Announcements

ASERF has instituted **Dr Stya Paul Young** Educationist Award' for honouring Young Educationists who have demonstrated their potential by making an impact on Indian education. Applications from the eligible scholars are invited for the Award of the year 2013. Click here to download the prescribed format along with the terms and conditions.

Apeejay Stya University announces admission for the session 2013-14

Apeejay Stya University is offering diverse catalogue of technical, scientific, management and liberal arts courses for the Fall Admission 2013-14. Applicants for admission accepted on the basis of comprehensive merit, judged by their academic excellence, their extracurricular achievements, and their utilization of the resources they have had available. As part of the application, the University recognize a number of examination scores to establish academic excellence, including AIEEE, GMAT, SAT, SAT-II. **For more,** *click here*

Apeejay Stya University announces Founder's Scholarship

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

Get Involved

Fellowship opportunities
Fellowships for six months to two years in various disciplines.

Workshops/Guest Lectures
Regular workshops and lectures on a variety of subjects.

Scholarships
Need-based financial aid to deserving student

Faculty Sponsorships
By seeding a named faculty seat or fellowship

Internships/Mentoring
Internships can be in diverse areas from services, government and nonprofit. *See Details*
Please visit our website for more: *click here*
Also discover the Apeejay Edge: *click here*

Partnership

Dear Partners,

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

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

Editor

Dr. Mithilesh Kumar Singh

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ASPECT

School admission is now a right, but reality seems different

School Education Department urged to verify information on students to prevent fund misuse

At the legislative level, the Right of Children To Free and Compulsory Education (RTE) Act may have provided a sense of accomplishment to the country in making education a fundamental right of every child in the age group of 6 to 14. But at the ground level, the reality seems to be different.

Since the Act came into force, it has endured a torturous time as an admission to elite private schools for children from the 'disadvantaged sections' continues to remain mostly out of reach, if the experiences of several parents are anything to go by. This landmark legislation mandates private schools to keep 25 per cent of their total seats reserved for "children belonging to weaker sections and disadvantaged groups" in their locality. The student's fee is to be reimbursed by the Government in September.

While the applications for the RTE Act quota seats were initially issued only till May 20, the State Government extended the deadline and forms were given till June 20.

G. Suresh Babu, a resident of Perianaickenpalayam, said that he submitted an application seeking LKG admission for his son in a school near his home. However, the school initially refused to accept the application stating that they were residing more than 1 km from the school but later, told him that they had already completed filling the RTE Act quota seats.

When he asked the school the details about the students admitted, he was told that it had been sent to the School Education Department. "I got the letter which the school had sent to the Department. It only states that the school had filled the RTE Act quota seats and gives no information about the students or how they qualified to come under this quota. As the public funds are going to be given to the school as reimbursement for fees of students admitted under the quota, there must be transparency in the admissions," he said. A photocopy of the letter was provided to *The Hindu*.

Mr. Babu also urged the School Education Department to verify the information on students in all the schools to prevent misuse of public funds. S. Anandakumar, a resident of Karumathampatti who runs a small restaurant, was among the parents who made use of the extended deadline. He got the applications on June 8 and submitted the form on June 14 indicating a school near his locality.

However, for more than two weeks, there was no information on the status of his application even though more than a month had elapsed since the academic year began. Finally, he approached the school, which said that it had already filled up the seat under RTE Act quota. After much persuasion, he said that the Education Department officials issued a letter to him on July 5 asking the school to provide admission for his son. However, Mr. Anandakumar said that they would not confirm if the school would honour this letter.

Similarly, K. Duraisamy, a farmer near Karumpathampati, had sent his applications along with all the documents required on June 14 seeking an LKG admission for his son.

However, the school he had indicated in the application called him and questioned him as to why he had not applied directly to the school. When he replied that he cannot afford the fee and had hence sought admission under the quota, he was told that the school had completed the admissions.

He said that he was being given this information more than a month after the academic year had begun and when all schools would have completed admissions.

"There is no clarity on this subject and School Education Department officials have also not been very helpful. If I had been told there will be this many problems in getting admissions under the RTE Act quota, I would have applied for some other school earlier," he said.

Even as a large number of parents are disappointed, there have been a few cases of successful admissions also. P. Dharman, a daily wage labourer residing in Sirumugai, near Mettupalayam, has got LKG admission for his son in a school of his choice in the RTE Act quota seats. He said that he applied during June and the school had confirmed they would provide admission.

When contacted, Chief Education Officer A. Gnanagowri told *The Hindu* here on Sunday that a

majority of the private schools in the district had completed admissions for the RTE Act quota seats before May 14, which was the initial cut-off date specified by a Government Order.

The extension of deadline for issuing applications to the quota seats was intended for those schools that still had seats vacant. As such, she said that parents cannot demand admissions in specific schools. Education Department officials were analysing the applications received and these candidates would be admitted in schools where seats were available.

Source: 08 July, 2013/ The Hindu

NEWS

NMIMS Announces NMAT 2014; NMAT is India's largest MBA entrance test for any single B-school

SVKM's Narsee Monjee Institute of Management Studies (NMIMS), India's leading University has announced NMIMS Management Aptitude Test (NMAT) 2014 registration to open from 4th July for admissions in its School of Business Management for academic session 2014-16.

NMIMS Business School has been awarded CRISIL and ICRA Ratings at highest level and also accredited at highest level by NBA. It is consistently ranked in Top-7 B-Schools in India overall & in Top-4 B-Schools for intellectual capability. The median salaries & number of offers at NMIMS are steadily growing every year and there is a 100% placement track record.

The number of students aspiring for NMAT has been growing largely every year and last year it saw a new height with more than 69,000 applicants took NMAT 2013. Among the online tests in India conducted in CBT mode, NMAT has become one of the largest with an error free track record for three years by now.

The programs that NMAT 2014 covers for admission are 2-year full-time MBA, MBA(Banking), MBA (Capital Market), MBA(HR), & MBA(Pharmaceutical Management) at Mumbai campus and 2-year full-time PGDM at Bengaluru and Hyderabad campuses.

Students of foreign countries and Persons of Indian Origin (POI) need not take NMAT, however their GMAT score shall be considered for admission.

The registration for NMAT-2014 opens from July 4, 2013. The registered applicants in NMAT 2014 shall be able to take online test in a window period of almost one and a half month from 05th October to 18th December 2013 with a choice of two more retakes after first attempt. In the cases of students availing retakes, the best of the scores would be considered for selection. This makes NMAT a unique MBA entrance test that, as per global best practice, facilitates MBA aspirants with multiple trials (3 times)to get into a top rated B-school.

Announcing NMAT 2014, Dr. Rajan Saxena, Vice Chancellor, NMIMS said, "The resounding popularity of NMAT reflects the faith of a large pool of management aspirants in NMIMS Business School. The exemplary success of NMIMS in its journey of 32 years by now is based on its solid pillars of innovation, research, industry interface." He added that NMIMS stands on its values and the institution is a benchmark in processes and practices.

NMAT 2014 will be conducted at 18 centers located at Chandigarh, Delhi, Jaipur, Lucknow, Ahmedabad, Mumbai, Nagpur, Bangalore, Chennai, Cochin, Hyderabad, Bhillai, Bhopal, Indore, Bhubaneswar, Guwahati, Kolkata and Patna. The last date of registration for NMAT 2014 is 24th September, 2013.

Candidates can register online for NMAT 2014 on NMIMS University's website www.nmims.edu.

Source: 01 July, 2013/ India Education Diary

Nobel meet on green chemistry

Green Chemistry is this year's theme at the 63rd Lindau Nobel Laureate Meeting (June 30-July 5) where 600 undergraduate and postgraduate students â€" next generation of leading scientists and researchers â€" from 80 countries will engage with 35 scientists, all Nobel Prize winners. The picturesque town on Lake Constance, Germany, will host 22 students from India, sponsored by the Department of Science and Technology and the DFG (German Research Foundation).

For the 22 students, the Lindau week will be followed by another week, touring premier laboratories and scientific institutions and universities in Germany, including at Berlin, Munich and Heidelberg to expose them to high end research and facilities available for future aspirants in Germany.

The youngest in the group, 20 year-old Shwetha Srininvasan is doing her Master's at the Indian Institute of Science Education and Research, Mohali. Her special area of interest is protein chemistry,

particularly the biophysics of protein misfolding. She is working on the human prion protein, the misfolding of which is implicated in a range of transmissible human disorders. She is keen on drug discovery and spectroscopy as tool in studying the dynamics of biomolecules. She presented a poster on protein folding at the Asian Science Camp in Jerusalem, Israel in 2012 where she met international scientists including Nobel Laureates for the first time.

Source: 01 July, 2013/ [Times of India](#)

Indian IPv6 Lab gets Approval from International Body; Joins Select Group of Countries

Internet Protocol Version 6 (IPv6) Lab setup by Telecommunication Engineering Centre (TEC), technical arm of Department of Telecommunications, Ministry of Communications & IT, has earned a unique distinction of being approved by the IPv6 Ready Logo Committee under IPv6 Forum, an International body. This achievement is significant for TEC and the country as only five other labs in the world have achieved this milestone. India has thus joined Europe and a select group of countries which include USA, Japan, China and Taiwan having IPv6 Ready Logo test lab facilities. The announcement to this effect was made on 25th June.

TEC has setup the IPv6 Ready Logo test lab as per standards prescribed by IPv6 Ready Logo Committee and addresses Conformance as well as Interoperability testing for various equipments with IPv6 implementation. The approval process additionally involved the evaluation of the competence of TEC team to not only test the equipment but also the ability to correctly examine the test results from other international labs.

