



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 2013. [Click here](#) to download the prescribed format along with the terms and conditions.

Apeejay Stya University announces admission for the session 2013-14

Apeejay Stya University is offering diverse catalogue of technical, scientific, management and liberal arts courses for the Fall Admission 2013-14. 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 various disciplines.

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

Internships can be in diverse areas from services, government and nonprofit. [See Details](#)

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

CONTENT

Aspect

The research deficit

News

1. India Aims 30% Record Ratio In Higher Edu. By 2020

2. Govt. to keep tabs on private tutorials

3. One-third of country's expat students in Karnataka

4. Engineering students locked into Microsoft Office

5. Community colleges equipping learners

6. 20% applicants fail to turn up

7. Women top offers in ISB placements

8. AICTE's role only advisory, not to issue sanctions: SC

Analysis/Opinion/Innovative Practice

1. Indian education is useless

2. Reform our education system to produce employers, not job-seekers

3. Taking higher education higher

4. Is Higher Education the Next Bubble? I Hope so

5. Cost of privatized education

6. Higher education needs paradigm shift

7. Asian higher education revolution a long way off

8. Introduce total quality management in education

9. Employability of students an area of concern, says AICTE official

10. Policy paralysis hits India

11. The ideal curriculum

12. Experts should lead accreditation process

13. Train professors teach better

14. Does India have only three good colleges?

15. President calls private sector to shoulder higher education responsibility

16. Dynamic higher education need of the hour: Pranab

17. Reforming Research

Resources

1. Australia still a favourite overseas education destination for Indians: Poll

2. The Great University Gamble: Money, Markets and the Future of Hr Edu.

3. Indian Online education industry is set to grow to \$40 billion



ASPECT**The research deficit**

How would you grade the performance of higher education, particularly research, in India, arguably a great education factory? Specially since the recently approved 12th Five Year Plan is optimistic of reaching the target of 30 per cent GER (gross enrollment ratio) by 2030, which would align India (more or less) with the global average (26 per cent). As per the Plan, a whopping `1,10,700 crore has also been earmarked for higher education.

Higher education in India

As a nation investing in higher education, India has a good track record. It spends around 3 per cent of its GDP on higher education, (taking into account both the government and private entities), and is ahead of both USA and Korea (as per the 12th Five Year Plan). After the major pay scale hike in 2006, our academics are also better paid when compared to their counterparts in Brazil, China and Russia. Unlike western countries, once an academic is recruited, there is an assured growth chart, measured more by experience on the job and less by performance.

Factor in the fact that there are nearly 700 universities, 45,000 colleges and around 12,000 diploma institutes in the country, and one could say that all the desirable elements are in place to make India an ideal destination for shoppers of quality research personnel: a willing student population, a faculty of well-paid teaching staff, and institutions with long standing reputation dating back to centuries should put India in a match winning situation.

The actual scenario

However, that is not the case. For example, in 2007-2008, India produced only 10,781 PhDs, a not very significant number for a nation of over a billion people. While China and USA churn out 30,000 and 25,000 PhDs in engineering and science, India appears to be a bit of a back-bencher.

Again, filing for and receiving patents—which is another way of measuring high quality research and innovation, India's performance is average. For example, in 2009, Indians filed around 11,937 patent applications, as against the 2,41,546 by Chinese.

More worryingly, not a single Indian university figured in the rank list of top 200 desirable higher education entities in the world, released by the Times Higher Education (THE) Rankings as well as the Academic Ranking of World Universities (ARWU) for the year 2011.

Producing world-class institutes

Why are we unable to produce world-class researchers, and can we make the paradigm shift, something the latest Five Year Plan believes is possible? Experts say a little application of mind can fetch better results. Pawan Agarwal, one of the Planning Commission's advisers on higher education, says that academic institutes should be given more leeway in terms of curriculum, teaching style and performance-based incentives for teachers. "Teaching is far more complex today than it was a few decades ago, since we get a diverse group, including those on scholarships and quotas. There is very little instructions on how to instruct such a composite group of students. The role of education is to deliver value addition for each and every student, from the highest to the lowest in academic preparedness," observes Agarwal.

While pointing out that comparisons with China or the West may not always be correct, given that nearly half of India is dependent on rural (agriculture) livelihood, Agarwal says there is an urgent need for public discourse. "Although the 12th Five Year Plan gives a broad framework for qualitative improvement, change will happen only if we bring lateral thinking into our classrooms. Action does not lie in the hands of AICTE or policymakers, but with institutional heads who need to push for better, relevant curriculum and try to do away with pedagogy," he adds.

India's share of the pie

According to some estimates, there will be a shortfall of about 40 million workers in the highly skilled category by 2020, whereas India will see a huge turnout of graduates in that time frame. But can India be the answer for such a shortage, and more importantly, can the quality of India's higher education be benchmarked competitively? Is there a lacuna in conceptualising and delivering cutting-edge higher education to our student body?

India's research output — which impacts our economic growth is abysmally low, often a third of China's output, say experts. "Even industrial research output is below desirable levels—we have over 50 CSR labs, but their quality is below par," feels E Balagurusamy, former vice-chancellor, Anna University, and former member, State Planning Commission.

Key areas of concern

According to him, there are four key areas of concern when it comes to delivering quality higher education. The first is an acute shortage of quality faculty in many institutions, including the IITs. "Nearly 40 per cent of senior posts are lying vacant with the result that the available faculty is

overloaded with teaching work, leaving little time for research," he says.

Balagurusamy also says that those entering the field of research need the right temperament.

"This is not a nine to five job, but one where you have to spend all your waking hours in researching your subject, but most people seem to have other distractions in their daily lives," he feels.

However, students say that faculty are often careless of the man hours committed to them, and cancel or postpone sessions frequently.

Other experts such as Agarwal, and Krishnan Balasubramanian, dean, Industrial Consultancy and Sponsored Research, IIT-Madras, also share similar concerns, and want the system to find ways of rewarding only the deserving and not the deadwood as well

Infrastructure

A senior professor says that teaching to any age group is a complex job today, seeing that many students today have fractured attention span and are also too opinionated, unlike students of the past. "While a few students come with a passion for the quest, most enrol with a job as the goal, and that is against the scientific spirit," say experts.

The Five Year Plans provide an outlay for higher education, which was nearly `85,000 crore in the previous Plan (11th). However, not even half that amount has been utilised. Balagurusamy says many institutes lack good lab infrastructure.

"The UGC allocates the funds based on requests, but many universities fail to avail of the funds. We need a more proactive university team," he says.

India and research

Pointing out the research culture gained currency only in the last decade and a half, Prof Krishnan says, "The best of India in research match with the best in the world in terms of publication and quality of research.

The launch of the Tata Nano is a fine example of research and successful monetisation. We are not copy pasting foreign technology automatically any more," says Krishnan. Balagurusamy feels that granting autonomy status to R & D labs will free the research community from a lot of red tape and get everyone going in the right direction.

Finally it is all a Catch-22 situation. For quality higher education, you need to pay and get the best in the field, but to retain such quality staff you need students of high calibre, and students will only get attracted to an institute of repute.

Source: 22 April, 2013/ [New Indian Express](#)

NEWS

India Aims 30% Record Ratio In Higher Edu By 2020

It's a well established fact that India is going downhill in science education and research, despite of relative huge increase in funding and being the major technical manpower supplier for IT and global research community, successfully undertaking Moon mission and so on. India, has now come up with new aims. Yes! It is now in a plan to increase its Gross Enrollment Ratio (GRE) from 18.1% to 25.2% by 2017 and around 30% increase in enrollment by the year 2020.

Planning Commission member Narendra Jadhav said "About 82% of the students in the age group 18 to 23 do not have access to higher education. This is because the 11th five year plan was the first plan to give importance to education." On Friday, Narendra Jadhav was talking at a national seminar on the quality of higher education and economic development at DG Vaishnav College, Chennai. He said that "The 12th year plan looks to build on that. We will ensure that 10 million students have access to higher education. Around 3.3 million will have access to skill granting diplomas, one million will get open and Distance education and the rest through expansion in degree programmes".

He further added that, the Government would set up 20 centres of excellence within the existing universities across the Country. And, nodal agency, tentatively named council for industries and higher education would be set up in order to promote collaboration between industries and education. Indian higher Education system has expanded at a fast pace by adding nearly 20,000 colleges and more than 8 million students in a decade from 2000-01 to 2010-11..

As of 2011, India has 42 central universities, 275 state universities, 130 deemed universities, 90 private universities, 5 institutions established and functioning under the State Act, and 33 Institutes of National Importance. Other institutions include 33,000 colleges as Government Degree Colleges and Private Degree Colleges, including 1800 exclusive women's colleges, functioning under these universities and institutions as reported by the UGC in 2012.

Source: 15 April, 2013/ [education.oneindia](#)

Govt. to keep tabs on private tutorials

To ensure quality of coaching at tuition centres that are mushrooming across the state, the department of Technical Education has instructed the principals of government, aided and private polytechnic and

engineering colleges to immediately report to the department about unauthorised tutorials in their neighbourhood.

The drive also aims at prosecuting unregulated distance education study centres. The department has come out with such instructions as it has received several complaints in the past few months about unauthorised tutorials, which have virtually turned into money-making centres.

Director for Technical Education H U Talawar, in a notice issued on April 9, 2013, has warned coaching centres of strict action if they do not follow the 'Karnataka Tutorial Registration and Regulation Rules 2001' under the Karnataka Education Act, 1983. As per the provision of the 2001 Rules, all tutorials coaching for courses such as engineering and diploma or for the Common Entrance Test (CET) and other such exams have to register themselves with the department after submitting an application for the same.

