



WISH YOU ALL A VERY HAPPY AND PROSPEROUS NEW YEAR

Announcements

ASERF has instituted **Dr Stya Paul Young Educationist Award** for honouring Young Educationists who have demonstrated their potential by making an impact on Indian education.

Applications from the eligible scholars are invited for the Award of the year 2011. [Click here](#) to download the prescribed format along with the terms and conditions.

Apeejay Education Society announces the opening of Apeejay Stya University

The Apeejay Education Society, with over 40 years of Excellence in education, announces the initial opening of Apeejay Stya University at Sohna, Gurgaon. Sponsored by the Apeejay Stya Education Foundation, the University is currently located in a sprawling picturesque campus with the state-of-the-art infrastructure.

Apeejay Stya University offers a diverse catalogue of technical, scientific, management and liberal arts courses for the academic session 2011-12. Applicants for admission accepted on the basis of comprehensive merit, judged by their academic excellence, their extracurricular achievements, and their utilization of the resources they have had available. As part of the application, the University recognize a number of examination scores to establish academic excellence, including AIEEE, GMAT, SAT, and SAT II.

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

Get Involved

International Two-Year Teaching Fellowship

The Apeejay Stya University invites applications for its two-year teaching fellowship in India. Applicants would be based in Sohna, Gurgaon, Haryana India, and take up to three classes in the subject of their proficiency. Fellows would gain experience in teaching in another culture, within an extremely innovative university system.

Please visit our website for more: <http://apeejay.edu/asu/getinvolved/fellowships.php>

Partnership

Dear Partners,

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

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

Editor

Dr. Mithilesh Kumar Singh

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ASPECT**Elementary Education in India; Progress towards UEE: DISE Flash Statistics: 2009-10**

DISE Flash Statistics: 2009-10, Progress towards UEE were released by Shri Kapil Sibal, Union Minister for Human Resource Development, during a meeting of the Sarva Shiksha Abhiyan Executive Council, here today. These statistics are based on the data collected during the year 2009-10 with 30th September 2009 as its date of reference. Data for the year 2009-10 is received from 1.3 million recognized schools imparting elementary education from across 635 districts spread over 35 States and Union Territories of the country. The Publication is being brought out by the National University of Educational Planning and Administration (NUEPA), New Delhi.

NUEPA has created a comprehensive database on elementary education in India known as District Information System for Education (DISE), under one of its most prestigious projects. The project covers both primary and upper primary schools/sections of all the districts of the country. The MIS Units are now operational both at the district and state levels and are equipped with necessary hardware and software. The DISE software is also operational in all the districts of the country and is providing vital information for policy formulation and preparation of district elementary education plans. To further improve the quality of data, it has now been made mandatory for all the states to check the data on five percent random sample basis through an independent agency each year.

DISE 2009-10: School-Based Indicators

With the improved coverage, the number of schools/sections imparting elementary education dealt with under DISE increased many-fold. From 8,53,601 schools in 2002-03, their number has increased to 11,96,663 schools in 2006-07 and further to 12,50,775 schools in 2007-08. In 2008-09, as many as 12,85,576 schools imparting elementary education across 633 districts of the country are covered under DISE compared to which 13,03,812 schools from 635 districts were covered during 2009-10.

Of the total schools, about 87.13 per cent schools are located in rural areas. During the same period, the number of primary schools increased from 6,01,866 to 8,09,874. Category-wise distribution of schools reveals that majority of the schools (62.12 per cent) are independent primary schools. The increase in the number of schools is also reflected in the Ratio of Primary to Upper Primary Schools/Sections which clearly shows the impact of Sarva Shiksha Abhiyan under which a large number of schools have been opened in the recent past. This ratio for the year 2008-09 is one upper primary school/section for every set of 2.23 primary schools/sections compared to 2.45 in 2006-07 and 2.41 schools/sections in 2007-08 and 2.27 in 2008-09. Most of the states have the ratio equivalent to almost two,

all of which suggests that by and large schooling facilities have been created and are available across the country. Despite significant improvement in the ratio, there are a few states, such as Arunachal Pradesh (3.93) and West Bengal (5.53), where the ratio still needs to be improved significantly.

DISE 2009-10: Facility Indicators

The preliminary analysis of a selected few indicators suggest significant improvement in all facility indicators which is true for both states as well as the country as a whole. As on 30th September 2009, 2,45,672 schools imparting elementary education have been opened which is about 18.84 per cent of the total schools in 2009-10 in the country and about 90 per cent of these new schools have school buildings. Opening of new schools is also reflected in the ratio of Primary to Upper Primary schools/sections which stood at 2.23 in 2009-10 compared to 2.27 Primary schools/sections per Upper Primary school/section in 2008-09.

The average number of instructional rooms in Primary schools has also improved to 3.2 in 2009-10 from 3.1 in the previous year. Not a single state has less than 2 classrooms in Primary schools. The average number of classrooms in case of Bihar is 2.1 as compared to 12 in Chandigarh and Delhi. The improvement in average number of classrooms is also reflected in the improvement in student-classroom ratio which has improved to 32 students per classroom in 2009-10 from 35 students in the previous year.

About 92 of the 1.3 million schools that impart elementary education in the country now have drinking water facility in school. All the schools in Chandigarh, Daman and Diu, Delhi, Lakshadweep, and Pudducherry have been provided with the drinking water facility in the school. 87.77 per cent schools had drinking water facility in 2008-09.

About 54.31 per cent schools in the country now have access to common toilets in 2009-10. About 59 per cent of total 1.3 million schools have girl's toilet compared to 53.60 per cent in the previous year i.e. 2008-09.

About 16.65 per cent schools have computer in the schools with percentage of such schools as high as 90 per cent in Chandigarh, 82 per cent in Delhi,

DISE 2009-10: Enrolment-Based Indicators

With the increased coverage of schools under DISE, enrolment both at the primary and upper primary level of education has also increased significantly. The enrolment increased from 128.81 million 2002-03 to 179.36 million in 2006-7 and further to 187.72 million in 2008-09 but slightly declined to 187.87 million in 2009-10. The GER at primary level, based on the DISE data is estimated to be 115.63 per cent, corresponding to 98.28 per cent NER. A few states are near achieving the goal of universal primary enrolment. Over a period of time, enrolment in upper primary classes has also shown consistent increase. From a low of 37.72

million in 2004-05, it has increased to 54.47 million in 2009-10 (GER 75.80 per cent).

Gender Parity Index (GPI)

Percentage of girls' enrolment in primary and upper primary classes reveals that there is consistent improvement both in GPI and girls' share in enrolment. The average of 635 districts in 2009-10 indicates a GPI of 0.94 in primary classes and 0.93 in case of upper primary classes.

Source: [PIB](#)

NEWS

Institutional Framework between NCERT and SCERTs

Shri Kapil Sibal, Union Minister for Human Resource Development, has mooted that an institution framework be set up constituting of the National Council of Educational Research and Training (NCERT) and State Councils of Educational Research and Training (SCERTs). This framework, could include the CBSE, COBSE and NCTE as invitees, and would be a mechanism for coordination, for continuous flow of information and for dialogue, the focus being on improving quality of education throughout the country, the Minister added. He also underlined that the effort of the educational administrators and curriculum developers should be to maximize standards rather than settling for minimum standards. He was speaking at a meeting of Central and State Regulatory Institutions for School Education, here today.

The Minister stated that as per the National Council for Teacher Education (NCTE) teacher qualification norms under the Right to Education Act, Teacher Eligibility Test (TET) will be an essential qualification. He said that while the NCTE is developing the standards and benchmarks for this Teacher Eligibility Test, State Governments would be responsible for administering these tests and it is the responsibility of State Governments to ensure that these tests conform to high standards. He also said that the institutional mechanism between NCERT and SCERTs should work towards developing question banks which could be used by States for their Teacher Eligibility Test.

The Minister also talked about the development of the National Vocational Qualification Framework (NVQF). He said that the Government has begun a process of series of consultations with different industry groups to facilitate development of vocational curriculum as demanded by the needs/job requirements of these industry groups. He called upon the State Governments to identify skills specific to their states and develop curriculum for these skills.

The NCERT in its presentation, among other things, stated that the Government is proposing to set up a 24x7 Channel for teaching through ICT. The NCERT would be the nodal agency for this channel and the National Institute of Open Schooling (NIOS) and the Indira Gandhi National

Open University (IGNOU) would be the collaborating agencies. The target audience for this channel would be school students in the 5-18 years age group, open education students and neo adult literates.

Source: 17 Jan, 2011/[PIB](#)

Live virtual classes for chartered accountants

The launch of live virtual classes by the Institute of Chartered Accountants of India (ICAI) envisages a range of benefits for the student community. The classes will commence from February 1. "This initiative shall be reckoned as one of the historic steps undertaken by the board of studies of the institute," says Amarjit Chopra, president, ICAI. "Initially, these classes are being held in select subjects at 25 centres in 22 cities across the country. However, we have plans to upscale to about 50 centres and establish our presence in many more cities by July," informs Chopra.

Talking about the key objectives of the launch, Chopra says, "By teaching through live virtual classes we shall be ensuring that students across the country are exposed to the same quality of teaching. The challenge of quality control in terms of teaching has been a key concern for ICAI for quite sometime.

Also, we want to reach out to more students in remote areas. The mode of virtual classes is an affordable alternative to setting up physical classrooms and hence we decided to try out this mode."

According to Chopra, the virtual classes translate to a cost-benefit for students. "The fees that our students pay is only 40% of the fees charged by private institutes," he informs. The latest technology is being leveraged to link studios to classrooms using VSAT/ terrestrial links.

"The key highlight of the live virtual classes is that students shall be taught in an interactive classroom environment that in turn will foster a sense of belongingness to the institute and unity among students. We will teach through a blend of theory and case studies and emphasise on practical case study handling," shares Chopra. "The latter is especially significant as it has been observed that most chartered accountants lack the general management communication skills that are critical in the corporate world. Through our virtual classes we shall teach our students to draft reports, prepare case appeals, write valuation reports and understand and analyse annual reports of top companies, among other things," he adds.

The live virtual classes will teach the chartered accountancy course at all levels that include CPT, IPCC/ ATC and the finals.

Source: 17 January 2011/[Education Times-Times of India](#)

Govt moots proposal to enhance educational standards

Government today mooted a proposal for an "institutional framework" to strengthen Centre-state collaboration in

raising educational standards under the RTE regime with the involvement of key education regulators.

Such a framework would include educational bodies like NCERT, State Councils of Educational Research and Trainings(SCERT), CBSE, Council of Boards of School Education in India(COBSE) and National Council for Teacher Education (NCTE).

The proposal was mooted by HRD Minister Kapil Sibal at the meeting of central and state education regulatory bodies with an aim to ensure "constant coordination, continuous flow of information and dialogues between them", said an HRD Ministry official.

Sibal also said that the institutional mechanism between NCERT and SCERTs should also work towards developing question banks which could be used by states for their Teacher Eligibility Test.

He said that while the NCTE is developing the standards and benchmarks for the eligibility test, State Governments would be responsible for administering these tests and ensure that these tests conform to high standards.

During the meeting, Sibal also underlined that the effort of the educational administrators and curriculum developers should be to maximise standards rather than settling for mediocre standards.

The NCERT in its presentation at the meeting said the Government was proposing to set up a 24 hour Channel for teaching through ICT.

The NCERT would be the nodal agency for this channel and the National Institute of Open Schooling (NIOS) and the Indira Gandhi National Open University (IGNOU) would be the collaborating agencies.

The target audience for this channel would be school students in the 5-18 years age group, open education students and neo-adult literates.

Talking about the proposed National Vocational Qualification Framework, Sibal said the Government has begun a series of consultations with different industry groups to facilitate development of vocational curriculum as demanded by the needs/job requirements of these industry groups.

The state education ministers are also expected to meet in this regard here this week.

Source:17 January 2011 / New Delhi / [One India-PTI](#)

TeamLease to set up vocational education university in Gujarat

Staffing company *TeamLease Services Pvt. Ltd* announced on Monday it is setting up a vocational education university in Gujarat to help plug an increasing skill gap in India's labour force.

This comes after the Union government recently announced its intention to set up a national vocational

education framework to cater to millions of students who cannot, or do not, take up higher education.

TeamLease has entered into an agreement with the Gujarat government to set up TeamLease University (TLU), comprising 22 community colleges across the state. Though there are several skill training institutes in the country, this will be the first university for vocational education.