The internet and the internet facing devices are moving to new addressing scheme IPv6 since IPv4 addresses are no longer available. The Government has taken several policy initiatives so that the service providers, content providers and the customer premises equipment vendors are encouraged to move to IPv6 address implementation. Setting up testing infrastructure is one of the objectives of NTP-2012. Establishment and designation of TEC lab as IPv6 Ready Logo lab is one such step which shall enable indigenous vendors/developers to avail the facility of internationally recognized test lab in India. Availability of approved TEST BED shall promote end-user confidence in using IPv6 Ready Logo approved products.

"TEC will play an instrumental role in the Interoperability and testing of IPv6 products as a major piece of the India IPv6 Strategy roadmap announced by the India Government in building the New Internet infrastructure as interoperability creates genuine end-user confidence in new technologies" said Latif Ladid, IPv6 Forum President.

"The establishment of IPv6 Ready Logo Lab in India, expecting a huge growth in the deployment of IPv6 in the world, is very welcome, and we expect their contribution to the world-wide IPv6 deployment. We really appreciate the great efforts of Indian team for their success, including the future success. " said Hiroshi Esaki, Chairman of the IPv6 Logo Committee, Executive Director of IPv6 Promotion Council Japan and Board member of WIDE Project.

Source: O1 July, 2013/ [India Education Diary](#)

Global Innovation Index 2013 India Ranks 66th as Switzerland Keeps Top Spot

India ranked 66th in the Global Innovation Index 2013, published by Cornell University, INSEAD, World Intellectual Property Organization (WIPO) and Confederation of Indian Industry (CII) as a knowledge partner.

The study ranked 142 economies across the world on their innovation capacity and efficiency.

This year's report casts additional light on the local dynamics of innovation, an area which has remained under-measured globally. It shows the emergence of original innovation eco-systems, and signals a needed shift from a usual tendency to try and duplicate previously successful initiatives.

"The local dynamics of innovation varies considerably across the globe and influences innovation measurement at the unit level. Learning from the local innovation systems adds newer dimensions to existing measurement approaches and challenges. The focus of this year's GII makes it a valuable guide for the policy makers to develop specific strategies relevant to their local Innovation eco-system," said CII Director General Chandraji Banerjee, Director General, CII.

India ranked 1 in the Central and South Asia region followed by Kazakhstan and Sri Lanka, and 11th overall in Innovation efficiency ratio. (Innovation efficiency reflects the Innovation output per unit of Innovation input in the economy)

Central and Southern Asia

66- India

84- Kazakhstan

98- Sri Lanka

The strength areas for India has been its Gross Capital formation (% of GDP) (Rank: 9), Investment in new business (Rank: 20), Industrial Cluster Development (Rank: 29), Growth rate % of PPP GDP/Worker (Rank: 14), Computer & Info. Services exports (Rank: 1), Creative goods exports (%) (Rank: 11).

India ranked poor in the areas such as political stability (Rank: 123), Ease of starting business (Rank: 128), School life expectancy (Rank: 109), Pupil-teacher ratio (Rank:108), Knowledge absorption (Ran:122) and others.

Despite the economic crisis, innovation is alive and well. Research and development spending levels are surpassing 2008 levels in most countries and successful local hubs are thriving. A group of dynamic middle and low-income countries, including China, Costa Rica, India, and Senegal - are outpacing their peers, but haven't broken into the top of the GII 2013 leader board.

Through several of its analytical chapters, the 2013 edition of GII explores how innovation has benefitted from 'local specifics' in different parts of the world. One key message is that too many innovation strategies have been focused on trying to replicate previous successes elsewhere, like Silicon Valley in California. However, fostering local innovation requires strategies that should be deeply rooted in local comparative advantages, history and culture. They should be combined with a global approach to reach out to foreign markets, and attract overseas talent.

The GII 2013 looked at 142 economies around the world, using 84 indicators including the quality of top universities, availability of microfinance, venture capital deals - gauging both innovation capabilities and measurable results. Published annually since 2007, the GII has become a chief benchmarking tool for business executives, policy makers and others seeking insight into the state of innovation around the world. This year's study benefits from the experience of its Knowledge Partners: Booz & Company, the Confederation of Indian Industry, du and Huawei, as well as of an advisory board of 14 international experts. United Nations Secretary-General Ban Ki-moon joined the

authors of the report and it's Knowledge Partners in presenting the GII 2013 findings at the High-Level Segment of the United Nation's Economic and Social Council (ECOSOC). The High Level Segment, held July 1-4 in Geneva, brings together heads of state, ministers and heads of international agencies, this year focusing in particular on the role of science, technology and innovation and the potential of culture in achieving the Millennium Development Goals and promoting sustainable development.

Top Ten 2013 ranking
1
Switzerland (Number 1 in 2012)
6
Finland (4)
2
Sweden (2)
7
Hong Kong (China) (8)
3
United Kingdom (5)
8
Singapore (3)
4
Netherlands (6)
9
Denmark (7)
5
United States of America (10)
10
Ireland (9)

Switzerland and Sweden's performance reflects the fact that both countries are leaders in all components (pillars) of the GII, consistently ranking in the top 25. The United Kingdom has a well-balanced innovation performance (ranking 4th in both input and output), in spite of a relatively low level of growth in labor productivity. The United States continues to benefit from its strong education base (especially in terms of top-rank universities), and has seen strong increases in software spending and employment in knowledge-intensive services.

"The results of the GII provide testimony to the global nature of innovation today. The top 25 ranked countries on the GII are a mix of nations from across the world – North America, Europe, Asia, Oceania and the Middle East. While high income economies dominate the list, several new players have increased their innovation capabilities and outputs. On average, high-income countries outpace developing countries by a wide margin across the board in terms of scores; a persistent innovation divide exists," stressed Prof. Soumitra

Dutta, co-editor of the report and Anne and Elmer Lindseth Dean, Samuel Curtis Johnson Graduate School of Management, Cornell University.

How "Innovation Learners" Can Leverage Their Strengths

Among the encouraging signs identified by GII 2013, 18 emerging economies are outperforming other countries in their respective income groups in order of distance: the Republic of Moldova, China, India, Uganda, Armenia, Viet Nam, Malaysia, Jordan, Mongolia, Mali, Kenya, Senegal, Hungary, Georgia, Montenegro, Costa Rica, Tajikistan and Latvia. All of them demonstrate rising levels of innovation compared with their peers. Even if progress is not uniform, this is a result of tackling the formulation of a good policy-mix on all meaningful fronts: institutions, skills, infrastructures, integration to global markets and linkages with the business community.

By and large, Latin America is the region that has seen the most significant improvement in GII rankings, with Costa Rica taking the lead regional position.

On the research and development (R&D) front, GII 2013 brings a dose of cautious optimism: despite adversity and tightened budget policies, R&D expenditures have grown since 2010. On the business front, the R&D expenditures of top 1,000 R&D spending companies have grown between 9 and 10 % in 2010 and 2011. A similar pattern has been observed in 2012.

A most remarkable characteristic of that trend is that emerging markets have increased their R&D faster than high-income countries. Over the last five years, China, Argentina, Brazil, Poland, India, Russia, Turkey and South Africa (in that order) have been at the forefront of this phenomenon. Emerging markets, and notably China, are also largely driving the growth in patent filings worldwide.

To address the innovation challenges in India CII is working on the following

CII Start-up Platform

CII, as a premier Industry association, is working on creating a national level platform for Indian start-ups from where India's future enterprises and business leaders will emerge. The aim is to create a unified face for Indian Start-ups and to give them

a voice both at National as well as at International levels. The Platform will be launched at India Start-up Summit in Nov/Dec and eventually be transformed to an "Indian Start-up Association" and work on Policy Connect, Business Connect, Funding Connect, Mentor Connect, Market connect etc.

State Innovation Mapping

CII in partnership with CSIR's National Institute of Science Technology and Development Studies (NISTADS) and UNIDO will launch mapping of state innovations. This will be an annual study to analyze different enablers of innovation at the state level and to facilitate policy makers to develop roadmaps and to take necessary actions to improve innovation enablers in the states. CII's State Chapters led by industry members will engage with the State Governments and State Innovation Councils initiated by NInC in this initiative The State Innovation Index 2013 will be launched at CII's Annual Innovation Summit in November 2013.

CII also will identify 50 business experts to be part of State Innovation Councils. These experts will be helping to identify and address industry issues in the state.

Sectoral Innovation Index

CII will be launching Indexing/Ranking of Industry Sectors based on innovation. This will be an annual study to analyze different enablers of innovation at the Industrial Sectors' levels and to facilitate policy makers to develop roadmaps and to take necessary actions to improve innovation enablers in the industrial sectors. CII's Sectoral Committees led by industry members will engage with the line ministries and Sectoral Innovation Councils, initiated by NInC, in this initiative.

National Innovation & Entrepreneurship Policy & Fund

CII feels India should have a National Innovation & Entrepreneurship Policy and Fund to encourage and support innovation & entrepreneurship. Such a Policy and Fund will trigger India's innovation & entrepreneurial spirit and also partially solve employment issue. An institutional mechanism needs to be in place to implement the policy and manage the fund

Single Window to support Entrepreneurs

All the State Governments have high priority on supporting entrepreneurships in the states and spend good amount of money. There is no institutional mechanism in this country where end-to-end support like incubation, mentoring, funding and market access is provided. Entrepreneurs have to run to multiple organizations. CII feels, Single window support system to entrepreneurs in the states is worth exploring and CII's Start-up platform will work towards this goal.

