APEEJAY STYA EDUCATION RESEARCH FOUNDATION

rooted in values. soaring towards excellence.

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 2009. Click here to download the prescribed format along with the terms and conditions.

Apeejay Education Society launches courses in Biosciences & Clinical Research: Apeejay Education Society (AES), has now established an institute for Biosciences and Clinical Research to meet the growing demand for technical personnel in the Biosciences sector. The institute, **Apeejay Svran Institute for Biosciences and Clinical Research, Gurgaon, (AIBCR)** has been established in collaboration with leading companies in the industry, viz Martin & Harris, ASG Biochemicals and Walter & Bushnell Health Care.

For more, visit: www.apeejay.edu/aibcr

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.

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ASPECT

Brand attraction

There are growing concerns in the U.S. that the central mission of its universities of advancing knowledge has been derailed by marketplace values.

Now that there is so much talk about reforming higher education, it is important to know which models are sought to be emulated. Clearly, there is much that is wrong with many higher education institutions in the country, just as much is wrong with the system as a whole. But the difficulties of achieving and maintaining good quality pedagogy that is also relevant to the needs of a developing country are well known by now.

When looking for other standards by which to judge our higher education institutions, it is pointless to compare them only with institutions in developed countries, which have the benefit of much greater resources and operate in a completely different environment. Despite this rather obvious point, too much journalistic writing and middle-class perception treat the higher education system in the United States as the model that deserves emulation everywhere else in the world. It is regularly portrayed as the most dynamic, successful and attractive of all such systems in any country.

In India, this is also exemplified by the sheer demand for study in the U.S. The queues of students lining up to join higher education institutions in the U.S. seem to grow longer and longer regardless of the high and rising costs of such education and practical concerns such as visa difficulties. And the attraction for such students seems to be not simply the lure of eventual emigration to the U.S. but a genuine perception that that system is inherently superior.

How did this state of affairs come about? Is it really only about actual quality, or have other forces, such as effective marketing of the American system all over the world, come into play? A book (*Branded Nation: The Marketing of Mega-church, College, Inc., and Museum-world*; Simon and Schuster Paperbacks, 2004) by James B. Twitchell, a professor at the University of Florida, suggests that it is essentially about successful branding.

Twitchell's book describes the significance of branding in culture industries, including those that have traditionally been seen as far too "highbrow" or "spiritual" to actually descend to slugging it out in the marketplace. It does not cover only higher education; it also dissects the increasingly desperate advertising moves of organised religion and the more suave and sophisticated branding of high art and museums. But the most fascinating part of his book – and the most instructive for us in the developing world – is the expose of the business of higher education and the process by which such brand positioning has come to dominate all higher educational activities in the U.S.

Given the demographic changes that have led to an ageing population, higher education in the U.S. should be going through a period of contraction if earlier ratios of enrolment had been maintained. To sustain the expansion that is now built into the system, colleges and universities have to attract more students than they did previously. They have sought to do so by enlarging the pool of potential entrants. One route is to ensure greater diversity from within the population, by admitting more women, blacks and ethnic minorities. Another route is to attract those outside the national population – therefore, the significance of foreign students.

It is no secret that all this requires branding. Twitchell's achievement is to show how this has caused a central change in the way American universities are organised. As the experience of higher education gets commercialised, outsourced and franchised, what is being delivered is no longer knowledge so much as a brand, with all the consumer identification markers that this entails. So the central figure in the delivery is no longer the professor but the professional manager. And the largest department in most universities is now the "development" department, concerned with the raising and management of funds.

All this has changed the pyramidal structure of higher education in the U.S. The sector is now structured like a barbell. At one end are a few elite "deluxe" institutions with internationally recognised brand names that rule on the basis of their exclusivity. At the other end is a large bulk of mass providers that admit almost anyone and everyone because they must keep expanding to survive. The top group relies more on endowments and donations, the bottom group on student fees and state support. Meanwhile, the middle category, the under-funded and undersubscribed institutions that are neither "good" enough nor large enough, is being destroyed.

Within the institutions of higher learning, the game is not so much about getting through as about just getting in. The focus is mostly all on attracting enrollment and much less on what goes on after that. As a result both the good and bad universities and colleges are less concerned with the actual quality of education and the capabilities of their graduates and are more interested in their external image and the related ability to attract more students. This explains the famous statement attributed to Derek Bok, that Harvard University (of which he was president for two decades) is a real storehouse of knowledge because "so much comes in, and so little goes out".

Branding is all about telling a story, and so the top institutions need to spread the story of how difficult they are to enter. For this they have to show a high rejection rate, which means, in turn, that they must somehow attract lots of applicants. Since rank is based on selectivity, private media rankings – most famously that of *U.S. News & World Report* – assume great significance.

Interestingly, all the data used in the rankings relate to "entry" features rather than "exit" or "output" characteristics. A lot of effort, not necessarily academic, goes into sustaining the rankings and, therefore, the brands. "Pioneer advantage" (the benefit of a long tradition) obviously helps

but is not enough. It is necessary to work continuously at sustaining the brand name, as Twitchell shows with his brief description of what Harvard systematically does to ensure that it remains the top brand.

One might ask, this is all very well, but so what? Yes, higher education, like so much else in our increasingly consumerist societies, is being marketed and advertised aggressively by competing institutions. But is this an adverse development? Maybe this is just one more instance of consumer sovereignty allowing students and their guardians to be fully aware of the costs and advantages of different institutions.

Unfortunately, this is not really so since the hype and the ranking hide more than they reveal. More significantly, this entire approach creates basic changes in the way higher education is conceived and delivered so that the original purpose (dare one call it learning?) may be almost completely subsumed or even swept away by the branding process. Twitchell's comment on this deserves to be quoted in full:

"Understanding the marketing machinery operating Higher Ed, Inc., may explain some recent developments at universities such as

➢ The predictable and supposedly uncontrollable eruption of grade inflation and the concomitant charade of teaching evaluations,

➢ The single-minded outsourcing of almost every conceivable aspect of Higher Ed, Inc.,

➢ The selling off of academic space as the campus becomes commercialised: Georgia Tech put McDonald's golden arches on the floor of its coliseum, Columbia University lent its name to a for-profit company offering distance learning classes on the Internet, the University of California accepted a research grant from a pharmaceutical company to research new drugs and give the corporation the right to get the first look at the results, etc.,

➢ The loss of any shared nationwide curriculum,

➢ The collapse of good schools at the low end of a cohort, and, of course,

➢ The impact of shopping for branded education not just as a way to enter the institution but as a method of choosing a course of study. What looks like dumbing down is in reality a predictable effect of competitive branding" (page 167).

Education as Business

This is why serious higher educationists in the U.S. are worried about the implications of education as business. There are growing concerns that the central mission of universities is no longer to advance and transmit knowledge and has largely been ousted by the just-in-time, immediate-gratification values of the marketplace. The impact of the global financial crisis has been to intensify these pressures. State-funded universities have had their budgets slashed and are desperate for high-fee-paying foreign students to maintain some semblance of their past structures. Private universities find that the value of their endowments has shrunk, and so they too need to commercialise more activities and get in more revenues from whatever source.

We in India and elsewhere cannot afford to smirk complacently at this sorry state of affairs in the U.S. for this is precisely the kind of system that many here are actually aiming for. So we may be looking at an image of our own future in higher education if saner voices do not prevail.

Source: Frontline Vol. 26, Issue. 25, Dec5-18, 2009

NEWS
CAT Confusion

When I envisaged writing this article, I nicknamed it 'postmortem of the CAT.' Little did I know that as the first-ever online Common Admission Test (CAT) unfolded, the term 'post-mortem' would become so appropriate! Though many managed to attempt the CAT without a hitch, others experienced bizarre problems. Any attempt to forecast the score is fraught with a risk generally. And this year's CAT fiasco makes the job doubly difficult. Here are some of the factors that might make a significant difference to CAT scores of applicants:

Many candidates were able to get more time than the allocated 135 minutes for the test. While the computer hanged in the middle of the test, the clock stopped. As clueless supervisors tried to reset the system, the candidate got extra time to solve the question that he/she was attempting before the computer hanged.

On the other hand, many candidates got lesser time than allocated — again owing to computer problems.

Some candidates did not see all 60 questions. This is because the screen blanked out either partly or entirely after attempting some questions.

Some candidates were made to attempt the test more than once.

As many as 10% of the total questions, were repeated from previous CAT exams. Some questions were exact replicas of questions from CAT 2003 to CAT 2005. Since, the CAT test papers of those years were officially made available by the IIMs, many applicants had thoroughly studied those papers. I personally came across students who knew the solutions of several questions by heart. They spent mere seconds in selecting the correct answer from options given with such questions. In an exam where admission to top B-schools of the country, can be secured by getting 30-40 questions right, a gift of as many as six free questions can impact the entire score.

Conventional wisdom suggests that students who stay relaxed and calm during the exam tend to do well.

However, CAT 2009 test centres were filled with noise, confusion, delays, and tears. I saw many students breaking down during test and begging authorities to help them.

There was a substantial difference in the difficulty level of the questions generated in different slots.

The 'Next' button to move to the next question was dangerously close to the 'End Test' button. Click a few millimeters off and it's bye-bye CAT 2009.

In this scenario, only a paper-and-pencil retest of CAT appears as a reasonable solution. For now, let us explore the CAT 2009 sections and evaluate your performance.

If you have been a regular reader of Education Times, you would recollect that we predicted CAT 2009 to be easier than earlier CAT exams. We predicted the legendary 'killer' CAT questions would be few and far between, whereas the CAT exam from 2003 to 2008 was very difficult. Even bright students barely managed to attempt 50% of the questions in previous CAT exams. This time a large proportion of candidates managed to attempt as many as 70% of the questions. Several students even attempted well above 55 of the 60 questions asked.

High Overall Scores

These and several other factors might contribute in increasing the CAT 2009 cut-off scores significantly. Some other factors are:

Easier questions

Extra time: For attempting 60 questions, candidates were allocated 135 minutes, thereby giving them well over two minutes per question. In earlier CAT exams, the corresponding time was either two minutes or below that As mentioned above several questions were repeated.

Expected Cut-Off

Every institute subscribing to the CAT 2009 score will decide its own cut-off. However, we estimate that the cut-off for Indian Institutes of Management (IIMs) ie Ahmedabad, Bengaluru and Kolkata, would be a net score of 58.3 percentage. Given the fact that there is negative marking for incorrect responses, here is an example of how you could score 58.3 percentage:

Quantitative Aptitude:

Attempted: 14/20.

Correct: 12

Verbal Aptitude:

Attempted: 16/20. Correct: 13

Data Interpretation & Logical Reasoning:

Attempted: 13/20. Correct: 12

This would put your overall attempt at 43/60, with 37 corrects and six wrong answers. With one-third negative marking for each wrong response, you would end up with a net score of 35. This score should be adequate to get you a call from all of the top IIMs.

Sectional Cut-Offs

Predicting sectional cut-offs is a murkier business especially as the difficulty level of CAT 2009 varied significantly from day-today. But a good estimate of the sectional cutoff for the top IIMs (for each of the sections) is a net score of 50 percentage. Here is how you could score

50 percentage in a section: You attempted 14/20 questions with 11 correct answers and three wrong answers. With one-third negative marking for each wrong response, you would end up with a net score of 10, ie 50 percentage. If you attain this score in each of the sections, and achieve an overall score of 58.3 percentage, you should get a call from all the top IIMs.

Scores in Earlier Years

The estimates mentioned above are significantly higher than the actual cut-offs observed in previous years. Overall cut-offs have usually been close to 40 percentage and sectional cutoffs remained in the vicinity of 33.

A Tough Cat

Whenever any test is administered on multiple days, there is the risk that one version of the test would be different than another. The statistical process of 'scaling' ensures that scores of all students can be compared. Though the actual process of statistical scaling is quite complex, a simplistic explanation would be: 'scale down the scores of students who got easier tests and scale up the scores of those who attempted tougher tests'. The estimates provided earlier are for the average CAT 2009. So, if your specific version of the CAT was easier than average, you would have to score a little more. Likewise, if your version of the CAT was more difficult than the average CAT, you could get by with a little lower score too. But, regardless of how difficult your CAT was, it is unlikely that the overall cut-off would be lower than 50 percentage and that the sectional cut-off would be lower than 45 percentage.

A Different Cat

Ungrouped questions: Usually, if a test has various questions on jumbled sentences, for example, they all appear in a group. This year, such grouping was absent other than in the case of reading comprehension and data interpretation. So, question one could be on jumbled sentence, two on English usage, and three on jumbled sentence again. This was one of the very few ways in which CAT 2009 raised the difficulty level.

Shorter reading passages: The length of the reading comprehension passages was shorter as compared to the previous years. Interestingly, most students received three passages despite the reduced number of questions. But unlike earlier CAT exams some passages had as few as one or two questions.

Substantial question-variety: Despite the reduced number of questions, the creators of the test managed to introduce substantial variety in the questions. As a result, there were very few questions of each type.

Quantitative aptitude section: Education Times had predicted that algebra, geometry and number systems would be the most important topics in the quantitative aptitude section. In all versions of CAT 2009, at least eight out of the 20 questions were from these three topics. In some test sets, as many as 12 out of 20 questions were from these three topics. This means that if you had studied

only these three topics out of the total of 20 odd quantitative topics, you could possibly clear the sectional cut-off.

The Future Course: One needs to be mentally prepared for a retest in so far as CAT 2009 is concerned. Though there is no guarantee. Do not forget to prepare well for the group discussions and personal interview after you have scored well in your MBA entrance exam. All the best!

Source: /timesofindia/14 December 2009

Future medicos

It's the dream of many parents to see their child as a doctor and now students can see why. As India's population surges, there is a huge leap in the number of people afflicted with chronic and acute diseases and/or in need of emergency care. Health issues that come with longer life spans are also multiplying. No wonder that the qualified health professionals are in great demand.

The recently formed Global Alliances for Chronic Diseases, in its inaugural summit, declared that heart diseases, chronic respiratory conditions, cancer, and diabetes

are the four biggest killers leading to loss of life (388 million people), and loss of foregone national income (India, China and the UK are set to lose $558 billion, $237 billion, and $33 billion respectively) — all over the next 10 years.

Heart of the matter: Cardiology and cardiac surgery

Heart ailments claim the maximum number of lives in India and across the world. In fact, according to a report by an international group, by 2010, 60% of heart disease patients will be from India. It doesn't end here. Studies have proved that a genetic mutation affecting 4% of Indians — and 1% of people worldwide — is responsible for the creation of a protein that almost certainly guarantees heart ailments. Add to that the growing number of young professionals who love fast food and have little time for physical activity and you'll begin to see why health experts believe we're sitting on a time bomb.

