



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*

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Partnership

Dear Partners,

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

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

Editor

[Dr. Mithilesh Kumar Singh](#)

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ASPECT

RUSA: Plan to Revamp Indian higher education

Union Ministry of Human Resource Development has launched its ambitious programme to revamp the higher education sector in the country, *Rashtriya Uchchatar Shiksha Abhiyan* (RUSA). Through RUSA it aims to cover 316 states public universities and 13,024 colleges across the country.

The government is looking at brining various reforms to improve the quality of higher education sector by creation of a State Higher Education Council, creation of accreditation agencies, preparation of the state perspective plans, commitment of certain stipulated share of funds towards RUSA, academic, sectoral and institutional governance reforms, filling faculty positions etc.

As per the RUSA document, greater emphasis will be laid on the improvement of the quality of teaching-learning processes in order to produce employable and competitive graduates, post-graduates and PhDs.

With respect to the planning and funding approach, some key changes are envisaged; (a) funding will be more impact and result oriented, (b) various equity related schemes will be integrated for a higher impact, (c) instead of unplanned expansion, there will be a focus on consolidating and developing the existing system adding capacities and (d) there will be a greater focus on research and innovation.

"The most significant paradigm shift proposed by the Planning Commission is in the arena of funding of state higher education system. Strategic funding of this sector has been strongly proposed in order to make a marked difference in the overall resource endowment for the state higher education sector," states the document.

There are three broad categories of the higher education institutions in India, centrally funded institutions, state funded institutions and private institutions. While the centrally funded institutions (Central Universities, IITs, NITs, IISERs, Institutes of National Importance etc) receive generous funding from the center, they have a limited coverage in terms of enrollment. About 94 per cent of the students enrolled in state funded or state controlled private institutions come under the state higher education system. It is worth noting that most private education institutions are affiliated to state universities. Thus, any efforts for development in this sector must recognize the

importance of state higher education institutions and strive to improve their status.

Problem of universities in India

The document says that, in order to raise funds, most universities rely heavily on the affiliation fees they receive from affiliated institutions and on self-financing courses. Treating affiliation fees as source of income and starting courses for revenue-generation have led to further dilution of quality and perpetuation of inequity. Except a few institutions, most affiliated institutions depend heavily upon the University for administrative, examination- related and curricular matters. This adds to the burden of the university as it is reduced to an administrative and exam conducting unit rather than an institution focused on promoting teaching, research and faculty development of associated colleges.

This system also takes away the autonomy of affiliated institutions in teaching and conducting examinations. Instead of increasing access in a positive way, the affiliation system creates a highly centralized and inefficient institutional structure, which does not allow its constituents any room for creativity in teaching, learning, curriculum development or research. In such a structure, quality enhancement can only be brought about by reducing the burden at the university level and giving greater autonomy and accountability to the constituents through affiliation reforms.

There is a lack of vision and planning for the development of institutions and the higher education sector at the state level. Given the complexities of managing the access and equity issues within and amongst states as well as the large number of institutions that already come under the state university system, there is a crying need for planning in higher education focusing on the state as the basic unit. This planning should be done by an autonomous body that can raise and allocate funds from the state as well as central governments.

The State Universities are already provided some funds from the central government through the University Grants Commission. However, UGC's mandate allows it to fund only a limited number of institutions that are Section 12B and 2f (UGC Act) compliant. This excludes about 33 per cent of the State Universities and 51 per cent of the colleges under such universities.

UGC funding pattern

UGC is also not allowed to channelize funds through the state government or through any entity other than an educational institution, which makes it impossible for the UGC to fund any planning, and expansion activity through a state level higher

education body. UGC as a regulator should be actively involved in planning for new institutions but the present system does not permit it to do so. Thus states often complain of being unaware of the development funds that come to the state institutions from the centre; this makes planning and funding very difficult for the states.

Under RUSA the centre aims at an 'optimum' solution to create an alternate way (a centrally sponsored scheme) of providing funding to a larger number of institutions and channelize fund through a body that ensures cohesive and integrated planning at the state level. Such a solution eminent management sense since it is almost impossible for any central agency to deal with 35000 odd institutions on a one- on- one basis.

"Given the pitiable condition, wide reach of the state university system and limitations of the UGC, there is a strong need for a strategic intervention for the improvement of access, equity and quality in Indian higher education, that focuses on state universities and state institutions through a special centrally; sponsored scheme in a mission mode. This document proposes a new centrally sponsored scheme for higher education which will spread over two plan periods (XIIth and XIIIth) and will focus on state higher educational institutions," it says.

Performance related funding

RUSA will have a completely new approach towards funding higher education in state universities; it is based on key principles of performance-based funding, incentivizing well performing institutions and decision making through clearly defined norms, which will establish and rely upon a management information system to gather the essential information from institutions.

Autonomy to universities

The document states that RUSA will aim to provide greater autonomy to universities as well as colleges and have a sharper focus on equity-based development, and improvement in teaching-learning quality and research. It will be a new flagship scheme of the government that will pave the way for far reaching reforms at the state level.

The document talks about the various types of control that state universities have over them thereby leading to degradation of their quality. It says, "Many of the problems in the state universities are linked to the archaic systems and regulations that govern them. Without bringing about reforms in the existing governance and regulatory systems, it will not be possible to unleash the potential of the state universities. The reforms initiated under RUSA will build a self-sustaining momentum that will push for greater

accountability and autonomy of state institutions and impress upon them the need to improve the quality of education."

Eligibility for funding under RUSA

In order to be eligible for funding under RUSA, states will have to fulfil certain prerequisites. These include the creation of a State Higher Education Council, creation of accreditation agencies, preparation of the state perspective plans, commitment of certain stipulated share of funds towards RUSA, academic, sectoral and institutional governance reforms, filling faculty positions etc. Under the scheme, an initial amount will be provided to the State government to prepare them for complying with these a-priori requirements.

Once eligible for funding under RUSA, after meeting the prerequisite commitments, the States will receive funds on the basis of achievements and outcomes. The yardstick for deciding the quantum of funds for the states and institution comprise the norms that reflect the performance in key result areas (access, equity and excellence). The State plans will capture the current position of the states and institutions with respect to these indicators, as well as the targets that need to be achieved. The State Higher Education Council will undertake this process of planning, execution and evaluation, in addition to other monitoring and capacity building functions.

Source: 1 May, 2013/ [India Education Review](#)

NEWS

HRD ministry seeks expenditure panels nod for higher education drive

The HRD ministry has sought the Expenditure Finance Committee's clearance for its mammoth Rashtriya Uchchar Shiksha Abhiyan (RUSA) that is going to cost Rs 98,983 crore over the 12th and 13th Plan.

RUSA, to be launched in mission mode, aims to take the Gross Enrolment Ratio (GER) in higher education to 32% by 2022-23. The current GER is estimated to be around 20%. In its proposal, the ministry has said the overall growth in GER hinges on the quality of 286 state universities and thousands of colleges. But funding of these institutions by state governments is abysmally low. For instance, the average spending by state government on higher education is 0.5% of Gross State Domestic Product (GSDP). In case of states like Maharashtra and Jharkhand it is as low as 0.14% of GSDP. Out of 286 state universities, 104 do not receive any funding from the UGC and only 6,787 colleges out of 35,539 central/state/private

colleges get central funding. Even the rest who get the central fund it is not substantive.

RUSA proposes to fill this gap. In the process it would subsume two existing centrally-sponsored schemes, namely the plan to set up a model degree college in 374 educationally-backward districts and incentive to state government or setting up new institutions and expanding existing institutions. Funding scheme for RUSA would be in the ratio of 90:10 between the Centre and north-eastern states and J&K. In case of special category states like Uttarakhand and Himachal Pradesh funding would be in the ratio of 75:25 and for rest of the country it would be in the ratio of 65:35.

RUSA funds would be given to states to set up new universities, upgrade of existing autonomous colleges, conversion of colleges to cluster universities, infrastructure development, faculty recruitment, equity initiatives, polytechnics, research universities and for equity initiatives. RUSA lays down certain prerequisites for the states to partake of RUSA fund. This includes having a state higher education council, a perspective plan, removal of ban on faculty recruitment and governance and administrative reforms at state level. Institutions are expected to undertake examination and affiliation reforms, encourage inter-disciplinary learning, commitment to research and adherence to requirements of regulatory agencies.

Source: 02 May, 2013/ [Times of India](#)

Varsity affiliated colleges need not take AICTE approval to run MBA, MCA

Colleges affiliated to a university are not obliged to take separate permission from the All-India Council for Technical Education to conduct MBA/MCA courses, the Supreme Court has held.

“The AICTE Act does not intend [the council] to be an authority either superior or to supervise or control universities and thereby superimpose itself upon them merely for the reason that it is laying down certain teaching standards in technical education or programmes formulated in any of the department of units,” said a Bench of Justices B.S. Chauhan and V. Gopala Gowda.

Writing the judgment, Justice Gowda said: “The role of AICTE vis-à-vis universities is only advisory, recommendatory and one of providing guidance and [it] has no authority... to issue or enforce any sanction by itself.”

The Bench said it was the University Grants Commission which had been given the power to

regulate universities in relation to granting sanction/approval, maintaining educational standards and overseeing the fee structure including admissions to various courses offered by them, their institutions, constituent colleges, units and affiliated colleges.

The Bench, while holding that MCA was ‘technical education’, made it clear that for proper conduct of the course and regulation the role of AICTE must be advisory and a note should be given to the UGC for implementation. However, MBA was not a technical course and AICTE approval was not required for conducting it.

‘Law vitiated’

The appellant Association of Management of Private Colleges contended that the words ‘MBA and MCA’ were inserted in the Regulations and that non-placement of the amended Regulations in Parliament vitiated the law.

The Bench said: “The position of law is well settled that if the statute prescribes a particular procedure to do an act in a particular way, that act must be done in that manner. Not placing the amended Regulations on the floor of the Houses of Parliament as required under Section 24 of the AICTE Act vitiates the amended Regulations in law.” Hence AICTE approval was not required for conducting MBA/MCA by colleges affiliated to a university.