He has issued strict directions that no tutorials should be run by or employ government lecturers or other government officials in violation of the provisions of the Tutorial Regulation Rules.

With respect to infrastructure to be provided by the coaching centres, the department has specified that every class should not have more than 30 students. Every student must have a space of at least five to seven square feet in the classroom. Also, tutorials must maintaining toilets and provide other basic facilities on the premises, according to the instructions.

Not just this, the circular calls for all tutorials to submit an annual report containing details of salaries paid to the lecturers employed and the tuition fee charged per student.

Tutorials surprised

The department's directions have taken tutorials by surprise. We were not told about these rules earlier, several in the City said. "We have not received any such circulars from the department. In fact, we do not even know under whose jurisdiction this falls.

How did they arrive at the number of 30 seats, when colleges have nearly 80 students in a classroom? The government must keep a practical view. Certain things must be left to the market equilibrium," said the director of a coaching institute, requesting anonymity.

Girish N, tutor at the Rao Tutorials said the regulations were helpful as it would ease the pressure on parents. Yet, he was sceptical about the implementation. "With an established monitoring mechanism it would be easier for

parents to make a decision. The department has raised this issue several times but has not implemented it seriously."

Source: 16 April, 2013/ [Deccan Herald](#)

One-third of country's expat students in Karnataka

Nearly one-third of the expatriate students in India are in Karnataka pursuing higher education. Bangalore, a cosmopolitan city with virtually no language barrier, seems to be among the most sought-after education destinations in India.

Of the 32,318 expatriate students in India, 10,462 study in various colleges in Karnataka, according to statistics from the Human Resources Development Ministry for the 2012 academic year.

Most of these students are from countries like Africa, Middle East, Nepal, Sri Lanka, Afghanistan, Maldives and Mauritius with Humanities and Science being the most popular disciplines. Omar Mohammed from Iraq, a final year B Pharm student from Acharya Institute of Nursing said, "Bangalore has the best higher education institutions. Job prospects back home are good with qualification from India."

He also said he found no difficulty in interacting with the locals during his three-year stay so far since most people conversed in English.

Gurunath Rao Vaidya, Principal, Acharya Institute of Graduate Studies said, "Foreign students prefer Bangalore as it is an education hub and for its hospitality. In AIGS, most students are from East Africa, Afghanistan, Nepal, Bhutan and Sri Lanka." Gurunath pointed out that there are nearly 70 international students pursuing Humanities.

In Karnataka, there are more than 600 expats pursuing higher education on fully funded scholarships sponsored by the government of India through Indian Council for Cultural Relations (ICCR), according to Sarala Unnikrishnan, Regional Director, ICCR.

"These students are from across 80 countries. Foreign students choose Bangalore for its cosmopolitan lifestyle, good climate and since they can get along without having to learn the local language," explained Sarala.

Shazzad Hussain Mukit, a final year B Sc Microbiology student from Brindavan College, who hails from Bangladesh is one such student. "The college I am studying in has students from more than 40 countries. The city is cosmopolitan and international students get the right kind of exposure here. The quality of education here acts as a springboard to pursue higher studies in other

countries,” Mukit said. Apart from Bangalore, institutions in Mangalore, Belgaum and Mysore are also sought after for higher studies.

Source: 17 April, 2013/ [New Indian Express](#)

Engineering students locked into Microsoft Office

Come June 30, over 80 lakh college students all over India would have little choice but to use Microsoft Office 365 in their college computers, locked by a government contract that may well be more expensive than the use of an open source equivalent in the long run.

The decision by the All India Council of Technical Education (AICTE) will limit engineering students to a particular product at a time when their exposure should be widened, say experts. It also forces college administrations to adopt one technology instead of giving them the flexibility to install whatever suits their students’ needs best, they said.

Efforts to contact Microsoft were unsuccessful until Sunday night.

In open source, the core of the technology is available without charge as free download. Open source requires no initial investment, with many vendors offering support and maintenance at half the price charged by proprietary software vendors.

The AICTE, which serves more than 11,500 technical colleges and institutes across the country, had awarded Microsoft a contract last year that let the AICTE implement the company’s cloud email and storage offering, which centralizes email storage and provides for a simpler and potentially less expensive solution.

A recent notification by the AICTE states that all institutes must compulsorily install and use Microsoft Office 365, a productivity suite, which has little to do with the functioning of the cloud-storage service.

There is no free, open-source cloud-based offering, and Microsoft’s product, priced at zero initial cost, fulfills that need. Dr. S.S. Mantha, Chairman, AICTE, announced, “Office 365 will enhance our day to day communication, collaboration, and monitoring of the colleges we oversee... This will help us promote and propagate innovation across all 11,500 institutions.”

The AICTE notification that announced the mandate says the project needs to be completed by June 30, 2013.

Open-source software such as Linux has become popular among college students in recent times as its zero-cost approach promotes inclusivity, with

former President Abdul Kalam stating “In India, open source software will have to come and stay in a big way, for the benefit of our billion people.”

Addressing what he called a popular misconception about the availability of support for open-source installations, Raghavendra Selvan, an assistant professor at an engineering college in Bangalore, clarified, “Once you have installed such a product, there are companies that will charge you just for maintenance and support.” Red Hat is an example of a large enterprise that caters to just this need.

If the government would consider an open-source alternative, it wouldn’t be the first time. In early 2011, the state government of Kerala deployed an open-source enterprise-resource planning (ERP) package named Fedena to assist over 15,000 schools and 70 lakh students.

Mr. Selvan suggested the government could use the Fedena model, and added, “The office suite is not necessary. Using Office 365 would only limit students to Microsoft’s perspective and stand in the way of serious open-source research in rural colleges,” he added.

Source: 22 April, 2013/ [The Hindu](#)

Community colleges equipping learners

In February, ministry of human resource development (MHRD), announced the launch of around 200 community colleges from the 2013 academic session.

Community Colleges (CC) have been in India for sometime now. However, these colleges have not yet emerged as an alternative system to the traditional universities. Taking cognisance of this, the ministry of human resource development (MHRD), along with the All-India Council for Technical Education (AICTE), has announced the launch of 200 CC across the country under the National Vocational Education Qualifications Framework (NVEQF) programme.

The pilot CCs aim at improving employable skills of learners, providing them opportunities for flexible quality learning at low cost, multiple exit-entry and communitybased lifelong learning.

Elaborates BK Bhadri, assistant education advisor, MHRD, “These colleges would function from existing colleges/polytechnics, which have been identified by the state/union territories. Combining skills with general education, they will offer modular credit-based programmes relevant to the local employment market with active industry involvement in terms of design, development and delivery of the curriculum including hands-on practical training. While the general education

component will conform to university norms, the vocational component will conform to the NVEQF."

Pardeep Sahni, nodal officer, Community College Unit of Ignou, adds: "The NVEQF scheme has 10 levels. Levels 1-4 are up to class XII, 5-7 complement the graduation programme, levels 8 and 9 are those of the Master's level and level 10 is equivalent to the doctoral level. A common curriculum has been fixed and the focus of each year is on skill component as well as general education. Within each year the hours for skill development as well general education have been allocated. With each level, the component of skill/vocational education increases and that of general education decreases."

Colleges will consult industry through the Sector Skill Council (SSC), constituted by National Skill Development Corporation (NSDC), for development of curriculum and evaluation of skills. However, till SSCs prescriptions are available, the pilot CCs will develop their curriculum on the lines of the model curriculum in 12 sectors developed by AICTE in consultation with the relevant industry.

Speaking of the student profile that these colleges will attract, Bhadri says, "The colleges will cover all age and qualification groups, i.e., persons with no formal academic qualification, school drop-outs, high school and diploma-holders, etc. However, at the pilot stage it may focus on students who have completed class XII, i.e., levels 5-7 of the NVEQF." In order to ensure the sustainability of the scheme, a committee comprising nine education ministers, headed by Archana Chitnis, minister of school education, Madhya Pradesh, visited the US to study the community college model.

Speaking on the findings of the committee, Bhadri says, "The team observed that the CC system has been working well in the US for the last 50 years. However, all its features cannot be imported to India due to the socio-economic and socio-cultural differences that the two countries have in spite of several similarities."

The committee, accordingly, emphasised that the pilot CC should meet the contemporary needs of the community/ society and the nation at large. Some of the important recommendations of the committee include the award of certificate, diplomas, advanced diplomas and associate degrees, the dovetailing of the courses with the levels of the NVEQF to facilitate mobility between general and vocational education by bridging the credit gap, and adequate laboratory/ workshop facilities in colleges.

Source: 22 April, 2013/ [The Times of India](#)

20% applicants fail to turn up

Out of the 80,000 students who had applied for Joint Entrance Test (JET) this year, only around 64,000 appeared for the examination on Sunday, sources in the Punjab State Board of Technical Education and Industrial Training said.

The test was held at 330 examination centres to fill up 60,000 seats available in 149 polytechnic colleges, including around 35 run by the government, in Punjab.

The examination was conducted for admissions into various diploma courses — including civil, mechanical, electrical, electronics and communication, computer science, fashion designing and architecture.

"A couple of years ago, the number of polytechnic colleges in the state was around 109 and the total number of seats was 53,000. Now, the number of colleges has shot up to 149 and the number of seats have increased to 60,000," said a Board official.

When contacted, Registrar of Punjab Board of Technical Education, Dr Arunachala, said: "All seats can be filled up with these 80 per cent students, who have sat for the examination today."

This year, while 40,000 seats will be filled up through two counselling sessions, 20,000 seats will be filled by the college managements. Last year as well, around 21,000 seats (35 per cent) had remained vacant out of the total 60,000 seats.

Asked why number of seats were being increased when most remained vacant, Arunachala said: "This is the trend all over the country now. Every state wants to give more and more opportunities to students."