Cardiologists and cardiac surgeons work to prevent, diagnose and treat heart disease. Cardiologists are physicians who use non-operative measures to treat heart disease. Sudhir Vaishnav, chief interventional cardiologist, Asian Heart Institute, elaborates, "Cardiology can be categorised into two broad subsets: invasive and non-invasive cardiology."

He adds, "Non-invasive cardiology is suitable for those who prefer fixed working hours, because this field primarily deals with non-emergency, elective procedures like echo cardiograms, treadmill testing, 24-hour ambulatory holter monitoring for blood pressure recording and EECP."

However, if you're considering a career in invasive cardiology, be prepared for "extremely demanding work hours," warns Vaishnav. He says, "Cardiologists work 12 to 14 hours per day, and it is not uncommon to attend to a patient in the middle of the night." Invasive cardiology

comprises methods like an angioplasty/angiography, which imply minimally invasive vascular intervention. Other cardio specialties include electrophysiology (electrical properties of biological cells in the heart), paediatric cardiology, and adult paediatric cardiology (adults who were treated for heart problems as children).

Not to be confused with cardiologists, cardiac surgeons are trained in a surgical specialty, and perform surgical procedures on the heart or its blood vessels in the case of heart transplants, or to treat congenital, valvular or ischemic heart disease. The life of a cardiac surgeon is even more demanding than that of a cardiologist, clocking between 16 to 18 hours. Ramakanta Panda, vice chairman and cardio vascular thoracic surgeon, Asian Heart Institute, says, "Unless an individual is completely committed, s/he shouldn't get into cardiac surgery. It takes a minimum of eight to 10 years to become a surgeon. However, while the monetary gains may be better in other fields like ophthalmology and orthopaedics, this is one branch where satisfaction is immense. You are treating a dying patient, and five days later, he is leaving the hospital, on the road to recovery."

After completion of the 5.5-year MBBS (inclusive of one-year compulsory internship), a student must decide whether to pursue an MD in internal medicine (to pursue cardiology later) or MS in general surgery (to pursue cardiac surgery later). Both these courses are of three years' duration, and are followed by a DM in cardiology or an MCh in cardiac surgery, of three years respectively.

A bittersweet problem: Diabetology

The World Health Organisation (WHO) has stated that more than 220 million people worldwide are afflicted with diabetes, with 50.8 million of these from India alone — the largest diabetic population in the world. With one diabetes-related death occurring every 10 seconds, this silent epidemic has now become a matter of serious concern for health professionals.

''Diabetology is a branch of internal medicine that can be pursued after a student completes his MBBS," explains Anil Bhoraskar, diabetologist, Asian Heart Institute, and secretary of Scientific Section, Diabetic Association of India. Bhoraskar is also a postgraduate teacher for the two-year diploma programme in diabetology offered by the University of Mumbai. He adds, "The two-year residency programme is affiliated to medical colleges, and students can pursue it after appearing for an open entrance exam. The course covers all areas that aspiring diabetologists must be familiar with, as diabetes can lead to other complications, namely retinopathy, nephropathy, diabetic foot, cardio and neuro."

Diabetologists also have a role to play in the counselling OPD, wherein they help patients to come to terms with a chronic illness, and make the required lifestyle adjustments. Bhoraskar adds, "Diabetologists will provide dietary advice, personal/skin care advice, and even counsel patients to self-monitor their condition, and adjust dosage accordingly."

Countering cancer: Oncology

Cancer accounts for 13% of all deaths worldwide and there are 1.5 to two million cases of cancer in India at any given time. Oncologists deal with tumours or cancer, and must deal with the whole spectrum of services for cancer patients, ie diagnosis, treatment — surgical oncology, radiation oncology, chemotherapy, and finally, palliative care (terminal cases and post-treatment recovery). S K Srivastava, professor and head, radiation oncology at Tata Memorial Hospital, explains, "Oncology consists of treatment of patients in four different ways: surgical oncology involves a simple or complex procedure for removal of tumour, radiation oncology involves using radiation from the outside (teletherapy) or from close to the tumour (brachytherapy), medical oncology or chemotherapy employs chemicals that are injected or ingested, as well as biological *therapy* to intercept the pathway of tumour development."

Other areas include onco-pathology (diagnosis using various markers), anaesthesia, biochemistry, radio diagnosis, and preventive oncology. Srivastava adds, "For surgical oncology, a student should have completed his MS in general surgery or in a specific surgical field, and then go on to pursue the MCh in surgical oncology, focusing on cancer treatment in the area of his MS. For radiation oncology, students will have to pursue an MD in radiotherapy, while medical oncologists must have an MD in medicine, and then a DM in medical oncology."

Seeing straight: Ophthalmology

The average urban Indian's life has changed. We spend hours in front of our computer screen, or have excessive exposure to dust and pollution while travelling. But these aren't the primary areas for ophthalmologists. As Ashwin Sainani, paediatric ophthalmologist, Dr L H Hiranandani Hospital, states, "The biggest growth in the ophthalmological field is possibly in cosmetic areas — laser correction surgery has become extremely commercialised, and is a very lucrative business. We are also witnessing an increasing number of diabetic patients consulting ophthalmologists concerned about retinopathy. And obviously, *cataracts* are the bread and butter for most ophthalmologists — every individual needs a cataract operation at least once in life."

To pursue ophthalmology, students must complete an MS in ophthalmology after their MBBS, and develop their expertise in a sub-specialty by working with a surgeon after their MS. Sub-specialties under ophthalmology can include glaucoma, cornea (lasik surgery), oculoplasty (eyelids and cosmetic botox), as well as vitreo retinal surgery, among others.

Bone of contention: Orthopaedics

With increasing instances of osteoporosis and *arthritis*, besides other common accident-related bone and joint treatments, orthopaedics is a specialty that will continue to grow. Vivek Shetty, consultant orthopaedics and bone and joint specialist, says, "With increase in the number of vehicles on city roads, the number of accidents has also grown."

Though orthopaedics is a surgical branch, orthopaedic surgeons can use both surgical and non-surgical methods to treat musculoskeletal trauma, degenerative bone diseases, tumours or sports injuries. Shetty says, "Orthopaedics can concern themselves with a certain part of the body — specialising in spine surgery, hand surgery, joint replacement surgery, oncology orthopaedics, paediatric orthopaedics, and even sports injuries."

Students need to pursue an MS in orthopaedics after their MBBS to pursue a career in the field.

Baby boomer: Infertility treatments

With an increasing number of women focusing on their careers, late marriages have become a norm. An increasingly high-stress lifestyle has also added to cases of early menopause and other problems, creating opportunities in the field of obstetrics and gynaecology — particularly for doctors working to combat infertility. Aniruddha Malpani, In-Vitro Fertilisation (IVF) specialist and managing director, Malpani Infertility Clinic, reveals, "Anyone who wants to pursue a career in IVF has to have an MD in obstetrics and gynaecology. Fertility medicine is one of many subspecialties within the subject. IVF has emerged as an extremely effective technique. Although the field is extremely challenging, partly because of the amount of time one needs to invest in studying, as well as because of the competitiveness in this branch, it is also the most gratifying field in medicine. You are not just changing the life of a couple, but their entire family."

If IVF is not your thing, obstetrics and gynaecology also offer opportunities in maternal fetal medicine (concentrating on the fetus as a patient, managing high-risk pregnancies), and gynecological oncology (gynecologic subspecialty focused on the medical and surgical treatment of women with cancers of the reproductive organs).

Source: /timesofindia/7 December 2009

High demand for fresh and young scientists

"The country is all set to witness a sea change in science and engineering education," said Union Minister of State for Science & Technology and Earth Sciences

Government of India Prithviraj Chavan while inaugurating the morning session of Second Science Conclave at Indian Institute of Information Technology, Allahabad on Sunday.

Addressing the gathering, he said IITs would soon have medical courses in their curriculum -- a step towards promoting interdisciplinary approach in the country.

After the economic reforms of 1991, India's growth rate increased rapidly in all the fields -- science, technology, finance and commerce, banking and information technology. Chavan said our pace is slow owing to research but we have reached an optimum level in terms of quantity. But the need of the hour is to do more qualitative work. The PM, Dr Manmohan Singh has committed to increase the research and development budget from 1 percent to 2 percent of GDP.

For this, the government has simulated various similar programs all over the nation and simulated the functioning of not only IITs across India but also NITs and IIITs. He talked about the three major challenges: Energy Security Challenge, Food Security Challenge and Water Problems. Not only this, but certain global problems such as terrorism, climate change, cyber related security problems were discussed.

The minister also gave an overview of the eight latest ongoing Technological Mission announced by the PM for non-conventional energy resources, development of solar photovoltaic cells, Himalaya ecological system, glacier ecological system, reduction in fossil fuel, clean gold technologies and others. He emphasised on the requirement of good governance despite availability of economic regulators for various sectors.

Talking on Indian endeavours on R&D, he detailed two major divisions: Strategic R&D and Non-Strategic R&D. He said unlike other developed nations, 75 percent of the R&D expenses in India come from public funding and only 25 percent are from private sector unlike other developed nations.

In his address, the secretary Department of Science and Technology (DST) T Ramaswami stated that at present, we have a requirement of managing the innovations rather than creating innovations in the field of science and technology. He said: "Currently, there is a huge demand of fresh and young scientists. And this is the best time to opt for science for all those between 10-32 years of age who wish to make a career in science." Their innovative endeavours will definitely contribute to our nation's growth, he added.

On the occasion, Nobel Laureate Prof Robert C Richardson said he was deeply impressed with Indian students and enjoyed time here. Nobel Laureate Joseph H Taylor too had a great interaction with students and young scientists and advised students to opt science as their career in order to development of society. Nobel Laureate Douglas Dean Osheroff looked forward to share a lot of things with the students because there were always new possibilities to explore the scientific world. The Nobel Laureates jointly emphasised on a common need of understanding the objective of such Conclave which is designed to motivate the participants to inculcate interest in research fields.

The interaction was followed by the question answer session with the guests. Their queries from the fields of science, technology, research, politics and growth in Indian education system were boldly taken by the Minister and others. To a questions regarding the current requirement of our nation, Chavan said we require efficient and high quality leaders in various fields -- science, technology, management, ERP, banking and commercial and even in politics. He answered: "due to limited resources such scientific programs are spreading non-uniformly and with a slow pace but within two years 27

such campaigns including inspirational programmes will be accomplished.

Ramaswami informed that currently every high school has received a written postal information about the DST programme. He said an order to increase the quality level of Indian academic and research environment, the number of IITs has been increased from nine to 13 and various technological advancements such as efficient faculty, online distance learning, HDTV and several other modes and devices have been incorporated in the institutions and in the Indian educational system. He also addressed the upcoming fields of cyber security and its breach relating the cases of MMS and breach of security of call centres.

Source: Allahabad /timesofindia/13 December 2009

HPU to allow admission on old UGC norms till December 26

New rule makes entrance test mandatory

In a decision that will give relief to nearly 150 PhD aspirants, Himachal Pradesh University has extended till December 26 the date of admission in all departments according to the old norms of the University Grants Commission (UGC).

Earlier, HPU had decided that all admissions to the PhD course after June 2009 would be held on the new norms laid down by the UGC to improve the quality of the degree. An entrance test for admission has been made compulsory under the new rule.

Dean of Studies Professor V P Sharma said: "After December 26, the university will allow admissions to PhD courses on the new guidelines. The norms have been discussed by the university and will soon be formally adopted by decision-making bodies."

With a notification to the effect being issued on Monday, huge rush for forms could be seen on the HPU campus for admission. On an average, about 80 to 90 PhD students enroll each year in the university, but the number is expected to go up this year due to the introduction of entrance test from the next session.

The new UGC guidelines include compulsory course work, for which proper attendance of the candidate in the respective department will be a must. Candidates who have qualified the National Eligibility Test (NET) along with Junior Research Fellowship will be exempted from the entrance test.

In case of field work, the candidate will have to inform in writing about his absence from the department. Six monthly review of progress in the PhD course through a presentation before the departmental council is a must. In case the council is not satisfied, the candidate can be asked to discontinue.

Even as the admission will be made through entrance test, there is a provision for 10 per cent extra marks to candidates who have qualified NET or State Eligibility Test (SET) or M.Phil. Those who have NET or SET along with an M.Phil degree will get 15 per cent extra marks.

IGNOU summit on marketing of India's higher education on Dec 12

Indira Gandhi National Open University (IGNOU) is organising a summit on 'Marketing of India's Higher Education Worldwide: Revisited' on December 12.

The summit, being held in collaboration with the Institute of Marketing and Management (IMM), will have technical sessions in engineering and technology, IT and management, tourism and hospitality and agriculture and would focus on the opportunities available to students from around the world in these fields at an affordable cost in India.

It would also have addresses by chief guest Minister of State for External Affairs Shashi Tharoor, IGNOU Vice-Chancellor Professor VN Rajsekharan Pillai, Member (Education), Planning Commission Narendra Jadhav and Rajya Sabha member and IMM professor PJ Kurien.

Prof Pillai will chair the summit.

India education: Opening the doors to foreign universities

India — since taking office in late May, Kapil Sibal, India's minister in charge of higher education, has become the government's most aggressive champion of opening the country's doors to foreign universities.

In an interview last month, Sibal talked about why he thinks India can no longer afford to turn its back on foreign providers. And he outlined the kinds of regulations that will most likely govern such institutions should a much-debated bill on the subject finally pass India's parliament in the coming months.

India's current laws allow foreign colleges to offer programs in India, but only in conjunction with domestic academic institutions.

Sibal stressed that there are no "preconditions" for foreign colleges that wish to enter the Indian market. "I think any proposal that benefits us and those who want to come in are welcome," he said. "We will of course examine those proposals, and we have to make sure … that quality institutions come in. They should not be looking for quick profits and moving out."

Responding to concerns that some foreign institutions have had about the prospect of dealing with India's notoriously difficult government bureaucracy, Sibal said that they "should not be worried about the normal trappings" involved in setting up a university here because their entrance will be governed by a separate statute that does not involve existing regulatory agencies.

Any foreign higher-educational institution allowed into India — if unaided by the Indian government — will be able to determine its own tuition and curricula, he said. But it will have to seek accreditation in India, and will not be able to repatriate profits.

"We are not going to sort of minutely look at these things to interfere and intervene, but we must make sure their quality is consistent with what we want," said Sibal, who is a graduate of Harvard University's law school and also India's former science and technology minister. "When you set up a course in India it may be Harvard in the U.S., but it has to be accredited here."

When asked whether foreign institutions will have to comply with India's quota laws, which set aside a percentage of seats for students from various castes, Sibal implied that they would not, provided that they do not accept federal or state government support, like private universities in India.

A new commission being set up by the Indian government at Sibal's recommendation will replace a myriad of regulatory agencies, in hopes of increasing clarity and reducing red tape in the accreditation process. Sibal explained that this commission will review applications from foreign institutions wishing to enter India, but said it will not have the authority to approve them, implying that his ministry will have the final say.