The Association was aggrieved over a Madras High Court judgment that the AICTE Act and Regulations were enforceable on colleges affiliated to universities. The Supreme Court allowed the appeal against this verdict.

Source: 02 May, 2013/ [The Hindu](#)

Parliamentary panel favours continuance of UGC, AICTE

A parliamentary panel on Friday pitched for continuance of UGC and AICTE thereby rejecting a government proposal for setting up an over-arching commission that would subsume the two regulators of higher and technical education.

“The Committee had strongly recommended for continuance of the existence of these vital bodies (UGC and AICTE) for effective regulation of higher and technical education,” the Parliamentary Standing Committee on HRD said.

Making a strong pitch for strengthening the UGC and AICTE, it said there should be no dearth of funds for these agencies for fulfilment of their objectives.

"The Committee is afraid that with the proposed legislation on the over-arching Commission still to be brought again before Parliament, an element of uncertainty about the status of the UGC and AICTE must have crept in," it said.

Observing that the uncertainty may increase with the passing of time, the Committee said that "required action may be taken by the Government on an urgent basis, ensuring that both UGC and AICTE continue to function in a more organised and effective manner."

The Committee has already rejected a Bill proposing to set up an over-arching Commission to replace the University Grants Commission (UGC) and the All India Council for Technical Education (AICTE).

Source: 04 May, 2013/ [Times of India](#)

IT hiring slows, but there's plan B for engineering graduates

Slump-hit IT firms have their finger on the pause button when it comes to hiring. But engineering graduates have a plan B up their sleeve — teaching as a career and higher studies.

Close to 10 lakh students took the Graduate Aptitude Test in Engineering (GATE) this year, almost 15 per cent more than the 2012 count.

Admission to postgraduate programmes with government scholarships/assistance in engineering colleges, institutes and universities is open to those who qualify through this test. GATE is an all-India examination conducted jointly by the Indian Institute of Science and seven Indian Institutes of Technology.

P.S. Sreejith, Principal of School of Engineering at Cochin University of Science and Technology, said students were scouting for better alternatives after software companies cut back on campus hiring.

With the All India Council for Technical Education (AICTE) making M. Tech compulsory for teaching jobs in engineering colleges, more and more students were opting for it and later applying for faculty positions, he said.

Dr. Sreejith said the School of Engineering received around 100 applications for each of its 18 seats for its M. Tech programme this year.

G.P.C. Nayar, president of the Federation of Associations of Management of Unaided Professional Educational Institutions in India, said on an average 100 to 150 candidates apply for a vacancy of Assistant Professor in private engineering colleges these days. He said the

number was growing compared to previous years, indicating that engineering graduates seem to have chosen teaching as a safe and secure career option.

Mr. Nayar said private managements also offer attractive salary package. An assistant professor can take home around Rs. 32,000 in the beginning.

Demand for teachers who retired from government engineering colleges was also high, with managements offering up to Rs. 1.75 lakh for select teachers, he said.

K.P.P. Pillai, an expert in engineering education and former executive secretary of the Indian Society for Technical Education (ISTE), said certain managements insist that they will only consider the applications of candidates who have minimum 75 per cent marks in B. Tech courses for faculty positions. He said nearly 50 per cent of the applicants for an assistant professor vacancy in a private engineering college at Thiruvananthapuram had met this condition.

Prof. Pillai said increasing number of students pursuing an M. Tech programme or opting for a teaching career could also be attributed to the disillusionment towards the software sector. He said the recruitment in IT sector continued to remain bleak.

Source: 06 May, 2013/ [The Hindu](#)

Govt seeks to start health education as graded subject in schools

Concerned by the growing incidence of non-communicable diseases (NCD), the government wants to introduce a new, graded subject in school focusing on health education in classes IV to X.

The course will be a part of 2014's academic curriculum and is being designed by the National Institute of Health and Family Welfare (NIHFW). The ministries of health and human resource development (HRD) are looking to initially introduce the subject in Central Board of Secondary Education (CBSE) affiliated schools across India.

India was on the verge of an NCD epidemic that could only be controlled by educating children, director general of health services [Jagdish Prasad](#) said at a press conference in New Delhi on Monday.

"Diseases like diabetes and cardiovascular diseases have an enormous economic burden. We have discussed the subject with the education ministry and want to make health education mandatory for all he said. "NIHFW is still giving a final shape schools at the earliest," to the curriculum. This will be completed in the next six months. We will be

able to start the course in CBSE schools by next academic year.”

Discussions are currently under way about how this will be implemented, said a senior HRD ministry official who didn't want to be named as the person is not authorized to speak to the media.

“The CBSE is now open to adding courses which have a mass appeal and benefit the people at large. Even the (HRD) minister ([M.M. Pallam Raju](#)) is in favour of introducing courses, which can benefit commoners,” said the official, requesting anonymity. “Unlike sex education, this subject won't face any opposition.”

The HRD ministry said NIHFV will need to approach CBSE and the National Council of Education, Research and Training (NCERT) before finalizing course content. The government-run NCERT is an advisory body on academic matters, such as curricula

schools, the ministries after being implemented in CBSE can consult state education boards on extending the programme further, said the official cited above.

“The Council of Boards of School Education in India (COBSE) can be roped in here,” the official said.

COBSE is the federation of all school boards in the country.

The health ministry, along with Confederation of Indian Industry (CII) and pharmaceutical company Eli Lilly and Co., will be organizing a two-day summit in June to manage the NCD disease burden with special focus on policy interventions to control diabetes. India has the highest number of diabetics in the world.

The health ministry is exploring the possibilities of public-private partnership (PPP) initiatives and the involvement of industry to complement the government's programme.

“It has become imperative for industry stakeholders to collaborate, deliberate and collectively develop prevention and management strategies,” Melt Van Der Spuy, chairman and managing director of Eli Lilly's India division said at the news conference. “Supporting diabetes prevention and management initiatives is an essential part of Lilly's ongoing commitment to fighting this growing epidemic. We are looking at exploring innovative approaches towards managing diabetes in India.”

India has more than 61 million diabetic patients, up 12% from 50.8 million last year, according to the

health ministry. This number will rise to 100 million by 2030, up from an earlier estimate of 87 million, as per the health ministry data. According to the International Diabetes Federation's fifth diabetes atlas, there's a 9.2% prevalence of the disease in the 20-79 age group, an incidence that puts India second only to China.

In 2012, diabetes killed 983,000 people in India and is one of the leading diseases causing deaths in the country.

Source: 06 May, 2013/ [Live Mint](#)

'80% workforce in UP has no avenues for skill development training'

As high as 80% people joining the workforce every year in Uttar Pradesh have no opportunity for skill development training. According to a report compiled by the PHD Chamber of Commerce and Industry (PHD on the skill development in UP, as against 12.8 million new entrants to the work force, UP has training capacity for only 3.1 million.

Secretary CSR, Education and Skill Development PHDCCI, Jatinder Singh said, "It has been observed that most people who join the work force only hold a certificate or a degree but do not have the requisite training needed in the industry. This is a major concern for UP which accounts for a large number of youths." Singh was in the city on Tuesday to attend a seminar on "Skill development in UP: Opportunities, challenges and issues".

Corroborating the fact, principal of Industrial Training Institute (ITI), Aliganj, Rajendra Prasad said, "Figures show that a good number of students get jobs, but the number drops significantly by the time training (provided by a particular company) comes to an end. The major reason is that the students do not possess the employability skills in sync with the industry."

Besides, the biggest challenge faced by students of ITIs is instability in jobs. "A company hires students, trains them for a particular period (from six months to a year), and then keeps on rolls for six months. Once their job is done, they sack the employees. This way, there is no job security which ultimately leads to unemployment," said a former ITI student.

In order to improve the situation and generate employment, state minister for science and technology, Abhishek Mishra said UP is planning to introduce a course -- bachelor in vocation education. The Central government has ratified the guidelines for the course (as put under the National Vocational Education Qualification Framework), but there is still time before it is introduced.

Experts said another problem which is generating unemployment is that society looks down upon the skilled workers. "Skilled workers like masons, electricians, plumbers are not respected which affects the confidence and morale of this class," said Mishra. UP Technical University vice-chancellor Prof RK Khandal said there is a requirement of a skill development model - where training institutes are linked with industry. "Practical exposure generates employability skills. At present, there is no synergy, congruency between training institutes and the industry," said Khandal. Discussion on issues like how to integrate vocational courses with other technical streams, how to combine vocational education with mainstream general education, and how Labour Market Information System (LMIS) should collaborate with industry for developing efficient LMIS was also held. The discussion ended with suggestions like introducing vocational courses in schools, helping community colleges establish base with ITI and opening of more vocational colleges in order to generate employment. Prasad, however, expressed hope that there would be a major change in the state from the academic session beginning August 1, 2014. Semester system is being introduced in almost all courses to ease out the burden of ITIs and helping students get better placements.

Source: 07 May, 2013/ [Times of India](#)

India, US research gets fresh leg-up

India and the US will announce eight new agreements between top research universities at a summit level meet in June in a bid to give fresh impetus to their education diplomacy under the \$10 mn Singh Obama 21st Century Knowledge Initiative.

Eight Indian universities will each tie up with an American university handpicked by top researchers in the latest phase of the initiative, named after Prime Minister Manmohan Singh and US President Barack Obama. The universities will collaborate on research projects on climate change, demographic gains, public health, sustainable infrastructure development, renewable energy and agriculture education.

Announced in November 2009 when Singh was invited by Obama as his first state visitor after becoming President, the initiative is a one-of-its-kind attempt by the two countries to use their strong educational ties for collaborative research - and diplomacy. India has since decided on similar pacts with Germany and Israel. But no other diplomatic or international educational agreement

involving India has ever borne the name of a Prime Minister.

The University Grants Commission, India's apex higher education regulator, has picked four Indian universities that have pitched joint projects with American counterparts. The US-India Educational Foundation has selected four other American universities for projects with Indian varsities. The selections - to be announced at the India US Higher Education Summit scheduled for June - represent the second set of projects carefully selected by Indian and US officials and researchers under the Singh Obama Initiative.