"We have a very small vocational training sector in India. Only 5% of students go for vocational training while the number is nearly 80-90% in developed countries," said Pawan Agarwal, a civil servant and author of the book, *Indian Higher Education: Envisioning the Future*. "While a direct comparison doesn't make sense because agriculture is a dominant occupation in India, the difference is still very significant."

While developed countries give a lot of focus to vocational education, a lack of sufficient skilled labour is a major worry in India, the second-fastest growing major economy.

According to data available with the All India Council for Technical Education (AICTE), the country has around 7,500 technical institutes for higher education and only 2,500 polytechnic institutes. "A large number of students in countries like the US and Singapore go for vocational education. Perhaps, India needs to do that as skill is very important while landing a job," said Mona Mourshed, partner (education), at consulting firm *McKinsey and Co*.

"Youth unemployability is a bigger problem than youth unemployment," said Gujarat principal secretary (education) Hasmukh Adhia, who signed the agreement on behalf of the state government.

Manish Sabharwal, chairman, TeamLease Services, said his company is adopting the university system because global experience shows that community colleges improve accessibility, increase inclusiveness, lower costs and create vertical mobility.

"Community colleges in the US typically provide skill-based training and are integrated into the formal higher learning system. This has been successfully emulated elsewhere in the world in what is called 'short cycle higher education', that has a shorter duration, mobility into higher education, and is held in good regard, socially. In contrast, vocational training in India is being catered to by the unorganized training sector," said Agarwal.

TLU will offer what it calls an "associate degree", rather than a diploma, which will confer credits recognized by degree programmes.

"After a student passes a diploma programme, he typically has to start afresh if he wants to pursue a degree. A student passing out of TLU's accounting technician course, on the other hand, will be able to join a BCom programme in the third year," said Sabharwal, although this will apply only in Gujarat for now.

“When we look at expansion on the national level, going forward we will approach the UGC so we can plug into their credit transfer system,” he said. UGC, or University Grants Commission, is India’s regulator for higher education.

Some institutes already offer associate degrees in India. Among them are Delhi’s Indira Gandhi National Open University and a network of community colleges in Chennai run under the Indian Centre for Research and Development of Community Education.

Each of TLU’s 22 colleges will look at enrolling 300-700 students.

Human resource development (HRD) minister Kapil Sibal recently announced plans for a vocational education framework for millions of students who either drop out of schools or don’t pursue higher education for socio-economic reasons. While 220 million students pursue school education, fewer than 15 million take up higher education. The ministry has set up committees comprising experts from the information technology, telecom and automobile sectors to devise model curricula for vocational education in the relevant fields.

India pegged its unemployment rate at 9.4% in 2010, an increase of 1.2 percentage points over 2004-05, when the previous comprehensive survey was done.

Source: 18 January 2011/[Live Mint.com](http://www.live-mint.com)

SC puts education first, tells forces to vacate schools

The anti-Naxal operations cannot impede education, the Supreme Court said on Tuesday and ordered paramilitary forces to vacate school buildings and hostels within four months in Chhattisgarh’s Maoist-infested districts.

A bench comprising Justices B Sudershan Reddy and S S Nijjar wanted the state to rehabilitate tribals uprooted from villages by the continued Naxal-police conflict and who were living a ‘prisoned’ life in relief camps. The court’s order came on a PIL filed by sociologist Nandini Sundar and historian Ramachandra Guha. They had accused anti-Naxal force ‘Salwa Judum’ of committing atrocities against tribals allegedly with tacit state support.

After hearing arguments, the court said: “There is consensus that ultimately these tribals have to go back to their villages.” It asked the state to submit a status report by February 24 on the steps taken to rehabilitate the tribals in their native villages. Justice Reddy added to the sensitive case by disclosing that an anonymous letter has sought his recusal from the case reminding him of his earlier association with NGO People’s Union for Civil Liberties, which argues for human rights of tribals. Counsel for parties requested him to ignore the letter and continue hearing the case.

Senior advocate Harish Salve, appearing for the state, apprehended that Naxals would slaughter tribals if they were sent back to their villages from relief camps. It would be sending lambs to the slaughter house, he said. But the

court reiterated its view — tribals cannot be forced to live in camps forever and the state must take steps to send them back to their villages to enjoy the freedom. “As long as camps continue their rights will remain in suspended animation,” it said. Salve countered — “Nobody is happy in a camp. But we want to create secure conditions.”

Source: 19 January 2011 / New Delhi / [Times of India](http://www.timesofindia.com)

IIT undergrad course to be research-oriented?

high-powered committee under T Ramaswamy, secretary, department of science and technology, has recommended that the IIT curriculum at the undergraduate level should change from uniform syllabus to system-based curriculum selection, making it research-oriented.

The IIT Council will discuss the report on Friday. The committee said course content at the undergraduate level does not inspire students to take up research in India. Its report expresses concern at the low level of IIT undergraduates opting for research and says at least 10-15% of them should be brought to do doctoral research in the next five years.

At master’s and doctoral level, the report says, IITs should align the curriculum to meet industrial needs without complications. “Since master’s and doctoral research activities are generally specific to the institutions and range of faculty strength, alignment to suit location specific needs may be more easily realised,” it says, suggesting an interactive portal could be established between IITs and industrial chambers. The portal should have problems faced by industries and students may be asked to select research problems for master’s and doctoral level research programmes.

The committee has also recommended setting up of a Research Support Technical Cadre. Creation of such a cadre, the report says, will allow IITs to undertake research projects that require continuity. At present undergraduate and research students have to provide R&D support. The committee has also said that research councils of nine members be set up for each IIT before the next academic year. The council will play an advisory role in selection of research priorities.

Ramaswamy is yet to give the report on reforms in IIT-Joint Entrance Examination. Sources said the committee is working on a percentile-based scheme to bring all state boards on par. The scheme is based on the percentile-based merit list, formed across all the state boards, for department of science and technology’s Innovation in Science Pursuit for Inspired Research (INSPIRE) scholarships that go to the top 1% students (up to 99 percentile). 41% IIT faculty members, however, say such a scheme is good for an INSPIRE merit list, where the decision is either ‘qualified’ or ‘not-qualified’.

Source: 20 January 2011/New Delhi/[Times of India](http://www.timesofindia.com)

Unanimity amongst States for the NVEQF

Shri Kapil Sibal, Union Minister of Human Resource Development today chaired a meeting of the State Ministers incharge of vocational education to discuss about necessary policy reforms to strengthen vocational education at all stages of education and to put in place a National Vocational Education Qualifications Framework. The meeting was attended by Union Minister of State of HRD, Smt. D. Purandeswari, 17 State Ministers, Secretaries and senior officers from the State Govts. Heads of UGC, AICTE, IGNOU, NCERT, NUEPA, CBSE and NIOS and representatives from National Skill Development Corporation and from industry associations ASSOCHAM, CII and FICCI.

The necessity and rationale of scaling up of vocational education in the country was highlighted by several participants citing demands of high economic growth, technological and demographic changes, global shortage of skilled manpower, skill deficit in various sectors and mismatch of demand and supply of skill. Quoting Mr C.K.Prahlad's, the noted management guru, Shri Sibal mentioned that to sustain a double digit growth the country would need 200 million graduates and 500 million skilled people by 2022.

There was total unanimity amongst States for the National Vocational Education Qualification Framework (NVEQF). This framework would set common principles and guidelines for a nationally recognized qualification system, covering schools, vocational education institutes and institutes of higher education with qualifications ranging from secondary to doctorate level, leading to international recognition of national standards. The framework will be a competency based modular approach with provision for credit accumulation and transfer. Students would have the scope for vertical and horizontal mobility with multiple entry and exits. This would be especially useful to promote the creative genius of every child including children with special needs. Sector Skill Councils and Industry would collaborate in the development of quality standards, competencies, model curricula, assessment standards and testing procedures. Linkage between education providers and employers would be a pre-requisite. A centrally sponsored scheme of vocational education in the higher secondary stage would complement these efforts.

Shri Sibal stressed that standardization of processes is important to preserve the past, energise the present and empower the future. A view emerged that the educational institutions could allow its premises to be used after working hours for skill development. It was also unanimously resolved to constitute a Group of Ministers from State Govts. to suggest ways and means for strengthening vocational education in the country at all levels and to develop a broad consensus on the contours of the National Vocational Education Qualifications Framework.

Source: 20 Jan, 2011/[PIB](#)

Kalam favours imparting science education in mother tongue

Former President A.P.J. Abdul Kalam has favoured imparting science education to children in vernacular languages to encourage creativity and enable easy grasp of the subject.

Interacting with students at the Dharampeth Science College during its golden jubilee function here last night, Mr. Kalam said, "I studied up to tenth standard through vernacular medium and later picked up English."

He advised teachers to bring out creativity in children and teach them science in their mother-tongue.

"Creativity is the key to success in the future and primary education is where teachers can bring creativity in children at that level," he said adding teachers should become facilitators of innovativeness.

Underlining the importance of righteousness, Mr. Kalam said it leads to beauty in character which in turn brings peace in world, harmony in home and order in nation.

"The country needs righteousness in heart and ethics," he said.

Mr. Kalam advised teachers to make children "employment generators and not mere employment seekers".

Source: 20 January 2011/Nagpur/[The Hindu](#)

Free education for EWS children upto class XII in Delhi

Delhi Government has decided to provide free education up to class XII to children belonging to economically weaker section in the city though the Right to education Act makes it obligatory to offer free education only upto class VIII.

With the decision, Delhi perhaps became the first state in the country to provide free education to the EWS children upto class XII, officials said.

Delhi Education Minister Arvinder Singh Lovely said the government has decided to extend the limit of free education from class VIII to XII to ensure that their studies do not end mid-way due to financial constraints.

Lovely said the government has asked all the private schools to reserve 25 per cent seats to the EWS category for admission into the nursery classes.

He said government would give an assistance in the range of Rs 1,200 to Rs 1,500 per EWS child monthly to the schools for providing education. The total annual financial implication on the government would be around Rs one crore.

"We will provide the kids free education from nursery upto the 12th standard," said Lovely.

He said all the private schools will have to inform the government about the number of EWS children admitted to the nursery classes and if any school does not get enough

application to fill the quota than education department will fill the seats through a centralised admission process.

"If required we will launch a centralised admission process for admission of EWS children in various schools where the quota is not complete. If even after the centralised process some seats remain vacant than we will consider shifting them as general quota seats," Lovely said.

He said any private school refusing to reserve 25 per cent of total nursery seats for EWS under provisions of Right to Education Act may face derecognition.

"We will not hesitate to derecognise any private school if we find that government directives are not followed. There is provision in the Right to Education Act even to prosecute the violators for criminal offences," Lovely told reporters.

Source: 20 January 2011/New Delhi/[The Economic Times](#)

IIM-B in pact with US varsities

To launch a unique leadership programme for senior management

The Indian Institute of Management, Bangalore (IIM-B), the Robert H Smith School of Business at the University of Maryland (Smith) and the School of Management, Zhejiang University (Zhejiang, China), have jointly announced the launch of a global senior management program that will have business leaders travelling to each country to learn successful innovation in each market.

The program titled 'Technology and Innovation Leadership Beyond Borders' consists of a series of three international business education and professional development training at each of the three institutions, networking and group activities for participating executives, and the granting of a certificate to each successful participant. The three institutions will jointly deliver high-quality training of international standard and will share in the effort, expenses, and revenues for the planning and delivery of the programme.

Pankaj Chandra, director, IIMB, said, the programme will feature three areas with each of the partner schools focusing on one area. IIMB will focus on services, Smith on innovation and creativity, and Zhejiang on manufacturing.

"For the participant this will translate into a comprehensive exposure to managing in a global business environment in a more effective manner," he said.

G Anand Anandalingam, dean of the Robert H. Smith School of Business, said, "as strong partner institutions, we want to offer business leaders in the US, China and India the opportunity to experience the unique strengths of each market and the best way to do that is to give managers an on-the-ground look at the way businesses operate and why they succeed."

"The joint program has integrated the world's top teaching resources, which will spare no effort in cultivating senior managers with a global strategic vision and a comprehensive decision-making ability. The managers here can master the core concepts in management, improve the quality of self-management, interpret the management issues with a global vision and become outstanding leaders in business arena", executive dean, School of Management, Zhejiang University, Xiaobo Wu said

The programme, which is designed as three one-week segments, will kick-off in Maryland in June 2011, with a week focusing on managerial and creative innovation. The second phase - manufacturing innovation - will take place in Zhejiang, China in September 2011. The programme will culminate with a service innovation module in Bangalore in January 2012.