Objections to opening India to foreign educators remain strong in India. Opponents frequently point to the high tuition rates institutions abroad charge and say they do not want to see the same happen here. But Sibal dismissed such concerns, noting that that is already happening in India's private higher-education sector. He added that if a foreign institution plans on charging what would be considered a high rate in India, he would advise it to think twice. "I think any good education provider will be sensitive to such concerns," Sibal said.

The minister did stress, though, that foreign higher-education providers allowed into India cannot repatriate any profits to their home campus.

"Look, nobody is against profit," he said, "but it should not be distributed to shareholders. The profit should be plowed back." He suggested that 75 percent of such profits should be reinvested into the Indian campus and the remaining 25 percent should go into a reserve fund in India owned by the university.

Sibal said he was optimistic that opposition within India to foreign universities will diminish.

"The people of India are ready for it," he said, adding that he expects that a long-delayed bill to allow and regulate the entry of foreign higher education institutions will be passed before next July, when the next academic year begins.

Sibal framed the issue within the broader process of globalization that has affected all nations. "If you ask me, this process of a global economy moving forward started first with the services sector. Then the manufacturing sector ventured out, and I've been saying the time is right, the moment is right for the educational sector," he said. "If nations want to get closer to each other and develop a strategic partnership the best way to do it is through

investment in education because that's what brings people together."

The government's renewed interest in foreign university partnerships has garnered the attention of the Obama administration. Representatives of the two governments have begun meeting to discuss educational collaboration. Sibal noted that he had met William J. Burns, U.S. under secretary for political affairs, just that morning to discuss the creation of an India-U.S. Education Council.

"We would like to collaborate with [American universities] on a whole range of issues," he said. "I personally think that whatever proposals come our way, we are willing to consider them, whether it is vocational training, research collaborations, public-private partnerships, certification processes, diplomas, degrees, 100-percent owned universities or joint ventures."

Source: New Delhi /globalpost/12 December 2009

Like CAs, engineers may have to register

IITs, NITs or private engineering colleges — doing a four-year engineering course will not be enough. Engineers like lawyers, chartered accountants, architects and others will soon have to register themselves with the proposed Indian Council of Engineers.

HRD ministry has mooted the Engineers Bill, 2009, that stipulates mandatory registration/certification of professional engineers. The Bill also proposes setting up the Indian Council of Engineers that will maintain a national and international register of professional engineers and associate professional engineers and will regulate the engineering profession.

Prepared by HRD ministry's technical bureau, the Cabinet note for the Bill is being circulated for inter-ministerial consultation. The Cabinet note says regulating engineers will lead to public accountability and innovation in the profession. It claims that creating such a register will help Indian engineers globally and create certified quality standards. An official said, "It is not fair to say that all engineers come out with same kind of capability. There are many engineering colleges churning out poor quality engineers. It is also a fact that as the number of engineering colleges has gone up so have cases of engineering mishaps."

HRD minister Kapil Sibal says, "The Bill has come at the request of various engineering associations who want some semblance of regulation. They had come to me and demanded that a law should make registration of engineers mandatory. If engineers are involved in doing public work why should they be not liable in case of any mishap?"

The move to regulate engineers has been debated within HRD ministry since 1996 but somehow a law has never been drafted. On factor against such a Bill has been that at a time when the HRD ministry is in the process of deregulating higher education and emphasising on quality control, regulation of engineers might result in the creation of yet another body doling out registration.

Source: /timesofindia/1 December 2009

MBA in healthcare management

With the healthcare industry witnessing remarkable growth in the last few years, the concept of healthcare has gone beyond hospitals. Instead, it is now related to a gamut of quality services linked to hospitals.

This in turn has increased the demand for quality healthcare professionals in India.

Today, healthcare is the third largest service sector — at US $35 billion — in India and is expected to reach US $75 billion in the next five years. Of all the hospital expansions in the near future, the private sector will account for 80% of this spending.

A major challenge for the Indian healthcare industry would be not only to retain the healthcare workforce but to develop an environment that would encourage the NRIs to come back. Even if the number of doctors were to increase from 0.6 to 0.8 per 1,000 and the number of nurses were to increase from 1.5 to 2 per 1,000 to match with international standards, India still would need 2,00,000 doctors and 5,00,000 nurses besides another 2,00,000 healthcare management personnels.

This creates the need for a specialised course in healthcare and MBA in healthcare management is the answer to this need.

CREMA (Clinical Research Education and Management Academy), an institute offering quality education in clinical research, is offering a two-year full-time MBA in healthcare management in association with an UGC and NAAC accredited state university. The university is associated with one of the oldest and most reputed medical colleges in the country. The course will begin in January 2010. "This specialised MBA in healthcare management will surely provide new opportunities to students and professionals" says Dr S.M. Sapatnekar, dean, CREMA.

MBA in healthcare management can be a good choice for graduate or postgraduate students from life science, microbiology, pharmacy, biotechnology, medicine, nursing, physiotherapy, dentistry, homoeopathy, ayurvedic, veterinary science and paramedics.

The curriculum includes a soft skill training programme from ISIL and Speak First (UK). For more information, call up CREMA at 1800 209 3731(toll free), 080 41425578/79, 99723 61942/69, 96323 19877 or email at bglrenquiry@cremaindia.org

Source: /timesofindia/7 December 2009

National consultation on legal education

In order to introduce reforms in the legal education system, the law ministry will organise a national consultation in the month of January. The consultation will result in unveiling a vision document and a national policy on legal education. Issues pertaining to legal education are already being charted out. National Law University (NLU), Delhi, organised a discussion with representatives of law schools

and university departments, which was chaired by Veerappa Moily, law minister.

Moily, while announcing the decision to hold a national consultation, said, "There are more than 900 law faculties and departments in our country along with national law schools to offer legal education. We have made a lot of progress with respect to creation of law schools. However, university departments are still ailing from issues that need to be critically addressed." Calling national law schools 'islands of excellence' he said that it was important to take these schools to the masses. "We must encourage more people to apply to national law schools. The numbers of applications are not adequate and hence we have discussed strategies to bring about improvement," he informed. "To address all issues we will hold a national consultation process and invite stakeholders in legal education. It would result in a national policy on legal education," added Moily.

The decision to reform legal education assumes greater significance in context of the recent 'vision statement' by the Centre on judicial reforms. The statement draws out a package of judicial reforms to reduce cases pending from 15 to three years and make the justice delivery system efficient, transparent and more accessible to the poor. "A quality legal education system is mandatory to meet these aims," said Ranbir Singh, vicechancellor, NLU.

The session highlighted five key issues: attracting and retaining faculty, infrastructure, funding, curricula and students' admission. "We are constituting five task forces to study these issues and the observations will be submitted in January to help formulate a draft of vision document," the minister informed.

In order to have better teachers, Moily proposed freedom to practice law and better monetary incentives for law teachers. He also suggested inviting teachers from other countries. The idea of having 'floating faculty' was also mooted. "Any good law school overseas has at least 150 faculty members, but not all are permanent, around 50% of the faculty teaches at various institutions. We cannot have experts in all the subjects in all the institutions. But we can have few experts for all the institutions," Singh observed.

Ajit Prakash Shah, chief justice, Delhi High Court, pointed out that the inability of many legal institutions to recruit full-time quality teachers along with poor infrastructure were at the root of the problems. He laid emphasis on ethical values and alternative dispute resolution skills and integration of social sciences in the curricula.

Elaborating on student admission, the minister said, "There is a need to raise the minimum requirement for admission to law courses." Many vice-chancellors also emphasised the need to make LLM a one-year programme. "We are losing bright students to foreign countries that offer one-year LLM courses. Hence, we propose that duration of the LLM course be reconsidered," Singh said. However, SN Singh of law faculty, Delhi University, said, "The LLM in India has certain topics that

cannot be covered within a short duration. We need a lot of consultation before taking any such move."

Source: /timesofindia/14 December 2009

New rule raises number of poor by 100 million

Every third Indian is living below the poverty line, far more than believed earlier, according to the revised estimates of an expert group on the subject, chaired by Suresh Tendulkar, eminent economist and former chairman of the Prime Minister's Economic Advisory Council.

The committee undertakes a new methodology to calculate the poverty ratio. For 2004-05, this works out to 37.2 per cent of the total population, 10 percentage points more than the earlier estimate of 27.5 per cent.

The new methodology puts the number of poor in 2004-05 at 407.6 million, though the older method, based on calorie intake, had put the number at 30.17 million.

However, even as the new methodology gives a higher estimate of poverty headcount at the all-India level for 2004-05, the extent of poverty reduction between 1993-94 and 2004-05, is much the same from that inferred using the earlier methodology.

The inference being that poverty has declined in India by around eight percentage points between 1993-94 and 2004-05. Using the new methodology, overall poverty stands at 37.2 per cent in 2004-05, down from 45.3 per cent in 1993-94. Earlier estimates also show almost a similar reduction, with the poverty ratio declining to 27.5 per cent in 2004-05 from 36 per cent in 1993-94.

The committee has primarily moved away from calorie intake as the basic criteria and has instead broadened the scope by considering per capita expenditure on commodities and services, which includes categories like health and education.

The report states that the rural poverty ratio has been understated by earlier estimates and the new methodology has led to a significant revision in the earlier Planning Commission rural poverty estimate of 28.3 per cent in 2004-05, to 41.8 per cent for the same year. However, even then, rural poverty has been on the decline since 1993 -94 and considering both the old and the new methodologies, there has been a decline of around 8-9 per cent in the rural poverty ratio between 1993-94 and 2004-05.

The earlier estimates have constantly faced criticisms that the consumption patterns underlying the rural and urban poverty line baskets have remained stagnant for more than three decades, as they followed consumption patterns prevalent in 1973-74 and hence have become outdated.

Source: New Delhi /business-standard/12 December 2009

No need to clear Hindi for ICSE

Indian Certificate of Secondary Education (ICSE), the school-leaving board examination, will become easier from 2012.

Students won't have to pass their second language (vernacular) paper to be able to move on to the next level; they will have to take a 20-mark oral examination that will test students' listening and speaking skills; and, from 2013, won't have to sit for a separate environmental science test.

These decisions were taken in the last week of November at a board meeting of the Council for the Indian School Certificate Examinations (CISCE). The council conducts both ICSE and Indian School Certificate or ISC (the Class 12 board examination) throughout the country.

According to current norms, an ICSE student has to pass in English and four other subjects, one of which has to be the second language.

If a student fails in the second language but clears English and three other subjects, he/she is allowed to move on to class XI, but has to clear a compartmental exam for the second language to be eligible for the ISC examination.

Under the new regulations, it will no longer be mandatory for a student to pass the second language to appear for ISC. But passing in four subjects other than English will remain mandatory.

Then, Council for the Indian School Certificate Examinations (CISCE), which manages both ICSE and ISC, has decided to do away with a separate examination for environment education and merge it with other subjects.

''According to a Supreme Court verdict, students have to learn environmental lessons. But nowhere does it make it mandatory to hold an examination in the subject. We have decided to integrate various topics related to environment education with subjects like geography, biology and other subjects,'' said Gerry Arathoon, the officiating chief executive and secretary of CISCE.

The authorities have also decided to introduce a 20-mark oral examination in English. Effective from 2012, they will be tested on their listening and speaking skills. Individual schools will conduct this test.

Source: Kolkata /hindustantimes/1 December 2009

Paper chase

The Medical Council of India has recommended that postgraduate medical students must present a paper at a national-level conference and publish in a reputed journal before they can sit for their examination. The MCI had earlier made it mandatory for assistant and associate professors to publish if they were to be promoted. The new proposal, which reports suggest is likely to get the health ministry's nod, aims to boost research in medicine. It is in line with HRD Minister Kapil Sibal's emphasis on research in higher education (even though his ministry has no direct control of this). As Sibal points out, India's contribution to global research has slipped to 2.87 per cent from 10 per cent about 30 years ago.

While the idea of encouraging research and publication is good in theory, the MCI's current plans make little sense.

For one, the requirements that students have to publish in high-quality journals is a high bar for so young an age, especially if not many faculty can boast of the same. What's more, given the paucity of medical students and how tightly they are stretched in simply putting their learning to use in overburdened hospitals, this suggestion seems rather otherworldly at the moment. While gearing education towards first-hand research is a laudable aim, medical students, who learn by doing in the most valuable ways, should not be burdened with too much workload. Surely, incentives for research (such as the National Science Research Fund, which Sibal has mooted) work better than forcing all students to comply with the same requirements.

The MCI has a point: more research in medicine will have long-term benefits. But the way to do this must be better tuned; top-down mandatory rules are precisely what ail the overregulated higher education sector. There should instead be facilities and funds that incentivise doctors and students to pursue research and produce papers. It is hoped that the health ministry does not approve this particular recommendation, while at the same time coming up with novel and workable ideas to encourage research in medicine.

Source: /indianexpress/5 December 2009

Plans afoot to bring 800 universities online

The Centre for Development of Advanced Computing (C-DAC) has developed eVidyapeeth, a platform for the Universities Grants commission (UGC) to bring all 800 open universities in the country online. In its first phase, the project is likely to take off from the academic year 2010-11 for 50 open universities in the country.

The Pune and Mumbai C-DAC centres have developed the technology. Zia Saquib, executive director, C-DAC Mumbai said, "Once the UGC gets clearance, the project will begin by the next academic year. There are various government procedures which have to be worked out and then the online procedure for 50 universities will begin." He was speaking on the sidelines of a workshop organised by C-DAC on Monday.

All major universities in the state including the University of Pune, Nagpur University and Mumbai University are part of this project. This platform will enable students to choose their choice of university, register, enrol for a particular course/degree, pay fees online and later even download study material and tasks.

"A demonstration was made to the UGC this year in May and now we are waiting for the government nod," Saquib said.

Source: Pune /timesofindia/1 December 2009

Professional education takes a hit in Punjab

Courses in management, engineering, hotel management and pharmacy may be the most sought after in other places

but thousands of seats in these streams are going a begging in the progressive state of Punjab.

Private technical institutions in the state are saying that nearly 45 percent of the seats — 26,000 out of the total 60,000 seats in most sought-after streams — are lying vacant in leading institutions.

''This is resulting in a loss of hundreds of crores of rupees annually to these institutions and to the state government as the seats are not being filled. The Punjab government is unable to match up to the liberal policies being followed by states like Himachal Pradesh and Rajasthan in attracting students and investment in the education field,'' Anshu Kataria, chairman of the Aryans Group, a leading institution in management and other courses located near Chandigarh, told IANS.

With the global economic meltdown showing signs of recovery and courses, especially in the management stream generating interest among students, institutions in Punjab offering such courses were also hopeful of revival. But that has not happened as in management courses alone, 11,300 seats out of total 25,000 are lying vacant.