Rutgers, Cornell, Virginia Tech, University of Pittsburgh, University of Montana, Duke University and the University of Michigan were among the first set of American universities awarded projects under the initiative. From India, Banaras Hindu University, Tata Institute of Social Sciences, the Indian Institute of Technology Kanpur (IIT), and IIT Delhi were among the institutions picked.

But the Singh Obama Initiative - or the Obama Singh Initiative as the Americans call it - isn't only about education and joint research. Top officials accept that the pact is a part of the joint strategic cooperation between the two "natural partners," as Obama has called the US and India, the world's two largest democracies.

The sectors picked for collaborative research - such as agriculture, climate change, public health and India's potential gains from its young population - have been sources of tension between the two nations.

American subsidies for domestic agriculture have often been cited by Indian administrators to justify their own protectionist policies. The recent Supreme Court judgment refusing to grant a patent to pharmaceutical giant Novartis for a cancer drug citing public health concerns triggered criticism from the US administration. The US Trade Representative's Office (USTRO) criticized the judgment last week. On climate change, India and the US differ fundamentally on how to calculate their respective carbon burdens and on their responsibilities towards curbing the menace. And India is worried that the gains from its much-touted "demographic dividend" - a reference to its 600 mn plus population of men and women below 35 - could leak to countries like the US, unless it offers its youth a better deal.

"The idea is that the collaborative research will help the two countries understand each other's positions better," a senior Indian official involved with the

Singh-Obama initiative from the start said. "As friends, that needs to be an area of focus."

India annually sends over 100,000 students to the US for higher education - second only to China.

Source: 7 May, 2013/ [Hindustan Times](#)

Varsity awarded Indo-Canadian project

The Shastri Indo-Canadian Institute (SICI), Calgary/ New Delhi has awarded the Department of Public Administration of the Panjab University (PU) an Indo-Canadian project titled 'Canadian Model of Community Colleges: Lessons for Higher Education Policy in India'. Prof B S Ghuman is the Indian partner in the project. The department is organising a participatory dissemination workshop relating to the project on May 10 at 10 am at ICSSR complex. V-C Prof Arun K Grover will inaugurate the workshop. Scott Slessor, Consul General, Canada, Chandigarh will deliver the keynote address. Ravneet Kaur, Principal Secretary, Higher Education, Punjab will preside.

Source: 09 May, 2013/ [Indian Express](#)

IITs shine in world university rankings

IIT Delhi's electrical engineering department has been ranked the 37th best globally, the highest entry from India across all categories in the latest Quacquarelli Symonds (QS) world university rankings.

QS is a reputed British education and career advice company, which, until 2010, produced the rankings with the Times Higher Education. The IIT Bombay's civil engineering department has been ranked 39th while IIT Delhi's mechanical and aeronautical engineering department has been positioned 43rd. Indian Institute of Science ranks 50th in materials science.

IITs have come as the only saving grace for Indian universities in the rankings released on Wednesday. Not a single university or department has made it to the top 200 altogether in 12 of the 30 disciplines covered in the global rankings.

Important subjects without a single Indian institution featuring in the top 200 include medicine, law, economics and education.

The best performances from Indian universities came in the field of engineering, as expected. IIT Bombay, IIT Delhi and IIT Madras are all ranked in the global top 50 in at least one of the four areas of engineering: civil, mechanical, electrical and chemical.

Delhi University and JNU have made it to the top 100 in the world for English literature. Chinese

universities, on the other hand, have bagged 37 top-50 rankings in 23 subjects, compared to just four for India.

"These rankings reflect the progress made by the IITs in recent years in engineering, but in many other areas of the academic spectrum, India is lagging way behind its international competitors," said QS head of research Ben Sowter.

"India faces numerous challenges as it attempts to expand participation and increase university funding. These rankings make it clear that it is some way off achieving a truly internationally competitive higher education system," he added.

Covering 30 subjects, the QS rankings by subject are the largest of their kind. The US and UK universities dominate the list, with Harvard ranking number one in 10 subjects, ahead of MIT (7), University of Oxford (4), UC Berkeley (4), University of Cambridge (3), Imperial College London (1) and UC Davis (1).

Source: 09 May, 2013/ [Economic Times](#)

Govt plans ad campaign to endorse skill education

The government plans to launch an advertising campaign to popularize skills training and attract youngsters to vocational courses that will equip them for jobs in industries ranging from automobiles and auto components to retail and real estate.

The target is to prepare a workforce equipped with the skills required for industry jobs after attending courses that are typically perceived as less glamorous than formal education streams.

National Skill Development Corporation (NSDC), co-promoted by the finance ministry, is overseeing the initiative and has commissioned a market research firm to conduct a public perception survey on why people do not enroll for vocational courses and the problems they face in five states.

The survey report is expected to be released by the third week of June and the multi-media advertising campaign will start in July.

"Vocational skill education suffers from the poor perception problem. It's considered second to the formal education stream. This campaign will try to change that. It will be rolled out in July," said a spokesperson for the NSDC.

The government is targeting training some 500 million people by 2022 to equip them with vocational skills and provide an efficient workforce

for industries that often complain about a severe shortage of 'employable' workers.

India's automobile sector alone faces a shortage of 300,000 skilled workers, according to a 2011 survey by the consulting company KPMG.

The pharma industry will need 2.5 million skilled professionals by 2022, more than double its current workforce of around 1.1 million, according to official estimates.

In the first year, the advertising campaign will run in Maharashtra, Uttar Pradesh, West Bengal, Orissa and Tamil Nadu at a cost of Rs.42 crore, less than half the Rs.100 crore the government had earlier planned to spend.

The budget has been trimmed because of a funding crunch, a government official with knowledge of the development said on condition of anonymity.

In the 2013-14 annual budget, the government announced a Rs.1,000 crore corpus to give one million students Rs.10,000 each as an incentive to pursue skills training.

"In India, education is perceived as what is taught in the classrooms of traditional schools and colleges and training in specific skills is not considered an educational discipline," said [Goutam Roy](#), chief operating officer, employability and skill development, at the [Future](#) Group.

"The skill campaign will target the qualified unemployed in urban India and not-eligible (not qualified for such kind of jobs) candidates in rural areas. The effort is to tell (people) that vocational education can give them a life of dignity," he said.

"Don't look at the amount Rs.42 crore, we have to understand that the government has a certain budget. But once the pilot campaign becomes a success, more funds will come and it will be expanded," said Roy, whose company has a tie-up with NSDC to impart training to some seven million people by 2022.

Roy said that industry partners gave a suggestion to NSDC's recently appointed chairman [S. Ramadorai](#), who is also the vice-chairman of [Tata Consultancy Services Ltd](#), to create a corpus from which students can take interest-free vocational training loans.

"We can have an arrangement with NSDC and students to pay back that money once candidates are employed," he said.

Source: 12 May, 2013/ [Live Mint](#)

India seeks US partnership to build global workforce

India has sought more institution level academic collaborations with the US to help build a robust vocational education system through community colleges to prepare the global workforce of the 21st century.

"The workforce of the future will be global, their skill sets requiring international acceptance," Indian Minister of Human Resource Development, M. Mangapati Pallam Raju, said here Monday at a policy briefing in support of the US-India Higher Education Dialogue.

"Community colleges can partner with us in developing the curriculum and pedagogy for the global workforce of the 21st century," he said seeking "further institution level collaborations and hand holding" in India's efforts in this regard.

"The experience of community colleges in developing the workforce for the US in the 20th century will stand us in good stead and inspire us by example," Raju said.

US Under Secretary of State for Public Diplomacy and Public Affairs Tara Sonenshine, Assistant Secretary of State for South Asia Robert O. Blake and Indian Ambassador Nirupama Rao also participated in the discussion on "Advancing US-India Academic Partnerships" at the Institute of International Education.

Besides community college collaboration and workforce development, expanding opportunities for US students in India and the use of open educational resources and educational technologies to expand access to and improve quality of education were also discussed.

Raju said for building a robust vocational education system that links education to the world of work, India had approved the National Vocational Education Qualifications Framework (NVEQF) for the award of qualifications of international standards accepted by industry globally.

Global students would understand and learn about management of diversity in India far better than elsewhere in the world, he said.

India's University Grants Commission (UGC) was finalising details on "Connect to India" initiative that will provide US students' opportunities to spend some time in India's quality institutions for learning about its life, society, culture, economy, polity and business, Raju said.

The HRD ministry had also initiated a few steps to ensure creation of a framework that facilitates

closer and fruitful interaction between the tertiary educational institutions of India and the US.

UGC is also finalising regulations on academic collaboration between Indian and foreign educational institutions, Raju said expressing the "hope that it would spur greater and closer interactive learning and knowledge creation with US institutions".

Source: 14 May, 2013/ [Daily News](#)

Demand for transparency in Higher Education Services Selection Commission

Demanding transparency in the appointment of chairman and members of Higher Education Services Selection Commission, hundreds of research students on Tuesday staged a demonstration at the commission office in Ashok Nagar and handed over a memorandum addressed to the state chief minister.

The protestors drew the attention of state government towards the falling standard of higher education in the state and expressed surprise over the absence of senior officials, including members, secretary and deputy secretary from office. They demanded immediate conduct of written examination for posts advertised recently and appointment of chairman and members to resume the pending appointment process.

Addressing the gathering, research scholar and state secretary of the All India Students association (AISA) Ramayan Ram said the state government was adopting step-motherly treatment towards higher education which is in a very bad shape as also with primary and secondary education. The Higher Education Services Selection Commission (HESSC) is without chairman and more than 10,000 posts of lecturers are lying vacant. To chalk out an effective strategy on the issue a meeting of research scholars and competitive students has been organised at Allahabad University Students union on Saturday. To press their demands students would lock the commission office on May 27 and the agitation would be intensified in the coming days.