Innovations driven by Business Challenges

CII has launched this year a nationwide competition to invite innovative solutions to industry's business challenges. To start with some select industrial firms have provided business challenges inviting innovations from Indian individuals from all walks of life. These companies will select winning innovations and will sign agreements with selected innovators for further development/adoption of the innovations.

About the Global Innovation Index

The Global Innovation Index 2013 (GII), in its 6th edition this year, is co-published by Cornell University, INSEAD, and the World Intellectual Property Organization (WIPO, a specialized agency of the United Nations).

The core of the GII Report consists of a ranking of world economies' innovation capabilities and results. Recognizing the key role of innovation as a driver of economic growth and prosperity, and the need for a broad horizontal vision of innovation applicable to developed and emerging economies, the GII includes indicators that go beyond the traditional measures of innovation such as the level of research and development.

In just 6 years, the GII has established itself as the premier reference among innovation indices, and has evolved into a valuable benchmarking tool to facilitate public-private dialogue, whereby policymakers, business leaders and other stakeholders can evaluate progress on a continual basis.

To support the global innovation debate, to guide polices and to highlight good practices, metrics are required to assess innovation and related policy performance. The Global Innovation Index (GII) creates an environment in which innovation factors are under continual evaluation, including the following features:

·142 country profiles, including data, ranks and strengths and weaknesses on 84 indicators

·84 data tables for indicators from over 30 international public and private sources, of which 60 are hard data, 19 composite indicators, and 5 survey questions

A transparent and replicable computation methodology including 90% confidence interval for each index ranking (GII, output and input sub-indices) and an analysis of factors affecting year-on-year changes in rankings

The GII 2013 is calculated as the average of two sub-indices. The Innovation Input Sub-Index gauges elements of the national economy which embody innovative activities grouped in five pillars: (1) Institutions, (2) Human capital and research, (3) Infrastructure, (4) Market sophistication, and (5) Business sophistication. The Innovation Output Sub-Index captures actual evidence of innovation results, divided in two pillars: (6) Knowledge and technology outputs and (7) Creative outputs.

The index is submitted to an independent statistical audit by the Joint Research Centre of the European Commission.

Source: 02 July, 2013/ India Education Diary

Indian education fair this week

Indian education fair beginning in Dhaka from Friday is likely to generate 'considerable interest' among students looking to study in the neighboring country.

According to the Indian High Commission in Dhaka, AFAIRS Exhibitions and Media Pvt. Ltd is organizing the exposition styled "Study in India" on July 5-6 at the Bangabandhu International Conference Centre.

There is no reliable statistics on how many Bangladesh students go to India for study because most do that privately but the number is considerable.

Bangladesh missions in both Delhi and Kolkata have a senior diplomat in charge of education and sports who deal with Bangladesh students.

The Indian High Commission says, at least 2200 Bangladeshi students receive government scholarships every year for short-term courses or for pursuing university degrees and even studying in Bangladesh.

www.aserf.org.in

It says the fair will give students and their parents 'an opportunity' to interact directly with Indian higher education institutions which offer a wide range of graduate and masters programmes as well as Indian boarding schools offering international curriculum to students.

High Commissioner Pankaj Saran will open the fair.

Source: 03 July, 2013/ bdnews24.com

Seven Indian students get scholarship for Singapore school

Seven Class 10 students from across India have received the Global Indian International School's CV Raman scholarships this year to pursue their secondary education at its prestigious Singapore branch.

The seven qualified the GIIS' national level scholarship exam in April and the subsequent general discussion and interview in May. They have left for the GIIS' flagship school in Singapore's Queenstown.

The S$66,000 scholarship includes one-time return airfare, visa and tuition fees, boarding & lodging at the hostel, one-time settling down allowance of S$500 and S$200 per month for pocket expenses.

The seven recipients of the 2013-15 scholarship are Samvid Advait Kurlekar from Pune, Kamaraj Ramanujam from Mumbai, Adyasha Debahuti Mohanty from Kolkata, Nikita Anish Desai from Baroda, Dipanjan Ray from Bihar, Bikash Kumar Behera from Bihar and Jai Singh Sra from Delhi.

"Every year we select a handful of students from across India to study at our flagship school in Singapore and it is with great pride I must share that all our scholarship students have managed to get admission in colleges of their choice.

"We believe that students in India have a lot of potential and being an Indian school of excellence at the global platform I feel that it is our moral responsibility to offer education at our flagship school to deserving students to shape their future," said GIIS country director Rajeev Katyal at the felicitation for the students and their families at the GIIS school here Tuesday.

The GIIS, which has 20 campuses in seven countries including India, Singapore, Japan and the UAE with thousands of students spread over 52

nationalities, has been offering the scholarships for the last five years, he said.

Source: 03 July, 2013/ Times of India

We are opening our arms and hearts for Indian students: France

At a time when the UK is mulling hefty visa cash bond raising concerns here, France today announced a slew of India-specific measures easing visa norms for those wanting to pursue higher education, a move that is expected to increase the inflow of Indian students to that country.

"There is no competition between the UK and us. We have our own visa policy, they (the UK) have their own visa policy," French Ambassador to India Francois Richier said here.

France, he said, is not challenging anybody but has introduced a number of measures to enable Indian students to study in his country.

"It is about opening our arms and hearts for Indian students by facilitating their stay, not only in their visa area but other things like training, taking care of jobs when they are back in India. It is a package thing," Richier told PTI.

The French envoy said that since France shares a genuine partnership with India, it has chosen to open its frontiers even wider to Indian students.

He said that following the visit of French President Francois Hollande in February this year, a number of measures have been taken to facilitate the issuance of visas for Indian students, the creation of a "France-India" network as well as an increased number of scholarships offered by the French Embassy and its corporate partners.

In order to facilitate travel to France for all Indian citizens who have studied in France, Richier said that as of July 14, all Indian citizens who have graduated from a French higher education institution subsequently applying for a tourist or business visa for a trip to France, will be given a visa with a long period of validity — up to five years if the studies in France were at the Master or PhD levels.

Asked if it was a general policy applicable to all foreign students, he said the new visa measures have been taken at the Embassy level and is applicable to only Indian students.

ASERF E News Bulletin on EDUCATION

MHRD's Rs 99,000 crore plan to boost higher education, improve enrolment

India will substantially increase the number of students in higher education in next seven years. The presentation made by the HRD ministry to the Consultatative Committee expressed that Rashtriya Uchchatar Shiksha Abhiyan (RUSA) will increase the Gross Enrolment Ratio (GER) from 18% to 30%. The scheme estimated to cost Rs 99,000 crore will include other existing schemes in the sector.

The highlight of the scheme will be that central funding from the MHRD and UGC to institution will be through the state council of higher education as against the direct funding by the Centre and UGC to educational institutions of higher education.

Moreover, the funding by the Centre will be up to 90% and it will be available to even private institutions based on certain norms. The scheme emphasizes to promote reforms in the State Higher Education System by creating a facilitating institutional structure for planning and monitoring at the state level. It will help to promote autonomy in state universities and include governance in the institutions. One of the goals of RUSA will be to ensure academic examination reforms in the higher education institutions and enable conversion of some of the universities into research universities at par with the best in the world.

The project will be implemented through MHRD as a centrally sponsored scheme with matching contribution from the state government and union territories. It is proposed to set eligibility criteria for states to achieve a high and sustained impact of the project through monitoring and evaluation.

The primary responsibility of the monitoring will lie with the institution themselves. The state government and the Centre through the Project Appraisal Board will monitor the project annually. The main component of the programme is to set up new universities and upgrade the existing autonomous colleges to universities.

The other attempt will be to convert colleges to cluster universities and set up new model colleges. The strategy will also include converting existing degree colleges to Model Colleges. The HRD minister M M Pallam Raju said collective effort should be made to raise standard of higher education and increase employability. He also wanted research to be given more priority in the context of higher education. Pointing to various legislation relating to HRD pending in parliament, Raju hoped that some of them will get parliamentary nod in the monsoon session.

Other related points that came up for discussion were expanding the institutional base by creating additional capacity in existing institutions and establishing new institutions in order to achieve enrolment targets; correcting regional imbalances in access to higher education by facilitating access to high quality institutions in urban and semi-urban areas creating opportunities for students from rural areas to get better access to better quality institutions; and improving equity in higher education by providing adequate opportunities of higher education to SC/STs and socially and educationally backward classes.

CMAT to be held abroad for NRIs, PIOs and foreigners

The Common Management Admission Test (CMAT) will now be conducted in selected foreign countries for eligible Non Resident Indians (NRIs), Persons of Indian Origin (PIOs) and foreign nationals, willing to pursue management education in India.

The All India Council for Technical Education (AICTE) released the schedule for CMAT-2014-15 and made a formal announcement to this effect. The move, however, has been dubbed by the experts as an official measure to address the issue of growing number of MBA seats lying unclaimed.

Educational counselor, Vivek Velankar said with the countries AICTE has chosen for holding CMAT, it is clear that the council is trying to fill up vacant MBA seats. "The council has chosen Afghanistan, Nigeria and Nepal among other countries to hold CMAT. Why has the council not given any thought for holding CMAT in other continents," he reasoned.

As per AICTE notification, the NRIs, PIOs and foreign nationals will be allotted seats for management education in AICTE approved institutes against all vacancies after centralised admission in management institutions.