''More than 26,000 seats out of 60,000 are lying vacant in various private unaided technical institutions of Punjab. Ninety-five percent of the colleges in Punjab are private and if the state government does not take immediate steps to bail out these colleges, they will not be able to impart education,'' J.S. Dhaliwal, president of Punjab Unaided Technical Institution Association (PUTIA), said here.

Chairmen from leading educational groups from all over Punjab held a meeting here Sunday to discuss the issue. These included Zora Singh (Desh Bhagat Group), Anshu Kataria (Aryans Group), Manjit Singh (Doaba Group), Gurvinder Singh (Rayat and Bahra Group), Rohin Sachdeva (Lala Lajpat Rai Group), Avtar Singh (Sukhmani Group), H.S. Jwanda (Bhai Gurdas Group) and others.

Several thousands of students are enrolled in these institutions for various courses.

''If corrective measures are not taken immediately to save these private colleges, the situation would worsen in next academic year. In engineering 8,000 seats out of 26,000; in Pharmacy 1,500 seats out of 2,000; in management 11,300 seats out of 25,000; in hotel management and other courses 4,500 seats out of 6,400 are lying vacant.''

All the private unaided technical institutions in the state are affiliated to the Punjab Technical University in Jalandhar, 150 km from here.

Managements of these institutes blame the Punjab government for not adopting 'pro-student' and 'pro-education' policies to attract students in the state.

''Earlier, neighbouring states like Himachal and Jammu and Kashmir used to contribute students (20,000-25,000 annually) to institutes in Punjab. But with governments in these states adopting liberal education policies in setting up institutions there, the students are not coming to Punjab. The Rajasthan government allots free land to institutions setting up an engineering college in any district which does not have one,'' Kataria pointed out.

Dhaliwal said while the Punjab government had forced the private unaided institutes to reserve 10 percent of seats quota for economically weaker section (EWS) students, it has done nothing about the 25 demands put up by these institutes when both sides signed a memorandum of understanding last year.

Most of the private institutions in Punjab have been set up in the last five years.

He added: "But till date none of the demands have been accepted and many of the newly opened private colleges are on the verge of the closure because of problems. To add to this, the state government is issuing show-cause notices to our institutions."

He said despite spending lakhs of rupees on advertisements inviting applications from EWS candidates, the seats are lying vacant as applicants are just not there.

PUTIA members have now started debating whether they should continue with the EWS scheme or not.

State government officials, however, say that the drop in number of students from other states is not the fault of the Punjab government.

"We are trying to help out in this situation but cannot force students from other states to come and study here," a senior government official said.

Source: Chandigarh /thaindian.com/14 December 2009

ANALYSIS/OPINION/INNOVATIVE PRACTICE

Accreditation mandatory for higher education institutes

Accreditation is to be made mandatory for all institutes of higher education regardless of whether they get government grants, parliament was informed Friday.

"The law has been drafted and we are engaged in inter-ministerial discussions. We will soon bring it before the cabinet and hope to introduce it in the budget session of parliament (beginning February 2010)," Human Resource Development Minister Kapil Sibal said during question hour in the Rajya Sabha.

Once the law comes into effect, all institutions of higher learning, regardless of whether they award degrees, diplomas or other certificates, and regardless of whether they receive aid from the University Grants Commission (UGC), will have to get themselves registered with the National Accreditation and Assessment Council (NAAC), the minister said.

"The intention is that all institutions of higher learning must be compulsorily and mandatorily accredited," he added.

Sibal said the NAAC had identified a seven-stage accreditation procedure covering:

➢ Curricular aspects,

- Teaching, learning and evaluation,
- Research, consultancy and extension,
- Infrastructure and learning resources,
- Student support and progression,
- Governance and leadership, and
- Innovative practices.

Answering a supplementary on the equivalence of accredited institutions with their counterparts outside, Sibal said India was to have come on board the Washington Accord by June but this had now been put off till 2011.

The Washington Accord, signed in 1989, is an international agreement among bodies responsible for accrediting engineering degree programmes. It recognises the substantial equivalency of programmes accredited by those bodies and recommends that the other bodies as having met the academic requirements for entry to the practice of engineering recognise graduates of programmes accredited by any of the signatory bodies.

Source: New Delhi /thaindian/11 December 2009

Good English, your passport to UK course

Planning to study in the UK? Then get your English right. The British government plans to make English language testing mandatory for those applying for short courses.

British deputy high commissioner Richard Hyde told TOI that some students, especially from non-English speaking countries, were not articulate. "During the course, these students find it difficult to cope. However, most Indian students have demonstrable ability in English. At present, many universities ask students to take up English tests. Now, the government will review making it compulsory for all universities."

Indian students flock to the UK

The number of Indian students going to the UK has shot up. In 2008, 29,000 Indians applied for a UK student visa: this was a 25% increase from 2007. But for the first nine months of 2009, this figure has jumped to 40,000. "India remains the biggest source of UK visa applications globally, some 4.50 lakh applications were received from India in 2008," Hyde said.

Attributing various reasons for the increase, he said the Indian economic boom has resulted in a much larger middle class that wants its children to have the opportunity to study abroad. "The quality of higher education in the UK is world renowned. Many of the world's great universities are there. This accounts for the country's success in attracting Indian students," he said.

Even as the number of students going to the UK increases, there has been a shift in students opting for courses. Traditionally, students everywhere opted for popular courses like MBA. However, of late, colleges in UK universities say they have seen a move back towards

traditional science and engineering courses. "This can be linked to the recent global economic woes and the loss of esteem of financial services world wide."

Strict penalties

The UK has introduced stringent penalties for anyone who presents fraudulent documents or who make inaccurate and dishonest statements in visa applications. He urged applicants to be honest about past problems. "The penalty for making such false statements can be as much as a 10-year ban from applying for a UK visa. The technology we now use means we are very efficient at identifying attempts to mislead," he added.

Points-based System

Introduced a couple of years ago, it allows people who have the skills to work in the UK. Points are allotted based on various categories such as their skills, experience, etc. This is considered an important tool to manage migration, and, like all of the country's recent changes, is linked to the fight against illegal trafficking. The UK is open to migrants who have the skills and abilities the country needs.

Source: Bangalore /timesofindia/2 December 2009

India's higher education 10 times cheaper than Europe - Shashi Tharoor

"Despite India being a developing country, there is a great depth and diversity of education pool available here. The cost of higher education in India is 1/10 th the cost of higher education in a European country," said Dr. Shashi Tharoor, Minister of State for External Affairs at an Education Summit organized jointly by Indira Gandhi National Open University (IGNOU) and the Institute of Marketing and Management (IMM) on 'Marketing of India's Higher Education Worldwide: Revisited'.

The Minister further added that India also has institutes of repute like the Indian Institutes of Technology (IITs) and the Indian Institutes of Management (IIMs) and all that is needed is the proper marketing of India's Higher education abroad.

There is also a 'Domestic' demand for higher education and the marketing of education abroad should not be at the cost of Indian students.

"Foreign education can take place if additional educational facilities are generated. This will also stem the exodus of Indian students going abroad for studies," he added.

Dr Tharoor hoped that Public- Private Partnerships, like the one between IGNOU and IMM, would make Indian education more attractive worldwide.

Speaking on the occasion, Dr. Narendra Jadhav, Member (Education), Planning Commission, said, "Indian Universities should set up campuses abroad. This will give them a global name and Indian teachers will get more exposure."

Summing up the major themes that emerged during the day long summit, Dr. Latha Pillai, Pro-Vice Chancellor, IGNOU said, "There is a need to develop special hubs of higher education, increasing the number of scholarships for

foreign students, providing better infrastructure and introducing credit system to attract more students from abroad."

She further added that IGNOU is already marketing Indian Higher education abroad through its Pan -African network.

Dr. Tharoor was the Chief Guest and Dr. Jadhav was the Guest of Honour for the summit, organized in the capital.

It was convened by Dr. Jagjit Singh, Executive President, IMM . The Co-Coordinators for the programme were Dr. Latha Pillai, Pro-Vice Chancellor, IGNOU and Dr. Pramod Kumar, Director, IMM.

The Summit focused on opportunities available in the fields of Engineering & Technology; IT & Management; Tourism & Hospitality and Agriculture to students from South Asia, Central Asia, Middle-East, Africa and Central America, at an affordable cost, right here in India.

It also highlighted IGNOU's role in spreading education through distance mode not only in India but also to the world outside as per convenience of the students, irrespective of boundaries: social, political and economic.

The subject experts in the summit were drawn from both the Academia and the Industry.

They spoke on the challenges faced by Higher education and deliberated on how Indian higher education can be marketed to students abroad, so the number of foreign students coming to India for higher studies can be increased.

There are currently just 25,000 foreign students studying in India.

The specialized sectors of higher education such as Engineering and Technology, IT & Management, Agriculture & Tourism & Hospitality were taken for panel discussion with special emphasis to market them in the Middle-East, Africa, South Asia and Central America.

The seminar was divided into four Technical Sessions, each focusing on one of the sectors in Higher Education.

Source: New Delhi /indiaedunews/14 December 2009

Leadership in Higher Education?

I had some very interesting encounters recently. I was invited to be a Guest Speaker at an Institute of Management in Delhi on its convocation day. This Institute has been set up by some seniors from my **alma mater**— IIT, Kanpur. The convocation ceremony was well-designed, had all the appropriate rituals, and was largely managed by the students themselves. As a young, private Institute, it may not have the 'market recognition' as of now, but it surely is operating on some values that reminded me of earlier days of post-secondary education, where 'graduation' had some meaning.

The second encounter was as a keynote speaker at a premier Malaysian University in Penang, which had hosted the first Asian conference on 'University-Community Partnership'. This University had recently been accorded an APEX status by the Malaysian Government, and provided substantial additional funding for its research,

teaching and outreach activities. The argument made by this University to secure such a privileged status was its commitment to sustainable development and service to 'bottom billions'. It argued that this path of exploration was indeed academic excellence.

The third encounter was largely virtual; I just recently read full-page advertisements where a leading Management Institute was offering special recognition awards to ministers and politicians from a certain state, as a 'recognition' of their contribution to the nation.

What a contrast, indeed? It is possible for a publicly funded and governed University to demonstrate excellence in emerging concerns of human survival for the poor majority; it is possible for a privately funded institute to 'reconstruct' some of the academic traditions lost in most public institutions of higher education in our countries, emphasising values of learning, respect for teachers, and responsibility in 'graduating'; it is also possible for a private post-secondary institution imparting professional education to act in a totally unprofessional manner.

So, the critical question about the re-construction of post-secondary education in our society is about leadership. The profession of educationists, and institution-builders among them, is today mired by mediocracy, indiscipline, pettiness and rigidity; there is hardly any innovative and risk-taking type of leadership in view, which is necessary to build institutions of higher education in public and private domains. Intellectual independence, liberal scholarship and rigorous teaching, once hallmarks of great institutions of post-secondary education, have withered away.

It is, therefore, not surprising that many recent applicants for clerical jobs have had engineering and management education; curriculum, syllabus and teaching materials in many institutions of post-secondary education have not been revised for 3-4 decades; teachers and professors have not kept a pace with recent writings and research in their academic domains.

How to catalyse leadership and institution-building in post-secondary educational institutions? How to ensure that a vast diversity of actors are able to work together in this field? How to nurture learning among teachers and their 'bosses' first? Where has all the passion gone? On the other hand, where have all those with passion gone?

Source: /priaeducation/14 December 2009

Moving in for the skill

Is the government finally waking up to our skills problem, and will proposed reforms deliver? The 11th Five Year Plan document went as far back as the Kothari Commission of 1964-66, which had contemplated that 25 per cent of secondary school students would opt for vocational education (VE). NSS data show only 5 per cent of the 19-24 age group in India have some skills, compared to 96 per cent in South Korea. It is odd that policy debate on revamping and reforming education tends to focus on elementary and secondary education (delivered through schools) and higher education, with little said on vocational

education. Consider the annual reports of the human resource development ministry. Vocational education is interpreted as nothing more than tagging a vocational stream on to secondary education. This is not to suggest the skills deficit is not recognised. There were Planning Commission reports of the S.P. Gupta Special Group in 2002 and the Montek Singh Ahluwalia Task Force in 2001. And of course the 11th Plan document, which makes the additional point that there is near exclusive reliance on a few training courses with long duration (two-three years), covering around 100 skills. The Plan document tells us China has short duration modular courses for 4000 skills.

Who delivers VE, both formal and informal? Within the formal system, higher technical education is imparted through professional colleges and lower technical education through vocational education in post-secondary schools. In addition, there is specialised training through technical institutes and a system of apprenticeship training. The HRD ministry has 1244 polytechnics. There are 5114 Industrial Training Institutes (ITIs) and six Advanced Training Institutes (ATIs) run by the Centre. 20,800 public and private sector establishments are covered under the Apprentices Act. This sounds impressive. But the Plan document has a damning indictment. "There are seventeen ministries and departments of GOI which are imparting vocational training to about 3.1 million persons every year... Each ministry/ department in charge of subjects sets up training establishments in its field of specialisation. The attempt to meet training needs through multiple authorities — labour, handlooms, handicrafts, small industry, education, health, women and child development, social welfare, tourism, etc leads to redundancy at some locations... The unorganised sector, which constitutes about 93 per cent of the workforce, is not supported by any structural system of acquiring or upgrading skills. By and large, skill formation takes place through informal channels like family occupations, on the job training under master craftsmen with no linkages to the formal education training and certification."

Eight per cent of new entrants into the work force have no opportunities for development of skills. While there are 12.8 million new entrants into the work force every year, existing training capacity is 3.1 million per year. In both rural and urban India, and for both males and females, attendance rates in educational institutions drop by around 50 per cent in the 15-19 age group. Simultaneously, labour force participation rates begin to increase in this age group and by the time it comes to the 25-29 age group, it is 95.0 per cent for rural males and 94.4 per cent for urban males. Figures for females are lower at 36.5 per cent in rural India and 22.1 per cent in urban India.

If one considers the government's road-map for delivering skills, such as stated in 11th Plan document, it has the following. Implement a Skill Development Mission, with Skill Development Programmes involving private sector, so that placement is also ensured. Provide one-time capital grants to private institutions and stipends and subsidies towards fees for SC/ ST/ OBC/ minorities and other BPL (below poverty line) candidates. Enlarge the 50,000 Skill Development Centres. Expand public sector skill development infrastructure by a factor of five. Once expanded, this can be handed over to the private sector for management. Expand capacity for vocational education in schools, with focus on capturing Class VII and Class IX dropouts. Assess skill deficits sector-wise and region-wise. Establish a National Skill Inventory and a National Database for Skill Deficiency Mapping. Reposition employment exchanges for career counselling. Establish a national qualifications framework, to establish equivalence and vertical mobility across various forms of vocational education. Set up third-party accreditation systems, de-linked from the regulator.