Source: 22 January 2011/Bangalore/[The Tribune](#)

Grant-in-aid status to more schools

Education minister Vishweshwar Hegde Kageri has said that the government will accord grant-in-aid status to schools, colleges and DEd institutions opened after 1995. The decision will be taken at the next cabinet meeting.

He was addressing the public after inaugurating the Janata Education Society's Junior College building, in Hanagal, on Sunday. Many schools and colleges run by various mutts and education societies have been doing commendable service to the poor. In spite of facing several problems, they have shown excellent results in various examinations. This has prompted the government to accord grant-in-aid status to those institutions.

Between 1990 and 2000, there were very few schools and colleges run by the government in the North Karnataka region. In order to provide education to the rural poor, several organizations opened schools and the government is keen to help the employees as some are harassed with meagre salary.

The 58-year-old Janata Education Society could get donations from philanthropists and thus construct a building to house students of Junior College in Hanagal and many philanthropists can help the rural poor by providing funds for equipments and laboratory constructions, he added.

Source: 23 January 2011/Haveri/[The Times of India](#)

Sports education in curriculum to be launched

Chief Minister V S Achuthanandan will inaugurate the launch the inclusion of sports education in the school curriculum on Monday.

The function will be held at the Cotton Hill Girls' High School here at 11 a.m., Sports and PWD Minister M Vijayakumar told a press conference here on Sunday.

The initiative on sports education is part of the Total Physical Fitness Programme of the State Government. Vijayakumar said that Kerala was the first state to include

sports education in the school curriculum. The scheme will be in effect from the primary level onwards.

The Total Physical Fitness Programme launched in schools two years ago had thrown up alarming results, he said.

Almost 80 percent of the students who appeared for a physical fitness examination failed. Many students were diagnosed with diseases such as diabetes.

Regarding training, he said that all teachers at the primary school level have been trained. In the UP and higher secondary levels, there were 690 vacancies of sports teachers.

A decision has been reached in principle to fill the vacancies, the minister said. The government was also planning a cluster model linking schools to implement the sports education scheme, he said.

Source: January 24 2011/[Express Buzz](#)

MNC in secret pact with universities for food education

Four public-funded national universities have entered into a "confidential" pact with Nestle, one of the biggest baby food and commercial food companies, for nutrition awareness programmes for adolescent school-going girls in government-run village schools.

Breastfeeding Promotion Network of India (BPNI) has written a letter to the secretary for school education and literacy, Anshu Vaish, protesting against "brand promotion using the public education system" and saying that the MoU (memorandum of understanding) was a clear case of conflict between public and corporate interests.

Nestle signed an MoU with Punjab Agricultural University (PAU) Ludhiana; National Dairy Research Institute, Karnal, Haryana; University of Mysore in Karnataka; and the GB Pant University for Agriculture and Technology, Pantnagar, Uttarakhand. Under the MoU, Nestle staff along with the faculty of these universities launched a nutrition education programme. This joint initiative was launched in April 2009 by minister of state for rural development Agatha Sangma along with Nestle India chairman Helio Waszyk.

The MoU signed with PAU states: "This MoU, its existence and all information exchanged between the parties under this MoU or during the negotiations preceding this MoU is confidential to them and may not be shared with a third party." In keeping with this condition, PAU refused to give information when an RTI application was filed seeking information about the MoU and the details of the nutrition education programme.

The head of the department of nutrition in PAU, Dr J K Sangha, wrote to Nestle seeking its opinion on the RTI application for information and copies of documents pertaining to the MoU. In his reply dated July 1, 2010, the senior manager of corporate affairs in Nestle, Ajay Pal Singh Kang, wrote back stating: "We wish to inform you

that all contents of the programme being conducted jointly by PAU and Nestle India have been specially developed by scientists and experts to be used exclusively to carry out the set objectives of the MoU. The contents of the programme are of commercial and confidential nature and the disclosure of which may harm our competitive position."

Therefore, we are constrained to decline our consent for the supply or disclosure, to any third party, of any information or document pertaining to this joint collaboration."

"Why should a national university have to take the permission of a private company to give information under the RTI Act? They are duty-bound to provide the information. After all, what is so secretive about the contents of a nutritional programme? They have sold their autonomy and independence as a national institution to a corporate entity for a paltry sum of Rs 2.5 lakh, the sum Nestle is paying PAU for this project," said Dr Arun Gupta, of BPNI.

The letter to the secretary questioned how a food corporation could use a public-funded institution for the promotion of their brand. "We believe that such sponsorship of education of adolescent girls who are future mothers will inevitably be biased towards the nutrition products of the company which comprise of breast milk substitutes, baby foods and instant snacks among others," stated the letter. BPNI wrote another letter on the same issue to HRD minister Kapil Sibal. So far, there has been no response from the government.

Himanshu Manglik, communications manager of Nestle, when contacted, said that the nutrition education programme was a very good one and that the company had nothing to hide and was willing to share the contents of the programme with anyone who was interested.

Source: 24 January 2011/[Times of India](#)

CBSE international curriculum to empower students

CBSE has recently adopted a new international curriculum that addresses global needs and benefits the Indian Diaspora students and also those coming to India for higher education.

Principals of 79 Indian schools in the Gulf Cooperation Council (GCC) countries and other educationists from India attended the 23rd Conference of the Council of CBSE Schools in the Gulf, a statement from the Indian embassy in Kuwait has said.

India's Ambassador to Kuwait, Ajai Malhotra, said that he was satisfied that the Central Board of Secondary Education (CBSE) had recently adopted a new international curriculum that addressed global needs and met the requirements of students outside India.

He also noted that the new curriculum envisaged an enquiry based approach and will link teachers and students

as partners in learning, empowering students in the process.

"It will promote critical and creative thinking, effective communication and interpersonal skills, and cater to the different pace of learners. It will build upon the basic strength of the Indian education system, while relating to local issues and culture," he said.

Ambassador Malhotra said that the new international curriculum would be especially beneficial to Indian Diaspora students and those coming to India for higher education.

It would also be welcomed by those seeking an international curriculum without the high fees charged by other international boards.

GCC is a political and economic union involving six Arab states of the Persian Gulf namely Bahrain, Kuwait, Oman, Qatar, Saudi Arabia and the UAE with many economic and social objectives.

Source: 24 January 2011/[Dubai/Deccan Herald-PTI](#)

President Yudhoyono to sign 32 MoUs during India visit

President Susilo Bambang Yudhoyono will work on developing stronger cooperation with India in politics, the economy, education, culture and technology during his three-day visit beginning today, an official said on Monday.

India invited Yudhoyono as a chief guest to Indian Republic Day on Jan.26, Presidential special staff for international affairs Teuku Faizasyah said in Jakarta on Monday, as reported by [kompas.com](#).

Yudhoyono and Indian Prime Minister Manmohan Singh are expected to witness the signing of 17 government-to-government Memorandums of Understanding and 15 government-to-business MoUs. About 500 businessmen from both countries are also expected to attend the event.

The President is also scheduled to meet several high-ranking Indian officials including Indian Vice President Mohammad Hamid Ansari, Indian opposition party chairwoman Srimathi Sushma Swaraj, and Indian Coalition Party chairwoman Srimathi Sonia Gandhi.

Source: 24 January 2011/[Jakarta/The Jakarta Post](#)

Opesa seeks relaxation in new AICTE norms

The Orissa Private Engineering Schools Association (OPESA), an organization representing the interests of the diploma engineering institutes and polytechnics in the state, has sought relaxation in the recently revised norms of the All India Council for Technical Education (AICTE).

As per the revised AICTE norms, the eligibility criteria for admission under lateral entry scheme to the second year diploma courses, has been prescribed as 10+2 in science without any cut off mark.

However, as per the existing norms, NCVT (National Council for Vocational Training) certificate holders of two years trade after passing matriculation and having a minimum of 60 per cent of marks, were eligible for lateral entry admission to second year of diploma engineering stream.

OPESA has pointed out that the revised norm may deprive NCVT certificate holders to pursue further higher technical courses.

Further, the eligibility for admission to diploma course has been fixed at 10+2 pass with 50 per cent marks in the aggregate.

"Since in our state, the minimum pass mark in 10+2 is 33 per cent, fixing the minimum percentage at 50 per cent for admission will deprive many students belonging to weaker sections of the society from taking admission in diploma engineering courses. Also, it will lead to further vacancy in the number of seats over and above the present vacancies due to which many institutions will be forced to close down due to financial stringency," said Kanhu Soren, president of OPESA.

Saroj Sahoo, secretary, OPESA said, "We are going to face a severe crisis due to draconian norms of the AICTE. These norms need to be relaxed for the benefit of the diploma schools and the students."

OPESA has demanded that AICTE should do away with the norm of fixing the percentage cut off mark for appearing in the Diploma Common entrance test conducted by the Orissa government.

Besides, the ITI pass out candidates with 60 per cent marks in aggregate may be allowed to appear this entrance test to take admission in the second year of diploma engineering course.

Source: 24 January 2011/[Kolkata/Business Standard](#)

Varsity's call to widen scope of bill to check unfair practices

Widen scope of bill to include malpractices committed by institutions"

Statutory bodies such as the All India Council for Technical Education (AICTE), the Medical Council of India (MCI) and the National Council for Teacher Education (NCTE) should be brought within the ambit of the Prohibition of Unfair Practices in Technical Institutions, Medical Institutions and Universities Bill, according to SASTRA University.

In a letter addressed to Oscar Fernandes, chairman of the Parliamentary Standing Committee examining the bill, Vice-Chancellor of the university R. Sethuraman said: "The proposed bill primarily is in regard to collection of excess fees by way of donation, capitation fee and other questionable practices for admission of students."

The letter pointed out that the issue of capitation fee was being regulated by separate Acts in almost all the States from 1993.

“Hence, the problem is not a lack of legislation, but the failure on the part of enforcing authorities and the respective governments to adhere to the existing regulatory mechanism.”

It had come light how approvals were obtained from the MCI or the Dental Council of India and these were money swindling bodies. The Central government had remained a mute spectator to the alleged corrupt practices of the MCI. Similarly, the situation in the AICTE or the NCTE was no better as corruption was rampant in these regulatory bodies also, it said.

Professor Sethuraman said, “Without setting right the moral fabric of the statutory bodies and asking other educational institutions to function transparently is like addressing the symptoms and not the disease. The scope of the bill must be widened to even include malpractices committed by institutions involving various statutory authorities during the stages approval, inspection, renewal and accreditation.”

He said the University of Madras, in the 1950s and 1960s, followed a transparent method for admission to the post-graduate programmes and the entire admission system was successfully done even without the help of the computer.

Source: 24 January 2011/New Delhi/[The Hindu](#)

IMTMA to make engineering graduates industry-ready

Two years ago the machine tool industry, an integral part of any manufacturing activity, was struggling to not only pay shop floor workers their salaries but also retain them, owing to the slowdown in industrial activity and cancellation of orders. Today, the sector is not only recruiting in large numbers, but also making workers undergo additional training to meet the new skill requirements.

The Indian Machine Tool Manufacturers’ Association (IMTMA), the apex body of the machine tool industry in India, has launched a Finishing School in Production Engineering to focus on all the practical aspects of modern machining – from reading an engineering drawing through measurements and quality control – including machining processes, CNC programming, CNC machining and operation, process planning, tool materials, selection of cutting tools and optimising machining parameters.

M Krishnamoorthy, director-training, IMTMA, said, “Productivity standards of metal cutting industries are less than 50 per cent and the units are making losses due to idle time. This is mainly because young engineers lack skills to handle sophisticated machines. One of the major reasons why engineers, even from reputed institutes, are not easily employed is because they lack hands-on skill.”

Quoting a study done by the Union ministry of labour and employment, he said nearly 200,000 engineers and 132,000 diploma holders were unemployed in 2007. A Confederation of Indian Industry (CII) report recently revealed that the manufacturing sector needs 12 million people, but just one-tenth of this number is available now.

In Bangalore alone the machine tool sector is adding more than 3,000 persons every year. The job market in the entire manufacturing sector is set to grow further, with new jobs being created in sunrise sectors like aerospace engineering (as a result of the offset clause), medical devices manufacturing, nuclear energy and railways, Krishnamoorthy said.

He said CNC machines have become the order of the day in all manufacturing industries — irrespective of the type of activity, like mass production, batch production or even one-off components. University-trained engineers lack the “feel” of how things are made and how they fit together. They lack shop floor experience, hindering their ability to programme CNC machines, he said.

“Realising the urgent need for skill development and to make fresh graduates industry-ready, IMTMA has started the finishing school programme exclusively for fresh graduates,” Krishnamoorthy said.