CM Chitale, Dean, Department of Management Sciences at University of Pune, said the AICTE decision would ensure hassle-free admission of foreign students. "Earlier, the AICTE approved management institutes had to seek special permission for admitting foreign students, if they did not appear for any qualifying examinations. Previously, foreign students could not appear for any of the qualifying examinations for B-schools in the country as a lot of expense is involved in travelling down to India and also staying in the country for the exams. The decision to conduct CMAT in some foreign countries would address the issue," he said.

According to higher authorities, around 20,000 management seats are likely go vacant in B-schools only in Maharashtra. The total number of empty seats at national level could be much higher.

CMAT is a national-level test that offers entry for nearly 4 lakh management students in AICTE approved institutes in India. This year, the test will be conducted from September 26-30 in two shifts in 62 cities in India. The test will also be conducted in February, 2014. Candidates can apply with the better score. Further details are available on www.aicte-cmat.in.

Source: 06 July, 2013/ Indian Express

British Council to train govt school teachers in English

The Maharashtra government on Saturday signed a Memorandum of Understanding with the British Council wherein nearly 20,000 secondary school teachers will be trained in English. The move is aimed at improving government school students' ability to converse in English.

School education minister Rajendra Darda said in the first phase, 550 master trainers will be trained. They will then train teachers of Stds IX and X. "English is the most used language in the world. It is important that students in government schools speak it well," said Darda.

The programme — Maharashtra English Language Initiative for Secondary Schools — will begin in the first week of August. A similar programme was launched two years ago, under which primary school teachers were being trained in basic English. English was made compulsory in the curriculum for government schools in 2000 but those in rural areas have been struggling with teachers who are not fluent in the language.

In another initiative, the government set up a corporate social responsibility cell within state education department.

Source: 07 July, 2013/ Indian Express

Govt can't control fee structure of private unaided schools: Bombay HC

The Bombay High Court has held that the Government would have no say in controlling fee structure of private unaided schools, who do not get grant-in-aid but spend huge amount of money from their own funds to create facilities and extra curricular activities for students.

Accordingly, the court set aside an order passed by the Education Department of the Maharashtra Government directing a private unaided school here to refund fees to a group of students from academic year 2006-07 to 2011-12 as the school did not get affiliation to ICSE.

Hearing a petition filed by Diamond Jubilee High School in Mazgaon, central Mumbai, justices S.J. Vajifdar and M.S. Sonak held that there was nothing to indicate that the petitioners (school authorities) had acted malafide.

The judges further said that the facts set out in the petition have not been disputed by the respondents. In fact, no counter has been filed by any of the respondents.

The judges opined that the right to establish an educational institution is a right guaranteed by Article 19(1)(g) of the Constitution and as such any restriction upon such right can be placed only by law enacted by legislature and not by a Circular or a Resolution issued under Article 162 of the Constitution of India.

The school had filed a petition challenging an order passed on November 27, 21012, by Principal Secretary, School Education and Sports Department of Maharashtra Government, asking the authorities to refund fees to students from academic year 2006-07 to 2011-12.

Diamond Jubilee High School, a minority educational institution, was affiliated to the Maharashtra State Board of Secondary and Higher Secondary Education (SSCE Board) up to academic

year 2006-07. The school was receiving aid from the Government till this period. However, thereafter it decided to decline aid and convert itself into a private unaided school.

The school resolved to convert affiliation from SSCE Board to ICSE, in respect of secondary section of the school, that is, from standard 'V' onwards. In this regard, the necessary permissions were applied for and obtained. The conversion was to take place progressively, which means that each year one higher class would stop receiving aid.

Source: 09 July, 2013/ The Hindu Business Line

India keen to tie up with Australia on vocational training

India is keen on collaborating with Australian universities and vocational institutions to train and skill its 550 million young population.

Human Resources Development Minister M Pallam Raju is on a visit here to influence Australian universities and vocational institutions to deepen ties with the Indian education system.

Apart from Melbourne, the minister will visit Sydney and is expected to meet officials of various universities and vocational institutions during his trip.

"Ever since the education agreement was signed between the two sides during former Prime Minister Julia Gillard's visit to New Delhi, we have been making good progress. There is a lot of dialogue happening and we hope to strengthen the relationship," Raju told PTI yesterday.

Raju said he would attend Australia India Education Council meeting, a joint collaboration between the two sides to expand collaboration in education, training and research.

"We have agreements in a number of spheres and one of the areas we are working on is collaboration between Universities and also on vocational skilling," he said.

Elaborating on the other agendas that he would be discussing with the Australian side, the Minister highlighted capacity building for teachers both in school education and higher education.

"We are looking at expanding the ties by holding joint research, exchange of faculties, movement of

students and also trying to make higher education more enabling," Raju said.

"We have an agreement called 'Twining arrangement' where by Indian students studying in India can do a couple of semesters abroad in chosen universities and get degree from there," he said.

Indian government is said to be facing an enormous challenge to train and educate the 550 million population who are under the age of 25 years.

It has been estimated that an additional 50,000 new Vocational Education Training Colleges would be required to meet the demand in India.

The need for vocationally skilled workers in India spans across most industry verticals including mining, agriculture, retail, automotive, hospitality, aged care, tourism and education.

"There is a lot we can do with Australian side in terms of education because skilling is one area where we want to make a huge transformation," the minister said.

Source: 10 July, 2013/ Economic Times

3 educational institutions in Tamil Nadu selected for Obama-Singh Award

Three higher education institutions in Tamil Nadu have been selected for project grants under the Obama-Singh 21st Century Knowledge Initiative Award for 2013.

The grant recipients were announced at the US-India Higher Education Dialogue coinciding with the visit of US secretary of state John Kerry in June.

The National Institute of Technology-Trichy, which has partnered with the University of Nevada, Las Vegas; Avinashilingam Institute, which has collaborated with the University of Minnesota, Minneapolis; and Annamalai University, based on its joint efforts with Tennessee Tech University, will receive the grant.

The Obama-Singh Initiative strengthens collaboration and builds partnerships between American and Indian institutions of higher education in priority fields. Each project will receive an award of approximately $250,000 that can be used over three years to bring in educational reforms, foster economic growth, generate shared knowledge to

address global challenges, and develop junior faculty at Indian and American institutions of higher learning.

NIT-Trichy's project is titled 'Cognitive-based curriculum development tool for emerging areas of computer engineering and management studies for teaching-learning process.' Avinashilingam Institute will conduct research on 'A sustainable response for home science and higher education for women' while Annamalai University will work on a project titled 'Tamil Nadu energy futures: mapping uncertainties and remarks.'

Prime Minister Manmohan Singh and President Barack Obama announced the Obama-Singh Initiative in November 2009. Each government pledged $5 million for this endeavour for a total of $10 million.

Source: 11 July, 2013/ Times of India

HRM Pallam Raju visits Melbourne to strengthen Victoria-India education ties

Human resources development minister Pallam Raju visited Melbourne on Thursday and met with Louise Asher, minister for innovation, services and small business, minister for tourism and major events and minister for employment and trade. The two ministers discussed education initiatives in order to boost Victoria - India bilateral relations. They had previously met in New Delhi when Asher led a Super Trade Mission to India in March 2013.

Raju is currently visiting Australia leading a delegation of Indian vice chancellors and sector skill council representatives, to explore potential educational partners and thereby enhancing the vocational education portfolio in India. During his visit to Melbourne, Raju meet with senior government representatives, Victorian vice chancellors and TAFE Directors. Raju also attended a roundtable at the Asia Education Foundation.

India and Victoria have been working on strengthening educational ties between the two countries. As part of their Trade Engagement Programme - India, the State Government of Victoria introduced the Victoria India Vocational Teacher Training Programme for the state governments of Karnataka and Maharashtra. This was undertaken in collaboration with Kangan Batman Institute, Victoria. So far, 425 teachers have been trained in both the states. An additional funding of AUD $1 million was announced during

the Super Trade Mission 2012 to support the Indian Governmen's mandate to skill 500 million people by the year 2022.

The Victorian government also initiated the first ever bilateral education roundtable in New Delhi as part of the First Super Trade Mission in February 2012. Six Victorian and 17 Indian vice chancellors deliberated on the education scenario in India and how Victoria could help in filling the gaps. The second round of this roundtable - the Victoria-India Education Dialogue, took place during the Super Trade Mission in March 2013. At the dialogue, Indian Minister of State for HRD, Shashi Tharoor emphasised how research and development needs to play a vital role in strengthening the Indian education sector.

"Through the Education Dialogue, attended by Indian and Victorian vice chancellors and directors of higher education institutions, we are now trying to develop a new framework for future research and academic engagement between Victoria and India," Asher said.

Source: 12 July, 2013/ Times of India

40 US teachers in city to get insight into Indian education system

A GROUP of 40 American teachers from North Carolina touched base with Indian villagers on July 1, as part of a program organised by Center for International Understanding, University of North Carolina, in collaboration with Pune based NGO, Ashta No Kai.

The NGO aims to better rural women's lives by providing them education, vocational skills and resources required for economic independence and self-reliance.

"The program aims to expose the teachers to life in India by giving them a better understanding of its history and culture, so they can share the knowledge with their students back home," said Meredith Henderson, senior director, Center for International Understanding.

The two villages they visited were Nimgaon Bhogi and Sone Sanghi, approximately 60 kilometres from Pune. They spent a day there and were exposed to various aspects of village life. They interacted with the women, who spoke freely of their troubles and Ashta No Kai's efforts. One even prepared a speech in English for the group. The sarpanch of the village

and other government officials also gave them insight into village governance.