The Prime Minister's National Council on Skill Development, National Skill Development Coordination Board and National Skill Development Corporation (NKDC) have been set up. Beyond the signal that skill development is important and has been recognised as such, it is too early to speculate what will come out of these efforts. Much the same can be said of the "National Skill Development Policy", formulated by the labour ministry in March 2009. Nevertheless, some points should be flagged. First, if the proposed labour market information system is developed, there should be better quality of information on skill deficits, sector-wise and region-wise. And there should also be movement on affiliation, accreditation, examination and certification. Much of this is sought to be done through the National Council on Vocational Training (NCVT). Second, coverage of the Apprenticeship Training Scheme will be expanded. Third, employment exchanges will be strengthened and upgraded.

There are several reasons for dissatisfaction with the government's road-map. First, government ministries and departments work in silos. Notwithstanding reform intentions, it is not obvious that multiplicity is going to decline, with improvement in coordination. Second, implementation remains a state subject and there is no guarantee that delivery will improve across all states. Third, though the road-map incorporates possible private sector provisioning too, it is fundamentally based on expansions in formal public training systems. While the formal versus informal or the organised versus unorganised dichotomy is often policy-induced, it is necessary to subsume successful examples of delivery in informal and private categories. Fourth, quite a bit hinges on improving vocational education in secondary schools. Increase in enrolment rates at the primary level will create eventual pressures to improve secondary schools. But at the moment, there is no particular reason for optimism.

Source: /indianexpress/9 December 2009

Opportunities abound for technologists in coming years'

"It is challenging and exciting times, when you are entering the professional world, which is marked by creative interpretation of business models through technological

innovations, integration of capital markets and a revolution in knowledge through developments in internet and information technology," said chairman of railway board, Mr Surendra Singh Khurana.

He was speaking before a gathering of degree recipients, technocrats, educationists and students from all over the country assembled at the Convocation Ceremony of Motilal Nehru National Institute of Technology

(MNNIT) on Sunday.

"Today, a few of the global giants, are talking about making India their innovation hub to develop new products and distribute them globally. This speaks of the tremendous opportunities that exist for technologists and scientists in the coming years in our country," he added.

Talking about its history of more than four decades, Khurana congratulated students for graduating from one of the most prestigious institutions of the country.

In his address, chairman, board of governors, MNNIT, N D Gupta said that convocation is itself a special event but this one is very special as it is convocation for the students passing out in the Golden Jubilee year of the establishment of the institute.

The dynamics of business have dramatically changed since the inception of the institute. The world is now a big global village where rules of the game are competition, competitive advantage and sustainability. Indian companies which earlier enjoyed protected markets, have adapted well to the opening up of the economy. India has a strong socio-cultural heritage, which dates back to pre-historic time and yet it is called an emerging economy.

The director of MNNIT, Prof A B Samaddar gave an account of achievements and progress made by institute during recent years. More than 30 research projects are ongoing in various departments with grants from MHRD, AICTE, DST, UGC and ISRO, while few more are expected very shortly. More than 15 conferences/workshops and executive development programmes were organised during the year with wide participation by various academic institutes and industrial organisations. During the last five years, 100 faculty members have visited abroad for various academic purposes.

The institute is also involved in various community development programmes.

As many as 20 PhD, 151 M Tech, 50 MBA, 53 MCA and 406 B Tech students received degrees on the occasion. Also, 34 gold medals were given to the toppers of each branch and year. 15 gold medals sponsored by alumni and industry were given to meritorious students in different specialisations.

Source: Allahabad /timesofindia/13 December 2009

Saving for child education top-most priority

Almost all parents (97 per cent) in Bangalore believe that education is the top priority when saving for their children, a study revealed. According to Aviva India's Young Scholar Insights report; saving for child education top most priority for parents in Bangalore.

Of the people surveyed across the city, 66 per cent mentioned that planning for a child's future takes priority over retirement and protection.

Ninty three per cent of parent's mentioned college education as the key trigger for savings for their children reflecting the concern over the rising cost of education. In fact, the study reveals that almost 37 per cent of parents begin investing for the future education even before the child turns three years old.

Munish Sharda, Director - Direct Sales Force, Aviva Life Insurance said, "As the survey suggests, parents in Bengaluru believe 'Education is Insurance' to secure a brighter future for their children. This is also reflected by the growing urgency among parents to combat the rising cost of education." The study which surveyed people from other cities including Lucknow, Delhi, Kolkata, Bhubaneshwar, Mumbai, Ahmedabad, Hyderabad, Bangalore, Kochi, Chennai, with a sample size of 2,250 parents also revealed that planning for children's future takes priority for Indian parents over retirement and protection.

Higher education and schooling are important for 93 per cent parents in Bengaluru. Marriage is low on priority.

Parents are keen that the child takes on traditional professions like doctor or engineer.

However, a significant 55 per cent of parents surveyed in Bengaluru would prefer the child to decide their own future.

Source: Bangalore /expressbuzz/4 December 2009

SuperGIS Selected by India F.G.M. Govt. College

SuperGeo Technologies announce that SuperGIS, its Desktop GIS software, is selected by Feroze Gandhi Memorial Post Graduate College (F.G.M. Govt. College) in Adampur, India. SpaceInfo, SuperGeo's exclusive reseller in Karnataka State, contributes the procurement.

SuperGeo Technologies, the leading global provider of complete GIS software and solutions, announced that a higher education institute in India selects SuperGIS, its Desktop GIS software.

Located in Adampur, India, Feroze Gandhi Memorial Post Graduate College (F.G.M. Govt. College) purchases SuperGIS for GIS learning and related research in the Department of Geography. SpaceInfo, one of SuperGeo's resellers in India, contributes the procurement.

As the exclusive reseller in the State of Karnataka, SpaceInfo has promoted SuperGIS products not only in the local market, but also to many other areas in India. Take the procurement for instance. Adampur is in the State of Punjab, which is far from Karnataka State with the distance of 1800 kilometers. By holding many GIS conferences, workshops along with seminars, as well as presenting research papers with SuperGIS software and case studies, SpaceInfo has let the local users know SuperGIS products and applications better.

'We are glad that we found SuperGIS software which meets the market needs in India by means of flexible product selection and much more reasonable price.' says SpaceInfo. 'Local users are happy with the functions and applicability of SuperGIS products, too. We are confident in marketing the GIS solutions from SuperGeo extensively in our territory and also the whole India in the future.'

About SuperGeo

SuperGeo Technologies Inc. is a leading global provider of GIS software. Since the establishment, SuperGeo has dedicated to providing state-of-the-art geospatial technologies and comprehensive services for customers around the world. It is our vision to promote sustainable development for the environment.

SuperGeo software and applications have been spread over the world to be the backbone of the world's mapping and spatial analysis. SuperGeo is the professional GIS vendor, providing GIS-related users with complete GIS solutions for desktop, mobile, and server platforms. For details, please visit www.supergeotek.com

Source: /12pressrelease/3 December 2009

Teaching excellence often not included in university promotion, says report

From The Higher Education Academy (UK) comes a set of reports that confirms what most of us knew anecdotally . . . that despite the rhetoric, quality in teaching is often not taken seriously in higher education.

''Teaching performance is not consistently included in the promotion criteria for academics at UK universities and colleges – and is often completely absent – a new report published today shows.

Despite the vital role that teaching plays in a student's experience of university, research performance is emphasised in most HEI promotion policies.

The new research forms the second report from the 'Reward and recognition of teaching in higher education' project, a collaboration between the Higher Education Academy and the University of Leicester's GENIE Centre for Excellence in Teaching and Learning (CETL).

The new research shows that of the 104 institutions surveyed, all of them included research performance criteria as part of their promotions policies but only 73 included teaching performance criteria. Only 45 of the 73 include explicit criteria for assessing teaching performance. It also found that teaching is less likely to be incorporated in criteria for promotion in the more research intensive.

Professor Annette Cashmore of the GENIE CETL at Leicester comments: "The dominance of the recognition of research over teaching in higher education institutions is anecdotally well-established. The aim of the project we have undertaken with the Academy is to look at the evidence and to make some practical suggestions about what can be done about it. Our work is timely as interest in the quality of the overall student experience grows."

Commenting on the report, the Deputy Chief Executive of the Higher Education Academy, Sean Mackney, said; "This collaboration between the Academy and the GENIE CETL at Leicester has shown that more needs to be done to put teaching on an equal footing with research in academic career progression. We have identified a number of steps that will make this possible."

The project recommends that funding should be made available to carry out work on defining and developing criteria for recognising quality in teaching and quality in the student experience. These criteria should be appropriate to diverse institutional missions and include examples of good practice from the UK and overseas. It also recommends that universities and colleges should scrupulously apply the criteria and methods to all levels of academic positions."

Source: /hem.wordpress.com/10 December 2009

Teri Inc

Environmental think tank Teri wants to commercialise its technologies. Here's how. Banwari Lal has a problem with the numbers. He holds a PhD in microbiology and six or seven patents jointly with The Energy and Resources Institute (Teri), but he can't seem to figure out what will Teri's share of the profits be if it wins — it is one of the 60 bidders globally — a Kuwaiti government contract to clean up its oil spills. Along with a local partner who has a 40 per cent share, the contract will be executed by ONGC-Teri Biotech, a 49:48 joint venture whose CEO is Lal (he also heads the Environmental and Industrial Biotechnology Division of Teri).

Lal can tell you that if successful, ONGC-Teri Biotech will need to buy "two or three shiploads of bacteria, or around 10,000 tonnes, from Teri", but he can't tell you how profitable it will be. He knows, though, that Teri will have to expand its bioreactor capacity at Gual Pahari in Gurgaon near Delhi by "at least 100 times". Lal is confident Teri will get at least some part of the project since, in his view, it is the only organisation that has developed microbes strong enough to survive in the extreme cold and heat of the desert as well as its extreme salinity that, at 7 or 8 per cent, is three times that of sea water.

The project involves cleaning up an 80x80 km area in Kuwait and is likely to cost around $3 billion. That's right, three billion dollars. Kuwait got this money from the United Nations as compensation after Iraq damaged its wells in the first Gulf War. The contract will be awarded in January.

Most people associate Teri with policy gyaan and the Nobel Prize the Intergovernmental Panel on Climate Change headed by its director general, RK Pachauri, received for its work on climate change. Pachauri, in fact, came in for a lot of flak from fellow environmentalists when he, like Environment Minister Jairam Ramesh, suggested that India needed to move beyond the Kyoto framework and take on some non-binding emission-cut commitments. Pachauri, of course, will have to focus hard on the Copenhagen meet on climate change and the events after that. But he will be no less focused on the news from Kuwait. This is the new side of Teri.

So why is a think tank whose annual budget is around Rs 120 crore bidding for a technical project in Kuwait? Is this a strategic diversification into a global market for environmental products and services, which, says a report on the Teri website, is likely to double from $1.37 trillion now to $2.74 trillion by 2020? Pachauri, understandably, doesn't want to get into numbers until there is some clarity on the Kuwait situation in January, but he says Teri was always meant to do applied research.

"When Darbari Seth (of Tata Chemicals) founded it in 1974, he wanted it to find solutions to energy efficiency … Don't forget, he transported tonnes of coal all the way to Mithapur (in Gujarat) and so wanted a solution to this problem … In the early days, Teri functioned as a documentation centre and supplied information on various issues like energy saving …" So while Teri worked on policy issues — it started working on climate change in 1989, seven years after Pachauri joined as its head —, a biofuels programme was in place by 1985.

Reinforcing policy goals

How will Teri change if it wins the Kuwait contract? Pachauri chooses instead to talk about the other projects — the Lighting a Billion Lives project where, for instance, Teri has brought the cost of a solar lamp including the recharging facility down to Rs 2,200 apiece and is running pilots where women give lamps on rent during the night and recharge them during the day. The idea, he suggests, is to get the consulting and commercial part of Teri's work to reinforce its policy goals of a lower carbon-footprint growth model — today, roughly a third of Teri's annual budget comes from either royalties or share of profits from joint ventures like ONGC-Teri Biotech or from commercial projects like the 20 to 30 energy audits it does each year and the licensing fees from its gassifier projects. The policy work of the Copenhagen type, Pachauri says, occupies 35 to 40 per cent of Teri's divisions; the rest are all focussed on project work.

To understand the excitement at Teri, say this slowly since this is at the heart of most things Teri does right now: M-Y-C-O-R-I-Z-E-R. Spelt mycorrhiza, it is a microbe that feeds on oil and other substances, and converts them into proteins.

The initial research on using microbes to clean oil spills took six years and was funded by the Department of Biotechnology. Lal's job was to find microbes which were ideally suited for the conversion process — in the Kuwait case where Lal went and collected 500 microbes to bring back to his laboratory to test, he found 99 per cent were "lazy and didn't degrade" ... so the trick was to find the right one and design a "nutrient recipe" that allowed the microbes to digest the oil and convert it into protein. What worked well in the labs, however, needed to be scaled up at the field level. So, around 1994, Lal went back to the Department of Biotechnology and asked for more funds after the initial grant of Rs 20 lakh.

The department felt it was best he approached industry and Lal went with his microbes to ONGC.

ONGC, he learnt, paid lakhs each year to farmers whose farms were damaged each time an oil pipeline got punctured — since the oil spills meant the fields lay fallow for up to four years, the compensation was huge. Enter mycorrhiza, and, within months, the fields were cleared of the oil and the resultant protein — once the oil is cleaned up, the microbes can't find any more food and die, leaving the soil protein-enriched — ensured the land was more fertile than before.

After this, Indian Oil Corporation tested the microbes at its Mathura refinery to clear oil spills as well as to clean the tanks where the sludge from the storage tanks used to be dumped. Today, 14 or 15 of India's 17 refineries use these microbes. A total of 130,000 tonnes of oily sludge or soil contaminated with oil has been treated with Teri's Oilzapper since 1997.

Commercialising technology

Another mycorrhiza produces acids and surfactants that help in increasing oil recovery from fields — along with the gas the microbes produce, this helps release the oil from rock formations and even increases the pressure in the field which is vital for oil extraction. For those not convinced, Lal reminds you of how the stomach swells each time you have an infection due to microbes and, for the really macabre, he points to the fact that dead bodies swell up due to microbial reactions. This is being used in several ONGC installations — a total of 50 wells in Mahesana and Ahmedabad have used this microbial enhanced oil recovery. And it is being used in another 100 at the moment. It has helped recover around 44,000 tonnes of additional oil so far.

At the then crude oil prices, this adds up to revenue of around Rs 74 crore. While ONGC-Teri Biotech is commercialising the technology — it earned Rs 40 crore last year, made a profit of Rs 3 crore and paid taxes of Rs 1 crore —, another joint venture has been signed with Global Technology Investors in the US. Glori Oil is based in Houston and has applied microbial enhanced oil recovery in 25 wells. The technology, it appears, can also be used to make crude oil less waxy, perhaps something Cairn India CEO Rahul Dhir, who is on Teri's advisory board, will be able to vouch for if he uses this in his Barmer oil fields where evacuating the waxy crude is proving to be an expensive proposition. ONGC has used Teri's paraffin-degrading microbes in 100 wells already.