Source: 15 May, 2013/ [Times of India](#)

ANALYSIS/OPINION/INNOVATIVE PRACTICE

AICTE's Newtonian downfall

MBA and MCA outside the purview of AICTE." "SC snubs AICTE." "AICTE approval not necessary for MBA/MCA." The stentorian chorus of the entire print media on a recent Supreme Court order virtually celebrated the release of management education from the control of the All India Council

for Technical Education (AICTE). The media however failed to see the hidden academic time bomb in the detailed order that has far-reaching consequences.

On April 25, the Supreme Court disposed of a batch of civil appeals with regard to the power of AICTE to grant approval to MBA & MCA programmes offered by affiliated colleges and triggered an academic tsunami of sorts. The Supreme Court transferred the approval powers of AICTE to universities through the UGC. Though it is good news for those who were critical of AICTE's mindless McDonaldisation of engineering and management education, the swing of the pendulum to the other extreme is not only legally tenable but also has cataclysmic academic repercussions. Let us see why?

The appellants before the Supreme Court were arts and science colleges affiliated to the Bharathidasan University offering MBA/MCA courses. They questioned the power of AICTE to grant approval to their MCA programmes holding that it does not fall under technical education and that the new regulations of AICTE lacked the power as they were not placed before the Houses of Parliament. The Supreme Court framed five questions of law, the important one being the question of "whether colleges affiliated to a university are obligated to take separate permission/approval from the AICTE to run classes in technical courses in which the affiliated university of the colleges is not required to obtain any permission/approval under the AICTE Act itself?"

The Supreme Court in Bharathidasan University vs AICTE (2001 (8) SCC 676) held that universities are not technical institutions as defined by Section 2(h) of the AICTE Act and hence need not obtain approval from AICTE to start technical courses. The University Grants Commission (UGC) under section 22 of the UGC Act of 1956 confers the power to award degrees to Central, State and Deemed Universities and to institutions of national importance created by legislation. Unless the statutes require, these institutions need not obtain prior approval for starting any course.

However, affiliated colleges do not enjoy this status as they are not academically mature to handle such high levels of academic autonomy nor is the university affiliating system robust enough to ensure quality through strict compliance. It is in this perspective that the recent Supreme Court order has shocked academics.

The argument put forth by legal eagles on behalf of the appellant colleges was that Section 13 of the UGC Act vests the power to inspect to ascertain the

financial needs of a university and its standards of teaching, examination and research. Quoting provisions from Sections 12, 13 and 25 of the UGC Act along with various rules and regulations of UGC and juxtaposing with Parshvanath Charitable Trust case (2002 (8) SCC 481), they reduced the role of AICTE to that of an advisory and recommendatory nature without any administrative control over colleges affiliated to universities which fall within the definition of Section 2 (f) of the UGC Act. Reliance was also made on the Kothari Commission (1964-66) and National Policy of Education (1986) to the effect that AICTE cannot have any kind of control over university education, and cannot control or regulate the functioning of colleges affiliated to universities which are governed by provisions of respective universities Act and UGC rules and regulations. In short, the legal luminaries accorded princely status to affiliated colleges through backdoor and used legal loopholes to circumvent the need for academic standards.

Let us see what the Supreme Court felt after listening to the AICTE's counsel who vehemently shielded AICTE from the legal ammuno fired by the appellants'.

Para 39 of the Supreme Court order shakes the foundational architecture of AICTE's power to grant approval. The Supreme Court records "A careful reading of sub-sections (2)(c), (3), (4) and (5) of Section 12A of the UGC Act makes it abundantly clear about colleges which are required to be affiliated to run the courses for which sanction/approval will be accorded by the university or under the control and supervision of such universities. Therefore, affiliated colleges to the university/universities are part of them and the exclusion of university in the definition of technical institution as defined in Section 2(h) of the AICTE Act must be extended to the affiliated colleges to the university also. Otherwise, the object and purpose of the UGC Act enacted by the Parliament will be defeated." Adding more salt to AICTE's injury the Supreme Court further held that "the role of the AICTE Act is only advisory in nature and is confined to submitting report or giving suggestions to the UGC for the purpose of implementing its suggestions to maintain good standards in technical education in terms of definition under Section 2(h) of the AICTE Act and to see that there shall be uniform education standard throughout the country to be maintained which is the laudable object of the AICTE Act for which it is enacted by the Parliament."

The effect of such a sweeping Supreme Court order is not as simple as it was originally captured by

various newspapers. Any of the over 30,000 affiliated colleges can start new courses or programmes that come under the purview of AICTE without seeking its approval. All that the affiliated college must ensure is that it has the approval of the affiliating university and follow or at least appear to follow the norms and standards prescribed by AICTE. Such an academic explosion is unthinkable considering that despite being under AICTE's control, the state of engineering education is pathetic. There is certainly no doubt that the Supreme Court has enlarged an MBA/MCA approval issue to decide on the power and role of AICTE. AICTE deserves a jolt for its antiquated policy making, but the Supreme Court order throws the baby along with the bath tub and cannot hold the field for long. We need a Herculean effort to arrest AICTE's Newtonian downfall. Will MHRD rise to the occasion? It has to in the interest of Indian engineering education.

Source: 1 May, 2013/ [New Indiam Express](#)

Privatising higher education unacceptable

Dubbing the privatisation of education a matter of grave concern, Karnataka High Court judge Justice H N Nagamohan Das said education was the responsibility of the government, which it cannot ignore.

Speaking at a function to felicitate retired teachers of Bangalore University, Justice Das said, "In a welfare state, the government is bound to take care of people and their fundamental rights. But in India, everything is privatised, be it education, hospitals, food or water."

Justice Das remarked, "The way everything is being privatised, it will not be a surprise if the Vidhana Soudha and parliament too are privatised."

Although contending that privatisation was not a solution, Justice Das said, "Privatisation of education can be permissible, but privatisation of higher education is unacceptable."

He described teachers as engines of change in society and hailed them for their contribution to the freedom struggle.

Filmmaker and writer Baraguru Ramachandra said he was happy that there was calm in Bangalore University after a change in leadership.

Making an indirect reference to the bitter fight between former vice chancellor Prabhu Dev and former registrar Mylarappa, which had hit the headlines, he said, "The good news is that Bangalore University is not in the news for the last four months."

He said the spat between the top executives of the BU in the past had brought a lot of mistrust among the students and the scholars affecting the credibility of the institution.

Central college

Ramachandra supported the demand for retaining Central College with Bangalore University in the event of bifurcation or trifurcation of the varsity.

He called upon teachers, students and other scholars to join the fight to save Central College. "If the government wants a separate building for a new university, it can identify a new piece of land and construct a new building. In any case, it cannot take away Central College from BU, which has a great history," he said.

His statement got the backing of vice chancellor B Thimme Gowda who too favoured Central College remaining with the varsity.

Earlier, Manu Siddharth, an office-bearer of BU Teachers' Association, raked up the issue of Central College, which was backed by others.

Source: 2 May, 2013/ [Deccan Herald](#)

Evidence and insight be damned

In the training of teachers, ministers seem determined to sideline universities with little thought for the consequences.

Michael Gove is a man in a hurry. Such has been the pace and breadth of his reforms to the schools system that those affected have often barely had time to take stock before he has moved on. Such an approach has not been without political bumps, but the education secretary is admired within his party as someone who gets things done.

Of course, so vigorous a shake-up of schools and the curriculum also affects higher education, and one area in which Gove's reforming zeal has strayed across the divide is in teacher training, which is of huge importance (not least financially) to the universities involved.

The government wants the emphasis in teacher training to move away from universities and into schools via schemes such as School Direct.

The implication for education departments, and for the universities in which they sit, are assessed in our feature this week.

'Are we saying that this doesn't require university engagement?' one v-c asks. 'What will happen to the child and the quality of his or her education?'

John Furlong, professor of educational studies at the University of Oxford, argues that education as

a discipline is in crisis: "From every quarter, it seems that the contribution of our universities to the field of education is being questioned and diluted."

This reflects a wider feeling among universities that they are under siege in this area.

Take Ofsted's inspection of teacher training, in which university provision has long won better ratings than that based in schools (under the 2008-12 Ofsted inspection framework, 46 per cent of all higher education provision was judged to be "outstanding").

The framework has now changed, and while it is still early days, large providers fear that they will be less likely to secure an "outstanding" rating under the new regime. This matters because Ofsted judgements relate directly to the allocations institutions will receive.

None of this means that universities have suddenly got worse at training teachers, but such changes are adding to the fraught atmosphere within education departments. One gets a sense of the climate from the story (perhaps apocryphal) about the head of one department that was inspected and found no longer to be "outstanding". She objected to the inspectors on the grounds that her department was at least as good as the one at the university up the road, which still had "outstanding" status.

"Don't worry," came the reply, "it soon won't."

One vice-chancellor observes that it may be in Gove's interest for there to be fewer "outstanding" university providers of initial teacher training because this will both release places to and push providers towards School Direct - the employment-based alternative preferred by the Department for Education. "Any higher education institution judged to be 'good' is scheduled to lose 50 per cent of its allocation by 2014-15; any judged to be 'adequate' could lose their entire provision," says the vice-chancellor (adding that they would rather not be identified lest their university be rewarded with a kicking).

The implications are potentially profound: "Are we saying that the training of teachers doesn't require university engagement or, at best, universities playing [only] a minor role?" the vice-chancellor asks. "And crucially, what will happen to the child and the quality of his or her education? We simply do not know, but we do know that they only go through the educative process in school once."

Source: 2 May, 2013/ [Times Higher Education](#)

Developing Economies Lack Educational Resources: PISA Board Member

PISA's initiative for developing economies plans to include children who don't go to schools, and focus on lower performers.

Q. The last PISA (Programme for International Student Assessment) report had placed India among the last countries in mathematics and English literacy. Does it surprise you?

Since India has not participated in international comparative assessments before, we were not sure what to expect. However, I need to point out one thing: These results are just for two specific states in India, it is not an extrapolation for the rest of India. We hope the entire country is, someday, able to participate [in the assessment]. Certainly, beginning with two states provided a good opportunity for India to learn about PISA and international comparative assessment and how it compares with other nations on key education indicators.