They then visited the village school. The group organised a sports day which thrilled the students and even saw the teachers participating in a race. They then split up in pairs and took charge of a class each and conducted various games and activities. They also distributed a variety of goodies.

"We spent the afternoon in the homes of five villagers. We sat on the floor and shared a meal with them talking about the differences in their lives and ours. We were extremely touched by the warmth and compassion shown by everyone," says Henderson. Finally, the schoolgirls exhibited their karate skills, acquired from the karate class held in school. Despite the heavy rain, the teachers showed immense enthusiasm.

The group also visited 18 schools in Pune and a blind school, where they interacted with students and teachers, taught lessons and observed the various methods of teaching employed. "I believe every education system has its pros and cons and that America can learn something from the Indian education system and vice-versa," said Mindy King.

Source: 14 July, 2013/ Indian Express

2,000 primary schools face closure threat

The Tamil Nadu Nursery, Primary, Matriculation and Higher Secondary Schools Welfare Association has warned that more than 2,000 primary and nursery schools in the State face the threat of closure in the current academic year over the issue of obtaining/renewing recognition.

This would jeopardise the education of thousands of students and throw hundreds of teachers out of work.

Addressing a press conference here on Saturday, association general secretary G. Krishnaraj said 900 schools in Tamil Nadu had already been closed by the Department of School Education last month as they had not been able to obtain or renew recognition mainly over their inability to meet the land requirements.

The Right of Children to Free and Compulsory Education (RTE) Act prohibited schools from operating without recognition.

"The State Government must not enforce land norms till the committee constituted to look into the land requirements for private schools submitted its report. Also, schools must be given adequate time to comply with the committee's recommendations," he said.

Further, he also appealed for more time for schools to comply with the Transport Department's conditions for operating school vehicles. He appealed to the government to relax some of the norms, terming them as 'impractical' to implement.

In the wake of Private Schools Fee Determination Committee, headed by Justice S.R Singaravelu announcing the fee levels for current academic year, Mr. Krishnaraj said that many parents were refusing to pay the school fees.

They were also complaining to school education officials that the schools were refusing to issue Transfer Certificates for their children.

He appealed to the Department of School Education to direct their staff to investigate such complaints and ensure they were genuine before initiating action against the schools.

Source: 14 July, 2013/ The Hindu

Vice President Inaugurates Project on Parekh Institute of Indian Thought by CSDS

The Vice Presaident of India M. Hamid Ansari has said that at each stage in our long history, a doctrine of governance can be discerned. The colonial hegemony and its rationale for social engineering to create a perception of self by the 'natives' certainly complicated matters.

The challenge now is to go into the interstices of earlier thought patterns to ascertain the nature of contents and their underlying values. Addressing at the inauguration of the Project on 'Parekh Institute of Indian Thought' by CSDS here today, he said that more recently and in the pre-independence period, many of our thinkers sought to bring about a renaissance but often faltered on what Tagore called the "social inadequacy" of our creed of nationalism. Three questions do need to be raised about earlier ages. Was there a concept of justice? Did it have partial or universal validity? Was it notional or practical?

He said that writing about political concepts of ancient India in 1927, Narayan Chandra

Bandyopadhyaya of Calcutta University referred to the difficulty of terminological equivalence and the ideas connoted by them. He cautioned against reading "Western ideas into our history". In regard to ideas themselves, there is enough textual evidence available to shed light on the practice of governance and the principles underlying them. Apart from Manusmriti and Arthashastra, we have Asoka's Edicts and accounts of travellers to give us a fair idea of political structures and values that may initially have been republican but eventually became monarchic. The same holds for the medieval period of Indian history. The 14th century historian Ziauddin Barani analysed the working of the institutions of Delhi Sultanate and enunciated a theory of monarchy emanating from them.

The Vice President said that Lord Bhiku Parekh is a political thinker of great eminence and this initiative of setting up an Institute of Indian Thought is certainly timely. In years to come, inquisitive minds would thank him and the CSDS for closing this gap in our institutional framework for intellectual pursuits.

Following is the text of Vice President's address:

"I candidly admit that my reason for coming here this evening is somewhat subjective. The subject itself is enticing; what is more, it takes me back to a less complicated world when I had the license to perambulate unchecked in the lanes and by-lanes of the world of thoughts.

Lord Bhiku Parekh is a political thinker of great eminence and this initiative of setting up an Institute of Indian Thought is certainly timely. In years to come, inquisitive minds would thank him and the CSDS for closing this gap in our institutional framework for intellectual pursuits.

I find the expression epistemic injustice referred to in Professor Bhargava's paper to be a fascinating one. Epistemic injustice in historical terms also necessitates some epistemic archaeology about the concepts of governance and justice in different ages of our own history since it is a truism that intellectual history is located at the intersection of social and cultural history and cannot be fully understood when divorced from the economic and political.

In regard to ideas themselves, there is enough textual evidence available to shed light on the practice of governance and the principles underlying them. Apart from Manusmriti and

Arthashastra, we have Asoka's Edicts and accounts of travellers to give us a fair idea of political structures and values that may initially have been republican but eventually became monarchic.

Here, a word of caution would be relevant. Writing about political concepts of ancient India in 1927, Narayan Chandra Bandyopadhyaya of Calcutta University referred to the difficulty of terminological equivalence and the ideas connoted by them. He cautioned against reading "Western ideas into our history".

The same holds for the medieval period of Indian history. The 14th century historian Ziauddin Barani analysed the working of the institutions of Delhi Sultanate and enunciated a theory of monarchy emanating from them. One passage sums up the rationale for legitimacy:

"Only that ruler can in truth be called and deemed a King in whose territory no man goes to sleep naked and hungry, and who makes laws and frames measures owing to which no subject of his has to face any material distress from which there is a danger to his life".

Some of these ideas, according to the encyclopaedic Abul Fazl, were incorporated by Sher Shah Suri in his statecraft. Akbar amplified them in good measure and added perceptions that promoted tolerance and social harmony. Above all, and away from statecraft, social values were preached and practiced across the length and breadth of the land. The emphasis was on accommodation, not on rejection.

At each stage in our long history, a doctrine of governance can be discerned. The colonial hegemony and its rationale for social engineering to create a perception of self by the 'natives' certainly complicated matters. The challenge now is to go into the interstices of earlier thought patterns to ascertain the nature of contents and their underlying values.

More recently and in the pre-independence period, many of our thinkers sought to bring about a renaissance but often faltered on what Tagore called the "social inadequacy" of our creed of nationalism.

Three questions do need to be raised about earlier ages. Was there a concept of justice? Did it have partial or universal validity? Was it notional or practical?

I congratulate the initiators of this commendable venture. In an essay a few years back, Lord Parekh had written about the limits of Indian political imagination, endorsed Rajni Kothari's observation on the contribution of political theorists being the weakest, and urged a three point approach to make Indian political philosophy 'a confident partner in the global conversation'.

I wish the Institute all success in its endeavour to revisit the essentials."

Source: 15 July, 2013/ India Education Diary

ANALYSIS/OPINION/INNOVATIVE PRACTICE

More B-schools closing than new ones opening

The dawn of the third millennium marked the golden age of professional education in India. Hundreds of new institutes came up adding thousands of seats. An equal number queued up to grab them.

A decade on, the picture is one of stark contrast in technical professional colleges: this year more B-schools applied for closure than those that took wing. This academic year, 94 management colleges have sought consent to shut down. In case of engineering colleges, many in the southern states, which experienced the highest growth in the professional education space, are up for sale. Many more colleges have trimmed programmes, branches of engineering or streams in the management course.

On the academic front, the Master of Business Administration programme was once supreme, attracting not only those interested in business but also those who wanted to master the tools of management. Today the overall growth of MBA education is negative in the books of the All India Council for Technical Education (AICTE). Between 2011 and 2013, the AICTE received 231 applications from management colleges wanting to shut down. The AICTE has Okayed about 80 of them.

A similar story haunts the Master of Computer Application (MCA) course while 84 colleges stopped offering the programme last year; only 27 started MCA courses. For students who choose not to apply to an MCA college, the decision is a no-brainer: with many more engineering seats available now, an undergraduate would rather earn a BTech degree followed by a two-year master's than enroll for a bachelor's in computer application and back it up with a three-year MCA that would also eat up six years.

'Poor colleges'

Alive to the problem, the AICTE has decided to allow colleges to offer a five-year dual degree programme and also permit graduates of science, BSc (computer science) and BSc (information technology) to jump to the second year of the MCA course. Yet, the small positive growth in the sector is from the engineering colleges where new institutes are coming up faster than closures taking place, largely in Andhra Pradesh, Uttar Pradesh, Maharashtra, Punjab and Rajasthan.

S S Mantha, AICTE chairman, said: "This is a critical phase for the professional education sector. Professional education must be in line with industry. If you don't offer placements, students are not going to come.

Colleges in remote India and institutes of poor quality are not getting students. There is just one key to attracting students: institutes need to be top-of-the-line. There is no payoff in running a bad college." But things seem to be looking up. "As the economy revives, we will see a larger pool of applications from colleges wanting to start. We have received close to 120 applications from B-schools for the next academic year," added Mantha.

Joining a professional college was once the pinnacle of an Indian student's career. Aspirants far outnumbered the seats available. So, students, left with little choice, would join anonymous professional colleges. But often, they were put off by one or more of these three reasons: poor quality of teaching, lack of adequate faculty or no job offer at the end.