If Lal has got two joint ventures to help Teri make money, his neighbour Alok Adholeya (he has been with Teri for 23 years as compared to Lal's 21) has five licensees doing the same. Adholeya, who received his PhD from Govind Ballabh Pant University, heads the Biotechnology and Bioresources Division. He says his brief after he joined Teri was to create a bank of microbes that could help plants grow better.

At 500 or so, he claims to have the largest collection of such cultures in the world. Teri's bio-fertilisers, according to Adholeya, are being used in around 1,000 hectares of land at the moment and help reduce fertiliser usage by 25 to 30 per cent — a pilot in Qatar grew vegetables in the desert

and Teri is in talks with Kuwaiti authorities to do the same thing there once "Lal cleans up". Other microbes, Pachauri says, help pull up nutrients that are otherwise not reachable by plants in desert areas. A Teri tissue culture centre has dispatched around 18 million plants to farmers in different regions.

Teri gets a 5 per cent royalty on all purchases and Rs 25 lakh in technology-transfer fee. Different species of mycorrhiza, Adholeya says, are being used to clean up ash ponds in thermal power plants, distilleries and so on. Talks are on with various mining companies to use the bio-mining microbes (this helps get the minerals out without damaging the environment). A joint venture for jatropha cultivation has been set up with a German company after an R&D project with British Petroleum on jatropha ended.

Saving carbon emissions

Another eight companies have been licensed to sell or implement Teri's biomass gassifiers which convert plant and wood residue to gas that drives an alternator to produce electricity. If an Australian government-funded project to develop a solar biomass-based cooling system works out, this too will convert into a series of licences. Eighty to 90 glass units in Firozabad near Agra use Teri's pot furnace and several brick kilns use its vertical shaft brick kiln. According to Teri, its technologies helped the medium- and small-scale sector save around 350,000 tonnes of carbon emissions last year.

A books division has a turnover that's already up to Rs 4 crore doing children's and other books. It plans to do college textbooks by next year and the "Soldiers of the Earth" global environment programme has actor Akshay Kumar offering ideas for attractive comic books.

Whatever the outcome of the Kuwait project, with so many commercial projects coming out of its R&D work on a regular basis, it is clear Teri is no longer your run-of-the-mill, though successful, policy institute. It already has centres in the US, UK, Japan and United Arab Emirates. In India, it has a centre over 36.5 hectares in Gurgaon, another one in Mukteshwar in the Himalyas, a campus in Goa and Bangalore and a Teri University in Vasant Kunj in south Delhi. How Teri will manage the transition to Teri Inc will be interesting to watch. It also holds the key to how India's laboratories and research institutes can refashion their operations.

Source: New Delhi /business-standard/8 December 2009

Tharoor for liberalising student visa

Minister of State for External Affairs Shashi Tharoor on Saturday favoured liberalisation of the visa system to attract more foreign students, but said security issues contributed to making the regime restrictive.

Speaking on the issue of marketing India's higher education worldwide, Tharoor said his ministry would be in favour of liberalising the visa regime for students.

"I have also tried to raise my voice on this... My ministry will be much more in favour of liberalising student visas, our difficulty alas is with our friends in the Home Ministry who run the FRRO offices.

"And you can't entirely blame them because every time somebody like a David Headley or a Tahawwur Rana gets a visa... this creates problem," he said.

The Minister said the immediate reflex is tightening of visa procedures for "every American of Pakistani-origin or others" that inevitably increases likelihood of a large number of innocent people being affected, which is "unfortunate".

He said this while responding to the issue of unfriendly visa procedures and "harassment" of foreign students by Foreign Regional Registration Offices (FRRO), raised by Narendra Yadav, Member (Education) Planning Commission.

The total number of foreign students pursuing higher studies in India is 3,471, with Afghanistan being a major contributor, sending 1,654 students.

Tharoor said there is urgent need to create additional capacity to attract more students.

"Our institutions will attract foreign students and also retain sizeable number of Indian students who go abroad to study, sometimes in dubious institutions," Tharoor said, pointing out that India provided cost-effective education and also had depth of knowledge pool, courtesy Jawaharlal Nehru's vision of creating institutions of learning and research.

He also said it was important to facilitate exposure to students to information about education facilities in India, and establish such services in consulates, while lauding HRD Minister Kapil Sibal's educational reforms, particularly liberalising of the higher education system.

Acknowledging there was very slow progress on foreign students coming to India, Tharoor said: "We need to augment capabilities, implement strong and practical strategy for effective marketing, make the environment friendly for foreign students and introduce courses to attract them".

"At any time we have at least 10,000 students from Africa and another 7,000 to 8,000 Iranians... I am happy to note that Presidents of Afghanistan and Malawi, have degrees from India," he said at an education summit organised by Institute of Marketing and Management and IGNOU.

Increasing interaction between Indian and foreign universities and exchange of faculties to give Indian teachers international exposure will help Indian institutions augment their capacity, he said.

"We also need to ensure degrees and diplomas issued by our universities are recognised world over" and vice versa, he said, adding the Ministry of Human Resource Development can take a cue from the 'Incredible India' campaign to launch a similar campaign in education sector.

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Source: New Delhi /zeenews/12 December 2009

The Business of Higher Education

The notion that colleges need to act more like businesses appeals to many people outside higher education and, especially in difficult financial times, to some trustees and state leaders. Efficiency, productivity, innovation -- all concepts that colleges and universities are all too often accused of lacking. Yet, many college and faculty leaders bristle at the suggestion that the institutions -- and their students -- would be better off if only institutions operated more like their counterparts in the private sector.

The Business of Higher Education (Praeger), a new three-part collection of essays edited by John C. Knapp and David J. Siegel, presents a wide range of perspectives on the complex impact of business models on higher education. The authors -- respectively, the Mann Family Professor of Ethics and Leadership at Samford University, and an associate professor of educational leadership at East Carolina University -- are neither pro- nor anti-business; they describe themselves, instead, as "ambivalent, conflicted, and (perhaps more positively) open to the merits of strong arguments." Those they (and readers) get, from such shrinking violets as E. Gordon Gee, Marc Bousquet and Cary Nelson.

The authors answered some questions about their series via e-mail.

Q. Let's start with the title: Many people in higher education, particularly on the faculty side, bristle at the idea that higher education is a business. Are they wrong to feel that way, and do you consider higher education to be a business?

A. Academic professionals are rightly uncomfortable with suggestions that their performance, or the value of their work, can be adequately measured in dollars and cents. Other professionals, like physicians and members of clergy, voice similar objections. Yet the current economic climate has been a poignant reminder that sound business practices are essential to every university's mission, a fact that has been brought home to faculty members through furloughs, program cuts, travel restrictions, and even reductions in retirement benefits.

This has heightened the traditional tension between academic priorities and the stewardship of limited

resources, prompting one exasperated university president to ask, "Are we in the business of higher education or are we in the higher education business?" This question, which underlies all of our chapters, lends itself to no easy answers. It is no longer possible to think seriously about the mission of higher education without considering the manner in which that mission is pursued. On one level the "corporatization" of the university threatens a form that has proven resilient and effective since the Middle Ages. On another, we must be responsive to stakeholders that increasingly demand excellence and accountability in fiscal management, marketing, employment practices, customer service, and other matters.

Q. One of your contributors, Doug Toma of the University of Georgia, said at a meeting of higher education researchers this fall that there was a dearth of scholarship about management, strategy and other concepts traditionally associated with business as they apply to higher education. Is that right, and if so, why is it so? And is this series meant to address that?

A. He is right, and the lack of such work has been detrimental to higher education. It is ironic that there is so little management research in the applied context where the scholars themselves are employed. Business research has focused almost exclusively on the for-profit sector, though there is a growing niche in the non-profit or "social enterprise" arena. Likewise, few scholars in higher education have shown much interest in fiscal and strategic management. Consequently, few of our best academic minds are studying the business challenges facing higher education. Moreover, this void in the curriculum limits the development of future managers and leaders for our own field.

There is particular value in research involving cross-disciplinary collaboration, but such work tends to be under-rewarded in most tenure and promotion schemes. It is no surprise, then, that so little is undertaken. *The Business of Higher Education* illustrates how a range of disciplinary expertise may contribute to a fuller understanding of the issues. Our 44 contributors come from fields including education, management, psychology, ethics, anthropology, organizational development, leadership, literature, communications, marketing, public policy, accounting, graphic arts, and engineering, among others. We also include chapters by thought leaders in private industry.

Q. Your book opens with a provocative statement from Ohio State President E. Gordon Gee: "Today, higher education faces a simple choice: reinvention or extinction." Is that more than hyperbole, in your eyes? Is extinction really in the near-term offing? Is true reinvention possible?

A. Similar warnings have been sounded throughout our history, particularly in times of crisis or turbulence. Recall that in the late 1990s, Peter Drucker summed up the impact of technological change on higher education by famously predicting that universities would cease to exist thirty years on. We understand that such statements are meant to jar our sense of complacency and mobilize us for

action. And time after time, higher education seems to rise to the challenge, despite the common perception that academic institutions are resistant to change. We are a remarkably durable form, and we couldn't have survived for as long as we have without responding and adapting to changing societal needs, from the industrial revolution to the information revolution.

Whether the challenges we face today are fundamentally different from what's gone before is a matter of perspective and disagreement. Unquestionably, there is a sense within the academy that higher education as we know it is in jeopardy. The preservation of our most cherished values will likely depend on our will and ability to make necessary changes, to embrace some uncomfortable thinking and practices. True reinvention and transformation perhaps overshoot the mark, as they suggest that there is little worth protecting in our current situation. We certainly don't want to change so radically that we cease to exist in any recognizable form. Indeed, one of the possibilities addressed throughout *The Business of Higher Education* is that we will drive ourselves to extinction by seeking to become too much of a business enterprise, the very shift that many critics believe to be the formula for our future success.

Q. Talk of "reinvention" and "efficiency" scares a lot of faculty members, who see such language as code for cutting their jobs. Are they right to be suspicious? Are continued job losses in higher education -- or at least the continued transformation of full-time instructional jobs to part-time and non-tenure track positions -- inevitable?

A. In short, yes, they're right to be suspicious. Nearly 70 percent of faculty members are employed off the tenure track, as Cary Nelson notes in a powerful essay in the book set. Contingency comes at a potentially high cost to academic freedom, to shared governance, to the student learning experience, and to the overall stability of colleges and universities. The American Association of University Professors (AAUP) has been very active in opposing this development, calling on institutions to reverse the trend of "casualized labor" by converting contingent appointments to tenure-track appointments, and it is sharing best practices and proposals for accomplishing this and other forms of stabilization. The example of the AAUP demonstrates that the losses are not inevitable or irreversible.

And yet the trend toward job losses is a wake-up call, another example of the need for different approaches. If the recent recession demonstrates anything to those of us in the academy, it is that we will not be spared the pain of cutbacks. But controlling costs is only part of the picture; we must give at least as much attention to revenue generation, which depends crucially on our ability to narrate ourselves much more effectively to the public. In other words, how do we tell our story in a way that builds a wider base of support for academic values so that we are not perennially misunderstood by key constituencies, too many of whom regard our institutions with deep skepticism? Reshaping public perceptions of academic work -- including the

societal value of tenure -- can bolster our case for public support.

Q. It appears that increasing numbers of colleges and universities are turning to people outside academe to fill presidencies, at least partly with the assumption that someone from a corporate or other background will have a better "business sense" necessary to manage increasingly complex institutions in difficult times. Yet these folks appear to be having mixed success. Do you think that trend makes sense, and is it fair to assume that someone who has spent his or her career inside higher education can't manage?

A. A track record of success in business is no guarantee that one is capable of university leadership. Many competencies required by corporate CEOs are of less relevance in the academic milieu. After all, university presidents are not CEOs who can give orders and expect everyone to comply. The art of university leadership involves patience, consensus building, and adjudicating the often-competing interests of faculty, parents, students, trustees, athletics, policymakers, and a host of other constituencies. The most successful university leaders cherish and champion academic values while developing the resources and means for those values to flourish.

We have learned (too often the hard way) that this sort of leadership does not emerge naturally from the faculty ranks. In her chapter in volume one, Adrianna Kezar shows that universities invest far less in leadership development than do corporations, hospitals or even other non-profits. In the next chapter Robert L. Williams and Steven D. Olson explain that we too often rely on the myth that "high IQ, prestigious degrees, productive research, brilliant teaching, and world-class publications" are sufficient qualifications for advancement in leadership. The reality is that university leaders – from department chairs to presidents -- must be adept at planning, organizing, resource development, communication, and other non-academic tasks. These developmental competencies are seldom honed through intentional efforts to cultivate leadership talent.

Q. Do you accept the premise that there has been excessive commercialization in higher education? Are there areas where you think the academy has edged over the line toward corporatization in ways that are dangerous?

A. It is certainly true that patenting and licensing activity have increased markedly over the last 25 to 30 years, or roughly since passage of the Bayh-Dole Act in 1980. Many people are concerned that commercialization is restructuring the norms of academic science. As Josh Powers notes in one of our volumes, what used to be shared freely among the scientific community is increasingly protected as intellectual property. Financial conflicts of interest, publication delays, industry suppression of research results with unfavorable conclusions, data withholding, pro-industry biases, and even the tendency to select research problems on the basis of their commercial value have all been documented in the research on commercialization. These are serious problems that compromise our notions of academic science in the public interest, and left unchecked, they would have deleterious consequences for all of academe.

Several efforts are underway to facilitate greater oversight of the process. Groups like the Association of University Technology Managers (AUTM), the University-Industry Demonstration Partnership (UIDP), and the Government-University-Industry Research Roundtable (GUIRR) have promoted guidelines for research collaborations and commercialization practices that protect the integrity of parties to such arrangements. An expanding coalition called Universities Allied for Essential Medicines (UAEM) advocates for socially responsible and humanitarian licensing provisions that increase the availability of medicines in developing countries. UAEM has developed a patent license model, the Equitable Access License (EAL), for universities to use in negotiating licensing terms with the pharmaceutical industry. This is an example of a gathering movement by universities to use alternative -- non-financial -- metrics for evaluating technology transfer efforts, allowing institutions to balance their social responsibilities with their revenue requirements.

Source: /insidehighered/2 December 2009

The Business of English

"In India the cultural imperialism of English had a very decisive impact on my life as English language is a status symbol and a gateway of social mobility. It is hard for those who are born in a family which does not promote or speak English language and does not have means to send their children to English medium schools. In India intelligence of a person is considered synonymous to speaking English with an Oxford accent, which means, those who do not speak English with a desirable accent are routinely denied a chance to prove their intellectual capabilities in the academic world".