Source: 22 April, 2013/ [India Express](#)

Women top offers in ISB placements

Women students at the Indian School of Business (ISB), class of 2013 have come out with flying colours – getting more offers and bigger roles from Indian and global companies.

Women students bagged key posts of director, chief strategy officer, general manager, vice-president and regional managers in the placements for the one year, post-graduate programme in management, announced by the ISB today.

Technology and consulting companies offered the largest number of jobs at 300 of the total 798, with Apple, Cognizant Technology Solutions, Google, Facebook, HCL, Hewlett Packard, IBM, ITC Infotech, Microsoft, and Wipro Ltd being the major one's. The average salary for the class of 2013 was Rs 18 lakhs.

In the first integrated placements, involving both the Hyderabad and the new Mohali campuses, about 762 students were on offer for recruitment, of which women constituted 29 per cent. Interestingly, Axis Bank-ISB leadership programme had already selected 12 women students.

Deepak Chandra, Deputy Dean, said the number of participating companies was 421 (21 per cent increase) and offers were 798 (27 per cent increase) over the last year. The ISB tried out the "One school, two campus" model and it was fruitful, he said in a press release.

Only 21 students opted out of the recruitment process to start their own ventures, or return to their own companies or family businesses. ISB follows the 'Rolling Placements' concept – a lateral hiring process spread over several months.

The consulting sector was the second largest recruiter with 163 offers, while the Banking and Financial Sector saw a revival with about 75 offers. There was a steady increase for the third year from the pharma, healthcare and biotech sector with 58 placements.

Source: 26 April, 2013/ [Hindu Business Line](#)

AICTE's role only advisory, not to issue sanctions: SC

The role of All India Council for Technical Education (AICTE) is only "advisory" and it has no authority to issue any sanction on universities, the Supreme Court has said while clarifying that colleges affiliated to varsities are not required to take its approval for running MBA and MCA courses.

The apex court said as per provisions of the AICTE Act and University Grants Commission (UGC) Act, the council has no authority which empowers it to issue or enforce any sanctions on colleges affiliated with the universities as its role is to provide guidance and recommendations.

"Also, from the reading of paragraphs 19 and 20 of 'Parashvanath Charitable Trust case' it is made clear after careful scanning of the provisions of the AICTE Act and the University Grants Commission Act, 1956 that the role of AICTE vis-a-vis universities is only advisory, recommendatory and one of providing guidance and has no authority empowering it to issue or enforce any sanctions by itself," a bench of Justices B S Chauhan and V Gopala Gowda said.

The court also said MCA is a technical course while MBA is "not a technical course" within definition of AICTE Act.

"The same (MCA) is a technical education and therefore, it comes within the definition of technical

education but for its proper conduct of courses and regulation the role of AICTE must be advisory and for the same, a note shall be given to the UGC for its implementation by it but not the AICTE," it said.

"Therefore, for the reasons assigned while answering the points which are framed in so far as the MCA course is concerned, the approval from the AICTE is not required for obtaining permission and running MBA course by the appellant colleges," the bench said.

Source: 28 April, 2013/ [Zee News](#)

ANALYSIS/OPINION/INNOVATIVE PRACTICE

Indian education is useless

A focus on skills training as against university degrees would help.

Last week, Prime Minister Manmohan Singh dusted himself off the pea-soup fog of Indian politics and dashed to Berlin, Germany, with a team of senior cabinet colleagues to meet German Chancellor Angela Merkel.

Certainly, the visit and the hurriedly signed MoUs lifted the hazy economic mist, from German eyes. Interestingly, one of the MoUs signed was on "Higher Education" and there were a number of privately expressed comments and questions by top German investors and policymakers at two Berlin events – a reception with the Prime Minister and a dinner event with the Commerce Minister.

It is clear that German investors are puzzled by the Indian education scene. A German SME about to invest in India quipped: "Why does the Indian education system remain at a standstill, while business is moving and the skills-gap is widening?"

Another senior official of the German Chamber of Commerce & Industry (DIHK) in Berlin said expensive paper degrees and outdated teaching methods made zombies of an innately intelligent people. In such a situation, conventional Indian approaches to training and education will never meet the escalating demand for new skills.

TICKING TIME BOMB

We are sitting on a skills time bomb that will explode if we do not take up job-related vocational training. The country's pool of young talent has already dried up considerably when we try and recruit skilled masons, plumbers, electricians and the like. Many European investors still believe the Indian government is not doing enough to promote vocational training, as they struggle to find graduates with the right skill set for business.

An official of Federation of German Industries (BDI) expressed frustration over India not doing enough

to ensure industries have a steady flow of new skilled entrants.

“Without skilled and motivated young people, this country will be in real trouble” says Manfred Schroeder, a German entrepreneur who runs a textile machinery joint venture in Coimbatore. “We need skilled workers, not indebted graduates overflowing with unnecessary and often useless information,” says Robert Schafer, Vice-President of a German component manufacturer in Baroda.

The kind of knowledge and skills required by the new economy are different in many ways from the core knowledge needed over the past hundred years. The National Skill Development Corporation (NSDC) had estimated that India needs 40 million skilled workers a year to meet the target of training 500 million people by 2022 and huge Budget allocations have been made. It will be interesting to know how many have really been trained.

VOCATIONAL TRAINING

In Germany, the idea that university is the only way to success was dead, long ago. In most of Europe, vocational apprenticeships have been raised in status so they hold a very high position as a genuine career path equal to and most of the time, superior to a university degree. In this context, Germany's 'Duales Ausbildungssystem' — the two-track vocational training system is quite unique.

On completing compulsory school, some 60 per cent of young people in Germany move on to learn one of the 350 officially recognised vocations included in the Dual System.

LIFE-GIVING EDUCATION

The government needs to implement drastic measures to bridge the gap between education and work. University degree holders continue to work at supermarket shelves while school leavers are without vocation.

It is essential students receive an education that goes beyond the classroom. Education needs to allow young people to gain employable skills and this can be done through vocational courses. We need to start telling the kids the truth, instead of peddling the weary old practice of “university at all cost”.

Source: 16 April, 2013/ [The Hindu Business Line](#)

Reform our education system to produce employers, not job-seekers

By the end of the 2014 a Standard One pupil in a public school will be more technologically advanced than many high school teachers, thanks to the government’s laptop pledges.

By the time this pupil clears his primary school education, his IT skills will be unrivalled among counterparts in the region.

The introduction of free solar panel laptops to Standard One pupils beginning next year will be a game-changer in the education sector, at least technologically speaking.

Laptops will do to the education sector what Safaricom’s M-Pesa did to the money transfer and banking industry. There will be a paradigm shift altogether.

If a young brain is exposed to technology at that early age of five years, I can only imagine the enormity of transformation.

However, education stakeholders do not seem prepared for the changes that will be occasioned by the laptop technology. They are still “analogue” in terms of preparedness.

The organ that develops education curriculum for our primary and secondary has not seized the opportunity to review the 8-4-4 system of education. Despite the many calls to KIE (or whatever its new name) to align the curriculum to Vision 2030, the Kenya Institute of Curriculum Development only change its name.

It is ironical that to date, KICD does not see the sense of offering computer studies in our primary schools, yet the country is going digital. If the Konza ICT city does not prick their conscience, one wonders what will.

The KICD still operates “manually”. The radio lessons produced by this institute are the most boring. The education materials they produce to make learning modern and fun are anchored on old-school.

The laptop revolution will catch us unawares, and the laptop generation by storm. As the Konza Techno city concept takes shape in my mind, I see a new crop of young innovators.

I see learning made easier. I see concepts simplified. And I see the concept of home schooling taking shape.

The 8-4-4 has outlived its mandate and usefulness. It is no longer globally competitive. It should be left to young countries like Sudan. The 8-4-4 produces graduates for white-colour jobs yet there are no vacancies.

We need a system that produces job creators not seekers. We need an education system that is globally competitive. Let us not produce “masufferers” and “mahustlers”. Let us train students to be innovative. Let us produce graduates who can self-employ.

Source: 16 April, 2013/ [Nation.co.ke](#)

Taking higher education higher

A key issue is how the entry and operation of foreign universities should be regulated.

There are thousands of MBA colleges in India which charge huge fees and do not even award a legitimate degree. People take loans, farmers sell their lands, all so that their children become MBA graduates... this is what drives these students to such colleges. The only way to keep mediocre universities at bay is to collaborate with good universities from overseas so as to develop infrastructure and exchange knowledge.

GROUND REALITY

Every year nearly 0.4 million Indians go abroad for higher studies spending approximately \$12 billion. This leads to not only loss of foreign exchange, but also brain drain as most of these students rarely come back to India after completing their courses.

The primary reason for a large number of students seeking professional education abroad is lack of capacity in Indian institutions. There is no doubt that the situation in Government-run universities in India is not so good. Also, with increasing enrolment in higher education, it is not possible for the Government to provide higher education on its own.

But, private institutions are also not up to the mark. Many don't have experience and many are trying to just gain money without quality.

Foreign investment in this field will not only check brain drain, it will also help to balance the demand-supply ratio. It will develop competitiveness among private universities to deliver better quality. It will also generate employment and result in inflow of money instead of outflow.

Further, infrastructure will improve. There will be better scope for research as foreign universities have different methodologies to run and generate revenues. They will also help India move towards practical, study-based learning rather than rote learning.

With better technology, teaching methods, libraries and labs, India will become the educational hub for at least the neighbouring countries.

The approach of the Indian government at present is to aspire for good quality education environment by suppressing the profit motive. But actually the correct approach should be attainment of high quality along with the profit motive. Not that foreign players should be given all the powers, but they should be given some liberty if we are thinking world class. We should use profit as a channel to raise the quality of education.