"A young graduate would rather take up a job or prepare harder for another shot at an entrance exam which is the gateway to a better college," said an IIT director. The problem is also linked to the economic slowdown, said an IIM director. "MBA as a programme has to be relooked at in many colleges. It is time the AICTE set up quality control cells. Indian professional education has to move up to the next level," he said.

Source: 01 July, 2013/ Times of India

'Increasing percentages pose a challenge to the Indian education system'

Albert Einstein had once remarked: "Try not to become a man of success, but rather try to become a man of value". But sadly, success has become synonymous with survival and sustainance in the 21st century. In India the tragedy is even greater — we judge success by the percentage or marks scored in Board examinations and this yardstick keeps increasing every year, even touching 100 per cent. In my 26 years of experience I have seen a marked difference in trend. Ten to 15 years ago, most students getting 75 per cent and above were able to get into a good college and courses of their choice in India or Delhi itself. Today, as most students who score above 80 or even 90 per cent do not get colleges of their choice, students have started opting for colleges and programmes in universities abroad. Though they are expensive, they guarantee better placements and a secure future. This is really sad for India because it has heightened brain drain. If the Indian education system had been prepared for accommodating the increasing number of students with potential and acumen then India would not have to struggled to achieve its goal of becoming a developed nation. In my opinion, the situation can be addressed by the increasing the number of colleges in Delhi University and across India and by filling all the vacant teaching posts. Standardisation of higher education will ensure distribution of students throughout India. As for students in Delhi — my advice to them is to think pan-India when considering admissions. There are very good colleges and courses in Bangalore, Pune, Chennai, Calcutta, Mumbai and various other cities in India — do not hesitate to try for courses elsewhere.

Source: 01 July. 2013/ Indian Express

Higher education system needs to scale new heights: HRD Minister

It is unfortunate that none of Indian universities figure in the top 200 universities in the world, said Union Human Resource Development Minister MM Pallam Raju.

"There are many degree-awarding institutions in our country, but most of them lack quality. For shortage of good academic institutions, many meritorious students prefer foreign institutions for higher studies," he said while addressing the third convocation of Central University of Odisha at its Landiguda campus near Koraput on Monday.

The Union Minister said necessary steps need to be taken to revive the lost glory of Indian higher education system as enumerated in the country's history and take at least a few of the existing universities into the global top league.

"The higher education sector is undergoing expansion as the Government aims to increase enrolment of students by the end of 12th Plan period," said Raju. "The Union Government established Central University of Odisha in the KBK region in order to address the concern of equity and offer the opportunity of higher education to students of backward areas."

The HRD Minister said the drive towards innovation should benefit the persons who are not sound and stable from the socio-economic point of view. "Though innovation is the key to future progress, the drive for innovation in our country is weak as we lack the systems that encourage and generate innovations. There is a need to strengthen the system of research mobilisation, inter-disciplinary and inter-university research collaborations and industry-academia collaboration," he said, adding that distributive justice, as a higher goal of democratic polity, can be achieved only through a sound education system.

At the convention, social activist Tulsi Munda was conferred the Honoris Causa and eight students of the university who have secured top positions in their respective departments were awarded the Gold Medals for 2011-13 academic session.

In his presidential address, Prof K Srinath Reddy, Chancellor of the University, described the nature of modern education as 'problem solving education' and opined that education should pass through stages of knowledge and information and enable transformation.

Earlier, the University's Vice-Chancellor Surabhi Banerjee informed that the University is planning to open new courses in the academic session of 2013-2014.

The VC added that the University will move to its new campus at Sunabeda soon from its existing campus at Landiguda.

"The new campus is spread over 430 acres and we have already completed majority of infrastructure works there," she said.

Banerjee informed that the UGC has sanctioned 61 more teaching posts for the University this year. As of now, there are 30 regular and 12 contractual teachers in the Central University.

Source: 02 July, 2013/ New Indian Express

'Raise higher education enrolment to 30 percent'

Union Human Resource Development Minister M M Pallam Raju said on Friday that a target has been set to increase the enrolment to higher education from the current 18 percent to 30 percent by 2020.

At the 93rd convocation of the University of Mysore on Friday, he said in order to achieve the target; universities have to build up capacity. The government was focusing on quality education both in primary and higher education sector so that people are not only educated but have skills as well.

He said that after the promulgation of the Right to Education Act, over 23 crore children enrolled in schools.

Pallam Raju said that though India has made substantial progress since Independence on all fronts, there was room for improvement, in the sense that we have not been able to wipe out hunger completely; we have not provided shelter to all and have not achieved 100 per cent literacy. As long as we don't achieve these targets, we will not rise in the estimation of the comity of nations, he added.

"Many nations look up to us for guidance and are eager to take a leaf out of our experience in achieving progress and prosperity. That should not make us complacent. Our ancient saints always exhorted us to 'march on and march forward.' We need to hear those words of vigil because our population is growing exponentially and swallowing all the gains we have made as a gift of science and technology," he said.

Quoting 19th century British thinker John Ruskin, "The richest country is that which nourishes the greatest number of happy human beings", Raju said that should be our goal. "All our efforts should be galvanised in accomplishing this objective. If this is our aim, then there is no room for dichotomy between science and humanities since both of them strive to explore the possibilities of tracing all-encompassing dimensions of human life. Therefore, one cannot be imagined without the other. With this end in view, these two wings must work in tandem to produce the desired results," he said.

Source: 06 July, 2013/ New Indian Express

Focus on making students employable: Pallam Raju

Union human resources development minister M Pallam Raju on Friday felt that education system should equip students with knowledge-based employable skills. Once students are out of varsities, they should be eligible for employment in any part of the world, he said.

"The biggest challenge of the Indian education system is to produce quality students who are employable. The country has the highest number of youth and it is the responsibility of the nation to guarantee them quality education," the minister said, delivering the 93{+r} {+d} commencement address for the covocation of the University of Mysore at Crawford Hall.

Raju claimed that India had made substantive progress on all fronts, but there was room for improvement. "We are yet to wipe out hunger completely, provide shelter to all and achieve 100% literacy. Unless we achieve these targets, we will not rise in estimation of comity of nations," he said.

The country's gross enrolment ratio in higher education is 18 pc and the target must be taken to 30 pc by 2020, Raju said.

Congratulating graduates, gold medalists, cash prize winners and honorary doctorates, the minister told students that the education they have received from the varsity is like an intellectual bank balance and they should continue to augment it throughout their lives besides sharing it with others for the welfare of society.

Honorary doctorates

On the occasion, University of Mysore conferred honorary doctorates on eminent scientist Roddam Narsimha, former Indian cricketer Anil Kumble, freedom fighter H Srinivasaiah and legal expert T K Viswanathan.

Governor and chancellor of the university Hansraj Bhardwaj presided over the convocation, while higher education minister and pro-chancellor of the university R V Deshpande and varsity vice-chancellor K S Rangappa were present.

In numbers

* 21,038 students, including 11,758 girls, were conferred with different degrees

* 363 students from 50 different subjects received doctoral degrees. Among them 132 were women

* 184 students shared 296 medals and 159 cash prizes in five faculties - arts, commerce, science and technology, law and education.

Quote hangers

Education system is faced with serious challenges and it needs to be tackled to keep pace with latest developments in various sectors across the globe.

Roddam Narsimha, Aerospace scientist

India is a nation of youngsters and it is imperative to tap their potential by channelizing their energy to grow globally.

Anil Kumble, Former Indian cricketer

The youth should inculcate Gandhian principles in life to develop moral values

H Srinivasaiah, Freedom fighter

It is essential for legal advisers to keep abreast of latest developments and update knowledge regularly to tackle challenges in their profession.

Source: 06 July, 2013/ Times of India

India leads in education, says Cornell University President

A top American academician has described the drop in number of Indian students joining US universities as brain circulation rather than as reverse brain drain.

"I call it as a brain circulation and in the past it was going in one direction. We see discoveries are coming in the field of medicine, agriculture, technology from places that we did not think of in the past.

"India has some of the finest and world class institutions such as IITs and Indian Institute of Science and there is no dearth of world-class quality education there," President of Cornell University, David J Skorton, told PTI here on the sidelines of a meeting in Cornell Club in Manhattan.

Skorton said India is leading the world in cutting edge outsourcing technology and technological revolution of sorts is happening there.

"Look at some of the inventions in medicine and agriculture. Infosys has done whole new concept of outsourcing to make India feel proud. It had mastered the technology," he said.

Cornell University is the most educationally diverse member of the Ivy League.

On the Ithaca campus in New York alone nearly 20,000 students representing every state of the US and 120 countries choose from among 4,000 courses in 11 undergraduate, graduate, and professional schools.

Many undergraduates participate in a wide range of interdisciplinary programs, play meaningful roles in original research, and study in Cornell programs in Washington, New York City, and the world over.

Skorton became Cornell University's 12th president on July 1, 2006. He holds faculty appointments as professor in the Departments of Medicine and Pediatrics at Weill Cornell Medical College in New York City and in Biomedical Engineering at the College of Engineering on Cornell's Ithaca campus.

There are more than 100,000 Indian students studying in various universities across the US and according to one survey in the 1970s about 80 per cent of the IIT graduates migrated to the US then and now the number has fallen to less than five per cent.

The number of Indian students studying in the US has dropped for the second consecutive year, according to the annual Open Doors Report released by the Institute of International Education in the US.

In 2011-12, there were 1, 00,270 Indians at American universities, down from 1, 03,895 in the previous year and 1, 04,897 the year before that.

In 2009-10, China overtook India for the top spot in terms of students at US universities. Though India

is still number two, the number of Indian students is down by about four per cent. Issues such as visa restrictions, slowdown of US economy and tough job market have been cited as reasons.