In addition to technical inputs, emphasis at the school will be given to development of soft skills. To equip students with practical inputs, hands-on training in production of CNC machinery, CAD/CAM systems and other accessories is a part of the curriculum. Industry visits are organised to simulate real-life experience of actual production.

The school has designed a four-week programme for fresh graduate engineers with a degree or diploma in mechanical engineering or applied disciplines. New recruits or trainee engineers and practising engineers from industries can join the course for a fee of Rs 15,000. On completion of an intensive training programme, the school will assess their level of understanding of the course through a test and issue a certificate, which is well recognised by industry, he said.

IMTMA has approached PSG Engineering College, Coimbatore for affiliation for its programme, Krishnamoorthy said, adding, “Though we don’t need any academic recognition, already many industries have recognised our programme. Companies such as Godrej & Boyce and TVS have approached us to conduct intensive customised training programmes for their fresh recruits.”

A special training programme for Godrej employees was completed last month and another batch will start in February for employees of TVS Motors, he said.

With India emerging as a global manufacturing hub, this course will improve the employment potential for fresh engineers in automobile, auto components manufacturing, aerospace, die mould and other industries using CNC machines, he added.

The school is located at the IMTMA Technology Centre in Bangalore. It is equipped with the latest equipment and other required resources to impart training in all aspects of machine tools and production technology.

It also imparts soft skills like safety aspects on the shop floor, dress code, importance of right attitude at the work place, discipline and punctuality, communication with peers and time management. The school has engaged the full-time services of three faculty members and is supported by visiting speakers drawn from the industry.

The school plans to start several job-oriented courses and certificate programmes. It is also planning to enter into an agreement with Karnataka Small Industries Development Corporation (KSSIDC), Karnataka Small Scale Industries Association (Kassia) and Peenya Industries Association (PIA), to conduct training programmes for small and medium industries in and around Bangalore, Krishnamoorthy added.

Source: 25 January 2011/Bangalore/[Business Standard](#)

Tech tutorials: Apples iPad enters Singapore classroom

IF Oprah can do it, so can schools in Singapore. Two schools in the wealthy city-state have begun handing out Apple iPads to students, relieving them of the need to carry satchels full of bulging text books and notes.

Nanyang Girls High School has spent S\$135,000 (about \$100,000) to buy 150 iPads for 140 students and 10 teachers in a pilot project. Users connect to the Internet using the tablet, and download books and course material. They can take notes on the iPad, and use worksheets. Its much more convenient, said 14-year-old Chloe Chen, sitting in a classroom with her iPad in front of her. Teachers can just tell us to go a website, and we can immediately go and do our work. Last year, billionaire talk show host Oprah Winfrey gave staff at her magazine an iPad and a check for \$10,000 each.

Seah Hui Yong, dean of curriculum at Nanyang Girls school, said the iPad was chosen because it complemented a new method of teaching under which students are given more freedom to learn themselves, instead of relying solely on the teacher in traditional classrooms. Its not so much about the iPad, she said, adding that if some other better device comes along, the school could switch.

If you talk to the girls you will realise that they practically don't need training. I think if anything, the joke is the teachers are probably taking a little bit longer time in getting used to it.

Safeguards are being put in place as well. There will be some concerns making sure that the girls are going to appropriate websites, also making sure that the girls don't get addicted to the device and use it too much, said Physics and Information Technology teacher Mark Shone. Nanyang Girls is a secondary school, which means

the youngest students are 12. Other schools using the tablet include Tampines Secondary School.

Source: 25 January 2011/Singapore/[The Times of India](#)

Sibal wants education till higher-secondary to be under RTE

After enactment of the landmark RTE, HRD Minister Kapil Sibal today voiced hope that education till higher-secondary level too will become a fundamental right.

He said that while under Right To Education, education for children between ages of six and 14 has become a fundamental right, a similar move for the secondary and higher secondary education was needed. "I hope it will happen someday," he said at a UNICEF function here.

He said issues coming in the way of smooth implementation of the Right to Education Act would be sorted out in the next two to three years. These include addressing shortage of teachers and providing basic requirement for schools.

Sibal, who has pledged his support for UNICEF's Awaaz Do campaign to spread awareness on RTE, released a map at a primary school here which represents the geographical spread of the campaign in the country and the people who support it.

The campaign represents the collective voice of more than two lakh people speaking up for the eight million children in the country currently out-of-school.

The campaign was launched three months ago to raise awareness about RTE.

Sibal said the number of out-of-school children in the country was more than the population of some of the countries. "The need of the hour is to join forces and work to get these children to school".

The Republic Day tableaux of the HRD Ministry would also be based on the RTE theme.

Source: 25 January 2011/New Delhi/[The Indian Express](#)

No PDA, say city schools

A recently concluded inter-school conference at The British School in the city saw the passing of a diktat forbidding public display of affection (PDA) in the school premises. Other prominent schools in the city seem to approve. "This is a rule which came from the organising committee of the conference. But, we have a behaviour policy, including on PDA among opposite sex students. In a co-education environment, it's very important to know where to draw a line," says Vanita Uppal, Principal (Secondary School), The British School.

Other schools that are toeing the same line on the policy include the Modern School at Barakhamba Road, among others. "We do follow certain behaviour norms regarding students' physical interaction in the school campus, which are conveyed very clearly," says Lata Vaidyanathan,

principal. Nita Bali, principal, GD Goenka World School, says, "We have a stringent policy on paper. In fact, it's mentioned in the school almanac and the guidelines that are given to the parents. Students are monitored very carefully. Friendly contact is okay, but not PDA."

Students, however, feel such a **diktat** is a "silly" measure. "It's a bit totalitarian to say that boys and girls can't even hold hands and walk in school! We are intelligent enough to know what proper behaviour is all about. It's not like we'll start making out in school if there aren't such rules," says 16-year-old Suchit Sharma (name changed to protect privacy).

Source: 26 January 2011/New Delhi/[Hindustan Times](#)

B-schools to take regulatory tussle with AICTE to court

With the government planning to regulate management education, business schools plan to take legal recourse against the All India Council for Technical Education (AICTE) for doing so. In a recently held meeting with the council, B-school associations like the Association of Indian Management Schools (AIMS) and Education Promotion Society for India (EPSI) are considering legal action as the AICTE has put guidelines in place to regulate the Post Graduate Diploma in Management (PGDM) programmes.

The EPSI has more than 250 management schools as its members while around 500 B-schools are a part of AIMS.

"All management institutions have voiced their concerns regarding the fact that no such regulatory regime is required as it will spoil whatever the private players have done in the space of management education. We are taking legal opinion against the legality of the AICTE notification," said H Chaturvedi, alternate president of EPSI and director of Birla Institute of Management Technology (Bimtech).

The AICTE notification stipulates that all PGDM programmes will be of duration not less than 24 months and admission to all PGDM courses shall be done through common entrance test such as CAT/MAT or examinations conducted by the respective state governments for all institutions other than minority institutions. This maybe worrisome for the B-schools as admissions for their programmes will begin soon.

"These reforms in management education are required in public interest, especially in case of issues related to admissions and fee. We want a central admissions authority to look after admissions in these courses while the state fee committees should be responsible for issues related to fees as is done for every other discipline be it engineering, pharmacy or architecture," Prof SS Mantha, acting chairman, AICTE told FE.

At present, there are 3,800 AICTE approved management institutes that have almost 4 lakh students studying in

them with 60-70 institutes being added to the list every year.

Mantha added that even the regular MBA programmes are under the purview of the council then why should PGDM programmes be left out.

"PGDM is the only programme outside the council's purview and we can't have programmes running all over the country without any knowledge of their fee, admission, reservation and students who are enrolled in them," he added.

An official who attended the meeting said that the management schools found these norms regressive as they take away their autonomy while the AICTE stood its ground due to which the B-schools plan to approach the court. Besides associations of management schools, the meeting was attended by deans and directors of 25 management institutes like MDI Gurgaon, Mudra Institute of Communication (MICA) and Bimtech, among others.

"We are considering something on legal grounds as such a regulation will take away the diversity and variety from management education by making us a part of the lowest common denominator. Quality will be affected leading to brain drain. Moreover, no universities abroad have such regulated framework," said Ashok Ranchhod, director, MICA.

However, the council is unperturbed with the institutes' plan of action. Said Mantha: "These reforms will be documented and if they want to take any legal recourse, they can. It is a democracy."

Source: 27 January 2011/New Delhi/[The Financial Express](#)

India condemns US move of tagging students

India on Sunday slammed the US authorities for tagging some Indian students duped by a 'sham' university in California. "The way some of the students have been treated by authorities is unacceptable," Minister of External Affairs S.M. Krishna told reporters here. "In the opinion of the government of India the developments were unavoidable and adding insult to injury," he said. Krishna told the US that it "must realize the tremendous stakes involved in higher education, in interaction between our two countries in higher education." The foreign minister promised legal and consular help to the students. Some of the Indian students duped by the 'sham' Tri-Valley University have been forced to wear radio-trackers around their ankles. This has triggered a wave of anger through the Indian community. On Saturday India said the use of monitors was "unwarranted" and raised the issue with the US deputy ambassador in New Delhi. Some 1,555 students of Tri-Valley University, 90 percent of them from India, mostly Andhra Pradesh, face the prospect of deportation following the closure of the university in Pleasanton on charges of selling student visas. Some of the students who approached Immigration and Customs Enforcement (ICE) to seek help were placed under ISAP (Intense Supervision

and Appearance Programme) and put in removal proceedings. A number of students have already been interviewed by ICE agents, most have been questioned and released but a few have been required to wear ankle bracelets, Jayaram Komati of the Telugu Association of North America (TANA) told the sources. Throughout Saturday, Indian television channels had displaying visuals of Indian students with radio trackers around one ankle, which was apparently done to monitor their movements. India protested the measure. "We have conveyed to the US authorities that the students, most of who are victims themselves, must be treated fairly and reasonably, and that the use of monitors on a group of students, who were detained and later released with monitors in accordance with US laws, is unwarranted and should be removed," said Indian external affairs ministry spokesman Vishnu Prakash in New Delhi. US Deputy Chief of Mission Donald Lu was called to the external ministry and apprised of India's concerns over the measure.

Source: [indiaedunews](#), 31 January 2011

Underbelly of foreign education

Some 1,500 Indian students have become witting or unwitting victims of the Tri-Valley University scam in the United States. It's only when a scam like this hits the headlines — and especially when it has an emotive charge like the radio tagging of students — that Indian authorities wake up to the underbelly of the great foreign education bazaar that India is. When Indian students were attacked in Australia two years ago we woke up to the fact that they were going there to study tailoring and cooking at fly-by-night universities. Now we learn that many Indian students thought it worth their while to secure admission in a degree factory in the Bay Area of San Francisco, where many such institutions have proliferated, most of them catering to the educational traffic from India. Tri-Valley is yet another instance of the exploitation by scamsters of the market for foreign education in India — a market that countries like the US, Australia, UK and Canada have been eager to tap, but caring little to nurture along regulated lines. All said and done, the Tri-Valley scam was in the making. On Internet forums, Indian students have for months been debating the quality of this university, warning prospective students that it was no more than a scam set up with the allure of allowing its students to work from day one, requiring no credits, no attendance, no tests and charging no more than \$2,500 per semester. For students who raise a loan pawning everything their parents own to go to the US, it was quite likely an irresistible lure.

The question this scam raises is, why didn't the university's I20s set off alarms in the impressive surveillance systems at US consulates in India? Why were students given visas to go to an unaccredited university? Arguably, some of the Indian students at TVU were those who transferred there after having secured visas to another US university. But most of them were going to TVU because it was vastly cheaper for a Californian

university, and fast-tracked them on the way to a work permit. Having exposed the scam, the US authorities could have shown sensitivity to its victims instead of giving into their security neuroses, alas a regular occurrence now. As for Indian ministers sounding off their righteous indignation, it is time they looked at the underbelly of this education craze, cracked down on agents trafficking Indian students and set up an accreditation system for consultants advising students going abroad.

Source: [Expressbuzz](#)

MHRD ministry seeks 100% jump in Budget allocation

Even as the human resource development ministry failed to utilise a substantial part of the funds allocated this fiscal, it has sought a two-fold jump in the budgetary outlay for 2011-12. The total outlay sought for next fiscal is Rs 82,000 crore, against the Rs 42,000 crore allocated in 2010-11.

Almost three-fourths or Rs 60,000 crore of this allocation has been demanded by the department of school education and literacy while the rest Rs 22,000 crore is being sought by the department of higher education. Last year, the former had appropriated Rs 31,036 crore while higher education was given Rs 11,000 crore.