If this is how Vinay Bahl, an Associate Professor of Sociology and the author of the above-mentioned book, feels (and she seems to speak here for thousands of Indian students who have been denied the public school-Oxbridge route), one can easily imagine how millions of Indians who do not know English must have suffered and continue to suffer even after decades of independence.

Thanks to the dominance of English in our public life, 95 per cent of Indians who do not know English are reduced to the position of persona non grata. They are made to suffer from a deep feeling of inferiority, made to feel they are good for nothing and hence not fit to have a say in the governance of this country or for that matter make any worthwhile contribution to its socio-cultural life.

It was precisely this condition of the ordinary Indian—aam admi in the currently fashionable parlance—that impelled Lohia to launch his Angrezi Hatao campaign in the early sixties. Lohia was not a fanatic or an obscurantist. He was an extremely learned man and knew several languages. (In

fact, his most significant work—Marx, Gandhi and Socialism—was written in English.) He did not want to throw English out altogether, to hatao Enbglish as is sometimes alleged. Only he wanted regional languages—languages of the people—to have their legitimate place in the corporate life of the country, that is, to replace English as the medium of administration, judiciary, education and so on. As he saw it, empowerment of the people was closely related to the position the regional languages occupied in our corporate life.

More than any other leader, even more than his socialist colleagues like JP and Ashoka Mehta, Lohia understood the power of English as an instrument of exploitation. (Even though the Communists swear by the people and people's languages, they are really enamoured of English.) As Lohia would put it in his inimitable style, 50 lakh people were sitting on the chests of 43 crore and ruling with the help of bandook ki goli and angrezi ki boli. English, which empowered a few, disempowered so many. The few included the English press. No wonder it ridiculed any attempt to change the status quo and paints the Angrezi Hatao movement as retrograde. It is useful to remember that the eminent physicist, Satyen Bose, was also associated with the movement.

There is no denying that India's achievements as a nation, a collective entity are considerable. It has emerged as a major power along with China. Only sometime back it had nine per cent growth rate which is something to exault in. All this has happened when the catchment area is so horribly limited, when opportunities for expression and contribution to social good are restricted to a bare five per cent or less. (Even today not more their five per cent Indians know English—a fact that we who live in the big cities tend to forget. The largest selling English newspaper does not figure among the top ten. So much for the reach of English.) Imagine what would happen when the energy and creativity of 95 per cent people which lies shackled is unleashed. For when the regional languages get their legitimate place in the Republican sun, the mute, obscure Newtons and Miltons will find utterance. Not only would it be a massive blow for social justice, our progress as a nation in all spheres will also take a quantum jump, and we may well leave other nations including China far behind.

The important thing is to liberate ourselves from the vicious myth that equates intelligence and creativity with proficiency in English. If that were so, how would one account for the progress of Japan, Germany, Soviet Russia and now China? We also need to examine dispassionately the widespread notion than English is the big ticket to cosmopolitanism—'our window on the world' as the hackneyed phrase goes and a great favourite with the teachers of English in this country. Does English help us to inculcate a truly cosmopolitan view? I am afraid not. The world we look at through the English window is extremely limited. How much of Latin America and Scandinavia, for instance, do we know? And why should I see the world through John Bull's eyes or for that matter

Uncle Sam's? Just one example will do. Leave without permission is known in English as French leave thanks to the traditional Anglo-French rivalry. When we use this expression, when we describe somebody as being on French leave, we join the British camp, we become their cronies and unwillingly offend the French.

This does not, however, mean that we must discard English. No. English is an asset. We have used it for more than 200 years. But an exclusive dependence on English is certainly not desirable. It leads to a narrow and skewed vision. We need to learn other foreign languages as well for a more balanced perspective.

Even more, our scholars need to learn regional languages. It is bound to enrich Indian scholarship. Our scholarship today is a tame affair partly because of our monolingualism—a strange thing in a country which has so much linguistic diversity. Our knowledge of regional languages will enrich our scholarship. The pursuit of regional languages will impart both substance and colour to our scholarship which it seems to lack today. How can one work on Tagore, Gandhi and Ambedkar without knowledge of Bengali, Gujarati, Marathi respectively? But our languages are not sufficiently developed, say the doubting Thomases of our intellectual community. It would be a strange thing to say even if it were true. It is like saying since I cannot swim, I must not go near the water. How can one learn swimming without taking the plunge? Languages develop when we use them, when we express ideas in them and interact with others.

And this is not altogether true. It is partly at least ignorance or just prejudice. For I have heard/read people like Kishan Pattanaik and Sachidanand Sinha express the most complex ideas in Hindi with extraordinary felicity. I recently happened to read Nand Kishore Acharya's Sabhayta Ka Vikalp a masterly exposition of Gandhi's philosophy and comparable to the very best in English. Then there are outstanding works like Dr Ram Vilas Sharma's Bhasha aur Samaj, Prof Krishna Kumar's Raj, Samaj Aur Shiksha, Prof R.K. Agnihotri and Sanjay Kumar's Bhasha Boli aur Samvad, to mention only a few. The books that I have mentioned here are in Hindi, but I am sure other Indian languages have equally good books. A Bengali friend who is equally conversant with English and Bengali literature thinks very highly of Utpal Dutt's book on Shakespeare. But such treasures are denied to the anglicised elite who live in a world of makebelieve and pathetically long for an approving nod from their counterparts (?) in England and the USA.

Source: /mainstreamweekly/12 December 2009

RESOURCE

Free education for children: CRY puts forth three key demands

Inclusion of children below six years as well as those in the age group of 15 to 18 years in the main provisions of the Right to Free and Compulsory Education Act, 2009,

allotment of 10 per cent of India's Gross Domestic Product to education, and ensuring quality' schools with B.Ed teachers within one km of every habitation across the country, are the three key demands made by the advocacy group Child Rights and You (CRY) in its charter to the government, signed by over 7.5 lakh citizens so far.

The signature campaign was launched to mark 20 years of the formulation of the United Nation's Convention on the Rights of the Child.

Priya Zutshi , manager-communication for CRY told TOI. "While in New Delhi the signature campaign culminated on December 11 the anniversary of the day India ratified the treaty the campaign, as a whole will culminate on the day we present the charter with signatures to both the Prime Minister and the President in the form of a symbolic book."

CRY's regional director Puja Marwaha added: "The upcoming winter session of Parliament is an opportunity to ask the government to amend the Act and make its provisions truly reach each and every child in the country."

The signature campaign has witnessed the involvement of over 200 grassroots NGO partners of CRY that work with 6,700 villages and slums across 18 states in the country. "In Maharashtra, over 16 partners have helped take the campaign to every district of the state," Zutshi said.

Explaining the rationale behind the three key demands, Zutshi said: "There is a dire need to extend the age group of children covered by the Right to Free and Compulsory Education Act, 2009. Currently, the act covers children only between six to 14 years. This is in no way adequate, considering India is a young country, with a significant population between 0 to 18 years. While a sound nursery education lays the foundation for what a child will imbibe then on, education beyond Std VIII is similarly important as these children are in no way qualified, either for vocations or for life. Thus, leaving out early childhood care and education and senior schooling seriously limits the right to education."

With regard to easily accessible schools with properly qualified teachers, Zutshi pointed out that no minimum standards had been defined for teachers, school infrastructure and facilities, including basics like drinking water, toilers, classrooms, teacher-student ratios, etc. "Similarly, even though it has been proven that a child learns best in his/her mother tongue, the Act does not specify mother-tongue education as a medium of instruction. Curricula norms need to spell out that the content of education be relevant to where the child is," she said.

Besides, the teacher, who is the key figure in a child's learning, needs investment in improving qualifications, capacities and attitudes to be inclusive towards all children, and be well-paid, said Zutshi. "We, therefore, need B.Ed teachers to be in place, whose appointments ought to be viewed in the light that they are an integral aspect of the education process."

Elaborating on the ambitious demand of allotting as high as 10 per cent of India's Gross Domestic Product to education, Zutshi said that a study of all the developed countries across the world would show a high investment on education, somewhere around 8 to 9 per cent of the said nation's GDP. "In contrast, the Indian government's spending on education for its 400 million children has actually reduced from 3.84% of the GDP in 2008-09 to 3.03% in 2009-10. Given the fact that the right to education is meant for as high as 40 per cent of India's citizens, the Act is heavily under-funded. Unless we put the state's money into education, the act will remain a paper tiger."

The UNCRC: Hits, misses and the road ahead

The United Nations' Convention on the Rights of the Child (UNCRC) is an international human rights treaty which has been ratified by 192 countries. The CRC is built on certain "foundation principles" that underpin all other children's rights. The CRC confers the following basic rights on all children across the world, without discrimination, including: a) The Right to Survival to life, health, nutrition, name and nationality b) The Right to Development to education, care, leisure, recreation c) The Right to Protection from exploitation, abuse, neglect d) The Right to Participation to expression, information, thought and religion. India ratified the treaty on December 11, 1992.

The achievements so far (in India)

We have a National Commission for the Protection of Rights of Children

We have laws that ban child labour, even in domestic work, though implementing this law leaves a lot to be desired

We have improved as far as access to schooling is concerned. We have large-scale schemes for children, such as the mid-day meal scheme, one of the largest of its kind anywhere in the world, and the Integrated Child Development Scheme (ICDS), which again, is one of the largest government nursery schemes anywhere in the world, as well as the Sarva Shiksha Abhiyan. which is a centrally-sponsored scheme to ensure quality education for children.

The misses

Every second child in India below the age of 5 years is malnourished

There are 17 million child labourers in India, even today

Total 52 per cent of children do not attend schools

The road ahead

The definition of child to be universally applicable to everyone between zero to 18 years

Need for increased government education on children

An informed policy-making that addresses the root causes of child rights' violation in the country. These include lack of employment of parents, lack of minimum wages, migration, etc

Complete prohibition of all forms of child labour across sectors including agriculture with special emphasis on the girl child

Revision of the National Policy for Children (1974) to ensure it is in line with both the Constitution as well as the UNCRC

Formulation and implementation of a comprehensive rights-based policy on food security for all with extensive legal safeguards

Effective legislation for prevention of sexual abuse and trafficking of children

(Figures, statistics and projections courtesy: CRY)

Source: Pune /timesofindia/15 December 2009

Higher Education - India Sample - Presentation Transcript

1. Higher Education - India August 2009
2. Executive Summary Higher education space is regulated by University Grants Commission (UGC) Market valued at INR XX bn in 20--; Expected to grow at a% p.a. to INR YY bn Market B% of the institutes in higher education are privately owned Engineering is the predominant course offered by colleges in India LE Fundamental shortcomings in the higher education space Low Gross Enrolment Ratio Current Scenario MP Low public spending on higher education Not-for-profit mandate of the government and the approach adopted by private players A Lack of co-operation between public and private sector S Lack of large players in the market Introduction of National Commission For Higher Education and Research (NCHER) as the apex regulatory body in education Government Foreign Educational Institutions Bill of 2007 Initiatives Provisions for higher education under the 11th Five Year Plan Passing of the Right of Children to Free and Compulsory Education Bill Growing middle class with the ability to afford a private education India's demographic advantages Fundamental India: Services dominated economy Drivers Poor perception towards alternative education streams Growing private players due to large demand-supply gap Expenditure on foreign education HIGHER EDUCATION – INDIA.PPT 2

3.
   - Education System in India
   - Market Overview
   - Current Scenario
   - Fundamental Drivers
   - Government Initiatives
   - Competition
   - Key Developments
   - Appendix HIGHER EDUCATION – INDIA.PPT 3

4. Major developments over the years has allowed India to have a well structured regulatory system in place University Education Commission constituted in 19-- UGC established by an Act of Parliament in 19-- PLE Establishment of National Council of Education Research and Training in 19-- SAM Indira Gandhi National Open University (IGNOU) established by an Act of Parliament in 19-- In 19--, the AICTE bill made AICTE the statutory body for planning and development of technical education NCTE vested with statutory status by an Act of Parliament in order to educate teachers in 19-- Establishment of National Assessment and Accreditation Council to access and accredit HEIs in 19-- In 20--, Education Cess levied for raising additional funds. EDUSAT, a satellite dedicated to education, launched In 20--, the government plans on introducing the Foreign Education Bill allowing FDI inflow in higher education Source: HIGHER EDUCATION – INDIA.PPT 4

5. Indian higher education is decentralized with separate councils responsible for the regulation of different institutions Ministry of Human Resource Development SAMPLE Department of Higher Education University Grants Commission (UGC) All India Council of Indian Council for Dental Council of India Bar Council of India Technical Education Agricultural Research Medical Council of National Council for Pharmacy Council of India Teacher Education India Central Council of India Nursing Council Council of Architecture Rehabilitation Council Homeopathy Distance Education State Councils of Central Council for Council Higher Education Indian Medicine Source: HIGHER EDUCATION – INDIA.PPT 5

6. The higher education market is expected to develop further due to large scale private and public participation Overview Higher Education Market Size and Growth • The expenditure on higher education in India is estimated to be USD U bn in 2008 USD bn 12 a % • Expected to grow at a% CAGR to reach USD Y bn by Y LE 10 X 20-- W 8 V U P • Private institutions have been focusing on the area of 6 professional courses like engineering and medical as 4 well as post graduation courses like MBA SAM Private set-ups account for ~b% of the total medical seats and ~c% of the engineering seats available to students Growth in Higher Education Institutions 2 0 2008 Market Segmentation 2009e 2010e 2011e 2012e '000 Private Institutes Others Aa% 25 Public Institutes Medical S 20 d% R MBA Q P Engineering 15 O 77% N L M 10 5 h% e% f% 0 g^% 2000-01 01-02 02-03 03-04 04-05 05-06 06-07 07-08 Source: HIGHER EDUCATION – INDIA.PPT 6

7. The institutes located in southern and western India account for the largest intake.. Master of Bachelor Master of Bachelor of Master of Bachelor of Master of Region States Engineering/ of Business Engineering Pharmacy Architecture Architecture Technology Pharmacy Administration Karnataka X X X X X X X SOUTH Kerala Orissa X X PLE X X X X X X X X X X X Pondicherry Tamil Nadu X X SAM X X X X X X X X X X X Gujarat X X X X X X X WEST Maharashtra X X X X X X Rajasthan X X X X X X X Chhattisgarh X X X X X X X CENTRAL Jharkhand X X X X X X X Madhya

Pradesh X X X X X X X NOTE: Data refers to the intake of students for 2008-09 All States in India have not been covered Source: AICTE HIGHER EDUCATION – INDIA.PPT 7

8. Summary Fundamental shortcomings in the higher education space Low Gross Enrolment Ratio Low public spending on higher education Current Scenario` Lack of co-operation between the government and the private sector Mandate of the government and the approach adopted by private players Lack of large players in the market HIGHER EDUCATION – INDIA.PPT 8

9. Summary Growing middle class with the ability to afford a private education Demographic advantages India: Services dominated economy Drivers ` Poor perception of alternative education streams Growing private players due to large demand-supply gap High expenditure on foreign education HIGHER EDUCATION – INDIA.PPT 9

10. Appendix II – State- wise segregated information of the students enrolled into various courses in higher education Bachelor of Engineering Master of Engineering/Technology Index ` Bachelor & Master of Pharmacy Bachelor and Master of Architecture Master of Business Administration HIGHER EDUCATION – INDIA.PPT 10

11. Course: Computer Science Developed Market Nascent Market 0 10,000 20,000 30,000 40,000 50,000 0 1,000 2,000 3,000 4,000 Andhra Pradesh a West Bengal m LE Tamil Nadu b Gujarat n Kerala Uttar Pradesh d c MP Chhattisgarh Delhi p o Maharashtra Madhya Pradesh Karnataka f g e SA Pondicherry Jammu & Kashmir q r Jharkhand s Haryana h Bihar t Rajasthan i Himachal Pradesh u Punjab j Orissa k Assam v Others l Arunachal Pradesh w Source: HIGHER EDUCATION – INDIA.PPT 11

12. Thank you for the attention The Higher Education - India report is a part of Research on India's Education Industry Series. For more detailed information or customized research requirements please contact: Natasha Mehta, CFA Gagan Uppal Phone: +65 8448 0449 Phone: +91 98364 71499 E-Mail: natasha.mehta@netscribes.com E-Mail: gagan.uppal@netscribes.com Research on India is a product of Netscribes (India) Pvt. Ltd. Research on India is dedicated to disseminating information and providing quick insights on "hot" industries in India and other emerging markets. Track our new releases and major updates in these industries on About Netscribes Netscribes is a knowledge-consulting and solutions firm with clientele across the globe. The company's expertise spans areas of investment & business research, business & corporate intelligence, content-management services, and knowledge-software services. At its core lies a true value proposition that draws upon a vast knowledge base. Netscribes is a

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Source: /slideshare/

Private equity on a learning curve

In an uncertain economic environment, private equity investors are finding the education sector attractive for long-term investments. From just three deals valued at $21.6 million in 2005, investment in the sector till October this year has increased to $238.7 million, according to Grant Thornton.

