison, is 92%. Rectifying this must be a priority.

The country’s regulatory apparatus, also part of its soft infrastructure, needs an overhaul, too. Corruption is an integral part of Indian society. Bribery is common even among middle class households. So is tax evasion. Business owners

routinely squirrel away undeclared profits. And regulators look the other way.

The answer is not more regulation; in fact, quite the opposite: India needs less regulation but more enforcement. Corruption in India is a manifestation of lax enforcement. Changes to the regulatory enforcement system are essential for fostering India’s economic growth and development.

These are big-ticket items that require a lot of money that, for the moment at least, India doesn’t have. That is why the country needs to encourage more foreign direct investment, or FDI. Despite the fact that transnational corporations see India as a desirable destination for investment, the country received FDI of only \$21 billion last year; China received FDI of \$106 billion.

India’s resistance to FDI is evident even on a small scale. A tremendous amount of paperwork is required before a foreigner can, say, buy some property, or make an investment on India’s stock market. The bureaucracy is enough to turn most of foreigners off to the idea.

The large-scale opposition to FDI, including numerous government policies that have acted as barriers to liberalization, is even more troubling. A recent plan to allow [Wal-Mart](#), the world’s largest retailer, to enter India would reduce food price inflation and give Indian customers easier access to more and cheaper goods. Retailers in India, however, view Wal-Mart as a threat, and the proposal is stalled by political disagreement.

India’s government must also make strategic domestic investments in areas that will bear the most fruit for FDI. When resources are scarce, spreading them thinly across a lot of areas is not effective; rather, the government ought to choose a few areas on which to focus.

Move up Move down

Those areas ought to exploit India’s competitive advantages. Take pharmaceuticals, for instance. India’s very large population of 1.2 billion makes the country ripe for clinical trials. Tourism is another potential place for investment. A tiny fraction of the world’s tourists travel to India each year, even though there’s much fascination with the country. The government needs to think creatively about ways to change that.

Meeting these challenges is not solely the responsibility of the government; there is a great

onus on the people of India, too. India is a democracy, and any changes that take place must first arise from the desire and conviction of the people.

More than six decades have passed since India gained independence. India's citizens have seen the benefits of private sector innovation and entrepreneurship, but they've also seen how corruption, regulatory delays, and an inadequate education system hurt the country. A large fraction of the population hasn't benefited from the growth of the past few years. They haven't yet tasted the fruits of success. It's imperative that benefits permeate more broadly. Otherwise India risks being overrun by its masses, and left behind while the elites of the world ahead.

Source: 12-October, 2011/Forbes.com

IIIT-A style to honour UP

A total of 1261 meritorious students of UP Board of Higher Secondary Education who had passed out high school examination - 2011 with 500 or above marks have been invited by the Indian Institute of Information Technology, Allahabad for INSPIRE internship programme as part of science conclave, an interaction with Nobel scientists to be held from November 26 to December 2, 2011 at Jhalwa premises.

In the same regard, a letter has been forwarded to the principal secretary, education, director of education, district inspector of schools and all principals by IIIT-A director Dr M D Tiwari requesting them for sending the names of toppers of their respective colleges at the earliest. The list of such students is made available with the website of the institute.

Students whose names appear in this list, are studying in science group in 11th class and are desirous of participating in this acclaimed event must fill the attached form till October 25, 2011.

Besides, students residing in UP and cleared their 10th exams under the CBSE Board with a grade point of 10 may also apply for participation in the ambitious INSPIRE Internship scheme launched by Department of Science and Technology, Government of India to promote talent in science.

After submission of the applications, the institute will finally select nearly 600 students under the

said scheme. The list of screened candidates shall be uploaded on the website on October 30, 2011

Source: 12-October, 2011/Times of India

High Profile Think-Tank to discuss opportunities and challenges associated with higher education in India

The U.S.-India Higher Education Research Conference hosted by Penn State University was inaugurated by Michael Adewumi on University Campus today. The two day conference will have the participation from high-level delegation of invited administrators and researchers from India and the U.S. on October 10-11, 2011. The purpose is to create a network of scholars and policy makers that can serve as a think-tank for discussing opportunities and disputes associated with higher education in India.

"We expect that this inaugural conference will also contribute to establishing and strengthening relationships and friendships between academic communities in the U.S. and in India, and of course with Penn State," said Michael Adewumi, vice provost for Global Programs and leader of the Global Engagement Network strategy.

Other eminent dignitaries such as Sam Pitroda, the Advisor to the Prime Minister of India, and Dr. Narendra Jadhav, Member of the Planning Commission of Higher Education in India were present at the conference. Mr. Pitroda said, "It's time to question the model of education and we hope through these kinds of dialogues with Penn State, we can learn about new programs that will create a good situation for everyone. " This conference was organized by the Faculty Implementation Team of Penn State's Global Engagement Network with special focus on India. The conference was primarily led by Arvind Rangaswamy, senior dean of faculty and research in the Smeal College of Business.

Highlights from Day 1:

Inaugural conference a launching pad for collaboration between the two countries as India embarks on a strategic reform of its higher education programs

PSU to work in conjunction with Indian authorities and has proposed innovative ideas surrounding the growth and development of higher education in an effort to revamp the system in India

Obstacles of the Indian education system:

Minimal access to quality education that will provide students with the credentials to compete in a global economy

Shortage of quality faculty members

Students graduating without basic soft skills that make them employable

India's low gross enrollment ratio: 19 percent (%age going on to higher education)

India's "regimented" system of education- lack of flexibility and freedom of choice

Solutions Discussed:

Integration of liberal arts into the curriculum will enhance the overall quality of higher education and produce well-rounded, marketable employees

Improvement of the student-teacher ratio, number of qualified teachers Development of a system around human nature that allows for more focus on learning rather than exams and offer students more flexibility, such as the ability to choose their courses

Adewumi explained that as an institution, Penn State must set out on the course toward global leadership in scholarship and international engagements through partnership. The conference's cooperative conversations, interactive presentations and thought-provoking discussion sessions will serve as a catalyst for the synergistic and collaborative relationship the U.S. and India hope to cultivate in the coming years.

Source: October 13, 2011/University Park

India partnership at heart of 21st century vision: US official

America's vision of a secure, stable, prosperous 21st century world has at its heart a strong partnership with a rising India, according to a senior US official.

"The question is not whether we will have a strategic partnership, but whether we are doing as much as we possibly can to ensure that we realise its full promise," Deputy Secretary of State William Burns said Wednesday ahead of the first US-India Higher Education Summit.

Over 300 higher education leaders, government and private sector representatives are participating in the day long education summit co-chaired by India's Minister for Human Resource Development Kapil Sibal and Secretary of State Hillary Clinton.

"Few questions will matter more in the new century unfolding before us," Burns said asking American business and education leaders to seek out new avenues for cooperation with India, including community college, distance learning, and new technologies in education, at the summit.

"This will be good for our students, good for our societies, good for our economies, and good for the world," he said at an opening reception hosted by US-India Business Council (USIBC), a premier advocacy group representing about 400 top US companies doing business with India.

"We have high expectations for this relationship in the years ahead," Burns said asserting that "India and America-two leaderships and two peoples with so many converging interests and common concerns-can help shape a more secure, stable, and just global system."

The official said he was confident that India can make a decisive contribution to building what Secretary of State Hillary Clinton has called "the global architecture of cooperation," to solve problems that no one country can solve on its own."

"The truth is that we have crossed a threshold in our relations where-for both of us, for the first time-our success at home and abroad depends on our cooperation," he said.

"As the world becomes ever-more competitive, the knowledge partnership between the United States and India will become central to assuring that American as well as Indian companies remain globally competitive," USIBC President Ron Somers said.

Source: October 13, 2011/IANS/

India's Half-Hearted Welcome for Foreign Universities

Suresh Kumar, a U.S. Commerce Department official who is in New Delhi this week on an education-focused trade mission, says India needs to open up to foreign universities to accommodate its own ambitious plan of sending 30% of

graduating high-school kids to college by 2020, up from 13% now.

U.S. Commerce Department official Suresh Kumar says India needs to open up to foreign universities.

The problem is, the proposal India's Parliament is now battling around isn't going to help attract U.S. universities, he says, and might actually scare them away, because it imposes too many restrictions on their entry.

India's proposed higher education bill would create a route for foreign universities to legally set up in India, as opposed to some unofficial partnerships with Indian universities that are happening now. But it would prevent them from repatriating profits back to their home countries. The government could regulate tuition fees to keep them low, but foreign colleges would still have to ensure what they offer is of "quality comparable, as to the curriculum, methods of imparting education and the faculty employed," of what they offer on their main campuses.

Mr. Kumar, Assistant Secretary for Trade Promotion in the U.S. Commerce Department, says such provisions are counter-productive. Top U.S. universities that charge \$120,000 to \$160,000 for two-year M.B.A. programs, he says, would likely never come to India if the government were going to dictate how they run their businesses.

"If you suddenly think you can get a Harvard M.B.A. degree in India for \$20,000 – it's just not going to work," he said. "You can't impose a Western system in India. But India also can't expect to have the Harvards come here under the current construct."

Mr. Kumar said reforming education is a must for India if it hopes to maintain heady economic growth numbers over the long term. The bill is "a step in the right direction," he said, and he'll be making his case about how to tweak it in discussions this week with Indian Human Resource Development Minister Kapil Sibal. Mr. Sibal also will meet U.S. Secretary of State Hillary Clinton in Washington on Thursday as part of the US-India Higher Education Summit.