"We are trying to consolidate all forms of education including higher, technical and distance learning. Moreover, there is also the National Mission in Education through ICT that will be launched soon. Hence, we have asked for Rs 21-22,000 crore this year for higher education," said a ministry official.

The mission was launched in 2009 and is expected to cost nearly Rs 5,000 crore in the next three years. It will provide Internet connectivity to over 20,000 degree colleges and over 10,000 departments in universities.

Interestingly, the government granted Rs 26,800 crore for school education in 2009-10, of which it used Rs 22,729 crore. The department of higher education utilised Rs 7,952 crore allotted to it, against a grant of Rs 9,600 crore.

"We will launch new schemes next year, especially the one on interest subsidy for educational loans and most institutions will come into their productive phase only in 2011. So, we will need more resources," the official added. The ministry has said that under the scheme, if the loan size is Rs 150 crore or more, it will be directly funded to the institution and if it is less, it will be refinanced through the banking system. The demand for student loans is likely to go up to Rs 1.2 lakh crore by 2017 and Rs 1.69 lakh crore by 2020.

In school education, besides the implementation of the Right to Education Act, the ministry is also looking to provide facilities for estimated additional enrollment of 32.2 lakh students under the Rashtriya Madhyamik Shiksha Abhiyan (RMSA) by 2011-12. RMSA was launched in 2009 and aims to universalise secondary education by 2017. Additionally, funds to the tune of Rs 2.31 lakh crore will be needed in the next five years for implementing the Right to

Education Act, which makes education a fundamental right of every child.

The official added that the department of school education has already gone for a big hike in the revised estimates of last year.

The budget expenditure on education as proportion of GDP has increased from 1.52% in 1961-62 to about 3.78 % in 2008-09. Though the target is to take it up to 6% in the next few years, mobilising funds will be difficult due to rising food, fertiliser and oil subsidies.

Source: 31 January 2011/New Delhi/[The Financial Express](#)

ANALYSIS/OPINION/INNOVATIVE PRACTICE

Tech-know-logy

A student's life today predominantly revolves around technology. Gone are the days when notes were taken down in class, when projects were hand written and tests had to be taken in examination halls. We have stepped into an era where study material is handed out through electronic mail and online examinations test students' aptitude.

To keep up with global education standards, Indian schools are also trying to adapt to the highest levels of classroom teaching, which calls for the use of technology based education. In keeping with the times, students are making the most of technology that they can avail of.

Even teachers are understandably focusing their teaching methodology to suit the demands of a tech savvy generation. "The X-Box 360 launched by Microsoft helps people learn so much at the flick of a hand. It's amazing to see the impact of visual learning. The adoption of technology in India is slow. However, if it grows, education does have a long way to go," says Moksh Juneja, a PR professor and founder, Avignyata Inc. For his students, studying to become Bachelor's of Mass Media (BMM), Juneja uploads his presentations on a website. By doing this, students do not have to jot down notes in class, but can pay attention to what he says. The practice is becoming popular among teachers who are eager to make teaching a more interactive experience.

Come to think of it, educational technology, especially computers and computer-related peripherals, has grown and permeates all areas of a student's life. For instance, a batch of second year BMM students recently started uploading their photography assignments on Flickr. According to Tunali Mukherjee, who teaches photography, technology opens up a world of opportunities. "My students get an honest feedback once they upload their work online and that's what gives them exposure," she says. A lot of students today make groups pertaining to their projects on social networking sites. With technology being available at one's fingertips, it is inevitable for the teaching methodology to change too. "Students find it easier to collect notes online. We share notes and

projects, which not only broaden our perspective but also make us accountable for our work," says Viraaj Makwana, a second year Bachelor's of Management Studies (SYBMS) student at HR College, Mumbai. Avani Dave, who studies Business Administration at Drexel University, says, "In India, we do not make the best use of technology and the internet. Our assessment, throughout the course, is done on internet.

This gives us hands-on experience as well as helps us in getting critical feedback from experts in the field, besides making studying an eco friendly experience." With the world becoming smaller and more competitive, students need to be equipped to handle the demands of a new world order. "When we started our BMM course, almost all the projects were on paper. Even now, as per university rules, we are supposed to keep hard copies of our projects. But online assignments reduce the need for a physical space to store hard copies," says Manjula Shrinivas, HOD - Department of Mass Media, KC College, Mumbai.

Source: 17 January 2011/[Education Times-Times of India](#)

IIITs to play a bigger role

The Institutes of Technology (Amendments) Bill, 2010, will make it mandatory for all the 15 IITs in the country to provide training, facilitate study visits, share laboratories and resources with other technical institutions in their respective zones.

The council of IITs has already given a go-ahead to the proposed amendment of the Institute of Technology Act and the HRD ministry is all set to amend the Act. Such a step is being taken to ensure that the growing number of technical institutes produce industry-ready students.

According to MK Surappa, director, IIT Ropar, Punjab, the IITs will, through this amendment, take on an advisory role for other institutes. Surappa adds that the new amendment is sure to bring about an improvement in terms of quality. "We will ensure right dispersion of knowledge so as to build a strong base for students at all levels," he says.

While the IITs are ready to help other institutes that fall within their zones, they want to ensure that their own students do not suffer. SC Saxena, director, IIT Roorkee, shares, "The amendment is still in its nascent stage. Also, we will need to first upgrade our resources and only then figure out how we can adopt other institutes to make the best of the resources that we have. We will surely welcome the amendment, but not at the cost of our students.

"The IITs plan to build a consolidated database and get infrastructural issues in place to ensure smooth dissemination of information. MS Ananth, director, IIT Madras, points out, "We are already helping students of other institutes by sharing our research infrastructure and will be ready to open our doors to more such initiatives in the future."

Amit Patra, professor, department of electrical engineering, Kharagpur, emphasises, "We have already started some

programmes in this regard and plans are ripe to carry the collaboration to a higher level. For instance, if we have a subscription of a research journal which is expensive then we plan to share it with the other engineering colleges. We already have a web channel — National Programme on Technology Enhanced Learning (NPTEL) — wherein we upload and share lectures and course materials with other IITs and engineering schools. This is a joint programme conducted by the seven IITs (Delhi, Bombay, Guwahati, Madras, Kanpur, Kharagpur and Roorkee) and IISc-Bangalore. Also, we have plans to set up a virtual laboratory, which will enable students to access and share resources round the clock."

Like NPTEL, IIT Delhi has set up the National Resource Centre for Value Education in Engineering (NRCVEE). Its objective is to function as a national resource centre for imparting value-based education in engineering institutes.

Amendments Planned

(a) To include eight new Indian Institutes of Technology and declare them as institutions of national importance.

(b) To declare the Institute of Technology, Banaras Hindu University, as an institution of national importance and integrate it with the Indian Institutes of Technology system.

(c) To empower the Central government to notify 'zones' in the country for advising the state government and the Union territory included in its zone in the matter of technical education and any technical issue referred by them to the institute for advice.

Student Voice

The proposed amendment will surely help undergraduate students because the IIT curriculum is amongst the best in the world. However, apart from frequent interactions between professors of the institutes, student exchange programmes should also be facilitated.

Arafat Ahmad, Rizvi college, Mumbai

As far as laboratory sharing is concerned, travelling from one college to another between experiments doesn't seem feasible. Further, it is likely that the IITs will give first preference to their own students when it comes to lab timings. Instead of depending on the infrastructure of IITs, other technological institutes should ensure that they have quality infrastructure.

Rajni Aggarwal, Roorkee Institute of technology, Roorkee

Apart from sharing resources, administrative processes should also be shared. For instance, while most of the other institutes follow an aggregate percentage system, the IITs follow a GPA system that helps students who want to pursue their studies abroad.

Mohak Bhatia, Maharaja Surajmal Institute of Technology, Delhi

Education reforms far from tangible'

Dr Vinod Raina is a member of the highest advisory body on education in the country ~ the Central Advisory Board for Education ~ and helped in drafting the Right to Education Act. A physicist, he resigned from Delhi University in 1982 to devote himself to grassroots work in the areas of education and rural development. He is one of the pioneers of the people's science movement in India that attempts to empower people to build on and implement their own developmental ideas. He is the founding member of Eklavya, an NGO which has been advocating alternative education and whose curriculum was adopted in the state school education system. Dr Raina spoke to RANJEET S JAMWAL on the implementation of the RTE Act and reforming India's education system.

It has been more than nine months since the historic RTE Act came into force. Are you satisfied with the progress made so far in its implementation?

No. It should have been implemented more vigorously because there is a time limit involved. The Act says that each child must have a neighbourhood school in three years' time and this target needs to be met. Since nine months are already over, we are running out of time. But having said that, I want to add that implementation of this Act is not an easy job because it is not like any other government programme. Here, we are talking about 1.2 million schools, 6 million teachers and a huge bureaucracy involving state education departments. I believe that for an effective implementation of this Act, systemic changes are required at different levels.

What kind of systemic changes?

Changes like how teachers will be recruited, how they will be trained. These are all systemic transitions that require time. The RTE Act is not like Pulse Polio or other programmes, this one is for making enduring changes. One of the changes being introduced is the Teachers' Eligibility Test. State governments are slow in adapting. So far, only four states have adopted the rules and the reason they have cited for the procrastination is these systemic issues. Many have written the rules but not adopted them. While it's good not to do things in a haste, it's also true that targets need to be set.

Private schools have been protesting against the provisions of the Act. Is their protest justified?

It is difficult to judge that. They have a grievance and they have moved court. Since the RTE Act is a law, anyone can go to court if they have any complaint about it. My view is that in this country, education has become a matter of privilege. It is a commodity that can be bought, therefore it's differential. Also, this promotes segregation. The students of Bharat are distinct from the students of India. They know very little about each other. The country is getting bifurcated in classrooms when those should act as catalysts of integration. This is why the RTE Act has the clause of 25 per cent reservation for children from

economically-backward sections. What private schools don't understand is that by implementing this reservation they will be doing a favour to the children. Having these 25 per cent children in the school will only broaden the world view of the other 75 per cent children. It will be an enriching process. That's how private schools need to look at it.

Lack of quality teachers is blamed for lack of quality education in the country. What steps can be taken to attract quality teachers?

In the past 16 years, we have done much damage to our education system by recruiting para-teachers to get the work done cheaply. To attract quality teachers, we need to pay them well. Following the implementation of the recommendations of the Sixth Pay Commission, a peon employed with the government now gets Rs 15,000 a month. So, you cannot get a good teacher for Rs 2,500 ~ something that is paid to para-teachers. This cannot work. The problem is that the pay of teachers is at the discretion of state governments and in this case too, one state differs from the other. I only hope that the states will follow a uniform policy of recruiting and paying teachers.

A series of reforms have been announced in the education sector over the past one-and-a-half years. How do you think these reforms will be useful?

I don't know how many of the reforms have been actually implemented. Of the reforms at the legislature level, only the RTE Act is there for all to see. There is a lot of talk about reforms but the ground reality is different. The reason is, what is being proposed is being resisted. We do need reforms. But, I think, we need to appreciate two things. One, that division of responsibility between the state and the private sector needs to be established. That is not clear in the drafts that we have at the moment. Second, the federal nature of this country which makes education both a state and a Central subject. As such, you cannot do anything in a centralised manner. In an effort to strike a balance between the Centre and the states, the purpose of reforming the country's education system gets lost. This needs to be remedied.

Source: 22 January 2011/[The Statesman](#)

Back to School

And the promise that the beginning of the school year held out I am a bit hazy about when new school terms start these days – blame it on not having a few stropmy mites of my own – but I remember the beginning of my own academic year with crystal clarity. By some happy chance, it coincided with the beginning of the New Year itself. And so, as a new year dawned, it was time to enter a new class at school.

There was a certain ritualistic joy to the whole routine. The buying of new textbooks and notebooks, sitting down one evening with reams of brown paper to cover them before sticking on a label with my name and class clearly marked

out. The new school bag and pencil box, the slightly larger uniform that I could grow into in the course of the year, the annual visit to Bata to buy the regulation school shoes and, if I could persuade my mother, a brand-new haircut.

The newness persisted once school actually began. There was a different classroom, for starters, and the chance to bag a better seat than the one I had the year before. There was all that jostling to ensure that my best friends were seated next to me. There was some nervous excitement at the thought of meeting the new class teacher, and much speculation about how nice/strict she would be. And then, there were the lessons themselves, comprising completely new information for our impressionable minds. All told, there was a sense of making a fresh start, the promise of a new beginning. And I am sure it was the same for my classmates.