KEY ISSUE

Since India has operated as a relatively closed economy for most of its recent history, there is understandable opposition to the entry of foreign providers of higher education. The feasibility of FDI in education is not in question, but a proper regulatory framework is essential.

A key issue here is how the entry and operation of foreign universities should be regulated. Our existing regulatory mechanisms have not been very effective. Given this limitation, entry should be limited to institutions that are accredited by reputed bodies in their own countries.

The downside of the new policy is that access to the foreign providers' programmes will be dominated by the elite segment of the population, as fees and other conditions of entry will tend to favour them. This could increase the gap between rich and poor. A major problem in India is the non-enrolment of the less privileged into higher education.

With FDI pouring in, such problems are definitely going to increase. Also there are foreign universities that run twinning programmes in collaboration with domestic institutions that do not have recognition at an equivalent level. These therefore turn out to be misleading to students.

So foreign investment in higher education will be an addition to quality education only when a strict accreditation and certification system is set up by the Government's regulatory body.

The administration should be subject to Government norms in matters of deciding faculty, fees, course structure, intake, etc. Once these things are assured and proper certification and accreditation systems are established, India is definitely going to benefit from the liberalisation of higher education.

Source: 17 April, 2013/ [The Hindu Business Line](#)

Is Higher Education the Next Bubble? I Hope so

It is probably not in my best interest if the higher education system in the United States collapses since I am the co-owner of a company that prepares students for higher education. Yet, I believe a crash is inevitable. Ironically, I also find myself hoping the bubble bursts sooner rather than later.

Why? Because education in the United States is broken. We have lost sight of what should be the driving factor in education: fostering innate curiosity. Instead, we have become focused on outcomes and measuring the end results of our efforts. Students are driven to get A's, not to demonstrate learning, but to "get into college." Teachers are evaluated not on how many students



they inspire, but on their class's standardized test results. And American education is not failing because students are less passionate about learning, but because it placed 17th in the developed world for education. In our efforts to quantify education, we inadvertently created a system devoid of depth, focused on achievement rather than learning. We are missing the why behind our goals.

Great minds, such as British author Sir Ken Robinson, assert that "We are educating people out of their creativity." We want our children to be innovative problem-solvers, but we are educating them in a way that discourages creative thinking.

I believe that the motivation to learn, to become a better version of oneself, and to aspire to personal greatness is human nature. I would venture to guess that most educators hold similar beliefs, lest they would not be in the field. As humans, we are born curious, hungry to learn about the world around us. In education, we need to give ourselves a chance to reevaluate our priorities, and honor this innate drive to discover. It is my hope that if the higher education bubble does burst, it will be exactly the opportunity we need to redefine education in America.

Source: 17 April, 2013/ [The Huffington Post](#)

Cost of privatized education

Even countries completely committed to free markets and a dominant role for the private sector, have a public system for schooling

Sometime in January this year, Mint displayed a graphics about good and bad things that have occurred in India in the past decade. The increase in the number of private schools was depicted prominently as a good development. This is not a valid claim. The increase in the percentage of private schools, i.e., the effective privatization of school education, is not a positive development. It will not help solve India's education problem.

The belief that private schools perform better persists in spite of evidence, systemic experience and theory. Mint is just another voice echoing this dominant belief in India. As a relevant aside, in India, education cannot be a for-profit enterprise legally, but the reality is that rare is the private school that is not-for-profit.

First, consistent evidence across the world, including India, shows that private schools do not necessarily perform better than public schools. The difference in student learning levels between private and public schools arises primarily from differences in socioeconomic background of their students (relatively privileged ones go to private

schools), selection of students (private institutions select one's who are already able) and other additional support factors outside the school (tuition, going through pre-school etc). In simple terms, this means that private schools in themselves do not do a better job at education than public schools.

This dominant belief and public perception about superiority of private schools is also influenced by superficial markers of quality that are more social in nature—such as wearing ties and good shoes, "good" classmates, "English medium" etc.,—rather than educational. This view is then validated by the seemingly better performance of students from private schools. What is hidden, and it needs a fair bit of persistent digging to get to the truth, is that this difference in student performance does not arise from the school but from extraneous factors. Serious, well-designed research unravels this. Let me list three readings which you can glance through. I am deliberately listing three which are obviously not from any kind of ideologically "anti-privatization" group.

The OECD Programme for International Student Assessment has comprehensive cross-country view of this issue; a brief abstract is available at www.oecd.org/pisa/pisainfocus/48482894.pdf

IDFC's 2012 report on private sector in education in India, has an interesting wide-ranging discussion in its fifth chapter titled, Every Child in School and Learning Well in India: Investigating the Implications of School Provision and Supplemental Help, that has been written by Rukmini Banerji and Wilima Wadhwa. Those with academic interest may look at Relationship between private schooling and achievement: Results from Rural and Urban India by Amita Chudgar and Elizabeth Quin in the journal Economics of Education Review.

On the one hand, private schools don't do a better job of providing individual access to good quality school education, on the other hand, a substantially private (for-profit) schooling system works at cross purposes to the societal goals of education, hardening socioeconomic differences and inequity.

That education enhances peoples' earnings in the marketplace is well-known. But education also has substantial non-economic aims and outcomes that benefit society, e.g., enhancing equity, supporting values of democratic citizenship, contributing to reduction of prejudice and discrimination, among others. Left to the private, especially for-profit sector to provide these, too little will be provided; of too poor a quality and often not to those who need it the most.

The social, quasi-public good, nature of school education is compounded by the information asymmetry between the provider and consumer and the very long-term nature of outcomes of schooling. Because of these characteristics and aims, school education can only be served by non-market institutional structures.

Let's look at the extent of privatization of basic schooling across countries in terms of percentage of students attending private schools. These are the rounded-off numbers: the US 9%, Japan 6%, South Korea 2%, Scandinavia 1%, the UK 6%, France 14%, Germany 4%, China 4%, all OECD 10%. The world average for basic schooling (up to age 14) is about 14%. The number for India is 25% and growing rapidly; our contribution is what is pushing up the global average. We are global champions of privatization in schooling—by a long margin.

Even countries completely committed to free markets and a dominant role for the private sector, have a public system for schooling. Shouldn't we pause and reflect on the monumental mistake we are making as a country?

This problem has been created by us as a society and not by private schools. The solution therefore does not lie in stifling them. The only solution to India's problem of education is in improving our public schooling system. This will require hard, sustained effort for decades and substantially higher investment.

But what we see with schools is merely one aspect of a deeper problem: the widespread abandonment of public systems in all spheres...in healthcare, in water and environment.

Source: 17 April, 2013/ [Live Mint](#)

Higher education needs paradigm shift

Each skills to the youth of today or we will miss the boat of development, says Isaac

The Indian system of higher education is in need of a paradigm shift backed by Information and Communication Technologies for better research orientation and quality enhancement, K.P. Isaac, Member-Secretary, All India Council for Technical Education (AICTE), New Delhi, said on Wednesday.

The general complaint that the education system had deteriorated must be addressed by academicians. The education system must transform to infuse seriousness in students and make them hard working, he said.

Mr. Isaac was delivering the Graduation Day of the Anna University, Chennai, organised for graduates of the constituent colleges at the Bharathidasan Institute of Technology (BIT) here.

Being innovative was essential for students in a situation where India was on the cusp of enjoying the benefits of demographic dividend.

“If we do not tap the dividend of younger age group today, and teach them skills, we will be missing the boat of development,” Mr. Isaac said.

Develop innovative system to root out the all-pervasive corruption. Do things in the best possible way. Success depended on shaping opportunities, Mr. Isaac advised students.

Of the 1,865 students of Bharathidasan Institute of Technology and other three constituent colleges at Ariyalur, Panruti, and Thirukkuvalai, 1,503 graduates received their degrees in person. Of them, there were 135 university rank holders and 24 gold medal winners.

Mr. Isaac honoured the winners in the presence of P. Kaliraj, Vice Chancellor (officiating), Anna University, Chennai. S. Sivanesan, Registrar In-Charge, presented the report on the achievements of the constituent colleges. Projects that BIT campus was sanctioned by sponsoring and government agencies were estimated at Rs. 1.93 crore of which Rs. 1.5 crore had been utilised in 2012-13. BIT had received a grant of Rs. 10 crore under Technical Education Quality Improvement Programme.

A research team of the Department of Pharmaceutical Technology was granted projects to the tune of Rs. 7.7 crore of which Rs. 6 crore had been funded by the Department of Science and Technology to establish National Facility on drug development for academic institution, pharmaceutical and allied industries. The AICTE had considered the Department of Biotechnology in BIT campus for Rs. 3.5 crore funding under MODROBS (Modernisation and Removal of Obsolescence), Prof. Sivanesan said.

Source: 18 April, 2013/ [The Hindu](#)

Asian higher education revolution a long way off

The Times Higher Education Asian University Rankings are out. Since they are based on data already gathered for the 2012 World University Rankings, there are no surprises in the top 57 that were already included in the world's top 400 universities.

There are, however, some interesting things in the bottom 43, since the scores for those universities have not previously been made public.

Unlike QS, Times Higher Education and Thomson Reuters have used the same methodology for their World and Asian rankings. This is a pity since they have missed an opportunity to experiment with

methodological changes particularly to the citations indicator, which has been throwing up some surprising results.

These rankings show some differences from others such as the QS Asian and World University Rankings and those published by Shanghai Jiao Tong University – the Academic Ranking of World Universities, or ARWU – and the Middle East Technical University – University Ranking of Academic Performance, or URAP.

They are not exclusively focused on research, and their reputation survey has a smaller weighting than does QS's and its respondents are more systematically selected.