The education law isn't exactly on India's front-burner. Mr. Sibal, who is also India's telecommunications minister, has had his hands full ushering through sweeping policy changes in that sector and dealing with the fallout from the 2008 "2G" spectrum scandal.

Mr. Sibal is traveling to the U.S. for the education forum and neither he nor a spokeswoman could be reached for comment. Proponents of the approach in the government's bill say allowing too freewheeling an environment for foreign colleges, with no strings attached, would commercialize higher education and adversely impact government institutions.

U.S. universities may not be setting up shop in India yet, but they're already attracting Indian students in droves – mostly graduate students. Last year, 105,000 Indian students were studying abroad in the U.S., the second most behind China's 127,000.

At a college fair Monday organized at New Delhi's Shangri-La Hotel as part of the trade mission, 21 U.S. universities were recruiting and the high enthusiasm of Indian students to go abroad was on display.

Neiha Pandey, a 12th grader who spent time chatting up an official from the University of Pennsylvania, her first choice, says she wants to study in the U.S. because of the less rigid curriculum options in liberal arts colleges. "It's a different thing than India – there are so many variations, you can switch streams in the middle. It's flexible," she said.

Mr. Kumar is an India native who once was a high-profile news broadcaster for Doordarshan television in the 1980s (he says he earned 100 rupees, about \$2, per broadcast in those days) and had a 30 year career in business and academia. He says one of his goals as a representative of the U.S. government now is to "convey to the Indian population the range of universities we have" so people are familiar with more than just the costly, high-profile schools.

At the fair, relatively better-known schools like Arizona State University and Hofstra had set up booths alongside others that had some attendees scratching their heads – Savannah College of Art and Design, University of the Incarnate Word and Life University, for example. UPenn, the best known school, had the biggest crowd at its booth.

"I wish bigger universities would come here," said Rubina Singh, 25, who is looking to enroll in a psychology graduate studies program. "There are universities here I've never heard of."

Elenora Haag, who was representing the University of Illinois at Springfield, said the school has already

had surprising interest from Indians with almost no marketing – of its 200 foreign students (out of a student population of 5,000) 80% are Indians. “It’s entirely by word of mouth,” she said.

But she added that the school is hoping to diversify the kind of Indians it attracts. All its Indians now are computer science graduate students and, interestingly, all are from Hyderabad. “I guess some of them came and told their friends back home in Hyderabad to come,” Ms. Haag says.

Mr. Kumar says the Indian interest in U.S. colleges is promising, but he says if U.S. universities were allowed to more freely establish campuses and partnerships in India, they could handle a much larger base of Indian students, something India sorely needs. India has capacity to handle 28 million undergraduate college students now, but by its own calculations will need to add another five million seats by 2015 and then keep rapidly expanding in future years.

Another element of Mr. Kumar’s trip has been aimed at exploring what kind of collaborations Indian universities are looking for with U.S. institutions. He met with officials from engineering institute BITS Pilani, Kurukshetra University and Amity University and tried to assess what they’re interested in.

Source: October 13, 2011/blogs.wsj.com

Shri Kapil Sibal Speaks at USIBC Reception: Underlines the importance of Indo-US Partnership in Education

Shri Kapil Sibal, Union Minister for Human Resource Development has underlined the importance of partnership between India and the USA in the educational arena. He was addressing the US India Business Council, here today. He said the two countries through partnership can find the solutions for tomorrow, also at the same time pointing out how in today’s interconnected world, problems do not remain confined to the region in which they emerge. He also underlined that solutions to global problems can only be arrived at by studying them in the regions that they exist.

Shri Sibal pointed out that that India is the land of opportunity, with its vast demographic advantage. He said that in fact this demographic advantage must be harnessed in a manner to serve the world. He also spoke about the need in India to vastly

scale up college and university infrastructure to meet the goals of a GER of 30% in 10 years.

In his talk, Shri Sibal wondered as to what would be the structure of universities in the 21st century. He also spoke about how differently the cities of the future world will need to be constructed in the context of global warming and also how the growing scarcity of water, for human consumption and also for agriculture would need solutions. He said how an enhanced educational partnership between the two countries could help find solutions for these challenges.

The US Deputy Secretary of State, Mr. William Burns, speaking on the occasion stated that education is one of the pillars of the strategic partnership between India and the US. He said that they had high expectations of this relationship in the years ahead.

During the programme, a joint initiative of the Tata Institute of Social Sciences and Rutgers University, ‘India Centre for Sustainable Growth and Talent Development’ was also inaugurated. This programme will see collaboration between the two institutions in the areas of Women’s Leadership and on Vocational Education Programmes.

Source: October 12, 2011/PIB

India, US need higher levels of collaboration in education: Kapil Sibal

The first ever high-level Indo-US education summit takes place today in Washington. Co-chaired by Secretary of State Hillary Clinton and HRD Minister Kapil Sibal, over 300 higher education leaders, government and private sector representatives will participate in the daylong event.

Mr Sibal is in the US making a strong case for US institutions of higher education to partner with those in India saying that tie-ups would yield high economic returns.

"When we are growing at 8 % and the western world is going through an economic downturn, the opportunities lie in India because it is an emerging economy and naturally the business community would like to tap this opportunity. When the business community comes in the solutions they offer must be India centric. That requires innovation. Americans are very good at innovation. When they come into the country, partner with us in solving some of our own problems what happens is

that they enrich themselves through knowledge and in the process they make money. They also do public good because it is a cooperative partnership and this is good for everybody," Kapil Sibal told NDTV.

Over a 100, 000 Indian students study in the United States and that number is only expected to increase in the next several years.

India faces a severe shortage of Universities and colleges, which throws up opportunity for American universities. At a time when state budgets are shrinking dramatically and even prominent private universities aren't as wealthy as they once were, admitting foreign students who pay full fees makes sound financial sense.

Still there are many hurdles to overcome. Parliament still has to pass legislation to allow in foreign universities.

American universities are wary of caps on faculty salaries and fees and universities like Tri- Valley have yet again exposed the dark underbelly of the market in India for an American education.

Source: October 13, 2011/NDTV.com

US seeks stronger educational ties with India

US Deputy Secretary of State Williams J Burns said that several Indian leaders -- both business and political -- educated in the US are testament to the quality of an American education.

Burns was speaking at a reception hosted by the US-India Business Council.

The reception coincided with the US-India Education Summit co-chaired by US Secretary of State Hillary Clinton and India's Human Resource Development Minister, Kapil Sibal.

At the outset, Burns, who shared the podium with Sibal, said, "Minister Sibal is a Harvard law graduate and his two sons studied in the US, so he knows well the value -- and the cost -- of an American education."

"So it's fitting, then, that we have declared education to be one of the pillars of our strategic partnership."

"As a lifelong diplomat," he noted, " I know both the tribulations and the joys of grappling with new places and cultures.

"I know the satisfaction and perspective it can bring and the opportunities it can create.

"But student exchange and collaboration between our higher education institutions produces much more than knowledgeable graduates with a degree.

He argued, "That is not to say that our educational exchanges create alliances. But they create something more important: mutual understanding which reinforces the shared values between open societies and makes a global strategic partnership possible."

"And yet, for all the benefits -- for our people, for our economies, for our diplomacy -- it remains a long and sometimes arduous journey from India to study in America," Burns said.

"Our education system is full of thousands of excellent schools. But it is also decentralised and not always easy to understand from the outside."

He said, "At the same time, the number of American students studying in India is far too few, and the process for our schools to partner with Indian counterparts or to create new institutions of learning in India remains challenging.

"We want to do everything we can to lift the barriers to greater cooperation between our educational institutions and help these ties flourish."

"Burns challenged the audience seek out new avenues for cooperation we haven't fully explored, including community college, distance learning, and new technologies in education, which are all part of a healthy and robust higher education mix."

"This will be good for our students, good for our societies, good for our economies, and good for the world," he said.

Burns argued, "The truth is that we have crossed a threshold in our relations where -- for both of us, for the first time -- our success at home and abroad depends on our cooperation.

"America's vision of a secure, stable, prosperous twenty-first century world has at its heart a strong partnership with a rising India."

"The question is not whether we will have a strategic partnership, but whether we are doing as much as we possibly can to ensure that we realize its full promise. Few questions will matter more in the new century unfolding before us," he said.

Source: October 13, 2011/[Rediff](#)

U.S.-India Joint Statement on Higher Education Cooperation

The two leaders reiterated their strong commitment to the Fulbright-Nehru Program and its contribution to leadership development and scholarly achievement.

Recalling the considerable progress achieved in bilateral educational relations following the visits by Prime Minister Dr. Manmohan Singh to the United States in 2009 and President Obama to India in 2010, Human Resource Development Minister Sibal and Secretary of State Clinton today reaffirmed the strategic partnership between India and the United States for meaningful dialogue, cooperation, and engagement in the field of higher education, and launched a new phase in this partnership. The two leaders acknowledged the immense possibilities for further collaboration between the two countries given the inherent dynamism, emerging challenges, and numerous exciting opportunities available for sharing and growing together.

Minister Sibal and Secretary Clinton emphasized that access to and the development of technology and skills are cross-cutting requirements to meet the challenges that their two countries face.

They acknowledged the fruitful collaboration between India and the United States in the areas of education, research, and innovation and noted its contribution to the development of technologies, skills, and knowledge-based societies in both countries. Both leaders emphasized the need to enhance this collaboration.