It didn't matter if you had failed miserably at maths last year; this year you could do a complete turnaround and surprise everyone. Maybe this would be the year when you were finally elected class monitor. Perhaps, for once, you would not be the last person to be picked when the class was choosing its basketball team. And with a bit of luck, this time round you would land a meaty role in the annual school concert.

And the most brilliant thing about school – as far as I was concerned at least – was that you got this chance to start over every year. And then came college, with an even bigger opportunity to completely recast your image. There you were, just another unknown in a cast of anonymous hundreds. Nobody really knew anything about you. The professors had no clue what you were good or bad at. Your classmates didn't have any pre-conceptions about you, nor you about them. As for the smattering of old school friends still around – they were just as keen to re-invent themselves and hence were content to give you a wide berth. So, here was the chance of a lifetime: to be whatever you had ever dreamt of becoming.

The class nerd could have a personality transplant and become the mainstay of the debating society. The mousey little girl with spectacles and braces, who always sat at the back of the class in school hoping desperately that no one would notice her, could get a makeover and become the star of the college's drama division. The sports captain could flower into a writer; the swot could blossom into a singer; the class idiot could discover a sudden talent for photography. This was a world brimming with possibilities; it was entirely up to you to reach out, grab one and then run with it. I think, to some extent, that's the problem with growing up – or even, growing older. The prospect of new beginnings begins to fade with each year, becoming more and more remote with every decade that passes you by.

I don't mean to suggest that adults – young, middle-aged or old – cannot start over. Yes, of course we can. But without the optimism of youth to back us up, we find it much harder to take that leap of faith. It takes a certain insouciance to press control, delete on the keyboard of life and start

afresh. And the older we grow the less willing we are to take that risk.

That's not to say that people don't indulge in some sort of course correction at some point in their lives. Sometimes it comes as part of a mid-life crisis, sometimes as a wake-up call after a health scare, and sometimes it is the result of sheer boredom with the life you have been leading so far.

This may manifest itself in different ways. Men may cheat on their wives with their pretty young secretaries; women may sign up for plastic surgery to resurrect their younger selves; couples may relocate to a new city to rediscover the romance in their relationship; and people may change jobs, even careers, to recapture that rush that accompanies a new start.

But no matter how hard you try to re-invent yourself as an adult, there is no denying the fact that the older you get, the more difficult it is to rid yourself of the baggage of your past.

You may find a brand new wife/husband but the baggage of your first failed marriage will always weigh you down. You can try and recreate your childhood through your kids or even use them to fulfill your dreams. But kids have a way of growing up and moving on and there you are, left to your own devices once again.

I don't know about you, but it makes me long for the promise that the beginning of the school year held out.

Source: 23 January 2011/ [HT Brunch](#)

Who's coming and why?

While the Foreign Educational Institutions Bill is still awaiting discussions in Parliament, there is continued interest and curiosity about which foreign universities will come to India and how will the Bill influence Indian higher education?

Over the last decade, Indian higher education has witnessed three primary trends—growth of private institutions, increasing demand for professional education and widening regional disparity. These three trends will become stronger with the introduction of the Bill and more foreign universities with profit/revenue motives are expected to establish campuses in India.

Motives of foreign universities

Global higher education systems are diverse and within each system there are a wide range of institutions with varying missions and quality. However, there are two primary motives for institutions seeking to enter India—prestige or profit/revenue. Between these two extremes, there are many foreign institutions with a different mix of prestige and profit motives.

Building universities of excellence is a time-taking and incremental process. Once an institution has achieved a certain level of reputation, maintaining it at that level is quite a challenge. Thus, even the best universities are in

constant quest to access indicators of prestige like knowledge, research and talent. This access directly translates into competitiveness for rankings, which strongly emphasise on internationalisation and research output. For example, Harvard and Yale are in the prestige-enhancing group and have categorically said that they will not offer degree programmes in India and hence their approach is to engage with knowledge creation and dissemination through non-degree partnerships and programmes.

At the other extreme, there are universities that seek profit/revenue and see India as a market with huge growth potential. Especially for public universities, this opportunity comes at a time when they are facing severe budget cuts from government and are hard-pressed to seek additional sources of revenue. Technically, not-for-profit public universities are not seeking profit, instead they... are becoming "self-sufficient" by adding new sources of revenue. Likewise, many for-profit institutions, especially from the US, are keen to enter India; however, Indian regulatory requirements prohibit them to profit from education and hence they have to work-around the requirements. For example, Singapore's Raffles Education Corporation partnered with Educomp to establish a for-profit entity and offer education programmes for the masses, which are not recognised by local authorities.

The primary purpose of the Bill is "to regulate entry and operation of foreign educational institutions imparting or intending to impart higher education" leading to award of educational qualifications. Given the context and motives of foreign universities, more degree-offering programmes are expected to come from institutions seeking to enter India with the motive of profit/revenue as compared to prestige. The prestige-seeking universities will limit themselves to non-degree relationships and offerings only. The Bill will also add to the growth of private institutions, professional...education and widening regional disparity.

Growth of private institutions

Public university system in many countries, including the US, is in crisis and faces serious budget cuts. Hence, they are not ready to invest money in partnerships. Indian public universities also lack resources and entrepreneurial zeal, and are stymied by bureaucracy to engage with foreign partners. Thus, private institutions in India or corporate partners are more likely to engage in partnerships with the foreign public universities. For example, Indiana University and Georgia State University are US public universities that have partnered with private Indian institutions, OP Jindal University and National Management School, Chennai, respectively.

Rise in professional education

Indian engineering and management institutions have doubled to about 2,000 and 3,000 institutions from 2005-06 to 2009-10. This rapid growth represents the demand for professional, job-oriented degrees. As these programmes have a relatively higher employability, institutions also have

a better pricing power in this segment as compared to arts, science and commerce courses. This means that foreign institutions are likely to offer more programmes in engineering and management as compared to liberal arts and sciences. For example, recent partnership between Strathclyde University and SKIL Education, Carnegie Mellon University and Shiv Nadar Foundation, and Virginia Tech and MARG are all for professional programmes in engineering or management.

Widening regional disparity

Foreign universities would concentrate on metro cities and states that have high demand, pricing power, accessibility and employment opportunities for students. This means that they are not going to start campus in regions that actually require quality institutions. However, foreign universities will be most appealing to students from tier-2 cities like Nagpur or Indore where students, especially females, aspire to go abroad but may not match up to the financial, social or academic requirements. However, foreign universities in India would not attract academically brilliant or financially well-off who would continue to go abroad in search of best international education, experience and exposure.

Foreign universities are eager to engage with Indian higher education despite the challenges. In the immediate term, foreign universities will be cautious and partner with private institutions, offer popular professional programmes and situate themselves in major cities. This means that it will take a long time before its impact is felt by the masses and the larger landscape of Indian higher education. However, foreign universities will certainly create new expectations of quality and professionalism, which will bode well for the sector and students.

—*The author is a US-based higher education specialist and the founder of*

www.DrEducation.com

Source: 24 January 2011/Fe@Campus/[The Financial Express](#)

What is plaguing higher education in India?

"He is wise who knows the sources of knowledge - who knows who has written and where it is to be found."--Hodge".

"School may have been – or still be – boring, a killer of creativity or downright awful for you."—Epictetus

All the wise people in charge of higher education in India today (since independence) remind me of the Chinese elephant story, wherein seven blind wise men were trying to describe the elephant! Our world(better Germanic root for the world is Wirklichkeit-in English it is acting, or changing and changing) is a wonderful wonder, where, for some unexplained reason, people only seem to understand a problem but never be able to over-stand that problem. India, with some of the best brains in the world, has contributed hardly anything to the progress of

knowledge in any field since independence, what with all the infrastructural facilities developed in free India. We still stifle the thinking capacity in our students by exclusively stressing in imparting information (which we call as knowledge) even in higher education where creativity becomes a handicap. Educated people would find it easy to dwell in the known world and they fear the unknown. If one does not try to get into the unknown how can knowledge (wisdom) advance? Advance in knowledge requires us to explore the uncharted arena to demolish the many myths in every field of human understanding, using refutational research. Let us analyse the present scenario under three heads-*infrastructure, content, and the container (student).*

Infrastructural needs:

Every one is lost in the numbers game. We need more colleges, we need more universities, more doctors, and we need public-private entrepreneurship and the like. No body seems to be concerned about the quality of such infrastructure. We have higher educational institutions even in private sector that only have rooms, chairs and tables but no good quality teachers and other needed support systems. The licensing agencies could be appeased in the present corrupt atmosphere where even the highest watch dog bodies stink in malpractice. To give one recent example, one of the wise men in charge of medical education was keen on simply increasing the number of doctors in India. Little does he realise that we have a large surfeit of doctors (licensed practitioners who cater to patient needs) compared to any other country in the world. The statistics of the wise men refer only to the MBBS doctors.

That apart, a 14 country study of industrialised nations has clearly shown that in countries where there were more doctors per capita population, health was worst, longevity shorter and disease incidence much higher compared to countries where there were fewer doctors and less number of specialists! (JAMA 2000; 284: 483) Japan, with less than one percent specialists and least number of total doctors, was the best country while USA, with 99% specialists and four times the number of doctors per capita compared to Japan, was the last but one with Germany at the bottom. In addition, past experience in five countries showed that when doctors went on strike in those countries for various reasons at different times, death and disability rates fell down significantly only to go up when doctors came back to work, which resulted in an article in the BMJ entitled: "Doctors going on strike will improve society's health"! ((BMJ 2000; 320:1561) This is not the exclusive domain of doctors; it applies equally to lawyers in society. A surfeit of lawyers in the USA has led to rise in malpractice suits against the medical profession there forcing doctors to practise defensive medicine sending medical care costs sky rocketing there. More than 70 million Americans can not afford health insurance as the premia are too high, thanks to exorbitant medical bills and hospital charges. Let us learn from their mistakes and not produce too many doctors, lawyers or for that matter any such breed. Howard Straus, a health freedom and natural cures advocate who

says "The number one killer of Americans is the American medical system."

Any human being who is kind and compassionate and has the permission to practise as a medical doctor could be as effective as the highest degree holding specialist as far as the sick population is concerned. Latest science in medicine shows the best curative tool in sickness care is the faith the patient has in her/his doctor- the placebo effect-which has been proven beyond doubt to be both scientifically true as also to be more effective than most of our hi-tech interventions. Some argue that such "half baked" doctors might do more harm than good. Evidence is now showing that the modern medical establishment, even in the USA, is the leading cause of death and disability followed by cancer and heart attack in that order, despite our tall claim that we are evidence based! The evidence base in modern medicine is shown to be built on a foundation of loose sand. (Controlled Clinical Trials-an analysis-1991. Project Cure, Washington DC)

All our chemical molecules, the so called therapeutic drugs, have been shown to be damaging the human body cells as they are all dextrorotatory while body molecules are levorotatory. Eastern herbal drugs are shown to be not only levorotatory but harmless to our body cells. The so called "first pass effect" that every medical student learns by heart for the pharmacology examination should tell him and his teacher that the body tries to reject every chemical molecule in the first place. Our pharmacology has resulted in the exponential growth of Adverse Drug Reactions (ADRs) as the leading cause of death inside the medical establishment. An old WHO study in Bangkok did show that all the five systems of medicine being practised there at that time had an equal effect on society. The systems ranged from pure western medicine to the Samoa system where there is hardly anything "scientific". All doctors, if they are humane, could provoke the placebo effect in the human immune system which, ultimately, cures anyway. Except for corrective surgery and trauma care, modern medicine has very little advantage over other systems! So our doctor-patient ratio is the best and we need not dilute that in a hurry by the newer suggestions by the wise men.

Contents of higher education:

Modern medicine needs to look to set its own house in order. To start with we have no science of man; we only use the inanimate science of physics and chemistry as our base for an inanimate, dynamic system that works as a mind-body whole, with its consciousness in the driving seat. Modern medicine has not understood the driver yet. Same holds good for science in general. While physics, whose job is to study matter has ceased to exist independently almost since 1925. Matter is not made out of matter. Matter and energy are the two faces of the same coin ($E=M$) but we do not teach that in school or college and still hang on to the coat tails of Albert Einstein. Since medicine has no science base we need to have all sciences and humanities in every university for knowledge

to advance. Here in India for political expediency we are encouraging a retrograde step of setting up single subject universities, an anathema to the concept of universality. Nano science, born with the Sol-Gel technique of Late Professor Rustum Roy in 1954, has made chemistry totally different. We do not teach that but hang on to the old chemical analysis and proclaim to the world that homeopathy is not science as their medicines have no chemicals in them. We are not aware that all of them are in either nano or piko forms. Nobel Laureate, Luc Montaigner, had to flee France to avoid intellectual terrorism there because he again showed that water has a structure and that it is not just H₂O. He is setting up a laboratory in China to further his research. Many decades earlier Late Professor Rustum Roy had shown water structure and devised many new therapeutic tools.