Differences

There are a few differences between the universities in the top 10. We find that Tokyo University is first in Asia according to *THE*, but only eighth in the QS Asian rankings.

The National University of Singapore, second according to *THE* and the QS World and Asian Rankings, lags behind five Japanese and four Israeli universities in Shanghai's ARWU.

Then there are some surprises when we look at the ranking of universities within countries, comparing the *THE* rankings with the others.

- Middle East Technical University is the best university in Turkey – but according to ARWU and URAP, Istanbul University claims that title.
- The National University of Malaysia is the best university in Malaysia – while according to ARWU, URAP and the QS Asian Rankings, the University of Malaya claims that title.
- King Abdulaziz University is the best university in Saudi Arabia – but according to ARWU, URAP and the QS World Rankings, King Saud University claims that title.
- The Indian Institute of Technology (IIT) at Kharagpur has top place in India. URAP agrees with *THE* on this choice. ARWU however awards top place to the Indian Institute of Science at Bangalore and the QS Asian Rankings award top place to IIT Bombay.
- Sharif University of Technology leads in Iran – but ARWU and URAP say the University of Tehran is the leader.
- Pohang University of Science and Technology is the best in Korea – while everybody else picks Seoul National University as Korea's best.

It is possible that some of the institutions favoured by the other rankings did not participate in last year's *THE* rankings. That was certainly the case

with University of Malaya and its main rival, the Science University of Malaysia.

THE and its data collector Thomson Reuters would no doubt say that whereas other rankings just measure quantity, they have a method that seeks out pockets of excellence.

Perhaps, but it would be interesting to ask academics from these countries whom they agree with.

Competition

But what these rankings show clearly and where they do agree with other rankings is that there is not really an Asian challenge to the West. *THE*'s Asian Rankings reveal unambiguously that world-class or even potential world-class universities are very unevenly distributed.

For higher education, Asia is not a continent but an archipelago.

There is a large cluster of excellent universities in Japan, South Korea and greater China, with a strong concentration in Shanghai, Beijing, Taiwan and Hong Kong.

Then there are a couple of smaller clusters in South East Asia – Thailand, Malaysia and Singapore – and South West Asia – Turkey (purists might mutter about whether Istanbul is in Asia, but never mind), Israel, Saudi Arabia, Lebanon, Iran and the United Arab Emirates.

There are three widely scattered institutes of technology in India. However, the Philippines, Indonesia, Vietnam, Myanmar, Bangladesh, Pakistan, Sri Lanka, Siberia and the whole of former Soviet Central Asia have no universities in the Asian top 100.

It is possible that some leading institutions in those countries may have declined to take part, but if they did it is unlikely that they would have achieved very much. It would be very helpful if *THE* published a full list of all universities that took part in the 2012 rankings exercise.

Hidden qualities?

Critics might claim that universities in the countries just mentioned have qualities that the *THE* rankings ignore. If so, it would seem that they are being ignored by the other rankers as well, and that suggests that these qualities might not exist.

It is also worth remembering that the 'regional modification' in *THE*'s citation indicator gives a substantial boost to universities in under performing countries. Without that boost many Asian universities might have received significantly lower scores.

There is then little sign of an Asian challenge to the West in science and higher education. There is certainly a challenge from the North East of Asia, China and the Chinese diaspora, Japan and South Korea. There are signs of growth in South East and South West Asia.

But the *THE* rankings confirm that for the rest of Asia, a revolution in higher education is a long way off.

Source: 20 April, 2013/ [University World News](#)

Introduce total quality management in education

Higher education is a country's repository and defender of culture, an agent of change in civilisation, an engine for national economic growth and an instrument for the realisation of collective aspirations of people.

Internationally, the current reform agenda in the sector revolves around (a) expansion and diversification of enrolment and number/types of institutions (b) fiscal pressure as measured in low and declining per-student expenditure due to overcrowding, low-paid faculty, lack of academic equipment/libraries and dilapidated physical infrastructure (c) ascendance of market orientation of higher education programmes and their employment solutions (d) the demand for greater accountability from stakeholders and (e) the demand for greater quality and efficiency of higher education as a whole, in the background of world ranking of universities and mandatory accreditations. India cannot be alien to these reform agenda.

The XIth Plan represented the move towards a quantum leap in expansion of higher education system achieving the Gross Enrolment Ratio (GER) of 14.34 through 33,637 institutions and enrolment of 1.8 crore students during 2011-12. Since merely increasing the GER is not adequate, the XIIth Plan has evolved far-reaching reform agenda like increasing expansion, improving inclusiveness and promoting equity in all disciplines in all regions; attracting quality faculty, promoting faculty mobility and participatory teaching-learning development; improving open and distance learning systems; and enhancing quality through credit/choice-based semester system and examination reforms.

The Plan also stresses on structural and systemic reforms for good governance; equitable financing models for higher education through norm-based funding; institutional collaborations, newer models of private sector participation; innovative research; and impetus to vocational education.

Presently, developing management skills and knowledge is not the norm in universities. Although data are collected for directing institutions, they are not collatable since they are neither collected systematically before making decisions nor they are systematically analysed.

Recommendations of higher education expert committees during implementation are either shelved, delayed or distorted due to politics or for financial reasons. The university administration is being run with 19th century tools and personnel without the knowledge and training in modern management techniques and pro-active administrative acumen. Unfortunately, the sector has highest level of resistance to adapt IT and implement e-governance as an end-to-end solution for higher education management.

Amid an exponential growth in number of colleges, there is a steep decline in academic standards, profiteering by college managements, poor quality of teaching, vulnerable examination systems, etc. Nationally, it is felt that the affiliating system stifles academic freedom and innovations.

With India's higher education system sandwiched between global-level aspirations of policy-planners and ground-level reality of talent-cum-system defects in implementation, we have to adopt practices of international universities to bring about "effectiveness" and "excellence".

The ideal TQM principles could be linking the vision to institutional goals with accountability; training institutional leaders to create quality culture before assuming charge; choosing appropriate leadership tiers trained for supporting quality culture; deploying e-governance systems to promote transparency; systemic and experiential development of university staff and students through continuous capacity building; introducing structural changes in statutes of universities; making decision based on facts and delegating decision making powers; team building; and preparing and creating a culture of receptivity for change.

Only when we achieve these in a comprehensive manner through multimodal strategies, the historic achievement of international laurels and global ranking of Indian universities within the top 50 can become a reality before 2020.

Source: 21 April, 2013/ [Indian Express](#)

Employability of students an area of concern, says AICTE official

India must make its presence felt in the area of R & D

The Vice-Chairman of All India Council of Technical Education (AICTE), Avinash S. Pant, has expressed concern over the level of employability of graduates passing out of colleges every year.

Speaking at the first Graduation Day of Anna University Regional Centre here on Saturday, he said that there must be a strategy in place to improve the employability of graduates. "AICTE is following certain steps in this regard. The National Vocational Education Qualification Programme for students of technical institutions is aimed at producing skilled manpower. By the year 2020, we hope to have the best possible skill-sets among our graduates," he said.

Dr. Pant urged students to stay away from negative influences and bad habits. He advised them to stay focused and remain positive, adding it was only the attitude that ultimately contributed to success. "The demographic advantage that India enjoys should be fully tapped. But some recent incidents across the country are disturbing," he added.

In great demand

He said that even though India's higher education institutions did not figure in the world's top 200 list, Indian students were in great demand abroad. "Foreign countries recognise the merit of Indian students. In our colleges and universities, the practice of teaching from textbooks has to change," he observed.

Dr. Pant said India needed to make its presence felt in the area of research and development. Emphasising the importance of translating research into patents, he said that reforms in curriculum and examinations would improve standards.

He presented degrees to graduates in the presence of P. Kaliraj, Vice-Chancellor of Anna University, Chennai. K. Sivakumar, Regional Director of Anna University's Madurai Regional Centre, and S. Sivanesan, Registrar, spoke.

Source: 21 April, 2013/ [Hindu](#)

Policy paralysis hits India

Education regulatory authorities either have rules that are not enforced strictly or just have rules, but do not continuously evaluate and guide the institutions. Indian institutions face different problems internally and externally. The mere appearance of executing the regulations is just not enough. A strong model for the education system is necessary, and India must realise and acknowledge it. Addition of bills or addition of regulations will not yield a solution. Ensuring that the current system works properly and improvising on it is the current need.

In coma

The state of higher education in India is symptomatic of how policy paralysis can not only bring to comatose all forms of education, but also kill the cure for the disease. A Medical Council of India administered by an interim Board of Governors, a University Grants Commission that has the shocking potential to survive headless or with a temporary head for two years, an All India Council for Technical Education, which is turning out to be a mere approval agency and not a forward-looking regulatory body, a directionless National Council for Teacher Education, the Department of School Education and Literacy whose landmark Right to Education doesn't guarantee Right to Knowledge, a Distance Learning Department dominated by IGNOU and state open universities, who have opened the floodgates of mediocrity, a vocational education department having little clue on the competitive potential of India's skilled workforce and finally a bunch of IITs/IIMs, both new and old, grappling with their own problems.

Adding to this laundry list of problems are the extra-constitutional committees constituted by different departments for different purposes, and all of them singularly connected with their output do nothing but appear to do everything. A few initiatives like NPTEL and NMEICT are laudable and deserve more financial support and encouragement.

Bills are not a solution

A slew of Bills are pending before the Parliament and some referred to Standing Committee. The problem in the Indian education is not the absence of statutory regulations or legislative provisions but the lack of will to implement them and stem the growing rot in the higher education system. The new set of Bills, except a few like NCHER or Academic Repository Bill, is merely a cosmetic addition to existing Bills.