Expressing their commitment to that vision, Minister Sibal and Secretary Clinton launched the expanded U.S.-India Higher Education Dialogue as an annual bilateral event to map out strategies for partnership in the field of education between the two countries. The Dialogue should identify areas for mutually beneficial exchanges and provide a platform for intense and meaningful collaboration among academia, the private sector, and government on both sides. The plan is for the Dialogue to be held alternately in the United States and India.

The two leaders expressed satisfaction with the progress achieved in the Obama-Singh 21st Century Knowledge Initiative, launched in 2009, under which proposals have been invited by both

sides by November 1, 2011, to be reviewed by a joint working group for academic awards in support of university partnerships. The two leaders reiterated their strong commitment to the Fulbright-Nehru Program and its contribution to leadership development and scholarly achievement. They also highlighted and encouraged the full array of collaborations directly between higher education communities, such as the Yale-India program, for academic leadership and faculty development. The two leaders underscored the need to enhance the scope of collaboration and identify new ways to encourage linkages and exchange programs.

The two leaders also expressed their support for the Indo-U.S. Science and Technology Forum, which provides fresh impetus to academic collaboration in the cutting-edge areas of scientific research and technology development.

The two leaders lauded the continuing efforts by both sides to explore new avenues for collaboration such as the Indo-U.S.

Engineering Education Conclave, held in January 2011 in New Delhi, for strengthening higher educational institutions in the fields of engineering and technology and expressed the hope that more such opportunities for engagement would emerge in the future in other fields.

The two sides endorsed the resolve of the stakeholders from academia, government, and industry to take forward the following areas of consensus arrived at during the Summit:

1. A continued expanded U.S.-India Higher Education Dialogue with representatives from government, academia, and business that would interact on a periodic basis to inform and underpin the Dialogue.

2. Support for the following goals:

Promoting strategic institutional partnerships for further strengthening and expansion of collaboration in the priority areas of higher education, including science and engineering, social sciences, and humanities, and addressing societal challenges in areas such as cyber security, energy, environment, health and agriculture;

Encouraging expansion and deepened collaboration in research and development in the above areas between academic institutions of the two countries through existing initiatives;

Fostering partnerships in the areas of vocational education and skills enhancement to meet the needs of today's world;

Exploration of models for 'educational institutions for the 21st Century' (such as 'meta' universities);

Further strengthening programs for student and faculty enrichment and exchange, and development of leadership in academia at all levels;

Welcoming the involvement of the private sector in the two countries to support and deepen collaboration with the higher education community, faculty exchanges, skills development, and institutional partnerships.

3. India announced its intention to set up an India-U.S. higher education platform as a means to pursue these goals.

4. Strengthening educator enrichment and exchange programs (with the Government of India indicating its intention to sponsor initially up to 1,500 faculty and junior scholars to leading universities and research institutes in the United States) to promote development of human resources while also enhancing broader interaction between the two countries.

Minister Sibal thanked Secretary Clinton and her colleagues, as well as the academic, non-governmental, and business communities in the United States for their efforts in successfully organizing the U.S.-India Higher Education Summit, and expressed optimism about building on this successful Summit in the expanded U.S.-India Higher Education Dialogue to be held in 2012.

Source: October 14, 2011/[The Hindu](#)

Forces outside govt. crucial to boost Indo-US educational ties'

United States Secretary of State Hillary Clinton in opening the first-ever US-India Higher Education Summit at Georgetown University in Washington, DC, -- which she co-chaired with Minister of Human Resource Development Kapil Sibal -- declared that while collaboration in this sphere is a driving force in the strategic dialogue between Washington and New Delhi, whether it will ultimately succeed or not depends on those outside government -- academia, researchers, and business.

Addressing a broad cross-section of academics, university presidents and administrators, non-governmental organisations and foundation executives, and association and private-sector leaders, numbering over 300, that included the likes of Renu Khator, president of the University of Texas in Houston to Professor U B Desai, Director, Indian Institute of Technology, Hyderabad to Mark Medema, Co-founder of EdVillage, which advocates a 'Better Education for Every Village,' Clinton acknowledged, "Educational collaboration is a driving force in our strategic dialogue with the government of India."

"And this summit is a result of the discussions between President Obama and Prime Minister Singh because for those of you who are watching the great rise of India, I hope you share our excitement that this largest of all democracies, this wildly pluralistic nation, is on the path to providing greater benefits for their citizens within the context of freedom and opportunity," she said.

"And they know, as we know from our own experience, that a democracy depends upon education, an educated citizenry. And we, therefore, at the highest levels of our two governments, are committed to this," she said.

However, Clinton argued that "whether or not this takes hold will depend upon those of you outside government -- professors and teachers, researchers, business leaders; you will ultimately determine the success of these efforts."

Thus, she said the summit "is an opportunity for us to take our high-level partnership and begin making it real for the millions of Americans and Indians who care about our shared future and are, frankly, curious about one another."

Saying, "Our college experiences, even those of us who can dimly remember them, do shape who we become," Clinton recalled how "when I was a senior at Wellesley, my first hope was to get a Fulbright to India," but that "for reasons having to do with geopolitics, the Fulbright program was put on pause at that time. So I ended up going to Yale Law School."

"And since then, I have seen the results of my education in nearly everything that I do, on pushing me to become a global citizen, rooted here in my own country, whose values and traditions I cherish, but looking outward," she said. "And almost -- well, I don't want to say how many years later, but now I

see higher education as an even greater passport to opportunity and understanding."

Clinton said, "So as we strive to facilitate that between our young people, we have to do more. We don't want to just stand by and let it happen on its own because we believe strongly that investing in learning between us is in very much both of our interests."

"Now, the United States and India have a strong history of exchange. Last year, we welcomed over 100,000 students from India to pursue college or graduate level study here. But we think the opportunities for collaboration are even greater. And particularly, we want to see more American students enrolling for academic credit at Indian institutions."

Clinton asserted that "the United States government is fully committed to enhancing this academic cooperation," and pointed out that "the Obama-Singh initiative provides \$10 million for increased university partnership and junior faculty development."

She also noted that "the Fulbright-Nehru program has nearly tripled in size in the past three years, and we are proud that the United States now conducts more faculty exchanges with India than with any other country through this program."

"And with our new Passport to India program, we are working with the private sector to help more American students experience India through internships and service projects," she added.

Clinton also, obviously cognizant of the controversies over sham universities like Tri Valley University in California -- which was shut down by the Department of Homeland Security's Immigration and Customs Enforcement division -- and University of Northern Virginia -- currently under investigation -- that have duped thousands of Indian students and left them in limbo and facing deportation, said, "We've expanded our Education USA advising services for Indian students and their families to provide information about opportunities for study, and frankly, to help you sort out misleading offers that come over the internet, and we know flood into homes across India, giving young Indian students the idea that a certain approach will work for them when, in fact, it is a dead end."

"We don't want to see that happen. We want to see real exchanges with credible institutions, and we will do everything we can to support that," she said.

She said, "We're also encouraging state and local officials in our country to engage with their counterparts in India to support educational cooperation and connection at every level. So we're going to continue to facilitate dialogues like this, but we're asking you to develop direct connections, faculty to faculty, student to student, business to business."

To drive home her point about what some of these direct connections could lead to, Clinton said, while "there are so many wonderful stories," she wanted to relate one in particular "because it really hits close to home in an area that I care deeply about."

She recalled how "A few years ago, a small group of American and Indian classmates at Stanford University decided to work together to build a better baby incubator. Four hundred and fifty premature and low-weight babies die every hour, and traditional baby incubators can cost as much as \$20,000. So the students developed the Embrace baby warmer, a portable incubator for use in poor and rural areas that doesn't require electricity and only costs around \$100."

"After graduating from Stanford, this Indian and American team moved to Bangalore to continue working on their idea and launched their project. And it's now in use in hospitals in India and saving babies' lives. Their goal is to save 100,000 babies by 2013."

Clinton said, "Now, this is a simple idea born out of conversations between students from both of our countries talking about shared hopes for a better world that led to action. And it took these American and Indian students from diverse backgrounds and perspectives working together to make it happen."

"So I'd like to challenge all of us to jumpstart these kinds of relationships and opportunities for cooperation today, and there is no better way to do it than to brainstorm in the sessions this afternoon to consider no idea off limits, no outcome impossible, asking yourselves: How can our universities deepen our collaboration and particularly our student and faculty exchanges, and how can we work more on research, and how can we set goals for ourselves that we then work toward meeting? How can the private sector and government help our educational institutions help catalyse the workforce that will be needed in the

21st century in both of our countries? What institutional barriers can we and should we break down, and how do we build forward?"

Clinton reiterated, "We want our relationship between these two great democracies to be as interconnected as possible at every level. Yes, government to government, but that is just the beginning and is clearly not the most important of the lasting collaborations that we seek."

Earlier, in her remarks, Clinton paid special tribute to one of the participants, former US ambassador to India and erstwhile governor of Ohio Richard Celeste, now president emeritus of Colorado College.

Celeste, who was also among the plethora of speakers at the various break-out sessions, was described by Clinton as being "well positioned based on his diplomatic service in India, and of course, his deep knowledge of American higher education, to stress the importance of greater cooperation."

Clinton said she was "delighted, as I look out at this audience, to see faces I recognise – presidents and deans of some of our greatest American colleges and universities," and she thanked "our partners in both the private and the nonprofit sectors for making this summit a priority."

Sibal in his remarks, thanked Clinton profusely for "facilitating this first-ever Higher Education Summit" and recalled that "it was 11 months ago that Secretary Clinton and I recognised that education is one of the primary pillars of the India-US strategic partnership," and that this summit 'is a culmination of that recognition."