Even Ayurveda, a great science, is not being taught in our medical schools; while the US medical schools teach six months in their four year course the basics of all complementary systems of medicine. How a thinker could do research in medicine without the help of modern physics, chemistry or mathematics as also humanities? How could lawyers study jurisprudence without medical jurisprudence? How can a physicist learn physics without chemistry and mathematics? That was the very reason why the concept of universities was thought of in the past, first in India when Europeans were still hunter-gatherers roaming the forests (Voltaire), in Nalanda, Taxashila, and Banaras etc. Today's wise men want to reverse that trend!

I could cite similar experiences for all other subjects at the higher education level. Take economics for example. While we teach students the work of Vernon Smith and David Kahnman (2002 Nobel) that all men are altruistic, the truth of that statement is questioned by the same "Dictator Experiment" by another professor in the same department of economics at Chicago University. John List found out that "men are all homo-economicus and NOT homo altruisticus." No man is humane today, but the student does not get to see that truth hidden in the lie that got the Nobel. See the reality in the world –all Indians in power are corrupt and our education did nothing to make them humane! This is the naked truth. If one looks at the content of our higher education, one could easily infer the quality of the container as it comes out of the portals of our sacred temples of higher learning. Result is that the world is becoming greedier with the poor people suffering. This is one of the fall outs of this kind of elite education. While India shines in the share market, two thirds of Indians do not have food to eat. 67 million children suffer from a disease-Nutritional Immune Deficiency Syndrome-which does not even find a place in medical textbooks. However, AIDS, which is an illusion of a disease, is known even to lay people! Poor pay for their poverty with their lives; while the rich couldn't care less while engaged in vulgar display of their wealth. True education must make the student go in search of the truth. Medical education should stress more on that aspect. All our lives are in the hands of the doctors trained in this faulty system. Will the wise men in charge of higher education

remove their blind folds please and listen to saner voices in society who ultimately are at the receiving end?

The content of our higher education needs a thorough overhauling. It is safer to teach methodology in place of facts. The latter change so fast that the textbooks today become outdated by the time they are out of the press. Future textbooks would be loose leaf ones to be regularly updated. Information (knowledge) is at the finger tips these days for students to get to know by the flick of a button in their computer. Why should we have fixed curricula? We should let students learn for themselves and a teacher should only help them to do so. Examinations could also be very creative with open books to refer to, if the student wants. Corruption in the examination system could also be avoided thus. Very soon a new technology of a hand held tablet could enable a student in minutes to download any book from anywhere for study. That will replace the laptop and computers. We need to reform the system by the following three points, 1) encourage the students to study for themselves, 2) provide them with all the infrastructural facilities, and 3) protect the present lot of students from the present lot of teachers, what with their fossilized brains. Future teachers that come up in the new system will have learnt their lessons, anyway.

The container:

I still remember my words some years ago when the CHEA, Council for Higher Education Accreditation of the USA, wanted me to go to Phoenix to talk to their wise men about ethical higher education there. Robert Glidden, the then President, was very keen that I go there. I asked the wise gathering one simple question. What is education if it does not make a human being human and humane? What do we see today? Every one, especially with some power to wield, has become corrupt, arrogant and inhuman to the needs of others to the exclusion of one's own proclivity for comfort and greed. Education must teach the student about himself and also the purpose of all education. Education is to train a human being to act "justly, skillfully, and magnanimously, under all circumstances of peace and war." Dr. Eliot's now famous "five-foot book shelf, has Milton's "Areopagitica" and "Tractate on Education". Our wise men, in charge of education, would do well to glance through those for the good of India's future generation. Life is not just to live and enjoy. Life has to be useful, to be compassionate, and to be authentic and should touch other lives to show that not only one has lived well but has let others to live well in the bargain.

The container, the student, should also be trained to have that enthusiasm to know the unknown-the only way to progress. The word Upanishad says it all. Upa=near, shad=sit down; and Ni=vacuum that one takes to the feet of the teacher to fill with wisdom. Our present system of schooling closes that vacuum completely leaving the student with no place to fill the wisdom. On the contrary, our edu-care tries to fill the student's brain with what we want him to learn. True edu-cere is to bring the best out of

the student. The latter is born a genius; "only to be converted into an idiot in school." (Dr. Alexis Carrel) More creative work right from day one with creative project work for students, allaying the fear of the Damocles sword of the end year parrot repeating examination that curtails all curiosity in the learner, on going teacher and peer review of student performance coupled with a teacher that encourages his/her student to learn for himself/herself rather than stuffing useless information into the student's head, should be the future system. The teacher must be a true midwife trying to help the student to deliver at the end.

To change medical education one needs to revamp it totally taking it away from the hi-tech five star corporate hospital background to living communities where one sees human illnesses naked. Only a small percentage of filtered terminal incurable illnesses reach teaching hospitals. A student trained in that setting comes out with the stunted view of the total spectrum of illness as that he/she had seen in the teaching hospital. To cap it, we have an array of mind boggling scopes, scanners, and shadows which take away to joy of "understanding" the patient in his/her totality. The latter simply is trying to understand the mind of the patient. If we listen to some thinkers in this area things will clarify a bit more. Lord Platt, a great teacher in the last century, had said in 1949:" If you listen to your patient long enough s/he will tell you what is wrong with her/him." Lord Platt's students, who are the present pillars of medicine in England today, did a triple blind, computerized, prospective, study of out patients in London teaching hospitals using even the positron emission tomography but came to the same conclusion that "80% of the final accurate diagnosis could be arrived at the end of listening to the patient which can only be refined 4% more by all the examinations and 8% more by all the tests, including PET! In addition, 100% of the management strategies could be arrived at, at the end of listening to the patient." (www.ncbi.nlm.nih.gov/pmc/articles/PMC1673456/.../brmedj01449-0038.pdf) If this is adopted in medical teaching our doctors could practice high standard medicine even in remote villages. All that they have to take with them is their trained mind that could listen to patients.

My teacher, Nobel Laureate Bernard Lown at Harvard, a great cardiologist and the man who invented the Lown Defrillator, had this to say about our present standing in modern medicine: "We believe the modern medical model has become increasingly reductionist: human beings are seen as repositories of malfunctioning organs that need repair. This view results in an onslaught of tests and uncertainty. Doctors often take refuge behind technology because it is easier and less time-consuming than talking with a complex human being who is their patient." [The New Yorker 5/17/99]. Another great thinker, a professor of medicine at Yale University, Mary Tinetti, said: "The time has come to abandon disease as the focus of medical care. The changed spectrum of health, the complex interplay of biological and non-biological factors, the ageing population, and the inter-individual variability in health priorities render medical care that is centered on the diagnosis and treatment of individual diseases at best out of date and at

worst harmful. A primary focus on disease may inadvertently lead to under-treatment, overtreatment, or mistreatment." (Amer. J Med. 2004; 116: 179) Much more insight can be gained from the following extensive study of modern medicine by researchers led by Gary Null, entitled "Death by Medicine."

Doctors should be trained to keep the health of the public and not just to treat sick individuals. Today's medical education does not teach anything about the need for keeping the health of the well segment of the population, the Bija Mantra of Ayurveda. UNIDO report recently stated that India needs the following simple measures to keep her people healthy, viz: clean drinking water for all, three meals a day uncontaminated by animal and/or human excreta, sanitary facilities with a toilet for every house, a roof on top for the poor, in place of the star lit sky at night, avoidance of cooking smoke, having deadly carbon monoxide, coming into the house using a smokeless choola, education of girl child at least up to twenty years to bring down the fertility rate and economic empowerment of poor women. Does our present curriculum contain any of these?

Conclusions:

Higher education in India is crying for urgent modernising if ever we want to compete with the world in all fields of human endeavour. Our outmoded and outdated Macaulay type of education, doling out BA, B.Sc, MBBS, BE, should change for a more dynamic living educational system that is both contemporary and creative at the same time. The recipient of a higher degree should be bold enough to stand on his own legs should the need arise and not dependent only on some cushy job. Concurrently, there should be a revision of the school curricula which is a prerequisite for a changed scenario in higher education. Education should be viewed in its entirety and not in bits and pieces.

While we need improved infrastructure to cope with the millions of young men and women looking for higher education in the near future it is not enough if we simply mindlessly encourage mushrooming of infrastructural facilities. Numbers do not count as long as they are not of expected quality. Care must be taken to see that the private entrepreneurship in education does not become another money spinning machine like the growth in the telecommunication facilities. We will have bigger scams in this area with greater damage to the future generation. The signs are seen even now with limited private public partnership. That does not absolve the tax payer's money spinners in the field of higher education. Some of them really suck!

"It is important that students bring a certain ragamuffin, barefoot, irreverence to their studies; they are not here to worship what is known, but to question it."-- Jacob Chanowski

Source: Jan 29, 2011/ Mangalorean.com

Indo Centric Education

WHEN the nation is celebrating yet another Republic Day, there are few things that should come to our minds. True that we had not been independent for not so long a time, but the time that had lapsed is also not too short. Certain things had been done, but for a nationalist, more things could have been done, and in much better and fruitful manner during these years that have gone by.

One area where we had failed considerably is the area of education in general and Higher Education in particular, during these long years of Independence.

Need of Indo Centric Education

The real strength of any nation shall come from within only. This means the togetherness of the citizens of the given nation States. For nations in Europe, their solidarity is often on the basis of the languages they speak, as it is in the cases of Germany, France and the like. In some other cases, it becomes religion. But for a nation like Bharat, this is all different; Bharat had been one neither through language, nor through faith systems, but through sanskara. Political unity was certainly not the unity of Bharat; it had always been cultural unity. That is the reason that some short sighted British made the claim that it is they who united this nation, and they simply thought that Bharat will fall apart once they leave this nation. Another real reason for their confusion is the epistemology of this land, to which I shall return shortly. Thus, education ought to be education of Bhartiya Sanskriti also, apart from other formal teaching and learning. Hence the need of Indo Centric Education for the unity and strength of Bharat.

The Unique Epistemology

Bharat has a distinct and unique epistemology of its own right from time immemorial. This can easily be understood through the concepts of plurality and multiplicity and how we look at them, as well as how others look at them. Both plurality and multiplicity are the nature of nature: each blade of grass in this universe is distinct and unique. There cannot be another one like one, of past, of present and also of future. Now if one sees them as different from one another, then their inter relations shall become one that of differences, and such theories of differences shall eventually lead to contradiction and conflict. From such epistemologies came religions which claim that I am the only right one and all others are wrong; and theories like Marxism. Contradiction and conflict had become the only "reality" for the Marxists subsequently. On the other hand, Bharatiya Epistemology looks at the same phenomena of plurality through the notions of samanvaya and samabhava. The plurality and multiplicity are simply varieties and variations of one ultimate reality, and they are not contradictory at all. Thus they co-exist without contradicting one another and there is no conflict among them. It is this epistemology that eventually becomes Vedanta in our philosophical system.

On a practical side, this epistemology is evident from the Hindu Dharma and the nation of Bharat itself. The Hindu Dharma has many faith systems, rituals, rites etc., apparently different from one another. But they all had co-existed as one organic whole through centuries making the Hindu Dharma 'Sanatana'. Exactly, this is the case also with Bharat. This nation had been existing as one organic whole in spite of the apparent differences such as language, faith systems and so on.

The Colonial Hang Over

Our education still suffer from the colonial hang over or Euro Centricism. There are areas like empirical sciences where Europe and the US had made much progress where it shall be natural for us to learn from them. But there are also areas where we have our own fully developed and consistent understandings from long time, which if we overlook in our race to copy Europe, shall be nothing short of suicide. Copying Europe is surely a short cut for our academics to make career advancements, by finding out what is appreciated in Europe and conducting researches in those areas and getting them published in their journals in their manner. On the other hand, Indo Centric researches are more challenging and not rewarding materially for the time being. Fetishisms of minds and politics equally contribute to this phenomenon. One such fetishism is such that Marxist tools are the best and that alone is 'progressive'. Younger generation is much mislead and confused in this connection.

What is to be done?