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

Education in India has very poor quality: President

Expressing deep concern over the poor quality of higher education, President Pranab Mukherjee said institutes in the country have failed to claim international repute like those enjoyed by Oxford, Harvard or Stanford universities.

"Unfortunately, none of Central universities, IITs and IIMs were adjudged in the list of top 200 universities across the globe," Muhkerjee said while delivering his inaugural address at the second convocation ceremony of Central University of Rajasthan held at Bandarsindri (80km from Jaipur) on Tuesday. He was referring to the QS World University Rankings report released in May 2013.

"I feel sad to say that 83 years ago under British rule, an Indian scientist teaching in an Indian university, Sir C V Raman, was awarded Nobel Prize for physics. Since then, our universities have not produced any Nobel winner except for four Indians whose basic foundation was in India and have won Nobel while living abroad in the last decade," Mukherjee said talking about the declining quality of education.

The President attributed the poor quality of education to out-dated examination systems, vacant teaching posts and lack of competitiveness among centres of excellence. "The examination system should be replaced by modern methods of evaluation. Teaching profession should be made more attractive and lucrative," he said while sharing that nearing 38% teaching posts are lying vacant in all Central universities.

After pointing out the shortcomings in the education sector, he spoke on efforts to revitalize the higher education sector. The country has 669 universities, 35,000 colleges with enrolment of 2.69 crore students by the end of the 11th five year plan. "The 12th five year plan will see an outlay of Rs 1.1 lakh core which is more than 2.5 times the actual expenditure during the 11th five year plan and will likely take the country back in the era when centres of excellence like Taxlia University use to attract brains from across the

globe," said Mukherjee, who is on a two-day trip to Rajasthan.

He called on the passed-out graduates to work for the needy and voiceless people through their skill, knowledge and stressed on 'respect for women'. "The nation has invested in you. It does not want big sacrifices from you. It only asks you to understand your duties and responsibilities," Mukherjee tol the students amid thunderous applause from all those present.

Prior to his speech, the president awarded gold medals to 14th students for bagging first position in their respective streams in a jam-packed convocation hall. The ceremony began with Central University V-C M M Salunkhe briefing the guests on the progress of the university.

Governor Margaret Alva, chief minister Ashok Gehlot and Union minster for corporate affairs and Ajmer MP Sachin Pilot were also present on the occasion. Alva in her speech sharply pointed out that education in the country has failed to change the mindset of people, even the highly educated ones. "The higher societies are educated, the more the number of girls goes missing," said Alva calling public figures and media to ponder over how education system can be enriched to achieve inclusive growth. Alva was very critical on the rise of sectarian forces. Without naming any organization and incident, she said, "They are disrupting peace and harmony."

Source: 10 July, 2013/ [Times of India](#)

Take off for the right destination

If you are planning to go abroad to specialise in your area of interest, you need to plan and choose the place that best suits your requirements

Higher education overseas still remains a fad amongst most Indian students, mainly because of the foreign tag or stamp that they will have in their bio-data after successful completion of their academic programmes. A large chunk of Indian students are going overseas for coveted degrees or diplomas in varied fields, so that they can step into the fast track career lane. Definitely, education overseas lends great credibility for aspirants as well as industry are aware of the quality being delivered by many of the institutions across the globe, though some have opened as mere shops too, which we need to be cautious about. Countries like the US, the UK, Canada, Germany, Australia, France, New

Zealand, etc., offer programmes across all sectors; just name one and you will find a plethora of them starting from foundation to specialised levels. There are a few important aspects of studying abroad that we need to look at before we actually land up in an offshore country.

How to choose a programme: Tab your aptitude first and go for subjects and programmes that you are interested in. Don't get swayed by the current trends. A course catering to a particular industry may not fetch the same high salary after three to five years, which it is offering to applicants currently. But if you find interest in a particular subject then you will always find ways to excel in your work area. You can even think of starting your own venture in the related field in the future.

Countries and popular programmes: Programmes in IT, business and management are most popular with countries like the US, UK, France and Singapore. You can find Germany to be the best place for science and engineering programmes. Medicine and Aeronautics programmes are quite known in the US and Russia. Programmes in finance and accounting are something that the US and Australia offer in abundance. For hospitality and travel programmes, you can look at the UK, Australia and Singapore, whereas, for fashion and design programmes, Italy and France are favoured destinations.

Start doing homework: Make a detailed study of the sources for scholarships, fellowships, financial aid, work study or other assistance available. Opportunities for part time work and related regulations in the university should be studied well in advance, though the first priority should only be studies. Get the academic requirements, including the acceptability of Indian qualifications, confirmed by the admission authorities. Search engines of Google, embassies and foreign offices of many overseas universities in India can provide you with all details about the programme you intend to go for in a particular country.

Information gallery: If the US is the destination you are looking for it is advisable to source all information from the United States Educational Foundation in India commonly called USEFI and also from www.fulbrightindia.org. Similarly for the UK, you can get all the required information from the British Council's website www.britishcouncil. org/india.html and www.ucas.com/apply/index.html; for Australia log on to www.studyinaustralia.gov.au; for New Zealand log on to www.studyingnewzealand.com; for Canada log on to www.studycanada. ca/english; for Singapore log on to www.singaporeedu. gov.sg; for Ireland log on to www.educationireland.ie; for France log on to www.edufrance.in; and for Germany you can get information on www.daad.de/deutschland/index.en.

Examinations: If score reports of examinations such as GRE, GMAT, TOEFL, IELTS, TOEIC, MCAT, LSAT and SAT are to be produced for the sought programme, plan ahead, since these cannot be sought overnight. In fact, planning should start at least eight to 12 months prior to the admission process. Statement of Purpose and essays in application: Don't ever underestimate the importance of essays and Statement of Purpose (SOP) in your application. They are the most important aspects of your admission to a particular course. Your personal statement provides you with the opportunity to distinguish yourself from all the other highly qualified people and is of major importance. A good SOP is a very important part of the application since it gives the school admissions board the opportunity to evaluate you as a person holistically. Open with a summary statement of your preparedness, then describe your background, education, and community and the reasons you became interested in the profession of your choice. Also discuss how the school will help you meet your educational and career goals.

Source: 15 July, 2013/ [Times of India]

RESOURCE

Need to Make Media Education Relevant to Industry: Experts

Industry leaders from the fields of advertising, publishing, television, journalism, digital media, human resources and media education agreedon the need to make media education relevant to the working of the media and entertainment industry. They were speaking at a conference organized by exchange4media, the publishers of Impact, the weekly that covers industry issues and by Careers 360, the career counseling magazine.

The conference was addressed by Mr. A.P. Parigi, Advisor, Oxford University Said Business School and Member, Board of Overseers at Fordham Graduate Business School, New York; Mr. D. D. Purkayastha, CEO of the media conglomerate ABP and Mr. Sunil Lula, CEO, Times Television Network.

The other speakers included Mr. Suit Tandon, Director General of the Indian Institute of Mass Communication; Mr. Nagesh Rao, Director, MICA; Mr. Chandan Chatterjee, Director, Symbiosis Institute of Media & Communication; Mr. R.C. Venkateish, CEO, Dish TV; Ms. Dnyanada Chaudhary, COO, Madison Media; Mr. Pramath Raj Sinha, former CEO of the ABP Group and now Managing Director, 9.9 Media; Mr. Mahesh Peri, Chairman and Publisher, Careers360; Mr. Rahul Kansal, Executive President, Bennett, Coleman and Co.; Mr. Anant Goenka, Head of New Media, Indian Express, Mr. Nitin Mantri, CEO of the PR firm Avian Media; and Mr. Roshan Abbas, noted radio and television personality and Managing Director of the WPP-owned event management company Encompass.

Executives from the digital media industry emphasized the demand for talent that can combine creative arts and technology to deliver high quality content spanning entertainment, information, education and business for various platforms based on broadband and wireless connectivity.

Veteran journalists and journalism educators spoke about the 'urgent need to bridge the newsrooms and classrooms' while preparing the next generation of journalists for India, in view of its increasing economic and political influence in the world.

Panelists also advised media students to consider nontraditional creative fields such as Interactive Content, Gaming, Experiential Marketing and Media Planning. They highlighted the three themes common to success in any creative profession: creativity, ability to communicate and a focus on clients, customers, and audiences.

Speaking on the occasion, Mr. Annurag Batra, Chairman & Editor-in-Chief, exchange4media said, "There is a war for talent in the media, advertising & communication space.

The industry is in flux and what constitutes talent is now changing in this fast paced industry which is seeing true convergence and hence this conference is an attempt to look at issues that impact careers, talent, jobs, salaries and come up with some answers with the active involvement of all stakeholders, thought leaders and industry practitioners. Together with the stalwarts of media, advertising, communication; we at Impact and exchange4media have created the mahakumbh of talent and careers in media."

Source: 01 July, 2013/ India Education Diary

'Sensitisation can curb crimes against women'

Sensitisation of students at educational institutions would go a long way in reducing crimes against women, said Minister for Social Welfare M.K. Muneer.

Speaking during the inaugural function of the workshop organised by the All India Council for Technical Education (AICTE) at the College of Engineering here on Monday, the Minister said that this would be a step towards moulding a generation that proactively works towards preventing crimes against women.

"There is a 'Kerala model' for health and even education. To create a model 'women-friendly' State, promoting awareness is imperative to create an environment that is safe for women irrespective of the time or location," said the Minister, appreciating the AICTE's initiative to conduct the seminar to sensitise the management and faculty of technical institutes on measures to curb sexual crimes.