Much of Sibal's address centered around the theme he had been focusing on since his arrival on Tuesday and in remarks and interactions at the Center for Strategic and International Studies and at a reception hosted by the US-India Business Council as run-ups to the Summit.

He said that "it is only through education that we hope to empower populations across the globe to confront the challenges of the 21st century," and noted that "without doubt, the United States defined the milestones of the 20th century, while India, as you, Secretary Clinton, described recently -- is a defining story-line of early 21st century."

Sibal, as Clinton had stressed, also acknowledged that without industry and academia, "the defining

moments of tomorrow will be beyond our reach," and declared, "the platforms that you create with our young will etch the contours of those defining moments."

He predicted that "this historic summit will forge a new collaborative association in which our young can draw inspiration from your benchmarks of excellence in education and innovation and channelise their energies for public good."

Thus, he said, "Today, we dedicate our partnership for a better tomorrow."

Sibal argued that in today's globalised world, the challenges "are qualitatively different from those in the past," and warned that "business as usual is a sure recipe for global disaster."

He asserted that "the global economy will not be defined by financial flows and trade but by global, collaborative, knowledge networks where ideas move seamlessly."

Sibal said, "The future of knowledge creation will emerge through partnership for the common good. Social networks and resource sharing in cyberspace are precursors to the development of knowledge networks that will aim to address the problems of tomorrow."

He said, technology has led to the "death of distance," and predicted that "partnerships would lead to the germination of knowledge."

Sibal said, "The Gross Enrollment Ratio in higher education in India is presently around a mere 15 percent -- about 10 percent below the world average. We shall endeavor to increase our GER to 30 percent by 2020."

"This would require us to provide for opportunities in higher education for an additional 30 million children by 2020, and to do that, we will need to build an additional 1,000 universities and 50,000 colleges. To serve these institutions, we will require quality faculty of over a million assisted by quality support structures."

And Sibal noted that the new demand for higher education in India was today emerging "from three groups that traditionally did not have easy access to higher education -- the disadvantaged and marginalized, women and a 'rising' lower-middle class."

But he said this was only part of the picture, because "we, in India, to sustain our own economic growth require a skilled workforce of about 500 million by 2022."

Thus, he continued to reiterate the point he had been hammering in all of his speeches and interactions around town even during the run-up to the summit that "as the center of gravity of global economic activity shifts toward Asia, this workforce can provide the basis for sustained economic growth. And, besides, with declining demographics around the world, the global community will require a suitably skilled workforce to serve its needs."

And, in such a scenario, Sibal said, "Our demographic advantage could, thereby, become an integral part of the global workforce."

He said, "For imparting skills to our young, we need to build a robust vocational education system that links education to the world of work, and this requires the award of qualifications of international standards accepted by industry globally."

Sibal argued that "this will enable mobility of students across vocational and higher education and students endowed with skill-sets sought by industry globally will then serve its needs."

This is where, he said, "We can draw from the experiences of community colleges in the US as we proceed to develop the vocational education system in India."

Sibal also argued that it was imperative that "we need to open up the university as a learning space, embrace collaborative knowledge production, and break down the walls between institutions."

"I foresee a day when an engineering student from the Indian Institute of Technology can register for a liberal arts course offered by Yale while simultaneously enrolling for an economic course in Stanford," he said. "The university as a physical entity may no longer remain the unit of learning space."

Echoing Clinton's sentiments, Sibal said, "We together need to lay the foundation for his change and our enduring partnership will define the future of education."

"For this academia, industry and policymakers must work together," he emphasised, and declared,

"Knowledge has no limits. Let our partnership dismantle the boundaries that limit us. That is our destiny. Let us embrace it."

The initial take from a quick interaction *India Abroad* had with some of the American participants, including both academics and businesspeople -- many of whom were seen at the events at CSIS, USIBC and other events Sibal and his delegation spoke and were present at -- was that there was no denying that Sibal--articulate and compelling with his lofty rhetoric and idealistic as well as predictable arguments -- made a strong case and was essentially preaching to the choir.

But one university president from an Ivy League University told *India Abroad*, and requesting that he not be identified by name was that "we need practical solutions and this for starters means, less regulations, less bureaucracy and most importantly a level-playing field."

"We need to know exactly what we are getting into -- the specifics -- and in this regard, the education bill is still in limbo and we have no idea when it will be passed. So, these are some of the concerns we have," he said, adding, "Let me reiterate, all of the arguments Minister Sibal made are not just compelling but convincing. But we need guarantees."

This president said, "True, we can go ahead and make arrangements with states and start programs and set up campuses, but what happens, if the federal government, after we've set up shop and done all of the initial spade-work comes and says, we haven't met all of the required criteria?"

"You bet we are gung-ho, we are excited, and we know the huge potential that exists in India, and as the Minister said, how we can change the world if we can implement the vision the secretary and the minister articulated. But we need to know the exact parameters under which we can implement this vision," he said.

Meanwhile, a business and industry representative chimed in, "Not to be overly cynical, but look what happened to the nuke deal -- it's still in limbo, after we went to bat for it in the US Congress, at the Nuclear Suppliers Group and everywhere else. The Nuclear Liability Bill passed in parliament in its present form would make us making major investments pretty untenable."

Source: October 14, 2011/[Rediff](#)

U.S., India and Higher Ed

More than 1,000 new universities and 50,000 new colleges.

Those are the numbers India is looking at if the country is to try to meet its ambitions of more than doubling its higher education enrollment in the next 10 years, said Kapil Sibal, the Indian human resources minister, at the U.S.-India Higher Education Summit at Georgetown University Thursday.

That kind of growth would result in a tremendous need for collaboration with existing colleges in India, the United States and elsewhere, in all kinds of areas, including the search for qualified faculty members, he said.

The daylong summit, jointly hosted by the governments of the two countries, brought together more than 30 Indian leaders from government and higher education and their American counterparts. Opening remarks came from Hillary Clinton, the U.S. secretary of state, and from Sibal.

"We want to see more American students enrolling for academic credit at Indian institutions," Clinton said. Collaboration could be between faculty, students or business leaders. No ideas are off limits, she added. She gave the example of American and Indian students at Stanford University [who worked together](#) to develop an inexpensive baby incubator.

Sibal said India was "a nascent democracy, energetic, on the move, and full of hope." But in order to realize its potential, the young population in the country has to have access to quality education. He talked about building a robust vocational education system, drawing from the experiences of community colleges in the United States.

But what is achievable and how should higher education officials go about achieving those goals?

Some of the more ambitious ideas came from Sam Pitroda, an adviser to the Indian prime minister on public information, infrastructure and innovations, best known for revolutionizing the Indian telecom sector. "Connectivity allows us to think big," he said. He went as far as to suggest a world of higher education where professors exist as mentors while the bulk of the learning is done online and unassisted by an individual instructor.

Several American universities pointed to the ties that they are building with India. [Virginia Tech](#) is setting up a campus with a private Indian partner near the southern Indian city of Chennai. Yale University recently concluded a two-week program designed to help administrators in India learn strategies for the challenges they face as university leaders.

Amid all of these signs of collaboration, several speakers Thursday mentioned the small number of American students in India -- about 3,000 annually, compared to the 100,000 Indian students who enroll in universities in the United States. To redress some of that imbalance, a new program called [Passport to India](#) will give American high school and college students a chance to hold internships in India. The aim, officials said, is to get private companies to partner with U.S. higher education institutions to sponsor internships in India.

The challenges to these partnerships will be twofold, said Richard Celeste, former U.S. ambassador to India and president emeritus of Colorado College. American universities have seen a dramatic reduction of resources in recent years, while India has a high level of bureaucratization and politicization in its education system, he said.

Another problem cited by many is the lack of higher education institutions in India similar to U.S. community colleges. "The coming of age of the community college movement never found a counterpart in India," Celeste said.

Efforts are under way to move in that direction. The day before the summit, 14 Indian officials toured Montgomery College in Maryland to observe the workings of a community college firsthand. Sanjay Rai, vice president and provost of Montgomery, said the next stage in this collaboration would be to develop a model of affordable education in India linked to jobs. Participants in the summit like Pratim Biswas, a professor in the school of engineering and applied science at Washington University in St. Louis, said they are curious to see what follow-up takes place.

"There is a lot of talk here. Let us see what happens," said Biswas, whose university's faculty is sharing ideas with teachers at the Indian Institute of Technology in Mumbai. "We will also have to see how the bureaucracy in India responds to these plans."

Source: October 14, 2011/[Inside higher ed.com](#)

India, US to hold expanded Higher Education Dialogue as annual event

1. India, US to hold expanded Higher Education Dialogue as annual event

2. A Conversation With: Kapil Sibal

Human Resources and Development Minister Kapil Sibal in a 2009 photograph.

India Ink sat down with Kapil Sibal, India's minister for human resources and development, to discuss the state of higher education in the country and what his office is doing to try to alleviate a shortage.

Q. What is main problem here?

A. The problem is clear. There's a demand and supply issue. The demand overstrips the supply by a factor of a hundred, I guess. You don't have enough quality institutions and there are enough quality young people who want to go to only quality institutions.

The other problem is that we have disciplines in schools — commerce stream and science stream and arts stream. The commerce student goes to the commerce college and so the science student, no matter how well he does, if he wants to go to the commerce college his entry is limited, because first they absorb the commerce students then they take into account the science students.