Q. Is less application-oriented mathematics in schools the major reason for this result?

The lack of application-oriented mathematics in schools could be one of the reasons behind the low scores. In addition, students might not have been prepared to address the challenges posted by PISA assessments.

Q. Is the methodology for PISA catered towards application-oriented mathematics? Isn't that a disadvantage to countries who believe in rote learning?

PISA assesses students' ability to apply their knowledge to real-world problems and tasks that are indicative of what students nearing the end of secondary school should be able to do. For someone to excel on the PISA assessments, they have to have content knowledge as well. In other words, acquired knowledge is used.

Q. What is the reason behind this paradox: A nation that is perceived to be good in mathematics is statistically way behind?

PISA helps to identify variation in performance and the resources available over a period of time in a particular country. In developing economies such as India, the lack of investment in facilities and educational resources could be a reason for the low performance. There are likely other factors as well. It's difficult with a study like PISA, which is cross-sectional in nature, to talk about what causes low performance (or high performance); we can identify patterns and trends and see relationships

between, say, resources and performance, but it's not possible to say definitely that x causes y.

Q. What are the key developments in PISA in the short and medium term?

There are a couple of significant developments. PISA assessments will be converted from paper-based to computer-based by 2015. The countries who do not wish to administer the computer-based assessment can still administer the paper-based one. In addition, the PISA for Development initiative for developing economies is in the pilot phase and the plan is to include children who are not going to schools as part of the assessment, and have a greater focus on lower performers by expanding the PISA instruments.

Q. What are some of the collaborations that you plan to have in India to help boost its math and literary levels?

Overall, the US Department of Education is firmly committed to engaging with other countries and international partners to improve global competencies and learn from other countries. In 2012, the Department of Education released its first ever fully articulated international strategy that sets the department's goals and objectives in this arena. With respect to India specifically, the Department of Education has a long history of dialogue around improving education. The 2011 US-India Higher Education Summit, held here in Washington, DC, is one example of how the United States and India are working together. And, of course, the US Department of State works closely with the Indian government on education issues.

Q. How does PISA and OECD planning to assist students in emerging economies such as India?

The PISA for Development initiative is a good example of something that PISA and the OECD are working on towards this end.

Source: 3 May, 2013/ [Forbes India](#)

Indian universities need to match global standards: UGC

Stressing on the need for quality higher education, the University Grants Commission Chairman Ved Prakash said Indian universities need to come up with a comprehensive plan to match global standards.

Delivering the keynote address at the inauguration of the 87th annual general body meeting of Vice-Chancellors here, Prakash said, "The higher education scenario across the globe is changing and Indian universities need to come up with a

comprehensive plan to meet the challenges and demands of the future.”

Prakash also said the UGC has played an important role in ushering in uniformity of syllabus for higher education across the country.

Uttar Pradesh Governor B. L. Joshi, who is also the Chancellor of all UP universities, inaugurated the three-day annual meet organised by the Association of Indian Universities.

“Unemployment can be addressed with skill development programmes. Quality education is a prerequisite for sustainable and responsible development,” Joshi said.

About 400 delegates, including Vice-Chancellors of several universities, participated in the conference.

Source: 3 May, 2013/ [The Hindu Business Line](#)

How AICTE's loss of control over MBA programs will affect management education

A Supreme Court (SC) ruling on April 25, 2013 could have long term implications on the business education regulatory landscape of India. The court, hearing a petition filed by a group comprising the Association of Management of Private Colleges and some Tamil Nadu-based private institutes, has taken away MBA (not PGDM) and MCA courses in India away from the purview of the All India Council for Technical Education (AICTE), deeming these courses to not be of 'technical' nature.

At present, MBA degrees are offered by government universities (University of Mumbai, Pune, Delhi and the likes) and deemed-to-be universities such as Narsee Monjee, Mumbai, Symbiosis International University, Pune, Indian Institute of Foreign Trade, Delhi, etc. But both types of universities will not be equally impacted by the SC ruling. AICTE plays a very small role at the deemed universities, where it can at most issue guidelines which a committee from the University Grants Commission (UGC) makes sure are implemented. AICTE's role is, however, more significant at government universities where the council grants approvals and renewals to the programs every year, subject to the guidelines being followed.

The April 25 ruling effectively ends the stronghold of AICTE on government-run MBA courses after 13 years. Not needing approval from AICTE anymore, these universities can now take higher control of their MBA programs. Furthermore, AICTE's role is now only of advisory nature and the council can only provide recommendations to the UGC.

The ruling also observes that the AICTE brought in the MBA and MCA courses under its ambit illegally in the year 2000, without having the amendments passed in the Parliament, which violates section 24 of the AICTE Act.

Is an MBA course 'technical'?

At the core of the appellants' argument is the question of whether an MBA is really a 'technical' course for AICTE to regulate it.

As a collateral effect of the ruling, several b-schools are now confused whether the PGDM too can be called technical, as it derives itself from the MBA course. If the PGDM too isn't technical, then it too need not be vetted by the AICTE, is the argument at the center of the confusion.

The fate of the Common Management Admission Test (CMAT) also hangs in balance after the apex court ruling, as university-affiliated institutes offering MBA now need not use the AICTE-owned CMAT exam anymore. B-schools affiliated to government-run universities are still not too sure about the future course of action. When PaGaLGuY contacted Dr SK Mahajan who heads Maharashtra's Directorate of Technical Education (DTE), he said that he was not sure of anything right now and would implement whatever his higher authorities ask of him.

Good, bad or ugly?

Private b-schools affiliated to universities are happy with this ruling. Dr M Prakash, secretary, Karnataka Private Post Graduate Colleges Association (KPPGCA) said, “AICTE had started interfering too much in the functioning of the colleges. They had brought in a renewal system for the courses the cost of which was raised from the earlier Rs 40,000 to about Rs 3 lakh per year. Moreover, the admissions also had to be through AICTE's CMAT which has not brought satisfactory results for our state's schools. Where Karnataka has 24,000 seats in management institutions, only 5,800 candidates have appeared for the CMAT in the state.” This might see many state associations restart previously discontinued exams. For example, the KPPGCA is already negotiating with the Karnataka government to conduct the Karnataka Management Aptitude Test (KMAT) in mid-July.

Dr (Capt) CM Chitale, head, Department of Management Sciences, University of Pune (PUMBA) also welcomed the decision. Dr Chitale said, “While it is too early to comment on the impact, I am happy that the SC has honoured the rule of the university and universities will now have the power to govern MBA courses independently.”

While some of the institutes are satisfied with the judgement, some fear that the verdict will hit the quality of MBA education in the country adversely. The director of an institute from the NCR region said on condition of anonymity, "If you take a look at university-affiliated b-schools across the country, only some of them associated with University of Mumbai and Delhi can really classify as good b-schools. Most b-schools in the country with the exception of the Indian Institutes of Management are run by private players. The already declining standard of education will go down further. UGC is not a very stringent body and wields a very indirect kind of control over university-affiliated MBA institutes. Also, considering the number of the institutes under the UGC, it will be difficult to monitor the management institutes closely."

A similar view was echoed by Dr MA Khan, director, Sydenham Institute of Management Studies, Research and Entrepreneurship Education (SIMSREE), Mumbai which is affiliated to the University of Mumbai. "The value of the MBA degree will be diluted. There will be no difference between the regulation of the Bachelor of Management Studies (BMS) course and MBA as UGC will not be able to look after every issue concerning the b-schools."

Another concern is that institutes will now have a free-reign over the conduct of the MBA programs. This might lead to the mushrooming of a lot of institutes offering sub-standard MBA programs. Also, the AICTE guidelines at least assured a minimum standard quality of education for students which can now be compromised without a direct regulator. This does not augur well for MBA aspirants in India, with b-schools already struggling with faculty hiring and placements.

View from the AICTE

Rakesh Dwivedi, the legal counsel who appeared on behalf of AICTE at SC said, "Our argument was that the colleges affiliated to universities are governed indirectly by these universities and hence are largely independent of them. In such cases, AICTE should prevail over the universities in governing the affiliated institutes. However, this did not stand."

PaGaLGuY also contacted SS Mantha, chairman, AICTE, who informed that the council will file a review petition soon. When asked further about the impact of the ruling, Mantha said that he did not want to speculate

If you are an applicant gunning for an MBA seat at a government university in the academic year

2013-15, there is no need to hit the panic button yet. Our conversation with stakeholders reveals that the judgment will have no impact on the admissions this year and students may take the May CMAT as planned.

Source: 4 May, 2013/ [PaGaLGuY](#)

Educational institutes should provide solutions for regional issues

Higher educational institutes should play a significant role of resource centres that produce solutions for regional issues, said Union minister for human resource development MM Pallam Raju on Sunday. Raju was in the city to lay the foundation stone of Indian Institute of Management, Raipur (IIM-R) for its new infrastructure at village Pota-Cheriya, Naya Raipur.

The programme began in the presence of Chhattisgarh chief minister Raman Singh, minister for higher education Ram Vichar Netam, IIM-R officials and students.

Addressing the gathering, Pallam Raju insisted that there is a need to develop human resources at a faster pace and it is possible only in a joint collaboration of state government and the institute. "During the 11th five-year plan, several management institutes were started by the government with an aim to provide quality education to maximum students and IIM-R is one of them. People in Chhattisgarh should make best use of government schemes," Raju said.

He added that though dearth of good teachers is a problem in the country, efforts were being made to overcome that hindrance.

CM Singh asked the students to conduct research on management and schemes of state government, highlighting the shortcomings with better solutions. "With the help of good management from the students, the state will reach new heights," Raman said.

With a budget of Rs 600 crore, the IIM-R campus has been planned across 200 acres of land and would be ready by 2016, BS Sahay, director IIM-R said.

IIM-R to make report on export potential in state

In an interactive session with export oriented units on Friday, principal secretary to chief minister N Bajendra Kumar said that IIM-R has been given a project to make a study report on prospects of export in the state. He said that the institute has been given a deadline of three months to prepare the report based on which, the government would work strategically on the export aspect.