Citing figures that showed high incidences of crime across the board, be it child abuse, domestic violence or harassment in the work place or educational institutions, Dr. Muneer said that atrocities could be effectively curbed only at the local level. Jagratha Samithis functioning under the aegis of the Kerala Women's Commission will be strengthened mainly to find unreported cases of abuse within the household.

The overwhelming number of cases in a single panchayat, whereby women tolerate physical assault and mental torture at their homes, came to light when a crime mapping exercise was carried out by Kudumbasree at the Mararikulam South panchayat.

This enabled the Social Welfare Department to take action accordingly, said the Minister, adding that this could serve as a pilot for other ward-level activities to follow.

He also said that the government is also focusing on rehabilitation measures for setting up Nirbhaya shelter homes to provide security and protection to victims of violence. The facility to conduct video

conferences here so that victims are not put through the trauma of having to confront their attackers directly is also being followed through by the government, in addition to setting up fast-track courts in Thiruvananthapuram, Kochi and Kozhikode.

Source: 02 July, 2013/ The Hindu

RUSA will take care of higher education needs: Raju

Lamenting that the quality of education in India remains below global standards, Union HRD Minister MM Pallam Raju on Tuesday said the aim is to improve the situation in 12th 5-year-plan for which a Rashtriya Ucchatar Shiksha Abhiyan (RUSA) is being launched.

"It is a stark reality that quality, particularly in higher education, is not up to the international standard and the Central government is taking a slew of measures to improve the situation," Raju told reporters here.

Maintaining that the focus was to improve teaching-learning quality and research, he said funds would be made available through RUSA to universities and colleges to strengthen higher educational institutes and make them the centres of academic excellence.

Stating that the government plans to open many higher educational institutes, including 20 new Central universities and seven IITs during the 12th plan, RUSA would go a long way in elevating the status of deserving institutes to that of Central universities.

The statement came a day after Raju, while addressing the convocation at Central University of Orissa at Koraput, said it was unfortunate that no Indian university was among the top 200 varsities in the world and sought innovative reforms in higher education to improve quality.

In a bid to improve the quality of teaching, it is planned to start teacher training schools in all Central universities, he said, adding that concrete steps would be taken to consolidate the new IITs and other institutes.

On Odisha, Raju said the total amount released by the Centre to the state for various schemes on school education from 2009 to 2013 was Rs 6,488.77 crore, while the fund given during 2013-14 stood at Rs 837.12 crore.

173 blocks in the state were identified as educationally backward, he said, adding that altogether 9,483 primary schools have been sanctioned under Sarva Sikshya Abhiyan (SSA) in Odisha out of which 8,946 have been opened.

Out of Odisha's total 89,383 habitations, 85,858 have been covered by primary schooling facility within one km. At upper primary level, 87,299 habitations are covered within 3 kms, he also said.

Source: 06 July, 2013/ Zee News

Environment education – Just another subject?

In 1991 the Supreme Court of India issued a mandate requiring the University Grants Commission (UGC) to prescribe courses on environment at all levels of higher education. This can be considered the first judiciary step to help control environmental problems. Then, in 2003, another judgment from the same court mandated Environment Education to be taught in all formal education institutions. According to this mandate, every school in every State of India needs to teach environment education. I was happy when I learned about this. I considered it a monumental verdict as I believed it would educate our children and youth — the next generation — on ecological issues, create awareness, make them understand and participate, find solutions for environmental problems and hence, preserve and nurture nature.

However, it took some time for me to realise that the real situation is far from what we assume it to be. My belief that this attempt to educate our younger generation would make a difference in environment protection was proved wrong. When I met a teacher of environment education in an institute of higher education, I enthusiastically enquired whether it was interesting to teach environment education. His response was utterly disappointing. He said there was nothing to teach and it was only about pollution and global warming. I was surprised at his (mis)understanding of the subject. Then I met a student and asked his opinion. His response was equally disappointing. He said he could write anything and still get good marks. He added that there was nothing to learn in the subject.

It was saddening to discover how an essential branch of learning is looked at as 'yet another subject' and an unnecessary one and probably a burden. If only our education system had helped our learners and teachers to understand the importance of a key knowledge area, our present and the future generation could appreciate and preserve nature and resources.

I was wondering why the attempt did not succeed. I think several factors have contributed to such dismal failure. For one, at the national and State levels, entrepreneurs, government officials, and law makers must obey the laws of the country in letter and spirit. 'Profit and pleasure for self at the cost of nature and the general public' must stop. For another, we as individuals must play our roles well to complement the governments' efforts. When we say we should do away with plastics, everyone — consumers, sellers, the government — must collaborate to stop the use of plastics. We should be ready to shop with cloth bags and producers must stop using plastic containers.

If there is such an effort on the part of the elders, tomorrow's citizens will fall in line. Both are huge tasks, but then a clean environment is possible only if every citizen is clean in body, mind and spirit.

'There can be few more pressing and critical goals for the future of humankind than to ensure steady improvement in the quality of life for this and future generations, in a way that respects our common heritage — the planet we live on … Education for sustainable development is a life wide and lifelong endeavour which challenges individuals, institutions and societies to view tomorrow as a day that belongs to all of us, or it will not belong to anyone.' (United Nations Decade of Education for Sustainable Development 2005–2014).

Source: 10 July, 2013/ New Indian Express

Going to UK for education? Higher studies in Germany & France may be cheaper & easier

During his state visit to India in February, French president Francois Hollande unveiled a plan to increase the number of Indian students studying in France by 50% in the next five years. Ambitious? Perhaps, but not unrealistic.

After all, the country did achieve that target last year - in 2012, almost 2,600 Indian students opted for higher education in France, a jump of 50% over the previous year. In 2013, this ease to 3,000.

The French government, Campus France - the national agency for the promotion of higher education, international student services and international mobility - is going all out to lay out the red carpet for Indian students.

Today (July 14), France will launch a unique five-year circulation visa in the Schengen area which will be issued to Indian graduates of French institutions of higher learning for both business and tourism purposes. The scheme includes all present alumni â€" the 10,000 Indian nationals who've graduated from French institutions.

"We expect this [visa] will convince many students to apply to French institutions. Not only will it help them maintain networks they have built during their studies, it will also be a great asset in their professional life," says Caroline Gueny-Mentre, attache for scientific and university co-operation, Campus France.

Further, Indian students can stay on for six months after graduating to look for employment in France in their line of work. Once hired, a long-stay work permit is readily obtainable with the help of the company.

Continental Shift

These steps are proving to be a huge advantage for France in view of the declining popularity of the once most-popular destination in Europe for Indian students â€" the UK. Since April 2012, the UK discontinued the two-year post-study work route for international non-European Union (EU) students.

Foreign students from non-EU countries graduating with a UK degree have to find a job with a UK Border Agency-licenced Tier 2 sponsor to remain in the UK after they finish their courses. (The Tier 2 category is for foreign nationals who have been offered a skilled job to fill a gap in the workforce that cannot be filled by a settled worker.)

Further, they will have to earn a minimum annual salary of £20,000. And there's more to be worried about: the maintenance threshold for international students has been increased from April 2012, and students now have to show evidence of more funds to support themselves during their course. Small

wonder then the number of Indian students going to the UK dropped to 15,097 in 2012 from 28,774 in 2011.

While the English language is still a big draw of the UK for Indian students, things are changing.

In the past, it was not easy for students to work in non- English speaking countries of Europe after their studies and many found it difficult to pick up a foreign language.

"Students who have family businesses prefer to study in the EU because the courses are generally shorter and hence cheaper. Such students are not looking for employment," explains Karan Gupta, a Mumbai-based education consultant.

Besides, he adds, some EU countries such as France and Germany have special work visas that international students can apply for. "The majority of Indian students are value-seekers.

The higher barriers of visa and lower employment prospects have lowered the value proposition," explains Rahul Choudaha, a consultant and director of research and strategic development, World Education Services, New York.

Thus, some Indian students, especially with limited funds, are finding other European destinations like Germany and France, more attractive. This is primarily due to a combination of two factors: lower or no tuition fees coupled with wider choice for master's programmes in English, adds Choudaha.

Agrees Gupta: "Public institutes in Germany don't charge any tuition fees even from international students. Thus many students from India choose Germany as it's significantly cheaper than anywhere else in the world," he adds.

Lower tuition fees are motivating many Indian students like Dhruv Kumar, 24, to move to France rather than the UK. "Many of the top business schools in France are more affordable than similar ones in the UK. Scholarships are also easily available," says Kumar, who is all set to join a masters of management programme at Essec, one of France's top business schools.

An engineering graduate from Delhi University, Kumar believes that renewable energy, which is his area of specialisation, has a lot of opportunities in

France and he will be able to intern with top companies there.

"I have taken up French classes for the past two months. However, my course will be taught in both English and French," he says.

Source: 14 July, 2013/ Economic Times

Apeejay Stya Education Research Foundation (ASERF) is guided by the vision of eminent educationist, industrialist and philanthropist Dr. Stya Paul's vision of value based holistic education for a responsive and responsible citizenship with a finely ingrained attitude of service before self. It is supported by Apeejay Stya Group, a leading Industrial & Investment House of India with interests in diverse fields. It will attempt to shoulder the efforts in serving the broader issues of Access, Quality, Equity & Relevance of Education and gear up to face the challenges of the new world order using collaborative and multidisciplinary approach. The foundation will become the repository of information on education and conduct research in new educational methodologies while collaborating with premier educational institutions globally.

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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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