Q. What measures is your office taking to fix these problems?

A. What can my office do? My office can't create colleges overnight, can it?

What we are trying to do is to expand the educational sector to allow for foreign investment to come in, allow the private sector to participate to build more quality colleges, and meet the increasing demand of the student community.

But that's going to happen over a period of time, it can't happen overnight.

Q. What has been the biggest difficulty for you in trying to solve this problem?

A. To restructure the entire education system is no easy job.

You know how long it takes in the United States of America for...you know....a health-care scheme to be accepted by the House of Representatives and the Senate.

Well, we are trying to change the mindset of the people, we have to get political parties on board, the stakeholders in the educational sector on board, change the mindset of the parents, allow students to be given the kind of choice they've never been given, and we don't have enough teachers in the new disciplines that we want to put in place.

To be able to expand the school sector one will need enormous investment – around \$80 billion over the next five years.

Once we get the quantity in place we also want to make sure while that expansion takes place it takes place with quality. Which means you should have quality teachers in place. Which means you need to train the teachers, and have strict standards in place both in terms of pupil-teacher ratio, and structure.

Then if you use broadband and broadband wireless access, if you get that in place, along with IT content in the education sector, if all these things come together in the next five to 10 years, there will be a complete revolution in the education sector.

Q. What role do you think foreign institutions will play?

A. Foreign institutions will play a role but only at the higher education level.

Quality institutions will come in for joint degrees, for joint programs, for twinning arrangements. And there will be a lot of foreign investment in the area of skills development: short-term certification courses, diploma courses in areas where the industry in India needs skilled workers.

Lots of Indian entrepreneurs will actually be investing in the sector; I think this will be one of the most significant sectors for economic growth in the years to come.

Q. What about expanding the number of seats for the public universities. Is that also part of the equation?

A. We are setting up more of them. We now have 30 central universities. We are expanding the IITs and expanding the IIMs.

Q. But what about schools like St. Stephens, which were trying to double the seats they have?

A. We don't have any control over that. I mean, if they want to double the seats, they should double the seats. We won't come in the way.

Government doesn't come in the way of St. Stephens, St. Stephens comes in the way of St. Stephens. It's not a problem that we can solve.

Source: October 14, 2011/[THE NEW YORK TIMES](#)

U.S. looking forward to passage of Foreign Universities Bill: official

Foreseeing tremendous progress in engaging India in the field of higher education, the United States was looking forward to the passage of the Foreign Universities Bill in Parliament, said Suresh Kumar, Assistant Secretary for Trade Promotion and Director General, U.S. Foreign Commercial Service in the U.S. Commerce Department.

“We see tremendous progress but the very fact that the Bill is in front of Parliament, it just clarifies things better. Union HRD Minister Kapil Sibal informs me this Bill is likely to be passed in Parliament this year. We are hopeful it is the case and we look forward to the passage,” said Mr. Kumar, who is leading a team of 21 U.S. universities to India.

At a press conference, he said the Bill was the first step on how to attract Foreign Direct Investment (FDI) in higher education but the U.S. institutions wanted clarity on the rules, structures and how the two countries would engage. “It refers to fee structure, for profit and non-profit institutions and different business models, which will attract more institutions. Clarity is the first stage and there is work to be done,” he said.

U.S. institutions were looking at engaging at every possible level as they see tremendous potential especially when India's stated mission was to triple its higher education enrolment ratio by 2020.

“We are willing to engage to ensure India builds the necessary infrastructure in education and impart the skills for educated to sustain the present growth rate,” he said. U.S. institutions were interested in engaging at every level from curriculum design and faculty development to offering joint degree programmes and research collaborations. Part of the mission was to enroll more Indian students for undergraduate courses in

U.S. colleges as China has 127,000 students, many of whom are in UG courses in the U.S., this year compared to 105,000 students from India. While the presence of Chinese students in U.S. universities increased by 30 per cent compared to the previous year, the Indian student population had remained the same.

Answering a question on ill-treatment of Indian students at a particular university, Mr. Kumar said the students should check with the authentic sources and not rely on brokers.

Source: 14-October, 2011/[The Hindu](#)

State of higher education: Mani Shanker Aiyar and Narayana Murthy statements

Two seemingly unrelated developments motivated this article. One, Mr Mani Shanker Aiyar's rather irresponsible statements on the English capabilities of Mr Maken. Second, Mr Narayana Murthy's statements about the declining standards of IIT graduates as a consequence of the 'teaching shops' in the country. Apart from the implied humour in Mr Aiyar's statements, there was an inference about the relative merits of two colleges of Delhi University.

In the same vein, Mr Murthy's statement reflected more a failure of the higher education sector in India rather than that of the private 'teaching shops'. While one can cavil about the political correctness of either Mr Aiyar or Mr Murthy's statements, it is difficult to disagree that something ails our higher education sector.

Consider the comparison that Mr Aiyar (implicitly) made. Despite the politically-motivated outcry, issues of various magazines devoted to surveys of the higher education sector have periodically brought out that all higher education institutes (universities and professional colleges) do not bring out the same quality of students.

Yet, while [Delhi University](#) as a whole is still the premier institution in the country, it's also true that in many subjects (Economics for one!), [St Stephen's College](#) is no longer the premier institution even in the Capital.

What is, however, more disconcerting is that the relative ranking of various institutions have more or less remained the same and there seems no 'levelling out'. Even more important, standards in

most state universities are declining drastically and there seems no end in sight. Why this situation?

Let us get back to St Stephen's, admittedly the premier institution in India (and not only because Mr Aiyar studied there!). The question is whether the students excel because of the institution or the other way round. With all due apologies to St Stephen's College, the second explanation is closer to the truth. If the best enter St Stephen's, it is not surprising that they outperform others at the university level.

This is what Mr. Murthy was saying. The IITs attract the best students but add little value so that graduates remain unemployable. However, here, Mr. Murthy must realise that the 'teaching shops' are probably adding some value in enabling weaker students to compete in exams. The 'teaching shops' also exist only because of so much competition for just a few institutions of excellence.

One radical solution is to 'randomise' the entry of students to higher institutions: let admission be related to non-merit parameters like location of students, income of parents, etc. This would lead to a political outcry from the reservation lobbies (caste and religion) in particular: how can state education be non-discriminatory?

The problem is the vicious circle: good students attract good faculty who then attract the best students, and so on. How to break this circle? Another solution is to start with the faculty. Today, NAAC - the UGC's rating system for higher education institutes - is a reality. So, suppose faculty in institutions lower down the ladder are offered a higher salary. To one extent, this is being done today.

Central universities in backward and hilly areas get an additional DA of 12.5% (NEHU in Shillong actually gets an additional 25%, but that is another story). What if this system were to be extended to other institutions based on a NAAC assessment? Rating changes every 5-10 years would then allow the system to be tweaked. This is likely to work better than merely setting up central universities in every state and then find most suffering due to non-availability of faculty.

Both these solutions sound radical. Yet, something on these lines is necessary as the market solution is worse (but unstoppable). While state universities are mired in procedural issues in appointing faculty, the private sector is snapping them up. Politicisation of the student body makes most

decision-making nearly impossible. Worse, CAG has noted that some universities have misutilised money for faculty travel. Yet, around the world, faculty is penalised for not utilising funds set aside for attending conferences.

India has about 320 universities of which only 40 are central universities where some control on quality - and politicisation - still exists. They can only absorb less than 15% of the growing student population. The US has about 4,000 accredited institutions and caters to students across the globe! Indian public sector education must survive given the low cost and the need for state-funded R&D.

But while Parliament is obsessed with Anna or the '2G scam', two Bills for regulating and creating autonomy for higher education lie in cold storage. Benign neglect or malign intent: the decline and irrelevance of state-supported education seems inevitable.

The author is faculty at [JNU](#))

Source: 14-October, 2011/[Economic Times](#)

Officials explain how to apply to study in America

A lecture-cum-discussion on Higher education in the US and on applying for US visas was held at the Padre Conceicao College of Engineering, Verna, on Thursday.

The presentation made by the US-India Educational Foundation shared that India was second only to China for the highest number of students studying in the US.

"You can start your graduate studies in the US after you complete 16 years of education in India, including 3-4 years of college education. The planning should begin 12-18 months in advance," said Katie Plona, vice consul.

She added, "The two most common visas for US study are F1 student and J1 exchange visitor. You will not have to choose the visa, your university or sponsoring organization will determine it."

Ryan Pereira, the foundation's senior educational advisor, stressed the need to start the application process to join colleges, varsities in the US should start as early as possible.

He added that US institutions offer scholarships, assistantships and fellowships based largely on merit, but also taking pupils background, skills, etc into consideration.

Source: 14-October, 2011/[The Times of India](#)

Is Corruption Undermining The Higher Education In India?

India is projecting itself as a global education hub. This claim seems to be exaggerated and far from realities. Before claiming India as a global educational hub we must have a reality check. Do we have qualitative education in India? Do we encourage research and novelty in India? Do we discourage corruption and arbitrariness in India so that education can be qualitative?

The answers to these questions seem to be in negative. Neither have we qualitative education in India nor our educational system is free from arbitrariness and corruption. Our educational system is academic in nature that is far from developing skills and practical acumen in our educated masses.

The truth is that [PhDs in India are dying](#) despite our boastful claims. Higher education in India needs to be rescued from arbitrariness, lack of transparency, corruption and other vices.

Take the example of higher legal education in India. The truth is that [higher legal education in India is in jeopardy](#). The same is so tardy, troublesome and difficult to be successfully achieved that a majority of researchers do not wish to engage in the same. Even if some dare to go for higher education in India, the flawed educational system of India does not allow successful completion of the same.