For example, the Prohibition of Unfair Practices Bill contemplates various statutory provisions to ensure there is no unfair practice in technical and medical institutions. The phantom belief that the proposed Bill is the academic elixir that can put an end to the capitation fee menace is a figment of imagination. Almost every state has a legislative enactment that prohibits capitation fee and various statutory regulations are in place to check this growing menace.

Despite all this, is there any MHRD record of conclusive action taken by it to deter institutions from collecting capitation fees? None, so far. The proposed Bill wrongly assumes that unfair practices happen only in the admissions and the entire Bill talks only about admissions. It has conveniently (or intentionally) forgotten the fact that unfair practises

are rampant in the issue of examinations, declaration of results, faculty, VC appointments, grant utilisations, etc.

Contradictory views

Another major counter-productive exercise by the MHRD is in the realm of university education. The National Knowledge Commission and the Yash Pal committee have both recognised the need for comprehensive universities and the need to accelerate the growth of university education. On the other hand, an extra-constitutional committee called the Tandon Committee wants to downgrade existing universities to colleges.

It is shuddering to think of such diametrically opposite views and more concerning is the fact that MHRD is giving serious credence to the Tandon Committee when its existence is a subject matter of intense litigation in the Supreme Court. Even the recently tabled Parliamentary Standing Committee report on MHRD has acknowledged the subjudice nature of the issue and relies on UGC Review Committee. But MHRD's policy decisions based on Tandon Committee is discriminatory and partisan.

What needs to be done?

Instead of hijacking Sarvepalli Radhakrishnan's well-conceived concept of deemed universities, the MHRD must take action against erring universities that are running unrecognised off-campus centres and franchising degrees. Also, any review process must be only for those deemed universities that were given temporary recognition and not lock, stock and barrel.

The MHRD must deeply introspect and be a powerful agent to build a successful Indian higher education model. Excessive regulations and very little enforcement is a lethal combination. Outcome and not outlay-driven rhetoric is the key for qualitative growth. Recognition of non-formal skills and providing formal academic identity is the need of the hour that can make higher education inclusive and accessible. We need a multi-stakeholder approach to solve the multitude of problems. All stakeholders are ready to build a strong recovery road for Indian higher education! Is the MHRD ready?

Source: 22 April, 2013/ [New Indian Express](#)

The ideal curriculum

Innovative, demanding and flexible curricula, and modern teaching techniques are vital if Indian educational institutions are to prepare students to face the challenges of a global society. Students cannot be educated to handle problems of the 21st century with the pedagogy of the 20th century. Unfortunately, the emphasis on so called

"professional" education in India has led to the development of narrow and inflexible curricula, which place more emphasis on imparting skills than providing an education.

Good professional education also requires an understanding of the broader context of that education but most curricula at Indian institutions ignore that imperative. This is part of a national trend. India as a nation has in its recent history, placed relatively less emphasis on liberal arts in the development of new institutions of higher learning. While many of the country's basic science and engineering institutions are internationally acclaimed, the best global universities also have strong and deep humanities and social sciences programmes.

If undergraduate education in the country is to be consistent with the world's best practices, programmes must integrate the study of liberal arts with engineering, scientific, management and other professional undergraduate programmes.

On the other hand, an increasingly technology dependent world requires an education in which students, specialising in the liberal arts have a strong understanding of mathematics and science and their application through technology and innovation. Therefore, a seamless integration of humanities and social sciences with natural sciences and technology studies should be the foundation for undergraduate education in India regardless of whether it's "professional" or in liberal arts.

Reinventing the curricula

All curricula, whether at the undergraduate or postgraduate level and whether professional or in other subjects, should place heavy emphasis on experiential learning. Students should be required to participate in some form of experiential learning such as internships, practicums or service-learning programmes. In addition, it's important to train students in the conduct of research both within and outside the classroom/laboratory setting. Critical and creative thinking and problem-solving should also be included in modern curricula. Such an emphasis on experiential learning, hands-on research and critical thinking will provide students a real-world context for their learning. This will also enable students to apply their classroom learning to problem-solving and ensure they are better prepared to enter the workforce. Finally, at least some part of the curriculum should be devoted to developing students' leadership capabilities and a sense of responsibility. Institutions should offer and students should be required to take courses that contain material intended to prepare them for a life-

long commitment to leadership, which is grounded in values, ethics and committed to serve society.

Infrastructure as an enabler

That there is a strong link between physical infrastructure and academic performance is now quite evident.

The best academic institutions in India and abroad also have the best infrastructure. Physical and technological infrastructure should support the academic mission of institutions and provide an enabling foundation for the realisation of the objectives of their curricula. For example, classroom design, too often ignored at Indian institutions, should foster the development of learning environments – physical and virtual spaces that inspire students and educators to communicate and collaborate to develop and share new ideas and knowledge.

Architectural and interior designs should create group, team, and individual learning spaces that: (i) support professional learning communities that enable faculty to collaborate, share best practices and integrate them into the classroom; (ii) allow students equitable access to quality learning tools, technologies, and resources; (iii) support expanded to local, national and international involvement in research, teaching and learning, in face-to-face and/or real-time/asynchronous virtual interactions. Similarly, technology deployment on campuses should support a full range of campus activities, including: (i) teaching, learning and research (ii) student systems and services; at administrative and governance systems; and, of course, the institutions' IT infrastructure and systems. Modern infrastructure and technology are no longer nice-to-have 'luxuries' but are today an integral part of the research-teaching-learning continuum.

Life-long careers

Professional education in India, at least among the best institutions, should be designed to ensure that students are prepared and have the knowledge, skills and intellectual abilities to launch successful careers in their chosen professions. We should not simply be interested in placing students in jobs. Our objective should be to ensure that students are prepared for life-long careers and have the abilities to manage and lead public institutions, commercial enterprises and organisations in civil society.

In order to do so, the broad structure of professional education in the country should be designed to foster students' abilities to integrate critical thinking, interpretive skills, scientific exploration, experiential learning and normative principles into their world-view and to better

prepare them for success in a complex, changing, and unpredictable world.

Source: 22 April, 2013/ [New Indian Express](#)

Experts should lead accreditation process

To build world-class higher education institutions in India, a lot of changes in higher education policies, governance practices and financial patterns need to be introduced. One of the key issues in this regard is the method of assessment and accreditation. In India, the University Grants Commission distributes government grants and regulates the standards of university education. In the case of professional education, this function (not grant distribution) is shared by professional councils set up under separate statutes including the All India Council for Technical Education (AICTE) Act.

Needs expertise

Assessment and accreditation are highly complex and professional tasks which require special expertise of independent scholars and educational administrators. The process should be credible and transparent, based on criteria widely accepted by the academic and professional bodies as it can make or mar the future of institutions and its stakeholders. As such, it should be done by registered accountable professional bodies that should be recognised for its competence for the job. This is what the National Accreditation Regulatory Authority for Higher Educational Institutions Bill (2010) which is pending in Parliament, seeks to establish in India.

At present, ad-hoc inspection committees of nominated teachers (who have no special expertise on assessment of courses and institutions), are picked up by NAAC or AICTE or other professional councils to prepare reports after they visit the institutions concerned. The process is voluntary. The product is not comparative and may vary depending on the composition of the committee and a variety of other factors. No wonder some of the leading institutions in the country refused to be assessed and accredited by such committees. Delhi University and Jawaharlal Nehru University, two leading universities in the capital have not gone for NAAC accreditation.

Lack of competency

Neither the Medical Council, AICTE, nor the Bar Council have the required competence under the ad hoc system they practise to decide with credibility on performance of institutions nationally or globally. The Accreditation Bill under consideration of Parliament will come as a boon in this regard as it will make the accreditation process accountable to what they do or omit to do.

The need to be world-class

Now coming to the question of 'Indian institutes becoming world-class', it must be said that it is a vague concept questionable on several counts, particularly in its application to India. Many institutions in India are world-class in teaching, if not in research and publication. Those who do world-class rankings depend on criteria which are questionable. This is not to condemn or discredit the process or to say that Indian institutions should not aspire to become world-class even according to those standards. It is necessary to understand the issue in context and give consideration to national priorities of access and equity and appreciate constraints of resources for higher education and research.

Universities across the world, which are termed as 'world-class', without exception have enjoyed complete freedom without interference from the government and other regulatory bodies on academic and administrative decision-making. In India, if the IITs, IIMs and National Law Universities could show relative academic excellence in their respective spheres, it is largely because of the autonomy they enjoyed in innovation, experimentation, and freedom from interference of governmental agencies in decision-making. As the Yashpal Committee report pointed out, "Universities are autonomous spaces free from political authority, religious dogma and economic compulsions where established ideas and practices could be freely challenged and uninhibited freedom to question would be recognised without fear of reprisal".

What should be done

Yes, there are too many regulatory bodies supervising higher education in India with too little beneficial outcome. They tend to kill initiatives, corrupt organisations and delay decision-making. In the process of catching erring institutions with which they are pre-occupied, they put barriers on the development of meritorious ones. The Centre-State and private-public conflicts also impact their functioning.

I believe the policies contained in the two Bills pending in Parliament — the national Accreditation Regulatory Authority Bill and the Unfair Practices (Control and Prohibition) Bill (2010) — are welcome initiatives. While putting down unfair practices with a heavy hand in student interest, the legislative proposals enable higher education institutions to compete for academic excellence, recognising good practices and fresh initiatives in innovation and creativity. The Universities for

Research and Innovation Bill (2012) is also another step in the right direction.