Source: 4 May, 2013/ [Times of India](#)

An Indian education?

Thane Richard finds his study abroad experience in India an enormous disappointment.

I recently read an article in Kafila written by some students from St. Stephen's College in Delhi that really made me think. To quickly summarise, the piece criticised the draconian views of the Principal of St. Stephen's College regarding curfews on women's dormitories and his stymieing of his students' democratic ideals of discussion, protest, and open criticism. The students' frustration was palpable in the text and their story felt to me like a perfect example of what happens when an unstoppable force meets an immovable object. Except Indian students are not an unstoppable force. Not even close.

In 2007 I was a student at St. Stephen's College for seven months as part of a study abroad programme offered by my home institution, Brown University. In as many ways as possible, I tried to become a Stephenian: I joined the football (soccer) team, acted in a school play written and directed by an Indian peer, performed in the school talent show, was a member of the Honors Economics Society, and went to several student events on and off campus. More importantly, though, I was a frequenter of the school's cafe and enjoyed endless chais and butter toasts with my Indian peers under the monotonous relief of the fans spinning overhead. Most of my friends were 3rd years, like me, and all of them were obviously very bright. I was curious about what their plans were after they graduated. With only a few exceptions, they were planning on pursuing second undergraduate degrees at foreign universities.

"Wait, what?! You are studying here for three years just so you can go do it again for four more years?" I could not grasp the logic of this. What changed my understanding was when I started taking classes at St. Stephen's College. Except for one, they were horrible.

This was not an isolated incident — all my fellow exchange students concurred that the academics were a joke compared to what we were used to back home. In one economic history class the professor would enter the room, take attendance, open his notebook, and begin reading. He would read his notes word for word while we, his students, copied these notes word for word until the bell sounded. Next class he would find the spot where the bell had interrupted him, like a storyteller reading to children and trying to recall

where he had last put down the story. He would even pause slightly at the end of a long sentence to give us enough time to finish writing before he moved on. And this was only when he decided to show up — many times I arrived on campus to find class abruptly cancelled. Classmates exchanged cell phone numbers and created phone trees just to circulate word of a cancelled class. I got a text almost daily about one of my classes. My foreigner peers had many similar experiences.

I would sit in class and think to myself "Can you just photocopy your notebook and give me the notes so I can spend my time doing something less completely useless?" I refused to participate. Instead, I sat at my desk writing letters to friends.

If it were not for the fact that attendance counted towards my marks, I would have never showed up at all. There was no need. I calculated the minimum attendance required not to fail, hit that target square on, and still got excellent grades. In one political science class the only requirements for the entire period between August and December were two papers, each 2,500 words. I wrote more intense papers in my U.S. public high school in a month. Readings were required but how can this be enforced when there is no discussion that makes students accountable for coming to class prepared? The only questions I heard asked during my classes were about whether the material being covered that day would be on the exam. Remember, this was not any regular liberal arts college — St. Stephen's College is regarded as one of, if not the best, colleges in India.

The best learning experience I had was hundreds of miles from campus with four other students and one professor on a trek to Kedarnath during the October break. We had multi-day conversations spanning morality, faith, and history. During one memorable overnight bus ride our professor told us the entire Mahabharata epic from memory while we leaned over seats or squatted in the aisle to be closer to the campfire of his voice while the rest of the bus dozed around us. The thirst in these students was there and this professor exemplified passionate teaching, but the system was and is broken. Bearing in mind the richness of India's intellectual tradition, my entire study abroad experience in India, from an academic standpoint, was an enormous disappointment.

To pause for a moment, here is the problem with me talking about this topic: right now many Indians reading this are starting to feel defensive. "Nationalist" is a term I have heard as a self-description as they defend Mother India from the bigoted, criticising foreigner. They focus on me

rather than the problem. I have had people unfriend me on Facebook and walk out on meals because I politely expressed an opinion on politics or history that went against the publicly consented "Indian opinion." For a nation that prides itself on the 17 languages printed on its currency, I am greeted with remarkable intolerance. Even after living in India for close to three years, attending an Indian college, working for an Indian company, founding an Indian company, paying taxes in India, and making India my home, I am not Indian enough to speak my mind. But in a nation that rivals all others in the breadth of its human diversity, who is Indian enough? Because if loyalty and a feeling of patriotism were the barometers for "Indianness," rather than skin colour or a government document, then I would easily be a dual U.S.-Indian citizen. This Indian defensiveness is false nationalism. It is not a stance that cares about India, it is one that cares about what others think of India, which is not nationalism. That is narcissism.

My voice should be drowned out by the millions around me who are disappointed with how they have been short-changed by the Indian government — their government. Education is one of the most poignant examples of this and serves as great dinner conversation amongst the elite:

"The Indian education system is lost in the past and failing India." Everyone at the table nods, mumbles their concurrence, and cites the most recent Economist article or Pricewaterhouse Cooper study on the matter in order to masquerade as informed.

"Yes, how sad."

"Yes, how terrible."

"Yes, India must fix this."

Yet amongst my fellow Indian education alumni, I mostly hear a deafening silence when it comes to action. What is remarkable is that all students in India know what I am talking about. They know and are coping: Indian students are taking their useless Indian liberal arts degrees and going abroad to get real ones that signify a real education. A real education being one that challenges the intellect and questions paradigms, not one of rote memorisation and conformity. Or, as was the case with my Indian friends at Brown, they skip India altogether. Sure, I took some unimpressive classes at Brown and no curriculum is perfect, but Indian students should be demanding more. Much more.

We are entering a year of politics and elections. Movement against the inertia of regressive forces is an atavistic trait in young Indians and the students of St. Stephen's have much to gain from change. Instead of just the promise and illusion of an amazing liberal arts education, imagine if my teachers had actually taught their classes? Whoa. If the end is knowledge, then St. Stephen's students would win big. Yet, when it comes to change, the students wrote the following:

"Education in India awaits a rescue from the hands of such figures [The Principal]."

Who, may I ask, do you hope to be your rescuers? Your representatives in government? Your parents? The characters from Rang De Basanti?

One lesson that no college is very good at teaching is that in life you should not expect others to fight your battles for you. While higher education is a public good and has champions in the private and public world, students are the ultimate stakeholders.

Thane Richard is obsessed with the future of digital journalism and founded Dabba Radio while living in Mumbai to counter the restricted FM news regime. He is currently overseeing an ongoing editorial and design re-imagining of StartupNation. Thane is based out of his backpack and is travelling the world searching for inspiring stories of entrepreneurship.

Source: 5 May, 2013/ [The Hindu](#)

Why is DU in such a hurry to introduce a four-year degree?

Daniel Kahneman, a Nobel Prize winning psychologist (he won the Nobel Prize for economics), in his book *Thinking, Fast and Slow*, writes about a very interesting experience in designing a course he wanted to introduce in high schools in Israel. Kahneman is currently the Eugene Higgins Professor of Psychology Emeritus at the Princeton University in the United States. But he started his career in Israel.

As he writes "I convinced some officials at the Israeli Ministry of Education of the need for a curriculum to teach judgement and decision making in school. The team that I assembled to design the curriculum and write a textbook for it included several experienced teachers, some of my psychology students, and Seymour Fox, then dean of the Hebrew University's School of Education, who was expert in curriculum development."

The team used to meet every Friday afternoon. In a year's time they managed to construct a detailed

outline of the syllabus, write a few chapters and even run a few sample lessons in the classroom. At this point of time Kahneman thought of running a small exercise and asked the team he was working with, to write down the time they thought it would take to present a complete textbook to the Ministry of Education, which could then go ahead and introduce the course.

As a part of the exercise Kahneman asked Fox, who was an expert at curriculum development, what his previous experience had been like – specifically how much time the teams in previous cases took to complete what they had set out to do. “I cannot think of any group that finished in less than seven years...nor any that took more than ten,”replied Fox.

Now contrast this with what is happening at Delhi University, where Vice Chancellor Dinesh Singh, is trying to introduce a four year course to replace the current three year one. As things stand now, the four year course is expected to be introduced in a few months time, when the next academic session of the university starts.

The work towards introducing a four year course started only in September last year and in December a proposal to that effect was passed. As an article in the Outlook magazine points out “At a hastily called emergency academic council meeting, held on a restricted holiday (24 December), the proposal for the overhaul was passed. The agenda papers of the meeting were made available to council members only two days before the meeting.”

The new academic session of the university starts in July, later this year. In six months time, between July and December, the Delhi University is trying to change the fundamental way it teaches, when it took at least seven years to introduce just a new course in the high schools of Israel.

Now that does not mean that India should also take seven to ten years to overhaul its education system, just because Israel used to do that. But the larger point is that changing the fundamental way of teaching in a central university cannot be done overnight, which is what Delhi University seems to be trying to do.

The first question that needs to be answered is why is the change being made? Satish Deshpande, who teaches at the Delhi School of Economics told Outlook, “Not a single public document has been distributed for the rationale behind introducing the four-year course. So, all we are saying is, tell us why.”

The purported reason that seems to be coming out is that it will help those students who want to go to the United States for further studies. As Swapan Dasgupta wrote in a column in TheTimes of India yesterday “Shashi Tharoor proclaimed his support for the four-year degree course Delhi University is set to introduce from July. Tharoor’s logic was simple: the American 12 + 4 pattern has become the norm. “Indian students with 10+2+3 were made to do an extra year in the US. It was frustrating for many.”

Tharoor passed out of St Stephens College in Delhi, and then went to do his PhD from the Tufts University in the United States. Given this, Tharoor’s concern for those students of Delhi university who go to the United States for further studies is understandable.

But what about the ‘lesser mortals’ who decide to stay back and carry on their education or work to make a living, in India? As Ramachandra Guha writes in a column in the Hindustan Times “The logic of converting an established three-year degree programme into one of four years has not been carefully examined. When all other public universities in India have a three-year programme, how can one university alone stand out? The argument that the change will help students get admission into American universities is extremely elitist, since that possibility is open to (at most) 1% of DU students.”