While India is making lots of efforts to make Indian educational system qualitative in nature yet till corruption and arbitrariness is eradicated all such efforts would be futile.

Time has come to question and punish those who have made Indian educational system a menace and breeding ground for corruption. Unless this is done, all educational development initiatives of India would fail.

Source: 14-October, 2011/[CJ News India](#)

At U.S.-India Summit, Leaders Call for More Collaboration in Higher Education

The first U.S.-India Higher Education Summit, held here Thursday and attended by more than 300 academics, business leaders, and government officials, showcased plenty of good will between the two countries. But it also drew out the many challenges they face as they seek deeper, broader and more sustained collaboration.

In opening remarks on the campus of Georgetown University, Kapil Sibal, India's minister in charge of higher education, noted that his government wants to double the college-going rate among young people, to 30 percent. To do that, it needs 1,000 more universities and 50,000 more colleges. Yet the higher-education system remains underfinanced and lacks the talent necessary to staff such institutions.

Meanwhile, American colleges are eager to develop partnerships with Indian universities focused on global research projects, joint-degree programs, and student and faculty exchanges. Whether many American institutions are interested in, or capable of, helping meet India's vast demand for education remains to be seen. Although few concrete plans emerged from Thursday's gathering, several participants said the discussions helped create a road map/roadmap for future collaboration.

The summit itself is a culmination of several years of work between the administrations of President Obama and Prime Minister Manmohan Singh. Two years ago, they announced the Obama-Singh 21st Century Knowledge Initiative and jointly committed \$10-million to further [academic collaboration and exchange](#). The governments have nearly tripled the number of Fulbright-Nehru scholars flowing between the two countries in the past three years, and encouraged American universities to visit and explore the country for partnership opportunities.

Those initiatives are part of a larger effort to align the interests of the two nations, and Secretary of State Hillary Rodham Clinton was among the keynote speakers Thursday.

"Educational collaboration is a driving force in this strategic dialogue," Mrs. Clinton told the attendees, noting that both countries believe an educated citizenry is crucial to the health of their democracies. She encouraged attendees to "consider no idea off-limits, no outcome impossible."

Seeking the \$1,000-a-Year Degree

It quickly became clear, however, that collaboration held different meanings for different people — even within their own countries. Mr. Sibal, an aggressive reformer, has championed a bill that would allow foreign universities to set up shop in India. "You always ask the wrong question," he told the Americans in the crowd. "The issue is not how many students come from India to America. The issue is how much education can you provide to Indian students in India."

But another equally forceful figure in India, [Sam Pitroda](#), who has led the effort to build India's technological infrastructure, argued that traditional forms of education do not work in a global context. "The U.S. model is too expensive," he told the crowd. "We need to create a model where you can get a degree for \$1,000 a year, maybe \$2,000."

If there was a common point of agreement, it was that technology will soon allow for new forms of cooperation. "I foresee a day when an IIT student can register for a liberal-arts course at Yale, while also enrolling in an economics class at Stanford," Mr. Sibal told the crowd, referring to the Indian Institutes of Technology.

Richard C. Levin, president of Yale, was among several high-profile American university leaders in attendance. He encouraged people to think about "less obvious" forms of engagement and mentioned two of Yale's key India projects. The first is to build deep India expertise within Yale's faculty, across disciplines. The other is to work with Indian universities to provide advanced [leadership education](#).

Yale's approach may be unusual, however. Adam J. Grotzky, executive director of the United States-India Educational Foundation, noted in another session that he has seen many American university delegations come through India looking for partners. "The problem is that they're not teaching enough about India on their campuses," he said, which limits their ability to understand and engage in the country.

Another point of concern was the imbalance in the number of students traveling to each country. More than 100,000 Indian students are seeking degrees in the United States, while roughly 2,700 American students travel to India each year, and then only for short periods of study.

Limits on Efforts

Money has also been a persistent roadblock. Few Indian officials seemed to expect that American universities would pony up the money for any kind of elaborate bricks-and-mortar operation, and recognized as well that study-abroad and research partnerships need external support.

In the closing session, Mr. Sibal made a focused pitch to the Americans in the audience, saying that Indian investors could supply the land and infrastructure for whatever operations they might wish to set up. And in sessions throughout the day, much discussion centered around the role Indian industry could play, whether to offer internships for American students, finance research projects, or support work-force development programs.

None of the universities represented on panels seemed to be thinking in terms of branch campuses. More representative was the model being developed by Virginia Tech. Its president, Charles W. Steger, said the university was building a small graduate-level research institute outside of Chennai, with guidance from an advisory committee that has both Indian and American members. Many institutions on both sides were eager to discuss joint-degree programs.

At the same time, new opportunities are emerging, speakers said. In addition to seeing the possibilities created by online learning and open courseware, India is just beginning to pay serious attention to [vocational education](#). That could offer inroads for American community colleges, some of which have already been asked to serve as advisers to technical and vocational institutes in India. "Today it is India that can teach America about rapid economic growth," said Secretary of Education Arne Duncan, "reminding us all that education is the great equalizer."

If there were a lasting image to emerge from the summit, it was that of India as the new frontier.

"You built your universities. Now you get to build ours," Mr. Sibal said at a reception Wednesday night. American institutions need look no farther than India if they wish to help build new cities, find solutions to environmental challenges, or design better transportation systems, he said. "In that process, we are the land of opportunity."

Source: October 15, 2011/ET Bureau

RESOURCE**7 in 10 college grads are employed full time for employer**

While 64% of the U.S workforce is employed full time for an employer, as measured by Gallup from January to September 2011, this percentage ranges from a high of 73% among college graduates to a low of 29% among those aged 65 and older. An additional 7% work full time for themselves and 10% work part time and do not want full-time work, with those 65 and older by far the most likely to fit into these two categories.

Those employed full time for an employer, employed full time for themselves, or working part time by choice are considered fully employed. Men are more likely than women to be working full time for an employer, while women are more likely than men to be working part time with no desire for full-time work. Relatively few workers aged 65 and older are working full time, but 41% are satisfied with a part-time job. Americans with no college education are significantly less likely than their more educated counterparts to be working full time for an employer.

Those in the U.S. workforce who do not fit into the three categories above are considered underemployed. Young adults aged 18 to 29, minorities, women, and those with lower levels of education are significantly more likely than other groups to be underemployed. They are also the most likely to be unemployed, but the range for unemployment across demographics is much smaller overall.

Implications

Gallup finds that full-time employment, or "good jobs," with employers worldwide is [linked to higher GDP and improved wellbeing](#). At the same time, globally, self-employment is not associated with these benefits because self-employed workers in developing countries typically work in subsistence jobs. In contrast, in the United States, most of the self-employed are business owners, professional workers, or skilled trade workers. An additional group of workers is working part time but does not want full-time work. These three groups are fully employed.

In the U.S., the highly educated are most likely to be working full time for an employer, highlighting the benefits of a good education during these difficult economic times. It is not surprising that

women and older workers are the most likely to be working part time with no desire to work full time. Many may be supplementing child rearing or retirement with additional income and likely improving their overall wellbeing. Younger workers may also lag behind in good jobs because they lack the experience to beat out more tenured workers for the best jobs. Unemployment remains at historically high levels, and economists warn of a possible double dip. Despite this, the majority of U.S. workers are working full-time in formal jobs.

Source: 10-October, 2011/[Globalpublicsquare](#)

Where Does the Potential for Growth of the European Economy Hide

After three years of a heavy fight with the global financial and economic crisis, that has transformed into a fight for economic recovery, it is already clear that it cannot be led only on the front of stabilisation of public finances. Measures to boost growth are also needed. This issue was [indicated](#) as significant for this autumn by European Commission President Jose Manuel Barroso and Polish PM Donald Tusk, whose country is now holding the rotation presidency of the Union. A month after their meeting in Brussels, the Polish Presidency has come up with an ambitious [report](#) in which it shows where possibilities for economic growth are hiding and is making recommendations.

According to the Polish EU Presidency, the crisis will never be overcome unless the European economy would recover its dynamics. "*We will not pay our debts, we will not wipe out our deficits, we will not succeed in creating jobs, especially for the young people, if we continue to tolerate the situation of stagnation. The temporary solutions of the crisis are not sufficient. We have to start thinking strategically, by also not forgetting the remaining challenges the European Union is facing, as the demographic situation for instance*", is written in the announcement of the report.

Which are the main sources of potential growth?

A large part of the proposed possibilities are not new in their essence, but instead are being dragged around for years on a community level. According to the Polish Presidency, the first such source is European integration. By the way, this perspective is set literally as a slogan of the Polish Presidency, which deems a deepening integration as being a solution to Europe's problems. The next elements are the people, the single market, the small and

medium enterprises, the green economy and energy efficiency, regions and EU's trade relations with the world.

The conversation for more integration is going on actively in the EU, although citizens are not too keen in participating in it while it is necessary for them to bailout eurozone countries. In the same time, according to this year's Eurobarometer study, most Europeans think that the current economic situation can be solved with coordination of the economic policies of the member states. 79% of the respondents share this vision. 91 per cent want the member states to cooperate more closely in their efforts to overcome the crisis. The Presidency's report points out specific facts in support of the thesis that enhanced integration leads to more prosperity. Economic convergence registers unprecedented successes - out of 27 countries in the world, that have grown from middle income to high income, 11 are in Europe. Besides, Europe benefits from the fact that capital flows move faster and easier from rich to the poor regions.