Source: 22 April, 2013/ [New Indian Express](#)

Train professors teach better

The issue of world-class quality in higher education (HE) is crucial today as survival in a globalised economy depends on the knowledge and skills acquired through HE. However, in India, not only economic development, but other aspects such as social, political and technological growth depend heavily on HE. With the absence of a viable alternative, HE seems to be the best and only means to fulfil these objectives on a priority basis. However, HE in India has a short tradition and history, and is at the receiving end of a negative impact by the complex, diverse and unequal social structure.

Although there have been several efforts to improve quality, HE has been suffering in many ways for several reasons. Quality faculty to meet world standards is a real challenge. This may be due to a lack of ambition and competitive edge among teachers and poor infrastructural facilities in institutions, which are mushrooming every day, thanks to privatisation. Secondly, their (faculty) educational training, knowledge and skills are poor due to inaccessibility to good institutions as scholars and students.

It is worth noting that despite the Sixth Pay Commission, which made teaching a more lucrative career option, many faculty positions lay vacant. There seems to be a gap between opportunities and prospective takers — possibly due to the social and educational background and faculty orientation. Besides this, the management tend to restrict free thought and discourage research. Such institutions seem to be managed more as a source of income and means of power. Government institutions are also being deserted due to a hostile educational environment, lack of quality and good administration.

In this context, training should play a great role to enhance the capacities, skills and knowledge of faculty members. But the question continues to be unanswered — higher education for whom, by whom and for what? Is it (or has it been) being hijacked by a few individuals, organisations and/or politicians as a commodity for material/political gains? Let us hope for better education and a better future in the global village!

Source: 22 April, 2013/ [New Indian Express](#)

Does India have only three good colleges?

It is the season when Phil Baty and his Times Higher Education Rankings unleash a flurry of

results, that invariably lead to a series of Op-Eds and articles that bemoan the terrible state of higher education in India.

I honour that tradition with this piece.

Firstly, it is disappointing to see the celebration surrounding the 3 IITs that have made it to the top 100 in the Asian list. The Asian list, not the global list. Just 3 of the IITs, which form the cream of educational institutions of the country. Serving a sixth of humanity. Serving a nation that claims to have soft power based on its graduates and engineers who turn the gears of the world's businesses. Sorry, not good enough.

While these IITs did qualify to be ranked along with the world's best universities, it is also true that they are not universities at all. Nor are they deemed universities. They are focused centres of excellence that do not have the drag of managing a range of departments as a typical university would. With such focus, they have an edge over other institutions and should indeed have performed better in the global rankings.

The celebration over the mention of these IITs also seems to let the other Universities off the hook. Since India is represented in the rankings, the others can carry on oblivious, and sooner or later into oblivion. Indian Higher Education institutions, especially the Universities are in dire crisis and there is very little being done to reform them. Any conversation about higher education reform still revolves around structures, regulations and procedures. This, being led by the supply side rather than a clear drive to lead for the future via granular understanding of the demand is the fatal flaw in reform design. If there is any reform designed.

Our Universities have serious governance issues. And a leadership crisis. For years faculty have been speaking of the politicisation of key positions in Universities. And it is true that not only in India, but globally, institutional excellence in education has been delivered by autonomous public institutions. Each of these have been led by strong leaders in their transformational years and it is these leaders that have created the ethos, personality and standards within these organisations. Present institution design does allow for strong political influences in leader selection which has corroded the institution of the educational leader.

It is not just politics but also a design issue that needs attention. Currently all three functions – operations, strategy and governance are vested in the single seat of the Vice Chancellor. While in theory these are delegated, with the Vice

Chancellor holding over arching responsibility, in practice the VC does have to deal with the nitty gritty of each of these strands. Good governance demands a separation of these functions.. a compliance officer cannot be the same as the operations officer. Conflicts of interest should be managed by counter balancing roles and people (assuming they are honest) for good decisions to be made. The design of organisations and procedures in higher education needs serious reform, and needs to be built around serving their core client – the students. Universities are not built for bureaucracy, they are built to create and disseminate knowledge.

Any changes or reforms in the University system need to be well thought through before they are implemented -as one would expect from a body of intellectuals who teach students rigorous thinking within their subject area. Yet, one of the largest changes we have seen recently is the move to a four year semester based system in Delhi University. The professors, who deal with the details have gone as far as to support an open petition against this move. Senior professors rightly point out that three to four months is inadequate to move over to a new course design and seek more time to question the need for this change. While the four year degree is supposed to match the duration of the degree in the West, there has been little work done on what exactly the extra year is supposed to contribute to the development of the student. It is also interesting that this change is proposed as the conversation in the West has started to move towards the possibility of three year degrees due to cost pressures. What is worse about the proposed four year degree is that the intent of creating a liberal arts kind of free flowing first year is not borne out in practice – students actually have very little choice or flexibility in their choices of minor subjects. The synergies that were expected to be gained from multidisciplinary cannot be harvested as the idea does not map to operational design.

Stakeholders question the need for this change – who will it really serve? Will it make for better quality education? Or do we need other models to make Indian Higher education hold its own in the world. Would more private participation, international collaboration help? Or should there be more autonomy and accountability and less policing? Should there be more and better peer learning such as via the Higher Education Forum (disclaimer, I am a member and a node for the Delhi chapter) that self organises faculty development programs. Is this a central responsibility, a federated one or a local one?

The issue really is not about international rankings, which perform a limited (though important role) in understanding and benchmarking for quality. The Times rankings put a high weightage on international connections within higher education, and this has not been a priority for Indian Higher Education so far. Since the domestic demand for higher education seats, especially at the better institutions, is so high – there is little reason to seek students from other countries in large numbers. Research collaborations are few and far between since most Universities are de facto more teaching institutions than research hubs – and this is a hole that must be plugged. At the same time, the rankings do point to the gaps in achievement. This is borne out by anecdotal evidence and industry reports that state that most graduates are barely functionally literate and almost unemployable. Clearly the universities are failing in the twin core functions of creating employable youth, and that of creating bodies of knowledge via research that is acknowledged and useful around the world.

As Indian universities continue to fail their students, they will see more of the creamy layer go away to different countries for higher education. Technology, including variations of the popular MOOCs (Massive Online Open Courses) will reduce the centrality of the mediocre universities or indifferent professors, reducing them to examination and certification centres. To stem the rot, to become relevant and respected again, Indian Higher Education will need to take a good hard look at itself and design its reinvention. In this re-invention they will be well advised to work on the principles of the centrality of the learner and on the inexorable necessity of good governance.

Source: 25 April, 2013/ [Forbes India](#)

President calls private sector to shoulder higher education responsibility

With several competing demands on public funding, the task of meeting the growing demands in the higher education sector will have to be in part shouldered by the private sector," said President of India, Pranab Mukherjee at the 45th Convocation of Utkal University in Odisha.

"Many private institutions have earned international reputation for quality and standards. We should encourage the participation of private sector without compromising on the social objectives and the quality benchmarks," the President said.

President stressed on the need to improve the quality of higher education institutions in country. He said, "We must direct our energies at

developing Indian universities to meet global benchmarks. There is a need to promote a culture of excellence in them. This calls for a dynamic higher education system with space for reforms."

"The increasing number of academic institutions is not sufficient to keep pace with the growing demand," he added.

The President said that despite India's higher education system being the second largest in the world, the enrolment rate for the 18-24 years age group in India is only 7 per cent. Compared to this, it is 21 per cent in Germany and 34 per cent in the US. This effectively denies many bright students the opportunity to acquire higher education. Building accessibility will be an important exercise in inclusion.

Pranab Mukherjee said that the success of inclusion in higher education also depends on affordability. Meritorious students in difficult economic circumstances should be helped to pursue education by measures like scholarships, student loans and self-help schemes.

Talking about the importance of affiliated colleges, he said, "Our attention must also be focused on our colleges, as a very large chunk of students - about 87 per cent - are enrolled in affiliated colleges in the country. The affiliating universities have a great responsibility to guide these colleges to maintain high standards in curricula and evaluation."

The President said that shortage of faculty is a major hindrance for delivering quality education in our universities. The standard of education cannot be allowed to suffer due to this constraint. Filling up vacancies must therefore be given higher priority.

"Distributive justice, as a higher goal of democratic polity, can be achieved only on the strength of a sound education system. The higher education system in India rests on the three pillars of quality, affordability and accessibility. The drive to expand higher education in quantitative terms must be matched by adequate efforts at quality improvement," he said.

Detailing the number of higher education institutions in India, President said, "At the end of the Eleventh Five Year Plan period, there were a total of 659 degree awarding institutions and over 33,000 colleges. The total enrolment of students in higher education, which was 2.6 crore at the end of the Eleventh Plan period, is envisaged to increase to 3.6 crore at the end of the Twelfth Plan period."

"It is a matter of deep concern that no Indian university, according to an international survey of universities, is ranked within the top 200 universities in the world. The National Knowledge

Commission had identified quality deterioration in higher education in its Report in 2006 as a 'quiet crisis that runs deep'," he added.

Source: 25 April, 2013/[India Education Review](#)

Dynamic higher education need of the hour: Pranab

President Pranab Mukherjee on Thursday called for a dynamic higher education system to meet global standards through innovations and technology.

Delivering the 45th convocation address at Utkal University, the President regretted that no Indian university was ranked within the top 200 universities of the world, according to an international survey. One may question the credentials of the rating agency, but the fact remains that no Indian universities figure in the list, he added.

Pressing the quality issue further, the President said the National Knowledge Commission too had identified quality deterioration in higher education in a report in 2006. "We must direct our energies to developing Indian universities to meet global benchmarks. There is a need to promote a culture of excellence in them," he said.

Expressing concern over falling standards of education, Mukherjee said shortage of faculty was a major hindrance to ensuring quality education in Indian universities. "Filling up of vacancies must therefore be given higher priority," he said.