Even if one does not get into the specific reasons for this change, there are other practical issues that need to be addressed.

The new four year structure allows students to drop out at the end of two or three years. Where will these students stand? Will a student who completes three years at Delhi university be eligible for its Post Graduate courses?

As mentioned earlier, Delhi university is a central university, which attracts students from all across Eastern and Northern India. So will students who complete three year courses from other universities all across India, be eligible for Post Graduate courses on offer at the Delhi university?

If yes, then shouldn’t that be the case with students who complete three years at Delhi university? And if that is the case then why have a four year course at all? These are practical questions which need to be answered for the benefit of students who plan to apply in the various colleges affiliated to Delhi university later this year.

Then there is the problem of how others will treat Delhi university students who drop out at the end of

two or three years. Will these students be eligible for MBA/UPSC/PO/any other exam that requires a three year bachelors degree?

That's the practical part of it. Now lets come to the learning part. A senior administrator of the Delhi university [told The Telegraph](#) "Students are not gaining adequate skills and fundamental knowledge on matters relevant to life. The four-year course aims to teach those subjects that are relevant for students for their career, personal conduct and good citizenry." The question of course is why can't that be done in three years instead of four? And if its not being done in three years time what is the guarantee that it will be done in four years time?

The way the university plans to go about doing is this is putting students through 11 basic courses in the first two years. As Jayati Ghosh writes in the Hindu "Regardless of their previous training or choice of subject, all students will be forced to take 11 foundation courses, which will occupy most of their time in the first two years. These include two courses on "Language, Literature and Creativity" (one in English and the other in Hindi or another Modern Indian Language), "Information Technology," "Business, Entrepreneurship and Management," "Governance and Citizenship," "Psychology, Communication and Life Skills," "Geographic and Socio-economic Diversity," "Science and Life," "History, Culture and Civilisation," "Building Mathematical Ability" and "Environment and Public Health."

While broadening the horizon of students is always a good idea, doing it in an unplanned way can have unpleasant consequences. There are multiple questions that crop up here. Who will teach these courses? Are the current lot of Delhi university equipped to teach these courses? The Delhi university currently has 4000 vacancies for teachers. So is it in a position to take on this extra burden? What about the text books for these courses?

Also what will be the level of these courses be? As Ghosh puts it "These courses will have to be pitched at a level that can be understood by anyone with a basic school qualification. So the course on, say, "Building Mathematical Ability," must be comprehensible to a student who has not done Mathematics at the Plus Two level, which would make it too basic to retain the interest of students who have already done it in school."

The multi-disciplinary course goes against the entire idea of the Indian education system where students are expected to pick up their broad specialisation at the 10+2 level.

There are too many questions which need to be answered before a four year course can be introduced. Introducing the course without answering these questions would amount to experimenting with lives of students. Something that should not be done.

Let me conclude this with a personal experience. My three year bachelors degree in mathematics from Ranchi University took me four years to complete. The university during those days was running a year late. Final year exams which should have happened in May-June 1998, finally happened in May-July 1999. In fact, we were told that we were lucky because in the late eighties and the early nineties it took even five and a half years to complete a three year bachelors degree from Ranchi University.

In the end it were students like me who lost precious time because the university system kept screwing up. If the Delhi university goes ahead with its four year programme in its current shape, it is the students who will have to pay for it.

PS: And who has come up with the names for the new Delhi university degrees? The university will award an Associate Baccalaureate (after 2 years), a Baccalaureate (after 3 years), and a Baccalaureate with Honours (after 4 years). Can we at least have names for degrees which we can pronounce, the fascination of Delhi university and Dinesh Singh for French notwithstanding.

Source: 6 May, 2013/ [First Post](#)

Indians helm US campuses

An alumni of Banaras Hindu University (BHU) who reached dizzying heights in academia is Sathish Tripathi, the 15th president of University of Buffalo (UB), who assumed charge on April 18, 2011. He also happens to be the first international-born president of UB. He graduated in 1968 with a bachelor of science in physics, maths and statistics and earned a master of science from BHU in 1970. His academic innings abroad began with a master's in statistics from University of Alberta, Canada. Subsequently, he made his way to University of Toronto, Canada, where he earned a third master's as well as a doctorate in computer science. Transitioning from provost to president at UB, Tripathi has seen some exciting times. "I have had the opportunity to be at the forefront and play a formative role here. From the ideas and discoveries being made by our world-class faculty and students to the remarkable growth we've experienced in our physical campuses — we've completed six major construction projects across our three campuses in a year-and-a-half; we are developing into a world-class institution. As president, my job is to ensure

that our faculty and students have the environment, opportunities, and support to reach a level of academic excellence," says the 62-year-old.

Having worked with many Indian higher education institutions as an advisor for years, Tripathi's efforts led to the signing of an MoU in 2005 with Indian Prime Minister Manmohan Singh to establish the Indo-US Inter-University Collaborative Initiative in Higher Education and Research, which has led to a significant partnership between UB and Amrita University, Kerala. While Tripathi has undoubtedly received quality education abroad, he thinks no less of his alma mater, BHU. "In addition to world-class faculty, many of the best and brightest students in India find a home at BHU, which has produced many top leaders in the academy, business and industry today. Engaging with some of these great and creative thinkers opened up new horizons for me. That experience — the opportunity to exchange new ideas and discoveries with other intellectually curious, energised and bright students — really shaped my academic interests and professional path," he waxes eloquence.

Crediting Indian and other Asian immigrants for giving America a lot to cheer about, Tripathi does acknowledge that while some had to bear the nasty underbelly of racism, he was lucky to have evaded the demon so far. Racism or no racism, there is no dearth of opportunities in America, he advocates. "Higher education is one sphere of opportunity, but Indian-Americans are just as significant a presence in many professional areas like medicine. And consider the many prominent executive positions held by Indian-Americans in the industry as well, including CEOs of many top concerns like PepsiCo, Citibank, and MasterCard," he explains.

An avid sports fan, Tripathi tries to attend as many as sporting events as possible at UB. You can also catch him walking around the campus taking in the inspiring energy it offers. Indian classical sitar composer Ravi Shankar is a favourite for him. Tripathi resides in New York with his wife and two sons.

Source: 13 May, 2013/ [New Indian Express](#)

Make higher education available to the meritorious: President

President Pranab Mukherjee on Monday said education should be accessible to every meritorious student in the country. He was speaking at the concluding ceremony of the golden jubilee celebrations of Pandu College here. "Many meritorious students don't get access to higher

education. It's time higher education was made available and affordable to them. In fact, education should be on their doorstep," said Mukherjee.

Apart from expanding the reach of institutions, the president said emphasis should be laid on research. He stressed that out of the total budget for education, only 0.4 per cent is spent on research. "We are not doing enough for research in the education sector. There is a huge difference between quality and quantity. We should bridge this gap. It has been observed that there is a crisis in the quality of education in India," said the President.

The private sector, he felt, should come forward to invest in higher education in a big way. He said in order to make up for the lack of quality because of scarcity of good teachers, educational institutions should take the help of e-education to rope in good faculties from abroad. He exhorted teachers and students of the college to take the institution to its zenith in its 100th year.

The Assam governor, J B Patnaik, in his address said, "Although every district of Assam has at least one college, there is a growing need for more institutions imparting higher education and improvement of quality in the standard of teaching. Pandu College should go on improving and expanding its facilities to cater to contemporary times." The governor also released a vision document of the college for the next 50 years.

Chief minister Tarun Gogoi stressed on the importance of changing curriculums and teaching methodologies. State education minister Himanta Biswa Sarma was also present.

Source: 13 May, 2013/ [Times of India](#)

Cost of Higher Education in Russia cheaper than US, UK

Russian Education Fair is being organized on 15th May 2013 at Russian Centre for Science and Culture situated at 24 Firozshah Road. The fair is aimed at informing students about the availability of the options available in Russia's top Universities and Academies. It will serve as one stop solution for all education queries and opportunities available in Russia. Russian institutions of higher learning from different cities in Russia are targeting Indian high school graduates in this Fair. These include the Moscow Power Engineering, Tomsk Polytechnic University, Vyatka State University, Far Eastern Federal University, Volgograd State Medical University, Tver State Medical Academy, Kazan State Medical University, Kursk State Medical University. The fair will then move on to other metro cities like

Kolkata on 16th May and in Mumbai on 21st May. The entry to the exhibition has been kept free of cost to ensure that maximum students can take advantage of this golden opportunity. Admission counseling and spot admission will also be provided for aspiring students to enable them to get admission to the recognized medical, engineering or other universities in Russia. Few scholarship seats are also available. As for as the standard of higher education in Russia it is considered to be one of the most advanced and high in the world, facilitated by faculties of the universities comprising highly qualified scientists and professors. Jointly organized by RUS EDUCATION & RUSSIAN CENTRE FOR SCIENCE & CULTURE. Aims to provide in a direct and effective way a comprehensive overview of educational programmes offered in Russia, by government universities and academies on undergraduate and postgraduate level. Interact directly with faculty and international representatives of the universities. Admission counseling session to find out the best suited university as per the student's requirement. The cost of higher education in Russia is much cheaper than that in countries such as US, UK, etc. Russian as well as English medium of instructions are available there. Russian education system is well-known, and accepted throughout the world for its elaborate and unique features and duly recognized by the UN authorities as well as the Medical Councils of the leading world countries. UNESCO and the WHO have always rated the Russian medical universities at a high level. Russia has always been in the forefront in the field of education and more specifically medicine, engineering, and aerospace. There are over six hundred state higher education establishments that are operating on the territory of Russian Federation. The students prepare in more than five hundred specialties not only in the prestigious field of medical but also other areas. Russian Government places top priority on giving hands on training to the students that have come locally as well as abroad. At present there prevail about 100,000 international students from over 200 countries that Study in Russia. Russian Universities offer excellent education of International Standard and attract a large number of foreign students from all parts of the world every year. India is no exception to this trend, and many aspiring young Indians seek admission to Russian medical, engineering and other universities thanks to the Education Fair, too. Bilateral economic and commercial ties between India and Russia in such fields as space research, engineering, technology, bio-chemistry, medicine, etc., require a large number of well-trained personnel. As such, higher

Education received by Indian students in Russia will further enhance the above- mentioned cooperation and promote Indo-Russian friendly and mutually beneficial partnership between the two countries.