Serious attention in the report is paid to human capital as one of the main sources of growth in the contemporary economy. The problem, however, is that the perspectives are not good at all because, according to forecasts, in the next 40 years Europe's population will shrink by 20% while the populations of the United States and Latin America will grow rapidly. Precisely because of this the Polish Presidency recommends serious investments in human capital. As set in the [Europe 2020](#) strategy, here too is proposed employment rate to reach 75%, as currently it is relatively low and reveals opportunities for growth. The recommendations in this direction are related to increasing the possibilities for jobs for young people, adults over 50 years of age and women.

For the purpose it is recommended increasing the funding for programmes aimed directly at citizens and in support of students, young researchers and mobility of workers, geographically but sectoral mobility too. It is proposed to increase student exchanges. Currently the difference between male and female employment in the EU is 13% and it is estimated that filling this gap would increase the gross domestic product of the eurozone by 13%. Nominal GDP would be boosted (assuming everything else equal) by 21% in Italy, 19% in Spain, 9% in France and Germany, 8% in the UK, 5% in Denmark and 3% in Sweden.

In order women to be able to join more actively the labour market, though, it is recommended to facilitate the access to child care services, as well as to promotion of a more balanced sharing of maternity between mothers and fathers.

Also part of using human capital as a potential for growth is the recommendation for reform of the education system so that it could offer people more adequate training courses, complied with the demands of the labour market. In the report it is estimated that this could boost GDP by 10% in the long term. Currently one of the obstacles to economic growth is shortage of qualified workers in the area of science, technologies, engineering and maths. The European Commission forecasts that the ICT sector (information and communication technologies) will suffer a shortage of qualified workers in the next five years. The forecast is about a shortage of 700,000 people only in this sector.

The document also calls EU's education system and the member states to take into account the fact that education is not an individual but a social process. It is recommended to increase the number of graduates in math, engineering, science and technologies by providing flexible and innovative forms of employment, like e-work, development of the European policy for Life Long Learning and redistribution of education funds in the form of coupons for citizens. In Europe there are nearly 4,000 higher education institutions and around 19 million students. However, according to the indicator of a number of graduates Europe is lagging behind the US because 34 per cent of the population graduate with higher education, while this percentage is 42 in the US and over 54% in Japan.

According to the document, if the share of educated people is increased for the group of 25-34 year-olds up to 40% this would lead to a potential increase of the European GDP by 4% per capita. This, in turn, would boost employment because the quoted data show that employment among the people with high skills is 83.9%, while those with medium skills is 70.6 and employment of low-skilled workers is only 48 per cent.

Great attention is paid to the ICT sector as it is responsible for 5% of EU's GDP. In 2010 e-commerce had a 12% share in EU's incomes, whilst in some countries these incomes amounted to over 25%. In the same time, however, there are large obstacles before transnational trade. Around 60% of cross-border online transactions fall through, because of too many restrictions imposed on the

digital market, such as the coexistence of 27 different legal systems. Statistics also shows that legal uncertainty discourages 44% of consumers from buying in another member state and 80% percent of the companies involved or interested in cross-border trade export to a smaller than potentially possible number of countries because of legal barriers.

The authors of the report estimate that the creation of an effective digital market would generate additionally 4% of GDP by 2020. This is why one of the main recommendation is the single digital market to be established by 2015. Aside from the digital market, it is also recommended the creation of a European contract law as an alternative legal regime for e-contracts.

There is one more well known and still not progressing field that hides great potential for growth - the services sector. This is the sector that has the largest share in the Union's gross domestic product - 70% and is responsible for 68% of employment. The services create the most new jobs - 96%. But, as we remember from the times of the threat of the Polish plumber, the services market remains fragmented - only 20% of the services are being offered transnationally. The Services Directive, adopted in 2006, had to be endorsed by all member states by the end of 2009 but still there are countries that have not implemented it.

The economic benefits from its implementation are estimated to be between 60bn and 140bn euro, which is a potential for growth of 0.6% to 1.5% of GDP. A full liberalisation of the services sector and the creation of a digital single market would bring additional benefits worth some 800bn euros, the report claims, quoting forecasts of the British government. In order to achieve these benefits, the report recommends a continuation of the liberalisation of the services sector, active implementation of the competition legislation, focusing on national anti-monopolistic measures, nontransparent rules for public procurement, reducing roaming charges in the EU and putting a ceiling on data transfer.

Of course the report mentions infrastructure as a potential source of growth. But it is not talking simply about motorways but about completing the trans-European transport and energy infrastructure, providing access to broadband Internet by 2013 in all member states, investment in e-infrastructure for research, education or innovation. Another important recommendation is

the creation of a single patent system. Still there is no agreement between the member states on the single patent.

As usually in such documents, attention is paid to small and medium sized enterprises as they represent 98% of EU's business. One of the recommendations to boost growth in the SME's is to enhance the programmes for loans guarantees. Regional policy is also broadly discussed in the report, as it mentions that it does not have just economic benefits because it also contributes to the building of modern models of multiannual and multilayer governance. This, in its turn, stimulates the administrative mechanisms in the member states. A huge challenge for EU's regional policy at the moment is to prevent its marginalisation as a result of the need of budget consolidation. This, according to the report, should remain the main EU policy, aimed at boosting European growth.

The document outlines, as one of the main challenges for the European economy, the growing competition of the emerging economies, like China, India and Brazil. According to data of the Organisation for Economic Cooperation and Development (OECD) by 2030 the emerging and developing economies will generate 60% of global GDP. China's trade and investment expansion in Africa, Latin America and Central Asia, as well as the growing number of regional trade agreements, could lead to marginalising EU's role, the analysis points out. This is why the Polish EU Presidency recommends enhancing the already traditionally strong economic ties with the south and east neighbours. This would serve to counterbalance the Asian domination in global trade, the authors think.

As can be expected precisely from Poland, which is the initiator of the Eastern Partnership and hosted the second [summit](#) with the six countries from the region in the end of September, it is proposed deep and comprehensive free trade agreements to be concluded with Ukraine, Georgia and Moldova because this would lead to opening of new markets for exports to the east. Currently negotiations on such an agreement is holding only Ukraine but they, although being in their final stage, are directly related to the political situation in the country. At the Warsaw summit it became clear that there were [expectations](#) negotiations on such agreements to start in the end of the year with Georgia and Moldova. Those are the three countries considered excellent performers in the Eastern Partnership.

The Presidency also recommends conclusion of trade negotiations with India, Canada and Singapore. The only agreement that has been signed last year and entered into force on July 1st this year was with South Korea. Among the recommendations is a more active trade policy with the countries with which the EU does not have bilateral agreements such as China, the US and Russia. Another interesting proposal is attracting ambitious people from third countries.

The Polish Presidency does not have the ambition to be comprehensive with this document but hopes that it would serve as a basis for broad discussions in the EU. The Presidency has put the uneasy task to include this document on the agenda of the European Council on October 23rd in Brussels, hoping that the leaders will put some achievable measures to boost growth. The problem, however, is that this Council is overloaded with another rescue operation of the [euro area](#). **euinside** will be in Brussels for the Council and will follow whether against the backdrop of the crisis the leaders will spend some time on the future - the short-term future and also the long-term future.

Source: 11-October, 2011/[Euinside.eu](#)

India's Most Admired Preschools 2011: EducationWorld- C fore Survey

The EW-C fore Preschools Survey 2011 rates and ranks 120 selected preschools in six cities - Mumbai, Delhi, Chennai, Kolkata, Bangalore and Hyderabad

In an exercise which began in May and concluded in August, over 100 field researchers of the Delhi-based market research agency Centre for Forecasting & Research Pvt. Ltd (C fore) quizzed 1,731 respondents including parents (with at least one children in pre school), principals and teachers asking them to rate and rank 120 selected preschools in six cities - Mumbai, Delhi, Chennai, Kolkata, Bangalore and Hyderabad - in which there is rising awareness of the utility and value of early childhood education (ECE).

The Magic Years, Vasant Vihar (Delhi); Kangaroo Kids, Bandra (Mumbai), EuroKids, Salt Lake (Kolkata), Head Start Montessori, Koramangla (Bangalore), Vael's Billabong-Kangaroo Kids, Neelankarai (Chennai) and EuroKids, Banjara Hills (Hyderabad) have been voted Delhi's, Mumbai's, Kolkata's, Bangalore's, Chennai's and Hyderabad's

most admired preschool respectively in the EducationWorld-C fore Preschools Survey 2011.

Respondents were asked to rate preschools in their cities on ten parameters of excellence including teaching competence, safety and hygiene, leadership, play facilities, value for money, parental involvement, individual attention to students, special needs education and infrastructure. The scores awarded to preschools under each parameter were totaled to rank preschools in each city *inter se*.

"The purpose and intent of the annual EducationWorld-C fore India's Most Admired Preschools Survey 2011 is to stimulate the multiplication and upgradation of nascent ECE institutions countrywide. This is an essential precondition of endowing the vast majority of India's neglected and short-changed children with a foundation for life-long learning," says Dilip Thakore, editor of EducationWorld.

The Top 10 preschools of all six cities will be felicitated at the forthcoming 2nd Early Childhood Education Global Conference 2011 scheduled for December 15, 2011 at the ITC Maratha Hotel, Mumbai.

Delhi - In Delhi, 287 parents, principals and teachers have, for the second consecutive year, ranked *The Magic Years Montessori House of Children, Vasant Vihar* as Delhi's most admired preschool in the EducationWorld-C fore Delhi's Most Admired Preschools Survey 2011. However this time round its lead over the second-ranked *Step by Step, Panchsheel* has reduced considerably from 50 points last year to a single point.