On quantitative expansion, the President said the increasing number of academic institutions is not sufficient to meet the growing demand. Despite India's higher education system being the second largest in the world, the enrolment rate for the 18-24 years age group in the country is only seven per cent. Compared to this, it is 21% in Germany and 34% in the US. This effectively denies many bright students the opportunity to acquire higher education, the President added.

Pranab said universities should resort to innovative ways of teaching and put technology to greater use. He said economic progress would depend on capability to innovate. "India lags behind major economies in terms of innovation. Though Indians comprise one-sixth of the world population, only one in 50 patent applications in the world are filed in India. We don't lack the capability to innovate, but we lack the systems to encourage innovation," he said.

The President stressed on inter-disciplinary and inter-university research partnerships and a flexible system to attract Indian researchers abroad to return and work on short-term projects, he said.

Pranab's suggestions to improve quality higher education were welcome by the varsity fraternity here. "The President said filling up of vacant posts should be a high priority area. We have been saying the same for years," said Utkal University PG Council chairman P K Mishra. The varsity has over 110 vacancies of teachers of which the state government has recently given permission to fill up only around 50.

Source: 26 April, 2013/ [Times of India](#)

Reforming Research

In terms of learning environment, research does not really enjoy a prominent place in the Indian higher education map. Indian higher education does not promote research actively across all disciplines. There is a lot to be discovered both in the fields of sciences and social sciences and research acts as the perfect means to discover new things. I would be very glad if mandatory research modules are introduced across disciplines at the undergraduate level. There is an urgent need to create opportunities in this area and provide resources for training interested students.

Several students may be interested in pursuing research. However, the lack of training and the non-viability of research as a profession may deter them from doing so. Hence, it is imperative that students be trained in research methodologies and be exposed to different types of seminars and symposiums.

The onus of creating a learning environment that is conducive to research projects lies on the educational institutions. They should ensure that they provide the right kind of exposure through different types of paper presentations and seminars so that students are actively engaged in this process.

One must realise that this is a long-term investment and hence, this engagement and interaction with researchers should be a continuous process. Attending symposiums and seminars will introduce students to the larger group of researchers, which can be a huge learning experience for them. It can provide them with opportunities to produce collaborative projects that can involve students across streams and colleges. One must realise that research is the best way to learn new things while working.

Further, research can also be used for different purposes by different institutions. Another aspect that deters students from taking up research is the fact that it is not a financially viable profession in India. Apart from creating facilities for training, it is important to create well-paying jobs in this sector

so that students feel motivated to do research beyond the mandatory curriculum.

Source: 29 April, 2013/ [Times of India](#)

RESOURCE

Australia still a favourite overseas education destination for Indians: Poll

A sample survey has shown that Indians still consider Australia a favourite overseas education destination, second only to the United States, despite the spate of attacks on Indian students in 2009 and 2010. The survey, conducted among 1,233 Indians in Australia, by the Lowy Institute for International Policy and the Australia India Institute was released on Wednesday.

The survey indicates that 75% of the respondents think Australia is a good place to be educated. Australia was among the countries most preferred by Indians to pursue higher education and vocational education a few years ago. The new study adds that though a vast majority of Indians think Australia is a good place for an education, some concerns linger about the experiences of Indian students in the country.

The poll also shows that 62% of Indians feel that Australia is currently a dangerous place for Indian students, and 61% feel that attacks on Indian students in Australia were mostly caused because of a racist attitude. The Australian government's efforts to address safety concerns appears to have had some effect on the people's perception, with 53% of Indians agreeing that Australia is safer for Indian students than it was a few years ago. More than one-fourth, however, disagree.

A note along with the study quoted from a 2011 Australian Institute of Criminology Special Report as saying that, "An in-depth study by the Australian Institute of Criminology concluded that it was impossible to determine if crimes against Indian students were racist in nature. It also concluded that the rate of crimes against Indian students was lower than the crime rate against the general population."

The other findings of the study showed that Australia is fourth in the list of countries most liked by Indians, after the US, Singapore and Japan. "Indians feel warmer towards Australia than towards countries in Europe, including Britain, or towards India's fellow so-called BRICS: Brazil, Russia, China and South Africa," the study added.

More than half of Indians (62%) believe that Australia is a good place to live and 59% believe it is a good place to get work. But, the poll shows that Indians are also concerned about safety and family life.

Foreign Minister Bob Carr said, "It is gratifying to see positive results of Indian feelings towards Australia, Indian judgments of the quality of Australia's education system, and Indian views on working with Australia in our shared neighbourhood."

Senator Carr, however, acknowledged the lingering concerns over the safety for Indian students in Australia, saying there were elements of the relationship where Australia needed to do more.

Australia's Indian community of more than 450,000 is the country's fastest growing migrant community and India is their second-largest source of international students.

Source: 17 April, 2013/ [Times of India](#)

The Great University Gamble: Money, Markets and the Future of Higher Education by Andrew McGettigan

Joanna Williams seeks more context in this political and economic analysis of sector finance

Andrew McGettigan does not like the current UK government's higher education policies. Many people share this view and they will find much evidence to support their opinions in *The Great University Gamble*. This book offers readers a detailed political and economic analysis of the Conservative-Liberal Democrat coalition's response to issues such as the funding of the higher education sector, tuition fees, university governance and regulation. It successfully exposes some serious contradictions in current policy directions, for example the fact that increasing tuition fees necessitates "an additional loan outlay of £4.3 billion" that adds a net increase of £2 billion to government expenditure on higher education in the short term.

Despite the detailed analysis, however, this book is a problematic read. McGettigan describes the book as "a primer on how money is moving in new ways through the system", which indeed it is. He suggests that his target audience is youngsters thinking of applying to university, and presumably with this readership in mind there is much content that will be all too familiar to those with more than a passing experience of the higher education sector. However, the assumption made throughout *The Great University Gamble* is that such young people have an interest in the intimate details of how their university experience is funded.

McGettigan covers mergers, bond issues and other "problems with the loan scheme from a fiscal and macroeconomic perspective". Prospective students may be interested in the headline figure of how much university will cost them, but there is scant

evidence to suggest they will be happier to pay tuition fees as a "top-up" given directly to their institution than as a replacement for the block teaching grant. Perhaps they should be concerned with these issues, but this book depends to a large extent on a pre-existing loathing for all things associated with the Conservative Party to justify the view that changes to funding arrangements are an issue for 18-year-olds.

We need to move beyond pantomime heroes and villains in order to explore the full impact of funding changes on the higher education sector. The Great University Gamble is so focused on an analysis of what has occurred in higher education policy under the present government that there is no context provided for recent developments. McGettigan professes to situate his account in the recent history of the past 20 years. Some might argue that going back even two decades does not provide sufficient context for understanding the nature of current changes. However, McGettigan covers this period in just three pages at the beginning of the first chapter, and we are then straight back to the coalition government's response to the Browne Review.

Likewise, there is little context to the book's analysis drawn from academic literature or public debate. Much has been written about many of the issues McGettigan takes up. Yet, outside the policy documents, reports from thinktanks, statistical data, letters and speeches from MPs, there is little indication that these debates are taking place among academics and in the real world as opposed to in a Westminster bubble. The only background to the important content covered appears in the form of cheap political swiping. Reforms are located within "the general conservative ideology"; education secretary Michael Gove has "proxies" in the mainstream press; and the marketisation of higher education is backed by "ideologues" in thrall to Milton Friedman.

This lack of context outside the immediate and the political leads McGettigan to draw some curious conclusions. He argues that one purpose of higher education should be the professional and vocational training of individuals, and yet at the same time suggests that universities should be focused on providing social and public goods rather than private goods. McGettigan seems to suggest that although tuition fees in 1998 (under the previous Labour government) were acceptable as they provided additional funding, tuition fees in 2013 are bad.

But beyond the political point scoring, there is some useful analysis. Chapters on corporate form and on governance and public accountability should

be required reading for anyone working in a university currently undergoing changes in management structure. They highlight the exclusion of most members of academic staff from institutional decision-making processes. But without context, such commentary has little to offer the more general readership McGettigan hopes to reach.

Source: 18 April, 2013/ [Times Higher Education UK](#)

Indian Online education industry is set to grow to \$40 billion

Online education industry size is set to grow to \$ 40 billion by 2017 from the present \$ 20 billion.

With a network of over 1 million schools and 18,000 higher education institutions, India has one of the largest education systems in the world with a network of more than 1 million schools and 18,000 higher education institutions. Over half of the country's 1.2 billion population falls in the target market for education and related services.

Online education is the new revolution in the sector. It is easy when it comes to education for the working professionals and is more convenient compared to instructor-led classroom training. The broadband market is also growing consistently. This growth is directly proportional to the increase in connectivity, thereby enabling people to consider online education more seriously. Even the government has begun to recognise online MBA programmes.

With access to computers increasing day by day, people from smaller towns such as Ranaghat, Sardar Sahar, Tonk and Talipramba that have populations from some thousands to a few lakh are looking for online tools to update themselves and get access to certificate courses and degrees.

The Players offering online education are Edukart, Simplilearn, LoudCloud, etc.

The number of candidates in India going for the online option to up graduate their academic qualification is on the rise.

Source: 20 April, 2013/ [Invest in India](#)

Disclaimer:

Data included in this newsletter is only for educational purpose and wider dissemination. All liabilities and rights belong to respective writers & authors.

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.



Apeejay Stya Education Research Foundation

**Apeejay Stya House
14 Commercial Complex, Masjid Moth, Greater Kailash, Part - II**

New Delhi 110048

Tel. No. (91 – 11) 29228296 / 97 / 98

Fax No. (91 – 11) 29223326

Email: aserf@apeejay.edu

Website: <http://aserf.org.in>