An archetype Bharatiya education is yet to be designed and evolved. An autochthon of Bharatiya education would say that we should remain rooted in our tradition and then connected to the western knowledge system, which shall make our education Indo Centric and complete. Such education shall be the only methodology for our national integration, togetherness, oneness, and strength. Once the people of any nation are united and one, all other progresses and development including economic well being shall be at once and spontaneous. But then we do have challenges also from outside, there are 'friends' who wish to disintegrate and divide us, and at the same time we also do not have a proper and meaningful Indo Centric approach to educating the next generation. Perhaps this is already late, much late, and we ought to be working towards such curriculum building and education to train archetype Bharatiya citizens, who would be model to the entire world.

Source: 30 January 2011/[Organiser](#)

International Baccalaureate: Education for the rich

JAIPUR: [International Baccalaureate](#) (IB) as a curriculum is gaining recognition among elite parents intending to send their wards abroad for higher studies. It is gradually emerging as an alternative to conventional education with two IB schools now in Rajasthan.

Jayshree Periwal, principal and director of an IB and [CBSE school](#) Step by Step, said, "The advantages of studying in IB schools are many: Students are taught to question teachers at early level, teaching methodology is interactive and most important higher education becomes easier for IB students."

So far, [India](#) has 74 IB schools. IB curriculum is exclusive for children belong to upper middle class and the rich. It's fee structure is anytime higher than the ICSE and CBSE schools. For instance, Step by Step School charges Rs 80,000 at entry level (grade below Class V) and Rs1, 50,000 at diploma level (Class XI and XII) This is claimed to be the minimum fee structure for any IB school in India. TOI has learnt that a few IB schools in [Delhi](#) and [Mumbai](#) charge Rs 6 lakh per annum.

Will an IB Diploma student be able to appear for the entrance examinations for admission to professional courses like engineering, medicine, management, law in India?

Periwal claimed, "IB students have an edge in appearing for exams like CET, PMT, IIT, BMS, CPT and CLAT. They are better equipped due to the in-depth self-study undertaken during the IB Diploma Programme." The assessment of students is done through internal tests, projects, portfolios, commentaries and essays. Even participation in community service is assessed.

The main highlight of this curriculum is that many universities in the US award transfer credits to IB Diploma graduates. These credits could translate into saving from six months to a year during the undergraduate degree courses.

Sources said in the coming session a few more elite CBSE schools will turn to IB. Sangam School of Excellence (SSE) in Bhilwara introduced IB curriculum in the current session. They, however, are running this expensive curriculum with five students.

"It is difficult for us to convince parents to switchover to this curriculum," said Arpit Sharma, IB coordinator in SSE. He believes that rise in per capita income of Indians will brighten the prospects of IB schools in future.

The Association of Indian Universities recognizes the IB Diploma (Class XII) equalant to plus two class of CBSE, ICSE and other state boards.

Source: [Times of India](#)

Pearls of wisdom from India's Abdul Kalam

Former president of India urges Skyline University College students to get in touch with their unique qualities and not conform to the status quo

Today's youth aspire to be unique but are under pressure to be like everyone else. However, reaching for a goal set during youth is how to truly become distinguished.

These words of wisdom were shared by former Indian President Dr A.P.J. Abdul Kalam during his visit to Skyline University College in Sharjah last week.

Students filed into the auditorium for a rare treat of personal advice from India's 11th president on the topic of higher education and the development of an entrepreneurial spirit.

"All youths want to be unique, but the world all around you is doing its best to make you like everyone else," said Abdul Kalam. "The question is whether you want to be a unique version of you or just like everybody else."

Abdul Kalam added that conforming to the status quo could at first glance seem enough but is ultimately not satisfying on the long term.

"Therefore the challenge my young friends is to fight the hardest battle any human can imagine," he said. "Fight and never stop fighting until you arrive at your destined place of the unique you."

Abdul Kalam added that the four most important weapons to fight the stated battle were to reach for a dream set before the age of 22, an ongoing pursuit of knowledge, hard work and perseverance.

"The question is, what will you be remembered for, if you can answer that question you are on the way to finding the unique you," said the aeronautical engineer. "In any important undertaking you will be faced with problems; but the important thing is to become the captain of the problem and not let it become the captain of you."

During his years as leader of India, Abdul Kalam was known as the People's President. Throughout his career as a scientist he has undertaken work on the development of ballistic missiles and space rocket technology; and it is his reputable achievements and humble demeanour that kept the students engaged.

Knowledge is power

Upon recommending reading material to the students, Abdul Kalam steered his talk in the direction of the qualities of future leaders in 10 points. The one that resonated most was the reinforcement of the age-old gem that knowledge is power. "Yesterday natural resources were sources of power but today knowledge is power," he said. "Look at countries like Singapore and Japan who don't have natural resources but do have technology; knowledge is their power."

He added that as access to knowledge becomes a vital commodity in the 21st century academic institutions and universities will ultimately become the power houses of knowledge, with teachers ultimately responsible for shaping future leaders.

"I find there is a gap in the education systems in the world found in the research attitude of teachers," said Abdul Kalam. He added that good teaching goes hand in hand

with research and teachers showing an interest in research "is vital for the growth of the youth".

RESOURCE

Enrolment in govt-run schools on the decline

Study by HRD ministry body shows that low teacher-student ratio and poor infrastructure are the main challenges

Although four out of every five elementary schools in India are run by the government, enrolment in such schools is declining while that in privately run schools is increasing, says a report released on Tuesday.

The study by National University of Education Planning and Administration (NUEPA), run by the human resource development (HRD) ministry, highlights a low teacher-student ratio and poor infrastructure as the main challenges to India's aim of education for all. It covered all the 1.3 million recognized elementary schools in the country.

At least 80.37% elementary schools are run by the government, says the report.

"It is now established that bulk of the school education is being provided by the government—at the central, state and municipal level," said Arun C. Mehta, professor at NUEPA and lead author of the report.

Overall, enrolment in primary schools (classes I-V) dropped nationwide from 134,377,324 in 2008-09 to 133,405,581 in 2009-10.

But enrolment in the upper primary level (classes VI-VIII) increased from 37.72 million in 2004-05 to 54.47 million in 2009-10, says the report.

In 274 of the 635 districts, the teacher-student ratio was in excess of 1:30 in 2009-10, down from 302 districts in 2008-09. The ratio crossed 1:60 in 12.2% of the districts in 2009-10.

The study also found that more than 100,000 schools, or 9% of the total, are run by single teachers.

"We are aware of the teacher shortage and have sanctioned over 400,000 posts during the current fiscal year," said a senior HRD ministry official on condition of anonymity as the official is not authorized to speak to the media.

The official said the report gives a fair view of the state of education in India.

"The infrastructure, the teachers, the allied facilities have been mapped through this across 1.3 million schools in the country. This will help us in rolling out our schemes."

Around 91% schools have drinking water facility, but only half the schools have toilets for girl students.

While 16.65% primary schools have computers, 39% of all schools surveyed had electricity connections.

Mehta of NUEPA said the study shows the schooling system has improved on a number of counts.

“Since (the) Sarva Shiksha Abhiyan (Education For All Campaign) came into being nearly a decade back, the country has added 240,000 new schools.

It means nearly one-fifth of the current schools in the elementary level have been added in these years,” he said.

The number of women schoolteachers has also increased in this period, he added.

At least 16% students in government schools drop out while moving from primary to upper primary levels.

At 38.5%, Uttar Pradesh has the highest percentage of students who complete class V but don't enrol in class VI.

Enrolment of Muslim students at the primary level increased from 11% of total school students in 2008-09 to 13.5% in 2009-10.

At the upper primary level, it rose by 2.5 percentage points to 11.03%.

The number of instructional days in schools increased to 224 in 2009-10 from 211 the previous year. On an average, 14 days were lost on account of teachers performing non-teaching jobs such as administration and kitchen work.

Narayanan Ramaswamy, executive director at consulting firm KPMG, said the education system is getting better with the government's reform initiatives, but further improvement is required in areas like drop out rates and teacher-student ratio.

Puducherry tops the overall education ranking, while Bihar is at the bottom of the index. States such as Orissa and Rajasthan improved their standing between 2008-09 and 2009-10.

Source: [Live Mint](#)

India's higher education sector needs 8 mn seats in next 3 years to sustain economic growth

The Parthenon Group, a leading strategic advisory firm with deep experience in global education industries, released key findings from presentations made at the firm's Global Education Seminar held in Mumbai on 27th January 2011. The Mumbai event was the fourth in a series of global education conferences held in New York City, London, and Dubai.

Speakers from Parthenon shared analysis on various hot topics in the Indian education sector such as growth and investment opportunities in higher education and school sectors, and the scalability and success of private schools in India, among others. Robert Lytle, Partner and Co-Head

of Parthenon's Education Centre of Excellence, presented findings on how foreign universities can help solve India's higher education crisis. Karan Khemka, Partner and Head of Parthenon's Asia Office, shared perspectives in the supply-demand gap and scalability of private primary and secondary schools in India.

Robert Lytle said: “We have hosted four education conferences in the past two weeks – in New York City, London, and Dubai; but, we saved the biggest and best for where the education market, issues, and challenges are the most dynamic – right here in India. Even here, in India, where demand for quality education seems insatiable, choosing the wrong value proposition or wrong business model will condemn you to failure. Conversely, informed choices allow you to build enduring, self sustaining, and expanding [education] institutions.

Increasing higher education enrolment is central to India's ability to compete in a global economy, as economic strength and Gross National Income (GNI) per capita are closely linked to a country's higher education enrolment ratio. In order to increase India's competitiveness, it is necessary to grow the availability of high quality higher education. Research conducted by The Parthenon Group's Education Centre of Excellence projects that India's higher education sector needs an additional 8 million seats over the next 3 years in order to sustain economic growth.”

Other insights shared at the Global Education Seminar included reflections on the role foreign universities could play in helping India meet significant demand for higher education seats. Specifically, in order to increase its tertiary enrolment ratio, India needs a portfolio approach that incorporates both prestigious world-class and capital-efficient universities. While established world-class universities face limitations in their ability to expand, brand-recognized foreign universities have greater flexibility to help fill the current gap in higher education seats. Whereas world-class universities (with average annual enrolments of approximately 14,000 students) grow at an annual rate of only 1%, capital-efficient foreign universities boast faster growth rates that allow them to achieve much greater scale.

The Parthenon Group's research shows that in labour markets such as China and Vietnam, graduates from the local branches of foreign universities are able to command a slight 10-20% wage premium over graduates of local universities. As a result, universities like Ningbo Nottingham in China and RMIT in Vietnam are able to charge a tuition premium. Foreign universities such as Monash (Malaysia), Nottingham (China), and RMIT (Vietnam) that have a recognizable – albeit non-world class brand – are able to achieve a self-sufficient scale of 4,000 to 6,000 students with revenues in excess of \$30 mn.

The key success factors for such universities include robust government relations, a strong local partner, and premium placements for students with leading employers. While these examples are encouraging signs, the question remains as to whether India's regulatory environment will

allow for such foreign universities to play a role in bridging India's current – and growing – tertiary enrolment gap.

In addition to macro industry findings presented by Parthenon speakers, the Global Education Seminar also highlighted school-level learnings from two guest experts:

Dr. F. R. Mahmood Hasan, Founder and CEO of GSS, an educational NGO which provides quality primary education to 30 thousand children across 350 schools in Bangladesh shared his views on the low cost, activity-based education model adopted by GSS. "The government of Bangladesh spends \$60 per child on education. At GSS we are able to provide a higher-quality education for only \$38 per year." GSS also operates with a much higher success rate – with a dropout rate of only 7% - than that of traditional government schools, where dropout rates exceed 50%.

Environmental Sustainability in Education was another topic presented by guest expert Ronald Stones, OBE and Consulting Director of The Green School (Bali, Indonesia). "When we first opened, we served students from the international school community in Bali. Now, 30% of our students are from families that relocated from around the world to send their students to The Green School. [Sustainable school models] are the future of education," . Stones stated.

The Parthenon Group's 2nd annual Global Education Seminar was a particular success, with attendance of more than 180 stakeholders and investors from India's education sectors. Attendees including representatives from Axis Bank, Tata Capital Ltd, ICICI Bank, HDFC Property Fund, India Capital, the Yash Birla Group, Goldman Sachs, Oberoi Realty, Aegis School of Business, Dr Indu Shahani – Sheriff of Mumbai and Principal of the HR College of Commerce and Economics, The American School of Bombay, The Rural Development Fund (RDF), EducationWorld, Gateway House, and Forbes India.

A survey of the Global Education Seminar's attendees revealed that investor interest has shifted from vocational and K-12 schools to higher education institutions. As expected, the most significant major challenge when considering an investment in the education space remains unchanged and is the current government regulatory landscape

Source: [India Info Line](#)

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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