So why are private equity (PE) investors looking at the education sector with a new zeal? Arun Natarajan, managing director of Venture Intelligence, which tracks PE/VC investment in the country, says this sector has indeed been a favoured one among PE investors for the last few years, but this year saw several deals actually coming through. "The attractive and predictable rate of return in this sector is clearly serving as a magnet for PE investors," he underlines. Mohanjit Jolly, executive director, Draper Fisher Jurvetson (DFJ) India, says, "The mismatch between the sheer number of people to be educated and the dearth of quality education creates a tremendous short-term and long-term opportunity for education investments in India."

DFJ has invested in Delhi-based Catura, which provides digital content for CAT preparation for 10th to 12th graders, with the roadmap to be much broader across subjects and grades.

The reasons are far more than just the demand-supply mismatch. While insufficient supply and high demand offer opportunities for operational scale and top-line growth, multi-year enrolment and knowledge of attrition rates allow companies to better predict their revenue streams. Secondly, growth in enrolment is driven by the low-opportunity cost that a downturn creates for professionals to re-tool and re-skill and banks continue to provide collateral-free credit to fund professional education.

In fact, a CLSA report establishes the growing preference for private sector institutions. While 7% of India's over 10 lakh schools are privately -owned, they account for 40% of the country's 219 million students enrolled. In higher education, the report says, 77% of the 18,000 institutions are privately owned.

Though these numbers may show a rosy projection for the future, a recent poll among PE/VC firms by Venture Intelligence found that 81% fund managers are willing to invest in education companies over the next few months, clearly indicating a very strong appetite for the industry.

Currently, PE investors are putting in money in technology-based education infrastructure and applications to offline assessment and training institutions and application vendors like coaching classes and pre-schools. Some of the recent notable PE investments are Blackstone Group investing around $42 million in Everonn System, Matrix Partners investing $22.22 million in...

Source: /financialexpress/12 December 2009

Promotion of Higher Education in Tribal Areas

In order to focus attention in universities located in backward/rural/remote/border areas, the Universities Grants Commission (UGC) has been implementing a scheme, namely, "Special Development Grant for Universities in Backward Areas" to strengthen their available infrastructure and to create additional basic infrastructure. The UGC has also been implementing a scheme to provide assistance to eligible colleges located in rural/remote/border/hill/tribal areas for providing accommodation for teachers and students on rental basis, development of location specific curricula, and for providing conveyance allowance to eligible poor students.

Indira Gandhi National Tribal Open University, with its headquarters at Amarkantak in Madhya Pradesh, has been established as a teaching and affiliating university to promote avenues of higher education and research for the tribal population in the country. Indira Gandhi National Open University (IGNOU) is responsible for enhancing education through distance mode including in remote tribal areas, and for promoting coordinating and determining standards in open learning and distance education Systems. The National Mission on Education through Information and Communication Technology (ICT) has been envisaged as a Centrally sponsored scheme to leverage the potential of ICT in teaching and learning process for the benefit of all learners in Higher Education Institutions in any time and any where mode. A new scheme has been envisaged in the XI Plan to provide financial assistance to State Governments to set up a model degree college in teach of the 374 educationally backward districts, identified including tribal districts identified by UGC in the country, where the Gross Enrolment Ratio (GER) in higher Education is less than the national GER.

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

Source: New Delhi /pib.nic.in/9 December 2009

Quality of research work in Universities

Looking at the declining quality and quantum of scientific research in India, a Task Force under Prof. M.M. Sharma was constituted by the Central Government for basic Scientific Research in universities. In its Report, the Task Force has inter alia, recommended creation of 1000 positions of Research Scientists at various levels, five fold increase in the number of Ph.Ds from Indian universities within a span of ten years with proper standards,

promotion of formal linkage between the Universities and national level institutions including the Council for Scientific and Industrial Research (CSIR) laboratories through joint research projects and training, inbuilt component of research in post-graduate programmes pertaining to Science and Technology, upgradation of infrastructural facilities in universities to promote quality scientific research, and creation of networking centers in Basic Sciences in leading Departments of Universities to promote collaborative research. The Task Force has been converted into an Empowered Committee for monitoring the implementation of its recommendations. The following schemes have been implemented by UGC as per guidelines formulated by the Prof. M.M. Sharma's Empowered Committee:

(i) 1800 Junior Research Fellows have been granted to the science departments recognized as CAS/DSA/DRS in universities,

(ii) Award of 500 Post-doctoral Fellowships in all areas of Science designated as "Dr.D.S. Kothari Post –doctoral Fellowships" has been launched.

(iii) An infrastructure strengthening grant of Rs.5 lakhs to each of the 700 science departments of 97 colleges with potential for excellence has been released by University Grants Commission (UGC).

The Government is implementing a Central Sponsored Scheme of National Mission on Education through Information & Communication Technology (NMEICT) which has a provision of broadband connectivity to Universities and Institutions of higher learning. It was decided that the work of creation of the broadband network under NMEICT be entrusted to Bharat Sanchar Nigam Ltd. (BSNL) Mahanagar Telecom Nigam Ltd. (MTNL) combine and they should be given flexibility to rope in Rail Tel and Power grid as per local needs. An amount of Rs.300.00 crore has been provided to the Department of Telecommunications during 2008-09 for the purpose.

On an average, every university will be provided a Local Area Network (LAN) of 400 nodes which will be connected via 1 Gbps link to the National Knowledge Network (NKN) Port. Government polytechnics and National Institutes of Technology (NITs) shall also be provided broadband connectivity under the scheme. BSNL has been asked to provide connectivity to 6000 colleges which are eligible to receive grants under section 12-B of the UGC Act in the first phase. The institutions shall also be provided e-learning material free of cost.

This information was given by the Minister of Human Resource Development, Shri Kapil Sibal, in a written reply to a question, in the Lok Sabha today.

Source: New Delhi /pib.nic.in/2 December 2009

Setting up of centers for studies of WTO and IPRs

Under the Scheme of Intellectual Property Education, Research and Public Outreach (IPERPO) grants are being provided to Universities and other Institutes of Higher Studies for the establishment of Intellectual Property Rights

Chairs for conducting research and studies related to intellectual Property Rights and World Trade Organsiation. Since the inception of the Scheme of Intellectual Property Education, Research and Public Outreach (IPERPO) in 2001, 18 Universities/Institutions have been identified and provided financial assistance for the establishment of IPR Chairs.

A total grant of Rs.405.04 Lakhs has been released to the IPR Chairs from financial year 2001-2002 to 2008-2009 and the total expenditure incurred from financial year 2001-2002 to 2008-2009 is Rs. 173.85 Lakhs. During 2008-09, ten Universities/Institutions have been identified under the Scheme and invited for consideration under the Scheme and have been requested to submit proposals for consideration for the establishment of IPR Chairs.

This information was given by the Union Minister of Human Resource Development, Shri Kapil Sibal in a written reply to a question in the Rajya Sabha today.

Source: New Delhi /pib.nic.in/4 December 2009

Setting up of off-shore campuses of Universities

The University Grants Commission (UGC) has framed regulations, namely, the University Grants Commission (Establishment of and Maintenance of Standards in Private Universities) Regulations, 2003, which, inter alia, provide that a private university can open off-shore campuses in foreign countries only after obtaining permissions from the Government of India and the host country. According to the UGC guidelines for considering proposals for declaring an institution as "deemed to be university" under Section 3 of the UGC Act, 1956, it would be permissible for the "deemed to be university" to open academic Centre(s) in any of the foreign countries after obtaining due permission from Government of India and the host country.

According to the University Grants Commission, the following institutions 'deemed-to-be-universities' have approved off-shore campuses:-

S. No.	Name of Institutions "Deemed-to-be University"	Country
1	Birla Institute of Technology & Science, Pilani, Rajasthan	United Arab Emirates
2	Birla Institute of Technology & Science, Mesra, Ranchi	Oman, Barani
3	Manipal Academy of Higher Education, Manipal	Malaysia, United Arab Emirates and Oman
4	Vinayaka Mission's Research Foundation Salem, Tamil Nadu	Thailand
5	Sri Ramchandra Medical College & Research Institute, Chennai	Mauritius

Public Universities and institutions may set up campuses abroad, if so permitted under the relevant State Act or Memorandum of Association, under which a university or institution is established. According to the existing provisions, a Central University is not allowed to open off-shore campuses.

This information was given by the Union Minister of Human Resource Development, Shri Kapil Sibal in a written reply to a question in Rajya Sabha today.

Source: New Delhi /pib.nic.in/4 December 2009

Teacher Training

Under the National Council for Teacher Education Act, 1993, institutions are required to apply to the National Council for Teacher Education (NCTE) for grant of recognition for running a teacher education course in accordance with the extant law and laid down procedure. Qualification in teacher education obtained from a non-recognized course/institution is not considered as a valid qualification for the purpose of employment under the Central Government, any State Government or University, or in any school, college or other educational body aided by the Central Government or any State Government. Wherever it comes to the notice of the NCTE that an institution running a teacher education course has violated the law, appropriate action, including withdrawal of recognition, is taken.

The Sudeep Banerjee Report on functioning of the NCTE had, interalia, recommended that the NCTE Act be repealed. Having regard to the implications of such repeal and the recommendations of the Report of the Yashpal Committee on "Renovation and Rejuvenation of Higher Education" (2009) and the provisions of the Right of Children to Free and Compulsory Education Act, 2009, a decision has been taken that the NCTE Act may not be repealed at present.

This information was given by the Minister of Human Resource Development, Shri Kapil Sibal, in a written reply to a question, in the Lok Sabha today.

Source: New Delhi /pib.nic.in/2 December 2009

Technical Education to Children

Ministry of Labour & Employment does not have any training programme exclusively for children of workers engaged in organized/un-organized sectors. However, Ministry is conducting vocational training programmes under various schemes such as Craftsmen Training Scheme, Apprenticeship Training Scheme and Skill Development Initiative (SDI) Scheme, benefits of which can be availed by any person above the age of 14 years including the children of workers engaged in organized/un-organized sector.

This information was given by the Minister of State for Labour and Employment Shri Harish Rawat in a written reply in the Lok Sabha today.

Source: New Delhi /pib.nic.in/7 December 2009

Vocational Training Programme

Indira Gandhi National Open University (IGNOU) is involved in vocational training programmes to BPL youths

in the States of Andhra Pradesh, Assam, Bihar, Chattisgarh, Delhi, Goa, Gujarat, Haryana, Himachal Pradesh, Jharkhand, Madhya Pradesh, Maharashtra, Orissa, Punjab, Karnataka, Kerala, Rajasthan, Tamil Nadu, Uttrakhand, Uttar Pradesh and West Bengal.

Under this programme the University envisage to provide vocational training in various disciplines such as security skills, mechanical & electrical skills, information technology, textile, tailoring, accounting and horticulture etc. to the youth in different States of the country to enhance their employability.

Indira Gandhi National Open University has sanctioned Rs.14.95 crore, till now, for the vocational training in security guard skills.

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

Source: New Delhi /pib.nic.in/2 December 2009

Young parents put child's education before retirement, health

With education becoming increasingly expensive, young parents are readjusting their lifestyles to ensure their child's education. A whopping 97% of Bangalore's young parents say they are saving primarily for their children's education.

This was a major finding of research on savings and investment practices by young parents in India by Indian Market Research Bureau (IMRB) for Aviva Life Insurance. While 32% parents across the country are avoiding shopping, only 6% of parents in Bangalore are avoiding unnecessary shopping.

Also, 77% in the city opined that cost of education will be sky-high in the future, 62% think they should start savings immediately, and half the population of young parents fears they won't be able to afford higher education for their children.

The economic slowdown has again played a great role in savings. More young parents are planning for their children, taking up child plan insurance schemes, and looking for flexible premiums so that when the market bounces back and their incomes soar, they can pay higher premia.

More than 67% young parents in India give their child's education priority over retirement and health — Bangalore alone saw 60% prioritizing child's education over retirement.

The traditional mindset of parents wanting their children to become engineers and doctors hasn't seen much change — 26% parents still insist their children take up engineering and medicine. But Bangalore shows a major shift, with 55% parents leaving it to their children to decide. The reason for this could be new avenues opening up.

Saving for kid's marriage has taken a back seat — only 33% of Bangalore's parents thinking of this as a priority.

Methodology

➢ Face-to-face interviews of 2,250 persons across 10 cities

➢ Bangalore parents in focus

➢ 41% Want their kids to become doctors

➢ 29% Want their kids to become engineers

➢ 9% Want their kids to do an MBA course

➢ 37% With children between 0 and 3 years have started saving

➢ 38% With children between 6 and 10 years have started saving

➢ 6% Cut down unnecessary expenditure

➢ 3% Avoided shopping

Source: Bangalore /timesofindia/4 December 2009

Contribute

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

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

Please email your contributions to aserf@apeejay.edu

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

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