Source: 15 May, 2013/ [One India](#)

RESOURCE

Indian Education Market demands investments of USD 100 billion for construction and provisioning of education facilities

The 3rd Indian Education Congress which has been India's leading grand education show initiated by Franchise India, held on the 3rd 2013 at The Claridges, Surajkund, Delhi/NCR, on 3rd-4th May 2013, 9:30 AM -6:00 PM. The first day conference has brought together over 40 industry veterans who have conferred about the upcoming opportunities and challenges in the Indian Education Eco-System and the Investment required to fill in the gaps and to further strengthen the Indian Education market.

Ms. Ritu Marya, Director Franchise India along with Mr. Amit Gupta, CEO, S. Chand Group, Mr. Andy Gray, Head Governing Council, Euro Schools International, Enayet Kabir, Head & AVP, Education Technopak unleashed a market report on "Indian Education Investment Report 2013". Report is a pioneering effort on a part of Franchise India Holding Ltd. to bring forth the persisting gaps changing consumption patterns, demographical investments and business opportunities existing in the current Indian education sector.

"The need to reform the Indian education system has become very prominent in past few years. To keep pace with the fast moving world of education there are a lot of aspects that the Indian education has to focus on. The Indian Education Congress has successfully covered as many aspects as possible, which could be fruitful if and when induced in our current education system" stated Mr. Gaurva Marya, Chairman, Franchise India

According to the report the education market in India currently stands at a whopping YoY growth of 15 percent. However there is a further demand of investments to the tune of USD 100 billion for construction and provisioning of education facilities especially in K - 12 and higher education segments. The current spending on Education stands at INR 1035 per month for an urban household and INR 293 for a rural household however consumers are willing to spend even higher spends if given access to quality education and this has brought players to the forefront. Likewise the private sector is rapidly spreading its horizon in the Education market and

currently accounts for 48 percent of its total revenue. Realizing the pertinence of Private sector to uplift Indian Education the government has launched Public – Private Partnership to invest in the Education market. Besides being a regulated Industry in the formal sector to an extent the education Industry offers numerous investment opportunities for prospective investors.

The report highlights some of these opportunities and further elaborates the current demographical investments trends across different education segments such as Pre-Schools Education, K- 12 Education, Higher Education, Vocational Training / Institutions.

Pre-Schools Education Market largely unregulated is set for a 26 percent growth over the next few years. This exemplifies the opportunities for education providers to enter Pre-School Education. Some of the new business opportunities existing in the Pre-School segment include Teacher’s training, inclusion of day care centers, provisioning of After-School extra-Curricular activities and edutainment.

The K-12 market though regulated offers a number of opportunities especially in the informal sector such as automated learning platforms, integration of ICT in Classrooms, diversification of Information sector in formal K-12 market and integration of Pre-School education with primary schooling. Higher education market is also flourishing with CAGR of 19 percent expected over the next couple of years. Investments in the sector are likely to be made in setting up education hubs and incubation centers, expanding existing institutions, developing physical infrastructure, combining vocational education with mainstream education making alternative use of premises and e-learning. In terms of Vocational training the major prospective centers from an investment perspective seems to be Banking and Financial Services, Hospitality, IT / ITES and Beauty and Wellness.

Mr. Marya further shared his insights on the Market Scenario, “Indian education industry today owing to the high need of quality education, upsurging demand of employable human resource needs focussed investments in Indian education both by the private enterprise and government. The current industry stats depict that the industry will have 13-15 percent year-on-year growth and reach USD 100 billion mark by the year end. The private sector and the alternative methods of teaching are helping to transform the education system at all levels from Pre-K to post-secondary. Among all the segments, private education stream has taken the lead which is growing at the rate of around 30 per

cent and shares 48 percent of the total revenue stream.

He further stated, “Also, the Early Education, K-12 and vocational education franchise chains are expanding their wings all across the country as well as abroad. Within the education sector, pre-school and child enhancement education services together have taken the lead in franchising with a significant share of 35 per cent. This is followed by professional skill-based education and vocational courses which carry the weight of 30 per cent of the educational franchise industry. There are more than 50,000 franchised education outlets”

Mr. Amit Gupta, Chairman, Education Committee, PHD Chamber of Commerce & Industry stated, “India is the one of the most emerging education market especially due to the upcoming generation who is willing to explore more and secondly due to the demographic dividends. However there exist certain gaps which are to be filled by govt. and private entities in order to sustain the overall ecosystem. Education sector should also be prioritized in a similar manner as Infrastructure sector, the return on education should be good, and government should work on the tax incentives of education. And also I believe that Government should spend high on sustaining and developing the common education across Tier 2, 3 and 4 cities.”

Prof. Parvin Sinclair, Director, NCERT stated, “Indian Education System is evolving right from the RTE act (Right of Children to Free & Compulsory Education) that enacted in 2009, according to which schools were liable to provide 25 percent of Grade – 1 education to underprivileged children. Schools were accountable to implement this policy latest by 2012; however the implementation on this act has not been made extensively across states. I believe the private and government entities should make efforts to sustain the overall Education System.”

This two day conference successfully captured the current gaps and trends in the Indian Education Investment market and brought to the forefront the overall consumption patterns, investment opportunities and growth factors that are currently catapulting the Indian Education Scenario.

The conference was followed by The Indian Education Awards 2013, the most prestigious awards that recognized excellence in Education sector. Awardees received national recognition and were termed as best education entities in the country. Two very important reports were also launched during the show.

Source: 03 May, 2013/ [India Education Diary](#)

India's eminent Education Leaders to converge at the Indian Education Congress & Awards 2013

On the foundation of the overwhelming response received from the 2nd annual Education Congress held in 2012, Franchise India puts forward the 3rd edition of Education Congress: INDIAN EDUCATION CONGRESS 2013 which will be held at The Claridges, Surajkund, Delhi/NCR, on 3rd-4th May 2013, 9:30 AM -6:00 PM to fuel the growth of education sector in India.

The Indian Education Congress 2013 in its third edition has emerged as the foremost forum that integrates what is best in the field of education with what is rewarding in the world of business. The Indian Education Congress brings together a diverse set of education entrepreneurs, institutional leaders, investors and suppliers in an engaging setting to explore and Integrate principles of effective leadership, entrepreneurship, and management with the principles of imparting education that would produce both growth and equity.

This two day conference is designed to inform, engage and explore key policy developments and innovative case studies. Offering access to leading figures and decision makers, Indian Education Congress 2013 will showcase the upcoming developments and provide insight into the challenges ahead. With over 40 experts, this event is an exclusive opportunity to gain access to the latest analysis and find answers to the challenges the organization faces.

The Congress is a must visited show for all Formal & Informal Educational Stakeholders Including CEOs / Directors / Principals / Deans and Senior Management, Suppliers & Allied Industry, Corporate , Franchisors & Franchisees, Associations, Agencies & Media, Education Ministries and Councils (Regional & International) and Investors.

"The 21st century calls for preparing the youth for a Knowledge-led economy. This calls for systemic reforms to improve teaching and learning in Indian schools to meet the needs of the millennial students who want to make a difference to their life and the prosperity of the country. This show is set to create a benchmark for the education community for covering every tier of the education sector, bringing together the private and public aspects of the education and pre-empting the future of education in terms of investment, operation and management of all educational

institutions," stated Mr. Gaurva Marya, Chairman, Franchise India

The conference is followed by The Indian Education Awards 2013, the most prestigious awards that recognize excellence in Education sector. Awardees will receive national recognition and will be termed as best education entities in the country. The winners will be awarded a trophy or a plaque. The award winners will receive extensive media coverage and PR with the partners. 100 shortlisted nominations will get national recognition through the Franchising World, which will have the feature covering them. Such an achievement and recognition have, according to our Award recipients, translated into further success in the education business.

The show will also have the two report launches on Indian Education and also Indian Higher education as per the 12th five year plan of the Government of India.

The show will witness the launch of the Indian Education Investment Report 2013, a pioneering effort on part of Franchise India Holdings Limited to bring forth the persisting gaps, changing consumption patterns, demographical investments, and business opportunities existent in the current Indian Education sector.

Source: 01 May, 2013/ [Equity Bulls](#)

US working with India to streamline latter's education visa process

WASHINGTON: The United States is working with the Indian government to stream line the latter's education visa, which is being considered as a major hindrance for American students wanting to go to the country for education, a top Obama administration official has said.

Currently, while more than 100,000 Indian students come to the US for study every year, the number of American students who studied in India in 2011-2012 was a mere 4,300 and far less than those going to China for studies.

Even as more American students would like to go to India for studies, not many are able to travel because of the difficulties they face in getting the education visa.

"We recognise that there are indeed challenges and hindrances which have prevented more American students from choosing India as a destination," the Assistant Secretary of State for South and Central Asia, Robert Blake, told students at the Boston University yesterday.

"We are working with the Indian government to streamline education visa processes, which have been repeatedly identified as a key reason for why so few American students go to India," Blake said in his remarks.

"And through a grant from our Embassy in New Delhi, the US-India Educational Foundation is working with Indian institutions of higher education to encourage more US students to study there, including by developing better housing and support offices for foreign students," he said.

The Obama administration has launched 'Passport to India' initiative to send more and more American students to India for studies.

The United States is also working with businesses and foundations to increase opportunities for more Americans to experience India during their college or university years through study abroad, internships, and service learning opportunities.

This complements other State Department-sponsored programs for study abroad, including Fulbright, Gilman, and Critical Language Scholarships.

Passport to India now has 10 partnerships with companies as diverse as Honeywell, United Airlines, Citigroup, which have created hundreds of new opportunities for American students in India.

Source: 11 May, 2013/ [Times of India](#)

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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.



Contribute

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

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

Please email your contributions to aserf@apeejay.edu



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