While *Magic Years* and *Step by Step* have maintained their first and second ranking in 2011, further down the 2011 Delhi league table there's been some shuffling of positions. *Learning Tree, Sujan Singh Park* has vaulted from No.6 position in 2010 to No.3 this year while *Shishuvan, Vasant Kunj* and *Kangaroo Kids, GK* have slipped to No.4 and 5 respectively. At No.6 and 7 are two previously unranked nurseries: *Julia Gabriel Centre for Learning, Saket* and *Ardee Montessori School, Sujan Singh Park*. The Top 10 table is completed by *Kangaroo Kids, Vasant Kunj* (8); *Shemrock Heritage, Rohini* (9) and *EuroKids, Dwarka* (10).

Mumbai - In Mumbai 283 parents, principals and teachers ranked *Kangaroo Kids, Bandra* as the city's most admired preschool in the second EducationWorld-C fore India's Most Admired

Preschools Survey 2011. The previously unranked *Headstart, Prarthana Samaj* has replaced its namesake Headstart, Bandra which is now Silvia Brook preschool) in the second slot. *West Wind, Breach Candy* ranked No.4 last year, has moved up the ladder to third rank exchanging position with *Casa Bambino, Bhulabhai Desai Road*.

The more notable feature of the 2011 league table of Mumbai's most admired preschools is that *Podar Jumbo Kids, Santacruz (W)* ranked No.12 last year has gate-crashed into the Top 5. Further down the list of most admired preschools in the nation's commercial capital, **Jack and Jill, Andheri (East)** and *Children's Nook, Gamdevi* (unranked last year), have debuted at No. 12 and 13 respectively.

Kolkata - In the world famous metropolis of Kolkata a respondents sample of 237 parents, principals and teachers have ranked *EuroKids, Salt Lake* as Kolkata's most admired preschool by a substantial margin with an aggregate score of 871. It was rated No.2 in the EW-C fore Survey of Preschools 2010. Although *Little Millennium (previously Roots to Wings), Salt Lake*, has dramatically improved upon its No.8 position in 2010, it's a distant second with an aggregate score of 853. *Prarambh, B.T. Road*, ranked *numero uno* last year, has been pushed to the third spot this year, followed by *Bal Nilaya, Lake Gardens* (4) and *Red Apple Montessori House, Lenin Sarani* (5) - both of whom have conceded one rank since last year.

As in the other five cities where the preschools survey was conducted, some new nurseries have gate crashed into the Top 10 league table. Ranked No.6 and 7 respectively are the previously unranked *Blooming Bud School, Bangur Avenue* and *Tree House, New Alipore*. The Top 10 table is completed by *Dolna Creche, Kasba*, which has vaulted from No.19 position last year to No.8 in 2011; *Kidzee Tulip, Dover Lane* (9) and *Mongrace Montessori House, Short Street* (10).

Chennai - A respondent base of 277 parents, principals and teachers has voted *Vael's Billabong High-Kangaroo Kids, Neelankarai* Chennai's most admired preschool followed by *EuroKids, Anna Nagar* (2); *Bamboola, Raja Annamalaipuram* (3); *Vruksha, Alwarpet* (4); and *Bambino Kindergarten, Raja Annamalaipuram* (5). Also in the Top 10 are *Apple Kids, Royapettah* (6); *SEED, Ashok Nagar* (7); *Visva Vidya Mandir Little Millennium (hitherto Roots to Wings), Anna Nagar* (8); and *Hansel and Gretel, T. Nagar* (9) and *Little Angels, T. Nagar* (10).

Bangalore - In Bangalore, with the respondent public (375 teachers, principals and parents) more informed and more savvy about the requirements and purposes of early childhood education (ECE), there's been a dramatic reordering in the rankings in the garden city's most admired preschools league tables 2011. For instance, *The Head Start Montessori House of Children, Koramangala* (estb.1984) - a pioneer ECE institution in the garden city - ranked a lowly No. 16 last year has vaulted to the premier position.

Likewise, the previously unranked *First Steps, Cunningham Crescent Road* is ranked second this year pushing *Neev, Indiranagar* -last year's top-ranked preschool - to third position in the EducationWorld-C fore India's Most Admired Preschools Survey 2011. Several other ECE institutions, notably *Kangaroo Kids, Indiranagar* (4), *Cherry Tree, Vasant Nagar* (5); *Podar Jumbo Kids, Dollar's Layout* (6); *Vidya Sagar, RMV Layout*; (7); and *Jackfruit House, Malleswaram* (8) are ranked among the Top 10 preschools of the garden city.

Hyderabad - *EuroKids, Banjara Hills (EKBH)* has been ranked as Hyderabad's most admired preschool by a respondents sample comprising of 272 parents, principals and teachers in the second EducationWorld-C fore Survey of Preschools 2011, retaining its last year's position.

Down the table there's been considerable churn with the entry of five newcomers in the Top 10 league table. Among them: *Globe Toters, Jubilee Hills* (No.2); *Esperanza, Gachibowli* (3); *Open Interactive Play School, Jubilee Hills* (6); *Kangaroo Kids, Madhapur* (7) and *Time Kids, Banjara Hills* (9). The entry of these preschools into the Top 10 has pushed *Bachpan, Banjara Hills* from second position in 2010 to fourth spot in 2011; *Kangaroo Kids, Banjara Hills* from No.3 last year to 10 this year, while the *iDiscoveri XSEED Preschool, Jubilee Hills* has slipped from No.6 to 8. The only preschool in last year's Top 10 to improve its ranking is *Blue Blocks, Gachibowli*, vaulting from No.9 to No.5 this year.

Source: 12-October, 2011/<http://India pr wire>

Indians 2nd largest foreign student population in US

When [Moulshri Mohan](#) applied to colleges, she received scholarship offers of \$20,000 from Dartmouth and \$15,000 from Smith. Her pile of acceptance letters would have made any teenager

smile: [Cornell](#), Bryn Mawr, Duke, Wesleyan, Barnard and the [University of Virginia](#).

But because of her 93.5% cumulative score on her final board exams, Moulshri was rejected by top colleges at Delhi University.

"Daughter now enrolled at Dartmouth!" her mother, Madhavi Chandra, wrote, updating her Facebook page. "Strange swings this admission season has shown us. Can't get into DU, can make it to the Ivies."

Moulshri, 18, is now one of a surging number of Indian students attending American colleges and universities, as competition in India has grown formidable, even for the best students. This summer, [Delhi University](#) issued cutoff scores that reached a near-impossible 100% in some cases. The Indian Institutes of Technology have an acceptance rate of less than 2% - and that is only from a pool of roughly 500,000 who qualify to take the entrance exam.

"The problem is clear," said HRD minister [Kapil Sibal](#), who studied law at [Harvard](#). "There is a demand and supply issue. You don't have enough quality institutions, and there are enough quality young people who want to go to only quality institutions."

American universities and colleges have been more than happy to pick up the slack. Faced with shrinking returns from endowment funds, a decline in the number of high school graduates in the US and growing economic hardship among American families, they have stepped up their efforts to woo Indian students thousands of miles away.

Representatives from many of the [Ivy League](#) institutions have begun making trips to India to recruit students and explore partnerships with Indian schools. Some have set up offices in India, partly aimed at attracting a wider base of students.

With more Indians flying to Ivy League institutions, the [US state department](#) held a US-India higher education summit meeting on Thursday at [Georgetown University](#) to promote the partnership between the countries. Indians are now the second-largest foreign student population in America, after the Chinese, with almost 105,000 students in the US in the 2009-10 academic year, the last for which comprehensive figures were available. Student visa applications from India

increased 20% in the past year, according to the [American Embassy](#).

Although a majority of Indian students in the US are graduate students, undergraduate enrolment has grown by more than 20% in the past few years. And while wealthy families have been sending their children to the best American schools for years, the idea is beginning to spread to middle-class families, for whom Delhi University has historically been the best option.

American universities have now become "safety schools" for increasingly stressed and traumatized Indian students and parents, who complain that one fateful event - the final high school examination - can make or break a teenager's future career. This admission season, students exchanged exam horror stories.

One knew a boy who was sick with typhoid but could not reschedule. "I know a girl who saw the physics paper and she fainted," said [Nikita Sachdeva](#), her eyes widening. Nikita, 19, graduated from [Delhi Public School](#) in 2010, with a 94.5%, one point shy of the cutoff to study economics at St. Stephen's, one of the top colleges at Delhi University. She decided to take a year off and work as an intern at a nonprofit group affiliated with the Who, while applying to American universities.

But for some students, it is not merely the competition that drives them to apply to study in the US. It is also the greater intellectual freedom of an American liberal arts education. India's educational system is rigid, locking students into an area of study and affording them little opportunity to take courses outside their major beyond the 11th grade. Only a few courses of study are considered lucrative career paths.

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

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

Apeejay Stya Education Research Foundation (ASERF) is guided by the vision of eminent educationist, industrialist and philanthropist Dr. Stya Paul's vision of value based holistic education for a responsive and responsible citizenship with a finely ingrained attitude of service before self. It is supported by Apeejay Stya Group, a leading Industrial & Investment House of India with interests in diverse fields. It will attempt to shoulder the efforts in serving the broader issues of Access, Quality, Equity & Relevance of Education and gear up to face the challenges of the new world order using collaborative and multidisciplinary approach. The foundation will become the repository of information on education and conduct research in new educational methodologies while collaborating with premier educational institutions globally.

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